Cómo referenciar este artículo / How to cite this article

Camba Pérez, C. F., Cortés, P. A., & Camba Pérez, G. I. L. (2026). The Consolidation of Soft Skills as a Beneficial Factor for Basic Business Development Competencies in the University Environment. *Espacio, Tiempo y Educación, 13*(2), pp. 1-28. doi: http: //dx.doi.org/10.14516/ete.13201

The Consolidation of Soft Skills as a Beneficial Factor for Basic Business Development Competencies in the University Environment

La consolidación de las habilidades blandas como factor beneficioso para las competencias básicas de desarrollo empresarial en el entorno universitario

Carlos Felipe Camba Pérez*
e-mail: carlos.camba@academicos.udg.mx
University of Guadalajara, Mexico.

Paola Alejandra Cortés
e-mail: paola.c@academicos.udg.mx
University of Guadalajara, Mexico.

Guadalupe Iris Leticia Camba Pérez
e-mail: guadalupe.camba@academicos.udg.mx
University of Guadalajara, Mexico.

Summary: The higher education offered by institutions like CUCOSTA is vital for the development of the regions where they are located and for the country as a whole, since they will train professionals who, in the near future, will participate in companies that contribute to the GDP. Therefore, the improvement of soft skills developed by students, combined with technical skills, will positively impact the results that foster entrepreneurship. In other words, students will be able to generate new knowledge, which is reflected in the quality of the skills they acquire. However, the evaluation of results always requires the most appropriate mathematical model to determine whether or not the objectives are being met. This will provide feedback to the educational model, allowing for its continuous improvement. The quality of the education it offers WITH CostaIt will always be the gateway to better opportunities for graduates and greater acceptance among the various members of society.

Keywords: Soft Skills Development, Business Skills Training, Competency-based Education, University Entrepreneurship, Educational Assessment.

Resumen: La educación de nivel superior impartida en instituciones como CUCOSTA es de vital importancia para el desarrollo de las regiones donde se encuentran y, en el país, ya que formarán a los profesionales que participarán en un futuro próximo, las empresas de las que provendrán las contribuciones

al PIB. Por lo tanto, la mejora de las habilidades blandas que se desarrollan en el estudiante, combinada con las habilidades técnicas, impactará positivamente en los resultados que favorecen el emprendimiento, es decir, que el estudiante podrá generar nuevos conocimientos, lo cual se refleja en la calidad de las habilidades que adquiera. Sin embargo, evaluar los resultados obtenidos siempre requiere el modelo matemático más adecuado que nos permita saber si realmente se están alcanzando los objetivos o no, con esto, se puede proporcionar retroalimentación al propio modelo educativo, de modo que pueda mejorarse de esta manera. continuamente, dado que la calidad educativa ofrecida por CU Costa siempre será la puerta de entrada a mejores oportunidades para los graduados y a la aceptación entre los distintos miembros de la sociedad.

Palabras clave: desarrollo de habilidades blandas, formación de competencias emprendedoras, educación basada en competencias, emprendimiento universitario, evaluación educativa.

Received: 20-09-2025
Accepted: 08-03-2026

1. Introduction

One of the main problems that every student faces upon graduating from university is related to the experience required to be a candidate in any company (ILO, 2022). However, according to the agreements signed by Mexico in the labor field, the employment of young people between 15 and 29 years of age (Lederman et al., 2014) is one of the main topics that are part of the United Nations 2030 Agenda, since one of the objectives of Quality Education establishes that: by 2030, according to its Goal 8 (United Nations, 2015), the number of young people and adults whose technical and professional skills they should possess must increase substantially to increase the chances of access to decent employment (Pérez, 2023) as well as the entrepreneurial spirit.

In this context, higher education institutions (HEIs) face the challenge of going beyond conventional technical training to become true agents of change in innovation and social progress, being especially significant within the context of the New Mexican School, which advocates for an education with a human focus and a commitment to the community oriented towards solving inequalities in the workplace.to ensure that CUCosta aligns with global development goals and the needs of the Los Altos de Jalisco region.

