

Desarrollo de competencias gerenciales en los docentes de la Licenciatura en Administración de Empresas de UNEDL

Development of Management Skills in the Teachers of the Degree in Administration of UNEDL

Desenvolvimento de competências gerenciais nos professores da Licenciatura em Administração de Empresas da UNEDL

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Resumen

El objetivo de la investigación es centrar las competencias gerenciales de vanguardia que deben tener los docentes efectivos del nivel educativo superior en la carrera de Administración de Empresas, así como los múltiples roles a desempeñar en programas de capacitación orientados al desarrollo de dichas habilidades. La investigación inicia con la fundamentación teórica de las múltiples competencias de carácter formativo y emotivo en los docentes durante el desarrollo de competencias. Después se centra en la administración y gestión en la Universidad Enrique Díaz de León, en particular en los docentes de la Licenciatura en Administración de Empresas, la forma como se capacitan, desarrollan, explotan y manifiestan las distintas competencias en el aula de clase. Para ello se estudiaron los planes de capacitación y las acciones de mejora continua en los docentes de dicha universidad. La capacitación docente relacionada con el enfoque de competencias influye directamente en el mejoramiento del desempeño docente, proceso educativo que contribuye a la formación de profesionistas de excelencia, capaces de responder de manera efectiva y específica a las necesidades regionales con calidad, productividad y con una visión nacional e internacional presente y futura. Se deben formar profesionistas competentes que vinculen su proyecto de vida con su autorrealización, para lo cual se implementa un enfoque educativo basado en competencias. Por último, los docentes y

estudiantes deben participar de manera más activa, ya que sus roles tradicionales han ido cambiando.

Palabras clave: competencia formativa, competencia emotiva, autorrealización, enfoque educativo.

Abstract

The objective of the research is to focus the leading management competencies that must have the effective teachers of the higher education level in the career of Business Administration, as well as the multiple roles to play in training programs oriented in the development of them. The research begins with the theoretical basis of the multiple competences of a formative and emotive nature in the teachers in the development of competences both in him and in his students. In a second moment the research focused on the administration and management in the Universidad Enrique Diaz de León of particular form to the teachers of the Degree in Business Administration they are trained, they develop, they exploit and they show the different competitions in the classroom of class. To this end, training plans and continuous improvement actions were included in the teachers of the University. Teacher training related to the competency approach directly influences the improvement of teaching performance, the educational process, which contributes to the training of professionals of excellence, capable of responding in an effective and specific way to regional needs with quality, productivity and A national and international vision for the present and the future. The training of competent professionals, link their life project with their self-realization and permanently improving the human being, for it is implemented a competence-based educational approach. It requires more active participation by teachers and students, their roles have changed.

Keywords: formative competence, emotional competence, self-realization, educational approach.

Resumo

O objetivo da pesquisa é focar as principais competências de gestão que devem ter professores efetivos do ensino superior na carreira de Administração de Empresas, bem como os múltiplos papéis a desempenhar em programas de treinamento voltados para o desenvolvimento dessas habilidades. A pesquisa começa com a base teórica das múltiplas competências de natureza formativa e emotiva nos professores durante o desenvolvimento de competências. Ele então se

concentra na administração e administração da Universidade Enrique Díaz de León, em particular os professores do Bacharel em Administração de Empresas, da forma como treinam, desenvolvem, exploram e manifestam as diferentes competências na sala de aula. Para o efeito, foram estudados planos de treinamento e ações de melhoria contínua nos professores da universidade. O treinamento de professores relacionado à abordagem de competência influencia diretamente a melhoria do desempenho docente, um processo educacional que contribui para o treinamento de profissionais de excelência, capaz de responder efetivamente e especificamente às necessidades regionais com qualidade, produtividade e visão Presente e futuro nacional e internacional. Profissionais competentes devem ser treinados para vincular seu projeto de vida com sua auto-realização, para o qual é implementada uma abordagem educacional baseada em competência. Finalmente, professores e alunos devem participar mais ativamente, já que seus papéis tradicionais estão mudando.

Palavras-chave: competência formativa, competência emocional, auto-realização, abordagem educacional.

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Introduction

The teacher is committed to guide the development of young people through the cultivation of generic, specific and professional skills and accompany the students in their training, that way he also forms and develops in skills. Teachers who have received training on the competency approach should apply what they have learned in promoting their students' learning, who would be receiving a quality educational service and developing competencies for a full and integral life (Vázquez, 2013).