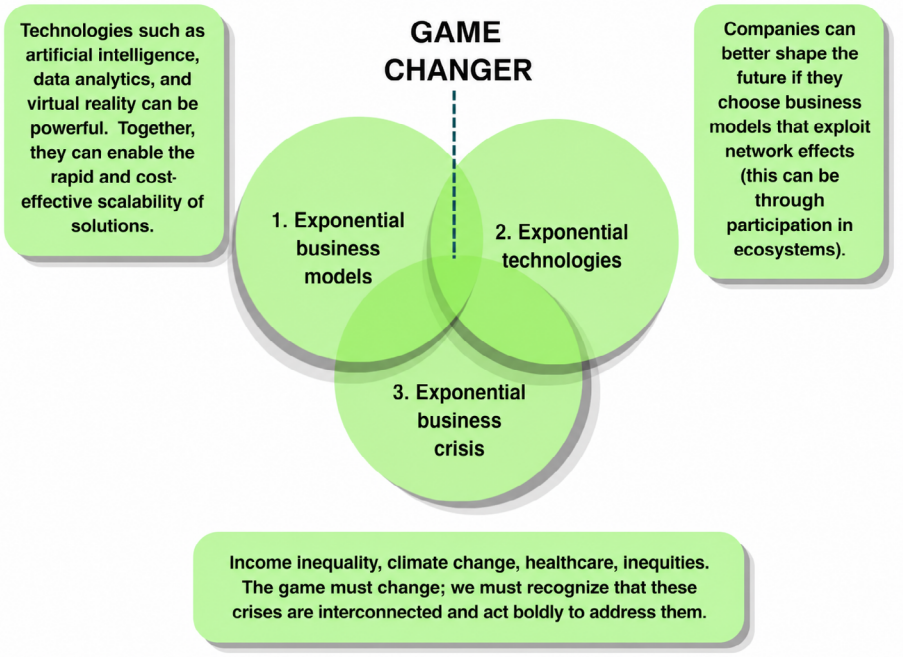
For the university as a central center where knowledge is generated, soft skills are essential for acquiring competencies that allow students to enter areas of knowledge that enable the development of entrepreneurship (Spartz & Weber, 2015), And due to their relevance, they contribute to the acquisition and appropriation of knowledge that more than satisfactorily fulfills the provisions of the 2030 Agenda in relation to the creation of new sources of employment that promote social well-being, reduce hunger and poverty, while contributing to economic growth, among many of the benefits derived from it (OECD/CAF/ECLAC, 2016).

Therefore, the promotion of business ecosystems (see Graph 1) should be from the channel through which the economic growth of each country can be measured (Novas, 2023), so that, in this way, each government can advance and promote the management of policies that foster integral development and, in this way, become the strategy on which the promotion of the different regions in which the countries are grouped on the continents is based (Colombo et al., 2019).

For this reason, in recent decades (at the beginning of this century), universities have joined academic initiatives (Leendertse et al., 2022) through which an academic reconversion can be carried out (which can be interpreted as a reorientation towards where the new educational model should be oriented), which is identified as the decisive

factor, capable of contributing to satisfying, as far as possible, the needs of societies, especially in the different areas of current business, which seek their improvement in the first place, with the objective of improving the general development of the country (Roundy et al., 2018). In this sense, it is necessary to promote entrepreneurial ecosystems in university systems, since they are oriented to help government efforts to promote cooperation with industry and research in order to improve the business context (Audretsch & Belitski, 2021).

Figure 1: Model for the Promotion of Business Ecosystems.



Fountain: Prepared by the authors using data from (Colombo et al., 2019; Novas, 2023)

For this reason, the entrepreneurship generated in universities must simultaneously encompass staff and students, since it is a dynamic that has a collective scope (Autio et al., 2014); in this way and directly, the student is provided with soft skills, through which successful companies can be established and which represent a means considered as a primary source for the generation of subordinate jobs with higher economic remuneration (Belitski et al., 2018), while contributing to the reduction of unemployment (Eichler & Schwarz, 2019).