Training is a factor that favors the development of managerial competencies in teachers. According to Imbernón (2010), formation is an important element of the professional and harmonious development of the human faculties, including all their forms of intelligence, so it is necessary to rely on the competences to integrate cognitive, attitudinal and procedural knowledge to transfer them to the contexts in which the student develops. The managerial competences are the set of observable knowledge, skills and attitudes that a manager must have

in the Institutions of Higher Education Institutions of Higher Education, which will allow him to reach the success in the performance of his functions in the global context.

The HEI establishes in their plans and curricula the competences to be developed in the student; however, it is important to start from the premise that the manager must also acquire the competencies that allow him to lead his organization effectively and efficiently (Frade, 2010). In the globalized world of extremely dynamic changes and a competitive environment, HEIs face the challenge of providing quality education and developing competencies in students so that in the near future they are ready for the job reality.

In individual terms, competition is defined as the way in which a person uses his resources to solve a specific activity in his or her professional or work environment (Lerner, 2009). Competence includes knowledge, skills, attitudes, skills and values that the person possesses. For this reason, a model of managerial competencies is presented in global scenarios for HEI managers (Hellrieger, 2011):

1. Self-administration: the individual takes care of his own development and assumes responsibility for his life at work and outside it. It includes integrity and ethical conduct, impetus and personal flexibility, knowledge and self-development. It is metacognition, that is, the person's ability to control their cognitive processes. It involves planning what is going to be learned, controlling its learning and evaluating the objectives obtained.
2. Strategic planning and management: it is decided which tasks are to be performed, how they will be done, resources allocated to enable them to be performed and then monitored to ensure that they are carried out. This competency includes information gathering, analysis and problem solving, project planning and organization, time management, budgeting and financial management.
3. Quality approach: start with the concern to do things well, with a positive attitude to try to do anything as best as possible, which involves taking care of small details, planning activities and checking them. The quality-oriented person is concerned not only with the process but also with the results. In the continuum of the development of this competition, three levels of complexity have been established: improving daily work, systematically improving one's own performance and taking the initiative in continuous improvement processes of a collective nature.

4. Technology and innovation: it is related to the management of information and communication supported in the extensive personal computer. Personal computers provide a multitude of tools and working environments: graphic design, database management, experimentation applications, mathematical analysis, file management, document editing, e-mail utilization, internet browsing, spell check, elaboration of presentations and use of spreadsheets (Ramírez, 2011). To achieve this didactic strategy, the teacher requires the following disciplinary competence: to use information and communication technologies to investigate, solve problems, produce materials and transmit information. It also requires the following competencies:

- Plan the teaching and learning processes taking into account the competencies approach, located in broad disciplinary, curricular and social contexts.
- Identify students' previous knowledge and training needs to develop strategies.
- Contextualize the contents of the curriculum in the daily life of the students and the social reality of the community to which they belong.
- Implement teaching and learning processes in an effective, creative and innovative way in their institutional context.
- Use information and communication technology with didactic and strategic application in different learning environments.
- Evaluate teaching and learning processes with a formative approach.
- Be updated in the use of information and communication technologies.

It is recommended the familiarization of teachers with information and communication technologies to obtain educational vanguard. Without virtuality the school atmosphere is considered outdated and monotonous and obsolete learning.

5. In multiculturalism the sense of ability to understand and accept cultural diversity must be developed as a personal and collective enriching component. This quality allows us to live together without making distinctions of sex, age, religion, social, political and ethnic conditions (Zabalza, 2004).

These competences are requirements that the person must have in order to be able to apply to different positions and organizations, as well as to stand out in different areas. In order to occupy a managerial position, the general manager must have the complete mix of these competencies and not only one or two, acquired through experience, experiences, constant

feedback, and so on. They derive leadership skills such as leadership, problem analysis and resolution, emotional intelligence, communication, conflict management, as well as motivation and teamwork. Within a framework of values and attitudes, competence implies the acquisition of knowledge, attitudes, values and skills that allow to perform satisfactorily in the labor area.

Spencer (2012) defines competence as an underlying or outstanding characteristic of the individual, related to an effective or superior performance in a situation or work. For its part, Triviño (2011) says that it is the set of knowledge, skills and attitudes (knowing how to be and want to do) that, when applied to the performance of a particular responsibility or professional contribution, ensure achievement. It also points out that a competence consists of three elements: knowledge, which includes knowledge; know-how, which corresponds to the skills; and will, which contains attitudes.

Schon (2008) considers that learning depends on conditions similar to those produced in workshops, and points to three aspects that lead to the development of competences in students: knowledge in action, reflection on action and practice. According to this conception, a professional is competent when he / she knows how to apply the theories and techniques that have been generated by scientific researchers to solve instrumental problems of real practice. García (2008) considers that the competences are formed by: knowledge (what do I know?), Ability (can I apply?), Attitude (am I willing?)

Hellriegel, Jackson and Slocum (2011) propose a management-related competency model, which he calls managerial competencies and defines as the set of knowledge, skills, behaviors and attitudes that a person needs to be efficient in a wide range of tasks management and in various organizations. They establish that people are not only judged by their intelligence, but today they must demonstrate a series of competences that are part of the intelligence; and that the goal is to develop six key competencies in an interrelated way that will result in effective management. Management skills form the link through which management strategy and practice, tools and techniques, personality attributes and style work to achieve effective results in organizations. They are indispensable tools that must have every manager to lead an IES:

1. Conflict management
2. Motivation of employees
3. Oral and written communication

4. Power and influence
5. Training of effective teams
6. Stress management
7. Towards positive change
8. Development of self-knowledge
9. Empowerment and delegation
10. Analytical and creative problem solving

Leadership is one of the fundamental skills that are required of managers in their varied multifunctionality, for which they must play the role of strategist in the development of strategic planning, design of organizational models, diagnosis of environments and organizational cultures that can lead to homeostasis or organizational change and avoid organizational entropies.

Companies in countries such as England, Canada, Australia, the United States and the European Union have found that there is an inadequate relationship between educational programs and the needs of enterprises, and they therefore find it useful to focus on promoting the acquisition and improvement of skills to obtain effectiveness. The academic system of the countries mentioned values to a greater extent the acquisition of knowledge than its application at work. The business consulting process that many entrepreneurs turn to is not only to find a solution to a specific problem, but also to acquire the consultant's special expertise. Counseling assumes a teaching role (Moral, 2009).

Currently the consultancy means providing the entrepreneur with the tools to develop competencies and transmit them to the interior of the organization. It is a two-way exchange, with objectives that seek social strengthening, economic and business development, personal fulfillment and participation in the creation of an ecological and cultural environment that improves the quality of life (García, 2010).

According to Tobon (2015), the socio-formative approach to competencies aspires to integral human formation through a solid ethical project of life. The set of guidelines that it aims to generate are essential pedagogical conditions that facilitate the formation of competencies

through the articulation of education along with social, community, economic, political, religious, sporting, environmental and artistic processes, in activities contextualized to their interests, self-realization, social interaction and employment relationship.

The ethical project is a process by which man reaches his self-realization, strengthening himself, generating healthy coexistence, promoting economic development, active participation in society and ensuring the ecological balance of his actions, which is reflective and conscious, it also includes challenges, goal setting, responsibilities, and strategies to overcome roadblocks (Tobon, 2015).

The teacher assumes as facilitator of resources, concepts, sources of knowledge, methodologies and spaces for students to build their training from their ethical project of life. It is valued both to know to be and to know and to know (Tobon, 2015). It also includes the definition of goals, the implementation of universal values and the generic and specific competences that lead the person to integral development (Rial, 2009).

Competencies are the fundamental basis for guiding curriculum, teaching, learning and evaluation from a quality framework, as it provides principles, indicators and tools for doing so, more than any other educational approach. In the course of their training the entrepreneur must acquire, on the one hand, basic knowledge, the models and theories that form the basis on which scientific, technological, management and strategy developments are applied to the different areas of the company. It is necessary to offer the entrepreneur instances not only to know, but also to use that knowledge to solve problems or tasks of the profession (Hernández, 2013). It is then a question of gathering didactic strategies that link the context of the training and of the action in which it is produced or used through the application of methodological criteria such as:

- a) Reproduction of real situations: the contexts of learning must reproduce or simulate the conditions of professional practice to the maximum, a good selection of problems or critical incidents typical of the working life around which the contents are organized.
- b) Social and subjective meaning: it is given by the linking of knowledge, problems or situations with the requirements of the world of the profession and its relevance in the work.
- c) Theoretical-practical articulation: active learning, work from cases, problems, projects and situations is an articulated work of theory and practice.

d) Considering the uncertainties, ambiguities and contradictions: in the professional life rarely decisions can be taken in a certainty, uncertainty is the rule. Training situations should place students in the face of the need to solve ambiguous problems, make decisions in uncertain frameworks and develop projects in the face of contradictory questions.

e) Disciplinary integration: real life situations, the problems that a professional must solve are always diffuse, do not fit in any subject or discipline. Its approach requires analyzing the situation, defining it, narrowing it down, and discriminating its main components. These operations often require the use of different approaches and theories, and even of different disciplines (Chiavenatto, 2014).

With the emergence of the competencies approach, some goals have been formulated, including the need to organize and link the formal education system to the needs of the productive sector. Another purpose is to contribute to the training of individuals to meet the set of fundamental needs, identified by a group of experts and international organizations to challenge challenges of society in permanent and uncertain transformation (Mindek, 2010).