Therefore, the public and private university system is aware of the scope of its contributions, and is thus oriented towards improving the overall quality of life in the country (Chowdhury et al., 2019).

It should be noted that contributions in university spaces should be constituted as an entrepreneurial ecosystem whose objective is to contribute to government efforts to promote cooperation between industry and research, in order to improve the business environment (Bacq & Alt, 2018).

Espacio, Tiempo y Educación, v. 13, n. 2, July-December / Julio-Diciembre 2026, pp. 1-28.
e-ISSN: 1698-7802

Table 1: States that will Foster Business Growth.

1. Maintain Focus on Long-term Results.	2. Make Large, Intentional Investments	3. Integrate Technologies into Your Own Business Model.	4. Accept the Change
Evaluate its impact in the context of the industry or its contribution to solving social problems.	Go beyond the economic outcome for shareholders and dedicate a significant investment to ideas.	Determine how it benefits your business. Gather data and run simulations to improve performance and customer response time.	Technology will be useless if the culture is fragmented. We must foster innovation, empower teams, and reward experimentation.

Fountain: Prepared by the authors using data from (Audretsch y Belitski, 2021)

This represents a great opportunity for university entrepreneurship to be the generator of a collective movement (Belitski & Desai, 2016) through which students can be provided with soft skills that increase their chance of creating products and companies that remain popular and, therefore, are permanent generators of well-paid jobs (Koe et al., 2014) whose contribution is aimed at reducing unemployment (Fuentelsaz et al., 2015).

In America, especially in Spanish-speaking countries, entrepreneurship emerged as a response to widespread unemployment (Markman et al., 2019), while seeking to secure financial resources. For this reason, universities are the best opportunity to implement spaces that promote the development of soft skills that strengthen competencies that foster the emergence of entrepreneurial initiatives as part of an environment capable of reducing the risks involved in any new service or transformation company (Salonen et al., 2018).

That is why Kaniak and Teixeira (2023) have proposed that, as part of the mechanisms for promoting entrepreneurial thinking inherent in universities, there should be business incubation in all its forms, agreements with entrepreneurs, as well as the promotion of intellectual property, which should be taken as a banner of university spaces dedicated to its generation (Sánchez-Hernández & Maldonado-Briegas, 2019).

This research proposes to determine the degree of influence of soft skills on the acquisition of competencies that are considered the foundations of entrepreneurship for each student of the University Center of the Coast (WITH Costa) who has taken the subject of "*Development of women entrepreneurs"* The Entrepreneurship and Innovation Projects of the seventh semester of their career integrate the techniques and methods that promote in the participant the acquisition of soft skills that, as competencies, facilitate the start of their own projects or, they integrate and participate in a group or multidisciplinary way in projects that other students have and that have a great possibility of giving rise to innovative products or services that respond to the needs of new consumers or to the improvement of existing products or services that, by adopting these changes, ensure their permanence in the market or new products are derived from them or a new company is created with a high probability of success.

It should be noted that this subject (Development of Entrepreneurship and Innovation Projects) is taught in 13 of the 14 different degree programs that are part of the educational offering of CU Costa, because the Chemistry degree Pharmacobiologist The recently created (2022) course does not yet have students in the seventh semester where it is required. However, the subject has been included in the various postgraduate and specialization plans and programs offered by CU Costa, as it is part of a more ambitious educational plan that seeks to instill and awaken in each student a concern

for entrepreneurship, as a generational attitude that has in mind the creation of new companies through which it is possible to increase the number of jobs with which it is possible to have the ultimate goal of contributing to the GDP (gross domestic product) (Martínez Vázquez & Espinosa Yañes, 2023).

Therefore, it's important to clarify that CU Costa offers a variety of seemingly unrelated disciplines, such as Law, Medicine, Computer Engineering, and Accounting. At first glance, these fields appear to lack connections, but in reality, the opposite is true, based on the diverse knowledge they encompass. This is precisely where their richness lies: it provides the foundation for students to develop a business idea within their specialization. By bringing together students from other disciplines, the original idea evolves into a company that, by incorporating knowledge from various fields, covers a wider range of areas, enriched by the expertise each member contributes.