In order for the teachers who are part of this society to meet the new demands of the same, they must be evaluated permanently in order to detect their weaknesses. In this way they can be aware of updating the initial and continuous training, of updating the performance, as well as of employing different strategies and resources to develop competences in their students. The teaching competence located in the context of higher education, as López (2014) refers, is the individual capacity that the teacher must meet to carry out the planning, development and evaluation processes of teaching and learning.

Perrenaud (2013) points out: it is the ability to effectively face a family of analogous situations, mobilizing consciously and quickly, pertinently and creatively, multiple cognitive resources: knowledge, skills, micro-competencies, information, values, attitudes, schemes of perception, evaluation and reasoning. In the educational field, Niño (2015) defines teacher evaluation as the process that allows determining the degree to which the proposed educational objectives have been achieved. Barranda (2013) defines it as the collection and use of information to make decisions about an educational program, ie as a basic tool to make decisions or feedback the object evaluated and not only as a purpose.

When initiating a project under the competencies approach, it is necessary to reflect on the type of teacher, what school is and for what type of society. The change in teaching under the

competencies approach lies in how content can be learned in a context where information is easily accessed, which affects planning, methodology and evaluation. It requires new tasks, such as collegial work, which entails a change in teacher evaluation, centered on access to the profession, where the student will demonstrate that he has the necessary skills, knowledge and values, as well as the processes developed in his work (Goldvarg, 2015).

Currently the Higher Education Institutions in Mexico, both public and private, follow the competencies approach, which has led academics to seek appropriate teaching profiles in relation to new educational requirements. In this sense, it is fundamental to establish the cognitive and creative competences that must be acquired by the teacher. The teaching competences are an important pillar for the integral formation of the students. This requires training in the development of competencies, as well as verification through monitoring (Frade, 2010). The categories of competency training, according to Frade (2010), are:

- a) Methodological and investigative skills: rigorously apply the methodology of research in strategic management projects, generating tools for managers in their specific roles as strategist, leader, policy maker and decision maker, as well as in the generation in a business leadership.
- b) Teaching practice: defined by the development of pedagogical and didactic skills of teaching by competencies. The teacher is able to design analytical programs with a focus on competencies and innovative strategies, manage suitable learning environments, showing a total ability to communicate, use and exploit the use of new technologies, foster the desire to learn, offer tutoring, investigate, present reports and publications related to teaching.
- c) Personal skills: self-assessment and acceptance of feedback from the evaluation carried out by the institution. Appropriate management in the interpersonal teacher-student context, exchange of perceptions, reinforce the climate of trust and mutual respect, mediate conflict, pay attention, time and interest to students. Feeling of belonging and institutional loyalty, coordinate in the performance of the institution's work, use the institution's procedures to ensure internal-external efficiency and follow a constant standard of quality in the institution with a positive and enterprising attitude. It also means being recognized for the excellence of the work he performs in the classroom, and for the advice and advice he provides; make changes in their teaching practice to meet the quality expectations that the institution requires.
- d) Professional, social and ethical behavior: it shows the capacity of the academic formation, to maintain contacts and professional and social relations, to act with equality in the groups of

students, to support initiatives tending to the application of moral and social norms in a certain context still on his own interests and the sector where he works, as well as promoting in the dependence social values on the internal values securing the general interest.

These competences in some cases are complementary, because for the development of some are put into practice others or are carried implicitly. The multiplicity of competences results in students being able to develop not only those that demand their profession but also favor the transversal competences that make up the interconnectedness of science.

The current market demands highly competitive management graduates, as they face a situation where tenacity is needed not only with their own professional colleagues, but also with professionals from all fields of knowledge. An administrator can not replace a doctor or an engineer, but they can serve as administrators. The administration has become an indispensable tool for good professional performance, regardless of the discipline, career or profession that is exercised. The problems that have in that race is a low activity to create companies; a very small percentage create them and another large percentage works on their own or do it in government. The opinion of many bachelors on the reasons why they prefer to work on their own depends on their lack of experience, fear and comfort. On the contrary, others have made the decision to start their own business, motivated by their desire for independence, to prosper and to support the family (Álava, 2010).

According to Kras (2013), in order to succeed in internationalization, the different elements that make up culture and which prevail in different countries must be clearly understood. In order to avoid falling into ethnocentrism, it is recommended to review the following cultural aspects when performing a commercial operation in another country and to understand its cultural codes: personal space, time, history, education, hygiene, food, superstitions, protocol, language, values, present tense, sex, hospitality, etcetera. Once a company identifies the most important cultural differences in the country where it is proposed to start a business, the following variables should be considered:

1. Degree of acceptance in a culture of any foreign element.
2. Small or large cultural differences.
3. People's ability to adapt to what they find in foreign cultures.
4. Orientation of the general administration of the company operating in a foreign culture.