An example of this could be the improvement of an existing method or the creation of another method that is the result of an idea from a medical student, who has not thought that it can be used or made known in a general way through an application (App), nor has he considered the legal aspects that must be included in the terms of use and protection and, therefore, the accounting aspects that make this method possible have not been included in the tax obligations.

This is just a small example of the importance of multidisciplinary initiatives in which students from different majors participate, in addition to the professors (usually their teachers) who support them by advising them so that the initiative is solidly backed and can even become part of the incubation system that CU Costa itself has to achieve the formation of companies that emerged from a company derived from an idea that, in this way, can become successful companies.

Similarly, in the business area, any student who wishes to participate can join the advisory services that the professor offers to entrepreneurs in the region. This has been a fundamental activity for students to gain professional experience, as over time they become so involved in the advisory services that, without realizing it, they become the future professionals who will possess the experience that companies demand upon graduation. This is a way to encourage students to develop soft skills that reinforce the competencies they wish to acquire during their training as future professionals after graduating from CU Costa.

As this is a comprehensive academic program, students are encouraged to participate in a variety of academic events throughout the year. These include lectures and colloquia with experts, researchers, and international students whose projects are presented to inspire new generations. Local, regional, and national project competitions are also held, along with knowledge competitions where students, representing their program and institution, compete against students from other programs and institutions to demonstrate their mastery of the technical skills in their field. These skills, combined with interpersonal skills, enable students to enhance their academic development.

The factors mentioned above are considered part of the results of the ongoing evaluation of the entrepreneurial profile in each degree program offered at CU Costa, as it will be necessary to reassess the program when the expectations established at its inception are not met. Furthermore, it is recognized that no academic model is permanent, but rather evolves to meet the needs that arise at any given time, given that new technologies require changes in curricula and programs.

Espacio, Tiempo y Educación, v. 13, n. 2, July-December / Julio-Diciembre 2026, pp. 1-28.
e-ISSN: 1698-7802

This thought structure is one of CU Costa's policies, through which it is possible to highlight the identification that graduates and students have with the university that receives them, in order to prepare them and provide them with the best competencies (composed of technical and soft skills) with which the objectives established in the 2030 Agenda in the Quality Education section are met, which has Sustainable Development as its policy.

1.1. Problem Statement

Despite the increased inclusion of entrepreneurship-related courses in university academic programs, there remains a lack of empirical evidence to rigorously analyze how the development of interpersonal skills affects students' entrepreneurial abilities. This deficiency complicates feedback within the education system and hinders the formulation of curricular decisions based on concrete data.

1.2. Research Questions

This study aims to answer the following questions:

To what extent does the level of development of soft skills (communication, problem-solving, leadership and teamwork, ethical and moral values, and self-management) correlate with the entrepreneurial competencies of CU Costa students?

Are there statistically significant differences in the soft skills profile between students from different academic programs?

Which dimensions of soft skills have the greatest predictive power on the development of entrepreneurial competencies?

1.3. Research Hypothesis

H1: There is a positive and statistically significant correlation between the level of soft skills and the profile of competencies developed by entrepreneurs in students at CU Costa.

H2: The level of soft skills development differs significantly among students from different academic programs.

H3: Leadership and communication skills are the most significant predictors of entrepreneurial competencies in the university context studied.

1.4. Justification

Developing empirical evidence on the connection between soft skills and entrepreneurial competencies in Mexican universities is important for both academic research and educational administration. The findings will help guide curriculum development, teaching methodologies, and policies at CU Costa, with the potential to be replicated at other University Centers within the University of Guadalajara network.

1.5. Theoretical Framework

1.5.1. Entrepreneurship as a University Competency

An entrepreneur is generally defined as a person who has the ability to identify opportunities in the environment and, based on them, generate an improvement in the process, device, or business idea, and take risks to make them a reality, seeking to make a process, product, or business more efficient in order to satisfy the need for improvement in production or service processes. Consequently, the benefits are also reflected in the economic aspect and job creation (Oruro, 2021).