This variable depends on its degree of adaptation in polycentric, geocentric or ethnocentric. Multicultural competition allows a coexistence of integral to all those groups that are different and allows to give a value to the cultural diversity, reason why one must take into account the organizational culture of the companies. The essential foundations of multiculturalism are synthesized according to:

- Acceptance of cultural, ethnic, religious, linguistic or racial differences, as well as their positive assessment.
- The right to be different in values, beliefs or ethnic ascription.
- General recognition of the equality of rights and duties, an essential element of all pluralism (Castañedo, 2014).

The development of the Multicultural Competence in the International Business Administration is the opening to techniques for market research, segmentation and prospecting and qualification of clients, as well as the planning of different cultural scenarios through language, folklore, traditions, customs and religious beliefs, for a strategic mission.

According to Kras (2013), cultural phenomena are divided into two:

- a. Those whose preservation is vital for society as a whole.
- b. Those that can be considered a brake for the modernization, in the society as in the organizations, for example, the dehumanization in the organizations as well as the destruction of the natural ecosystems to implement artificial ecosystems.

The formation of the human being is a process that develops throughout the life, which permanently contributes to its definition and personal configuration, as well as to its specific professional profile. Teacher training is one that allows the development of competencies of the professional practice in the educational field at different levels and modalities. It is inserted as an indispensable element for the professional development and improvement of the educational practice, considering the functions and tasks that a teacher should perform in his work center.

Unfortunately, teachers in both Mexico and Latin America go through a general devaluation of society, a situation that is attributed to multiple causes, among which we can mention the little scientific and pedagogical preparation, participation to solve social problems and the demand of labor rights. The postgraduate study aims to train professionals with a high degree of

specialization that is accredited by obtaining an academic degree. Postgraduate is a fundamental factor for the development of science and technology, as well as the production and distribution of knowledge, cultivation of ethical principles and moral values between students and society (Jiménez, 2014).

Teacher training and the experiential learning process need to recognize that teaching is a highly complex profession that faces constant challenges, so that continuing training, a priority in the teaching career, not only provides a didactic and pedagogical knowledge, but also expertise in the disciplinary field or the subject matter of knowledge imparted. The teacher must show comprehensive quality, a high level of performance in cognitive and procedural aspects, but also and very importantly in the affective aspects towards teaching, his students and the community where he works (Aronica, 2010).

Fernández (2010) carried out studies to verify the preparation of teachers in a public university with respect to didactic techniques, and found that students who studied subjects with teacher training masters and / or doctorate obtained higher averages than students who studied subjects with teachers who lack such training. According to University Rankings Latin America, in 2013 there were six criteria to be followed by the best universities in Latin America:

1. The reputation of the University with the future employers of graduates.
2. The full-time teaching relationship for enrolled students.
3. Articles published by teachers.
4. Quotes from the publications.
5. Proportion of teachers with doctorate by enrolled students.
6. Impact of the web in the institution.

Currently the doctoral degree is the desirable profile for recruitment, and is an indispensable indicator for one university to be considered better than another. It can be inferred that the postgraduate and academic productivity of university professors is a determinant factor to train future professionals with high academic level, preparation that will be reflected in the short term in the professional performance (Medina, 2013). To improve teacher training, it is necessary first to transform the culture of the training institutions in the following points:

- Allocate time, space and resources for investigative training.
- Modernize the curriculum and update the training programs, incorporating the research component transversally as part of the academic training.
- Promote close relations with the schools, as well as with the business and productive sectors of the country, specifying support to raise the levels of research.

Entrepreneurs are the main social agents that indicate the educational crisis, because they assert that the institutions do not form the professionals that are required and those who graduate do not meet the expectations of the position, calling the national education system as deficient. It is important to note that teaching as a determining factor vocation to the profession. A teacher without vocation will have poor theoretical-practical performance; many teachers work without theoretical foundation, without scientific reference, turning their didactics into an invalid practice. According to a study by Gavotto (2015) about the expectations that students have about the performance of university teachers, the following characteristics are identified in the three main areas of professional development:

- a) Attitudinal dimension: they must be patient, impart their classes dynamically, have an attitude of service, joy, be respectful, take care of their work and demand responsibility in their students.
- b) Cognitive dimension: to dominate its subject, to be specialists, to count on studies of postgraduate, to answer the doubts of its students and to be updated.
- c) Procedural dimension: make efficient use of technology, listening skills, be empathic, use different methods and teaching materials, combine theory and practice, expose and explain clearly and share their experiences.

These dimensions are considered the art of being a teacher. The student is the center of reference and the teacher must leave his area of comfort before the great responsibility of developing his chair. The attitude in the classroom should encourage feedback from both teachers and students.

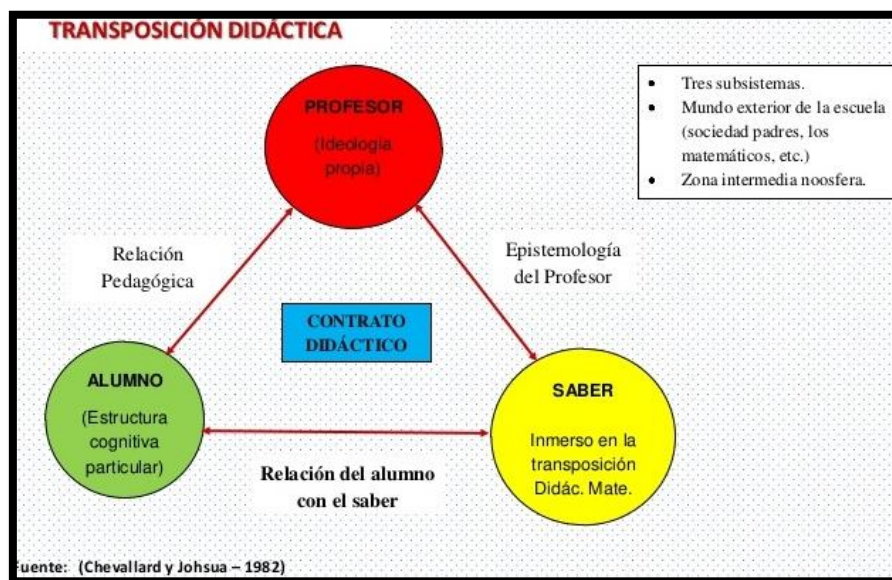
Lerner (2009) assures that the Didactic Transposition is the transmission of those who know to those who do not know. 1. Achievement: the knowledge transmitted to the student has been operated on unsuccessful research, hesitation, trial scores and failures will be saved or avoided to the students. 2. Continuity: it will not take into account the interruptions and the time stamp on the investigations, because the transmission will only be made of what was a success. 3.

Synthesis: the transmission of the knowledge to the students will be reserved or stopped to see them in detail.

The aim of the didactic transposition is the scientific literacy of students to acquire scientific knowledge, to apply science to everyday life, to understand methods for developing knowledge and to be interested in science. In the didactic system, the noosphere is the set of living beings endowed with intelligence, where school knowledge ages and is not in accordance with the knowledge of the scientific community, so a theory is replaced by a new one.

Process of didactic transposition

Figure 1. Proceso de la transposición didáctica.



Source: Chevallard Y. (2010). La Transposición didáctica. Recuperado de <https://es.slideshare.net/alvarodiaz01/transposicion-ddtka>

The questions to be considered by the teacher are: what (what am I going to teach?), The why (what am I going to teach this?), The how (how am I going to teach this?). The main objective of the Didactic Transposition is the scientific literacy of students to acquire scientific knowledge, apply science to their daily lives, understand the methods and develop knowledge from science. Scholarly or scientific knowledge is transformed into a ministry to teach; the teacher uses texts and authors and the learned knowledge becomes taught, this in turn is transformed into school knowledge and knowledge of each student (Chevallard, 2010).

The most important general attributes that a good teacher must have are: mastering his subject, having an open mind, flexible and patient, showing dedication, positive attitude, high expectations, psychopedagogical knowledge, that is, he knows how to teach content. A good teacher is one who gets his students to gain profound and meaningful learning (Mindek, 2011).

The university chair determines that a teacher has met certain requirements to impart knowledge and has reached the highest position in teaching from three categories related to its effectiveness:

1. Authenticity: the teacher demonstrates that she is a genuine, self-aware person and able to behave according to her truest feelings.
2. Respect: the teacher values all students as people worthy of being positively viewed with dignity and respect.
3. Empathy: the teacher is an empathic person who understands the feelings of the students and responds appropriately to them.

These categories are related to the attitude question, since the teacher can be an expert in their area or specialty, but finally if it does not show good attitude in the didactic transposition will not obtain good results in the classroom, much less in the expected knowledge in the student body, which would mean the failure of their teaching strategies (Castillo and Cabrerizo, 2012).

Another important function of the teacher is tutoring, a process that seeks to achieve comprehensive education of students, quality in education and the reduction of indicators such as dropout, backwardness and school failure. ANUIES (National Association of Universities and Institutions of Higher Education) in the year 2013 defined it as the accompaniment and personalized attention of the teacher towards the student, which favors their adaptation to the university environment, their training and the achievement of academic objectives, and proposed it as a fundamental strategy to achieve the quality of higher education, reduce dropout, lag, school failure and increase terminal efficiency.

Being a guardian means being a teacher, guide, defender, protector, someone who must be recognized for his attitude and knowledge, as well as having psychopedagogical and scientific abilities. Tutoring, according to Morales (2013), favors the resolution of personal and professional problems of students. In the tutorial activity, the figure of the tutor is of great importance because of its good performance depends many benefits that the students will receive. The tutor is the person who can help students solve their learning problems, develop

positive attitudes, improve their learning and make good short- and long-term decisions, raise awareness and provide them with guidance about the future of their professional future.

Cano (2014) assures that the tutor must have enough confidence with his tutor so that he can better exercise his tutorial activity and influence him more. It is necessary a continuous formation of the tutor in the pedagogical and methodological aspects so that they can guide correctly to the students, since the tutelary formation is a great responsibility in the learning.

Ibarrola (2011) says that emotional education is an area that completes the human being. This type of intelligence influences all areas of the educational curriculum, since it is a dimension susceptible to improvement and empowerment through educational actions; in addition, in the very near future the teacher will no longer impart knowledge, he will be a kind of trainer of the student that will help him to develop his potentialities and give the best of himself to the world. The concept of emotional education is ancient. Plato said that the student's emotional disposition determines his ability to learn. Bisquerra (2011) assures that it is a continuous and permanent process that tries to develop the emotional dimension in harmony with the cognitive dimension. It is about education that takes into account the emotions, educating and regulating them; and thus provide students with the tools to help them meet the challenges of life. Emotional education is essential for raising self-esteem.

It is the teacher's job to promote self-esteem. There are teachers who know how to do it and others who do not, some think that their responsibility is only limited to imparting their class, without going further. The theory of multiple intelligence states that all students are intelligent, but have different types of intelligence. This method helps the teacher to reinforce the students' self-esteem in some way, because it does not compare them to each other; knows that each one has a talent and is a wonderful and unique being. There are professors with low self-esteem and therefore they want to impose respect through fear, imposing their authority. A poor teacher with no emotional education can ruin the student's life, but a teacher with high self-esteem can change it for the better.

Neuroscience research applied to sociology asserts that emotions are the most influential factor in learning. The student may be bright, but if he does not know how to control his nerves and shows anxiety is blocked. The development of emotional competences is a factor that prevents addictions, improves mental health and self-esteem in the student (Ibarrola, 2011).

Method

The method selected for this research work is the case study that has been used in sociology by various authors and in educational psychology by Robert E. Stake (2010) for educational evaluation. According to Sara Martínez (2009), it is a complete examination of a facet or issue that involves a processual, systematic and deep investigation in a concrete case. A case can be a person, organization, teaching program or an event. Simons (2010) says that it is a useful study for practical problems or specific situations. For this study, the entire population of 18 teachers of the bachelor's degree in business administration

This method included one of the most important instances of the institution called the Planning and Academic Management Department, which designs the guidelines for the training of teachers in the University and corroborates that the training actually generates in the teachers the managerial competencies that must develop the students of the race.

Results

First, the managerial-substantive functions, obligatory within the Enrique Díaz de León University, were analyzed, which are carried out by teachers in their different roles. It is considered that to carry them out is vital for all the processes of academic trajectory of the student, and are the following:

1. Collegial work: it is the function performed by the different academies of the university. An academy deals with matters of educational, scientific and cultural nature, it is a space par excellence where it proposes, analyzes, discusses and evaluates the academic work. It is an organ of consultation and support that contributes to the academic improvement of the educational programs of the university. The academies are made up of a president and a secretary, whose appointment is honorary. The president summons three days in advance of the meeting, and if the legal quorum is not met, a new summons is made. The work of the secretary is to take note and keep the record of the academic minutes, whose agreements are mandatory. At the end of the session each of the members signs sheet-by-sheet the minutes issued with the agreements established.
2. Framing: lifelong function in the work of university teachers that carries a specific sequence:

- Publicizing the thematic content of the subject.
 - To contextualize the transversality of the subject, where the student is explained the importance of the subject and its location in the curriculum, that is, the importance, the objective pursued by the subject, as well as its relation with other subjects.
 - Diagnose previous knowledge, for which UNEDL has appointed tutors. The work of the tutors is to carry out at the beginning of each semester diagnostic evaluations on the performance of the students and how to help the limitations presented in the various cases. The work of the tutor does not end there, as it is accompaniment and advice throughout the career.
3. Teaching process: pretends that the teachers in their different subjects develop in the students the different competences, for which each teacher is asked to generate their teaching planning in which will settle the academic program, as well as its strategies, objectives, framing evaluative, performance standards and, in case teachers teach the same subject in different shifts, homologue it to bring a congruence of uniqueness.
4. Management: involves strengthening the competencies that were reflected in the teaching planning. The work of the teacher is to link the contents of the classroom with the labor demands of the market through the development of research, cultural activities, as well as extra-outdoor activities, ie outside the university. In the UNEDL to give such compliance are organized refreshments for each of their careers, where experts are invited to update the students. There are also events for entrepreneurs, such as the ANFECA (National Association of Faculties and Schools of Accounting and Administration), where the talent of home university presents its projects, as well as those of other universities.
5. Research: the teacher's job is to develop strategies that encourage the student to create research works that generate a taste for research. In the UNEDL is applied in the titration by elaboration of thesis.
6. Evaluation: at UNEDL, the student is expected to put into practice four vital points of the educational competences: being, knowing, doing and living together, through a formative evaluation that encourages the student to be highly competitive in the market labor. This information was obtained through the Moodle Institucional platform and personal interviews in each of the related areas.

PROFASAP: generator of managerial competencies in UNEDL teachers

The PROFASAP (Teacher Training and Update Program), developed in February 2017 by the Universidad Enrique Díaz de León, aims to develop managerial and teaching competencies through the following diploma in the development of teaching skills, for which it is compulsory for all teachers to take it on the school platform. Its modules are:

Table 1. Cursos de capacitación del PROFASAP.

Para docentes	Para directores de área y coordinadores	Para certificaciones
Modelo Educativo UNEDL	Manejo asertivo de conflictos	Planeación docente con el modelo CONOCER (conocimiento, competitividad y crecimiento)
Modelo de competencias del docente UNEDL	Gestión de programas académicos	Ejercicios de preparación para la certificación
Planeación por competencias	Gestión y desarrollo de talento humano	Certificación
Diseño de estrategias de enseñanza – aprendizaje		Publicaciones científicas y académicas
Evaluación por competencias		Asesoría de trabajos de investigación
La Web académica		Producción científica en la institución educativa
Diseño de objetos de aprendizaje multimedia		Modelos y beneficios de la inclusión en las aulas
MOODLE UNEDL		Estrategias de inclusión en el aula
Motivación		Metaevaluación de la inclusión
Diseño y manejo de ecosistemas de aprendizaje favorables		
Metodología de la investigación		
Fomento de la investigación en el aula		
Programa de investigación institucional UNEDL		
Programa institucional de tutorías UNEDL		
Perfil y rol del tutor		
Diseño y evaluación de estrategias tutoriales		

Source: elaboración propia.

The Postgraduate and Continuing Education Department offers all its teachers a diploma in Mediation, as teachers must have alternative and complementary methods in conflict resolution, as well as in the development of work teams. This course lasts 100 hours. In addition, UNEDL develops managerial competencies by encouraging and requiring all teachers to count on their curricular training with a master's degree, which is not an education but with a specialty that complements their training. For this purpose, the following master's degrees are available in the administrative area: Master's in Business Administration, Audit, Strategic Design, Finance, Taxes and Cognitive Behavioral Psychology. For the degree is developed an arduous work of thesis research that lasts one semester and four semesters of specialized training.

Discussion and Conclusions

The teaching work today is increasingly complex. Working within a classroom implies a great responsibility because its scope comes to touch the personal and work life of the student. The foundations of this research were the models of managerial competences in self administration, strategic planning, teamwork, multiculturalism and projects, which only represent the base of the administrators in the administrative process. Given the most urgent demands of the labor market, it is clear that managers do not have specific tasks, so it is recommended to develop multifunctionality in organizations.

The management of competences by teachers in the administrative area is more complex and selective, requires continuous training and updating in the area of administrative knowledge as well as in the pedagogical area. The current teacher can not be satisfied with only a postgraduate course, but must develop his research capacity in order to enrich the thematic barycentre of his chairs, publications, presentations, thus developing complementary competences among themselves.

In the case study applied to the Enrique Díaz de León University, it is verified that there is a functional administrative network with clear strategic objectives expressed in its mission, vision and sustainability policy, which share the development of a society in need of competitive human capital that meets the expectations of the labor market. Hence the importance of developing their teaching staff. However, UNEDL not only seeks to develop and exploit managerial competencies, but also through its internal training body also to constantly generate congresses, courses and workshops to update personal and work development. These events

also seek to ensure that their teachers find the basic tools to recreate school atmospheres similar to those at work.

In the case study it was found that the university's multicultural competence is being fostered through exchanges with other universities in China and Colombia. The present investigation corroborated that UNEDL is in continuous improvement through its multiple activities that seek to consolidate it as a university that offers quality education.

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