From Cantillon (1775), who considered the entrepreneur as that person who buys and sells at uncertain prices, to Schumpeter (1950), who saw him as the engine of economic growth, advanced towards more elaborate concepts that combine cognitive, motivational and social aspects (Lackéus, 2015; Teran Yepez & Guerrero Mora, 2020). In the university setting, entrepreneurship is conceived as a collective process that involves both students and academic and administrative staff (Autio et al., 2014). Its promotion requires institutional ecosystems that articulate business incubation, intellectual property protection, and links with the productive sector (Kaniak & Teixeira, 2023; Sánchez-Hernández & Maldonado-Briegas, 2019).

It wasn't until the 20th century that Joseph Schumpeter He stated that the entrepreneur should be characterized as someone who, in solving problems, innovates in goods or services, in production systems, opens markets, allocates resources, and can also create new ways of organizing and structuring economic and productive activity (Lackéus, 2015).

Schumpeter's assertions (Morales Sánchez & Segoviano Contreras, 2016) that innovation and development generally generate market instability, as a result of entrepreneurs materializing their ideas into profitable products or services, cause the destruction of the existing order to make way for the new product of innovation, are supported by this. For this reason (Bourne, 2019), as part of the intrinsic nature of entrepreneurship, there is enormous motivation. Entrepreneurs feel a strong desire to accomplish things and a high level of social interaction, but as leaders, they must create and influence their social group, motivating them to integrate into their company and pursue common goals.

1.5.2. The Entrepreneurial Spirit

Entrepreneurial spirit should be considered and understood as an intrinsic attribute of the individual (person or group of people) who dares to be different from the majority, that is, even with fear of what others will say or think, chooses to take the path that can lead them to find what does not yet exist (product or service) or modify what already exists (Marulanda Valencia et al., 2018). This can be conceived as a quality of every adventurer who dares to go beyond what is established by the society of any era. For this reason, the entrepreneur should be considered a pioneer, a term borrowed from the French word "pionnier," used in the 12th century to designate those in charge of leading troops, which, in terms of human resources, is a "pioneer" or an explorer (Kumar & Shukla, 2023).

Therefore, starting from an idea, the entrepreneur, with the right advice and collaborators, will be able to develop his company and take it to the creation of a new company (Macías-García et al., 2018), or create a company within another company (spin-off), whose emblematic exampleise Bay (an auction and e-commerce company) and PayPal (a money transfer company) which emerged in 1998 and was acquired in 2002pWe buySolve your electronic payment problem from anywhere. It was in 2014 when the online payments market grew metaphorically, so it was decided to create a spin-off company, PayPal (Davidf, 2020).

This forces us to recognize that entrepreneurship has gained considerable ground in the business sector, as it is not limited to a specific area of knowledge. On the contrary, the theories developed to explain it have given rise to diverse and varied proposals (2020). The topic of entrepreneurship was first addressed in economics, in 1775 by Cantillon, who defined an entrepreneur as someone who dares to buy a product and sell it at an uncertain price.

1.5.3. Soft Skills in Entrepreneurship

Competencies encompass soft skills in diverse areas such as social interaction, communication, and self-regulation, which complement technical knowledge and promote effective integration into work and organizational contexts (de Villiers, 2010; Rabanal Oyarce et al., 2020). According to Fischer et al. (2022), the fundamental dimensions of the entrepreneurial profile include: leadership, collaboration, communication, problem-solving, time management, and organizational competencies.

For the purposes of this analysis, the classification suggested by de Villiers (2010, cited in Romero et al., 2021) is adopted, which divides interpersonal skills into five categories: (a) communication, (b) problem solving and critical thinking, (c) leadership and teamwork, (d) ethical and moral values, and (e) self-management.

These competencies encompass diverse areas such as social interaction, communication, and self-regulation, which complement technical knowledge and promote effective integration into work and organizational contexts (de Villiers, 2010; Rabanal Oyarce et al., 2020). According to Fischer et al. (2022), the fundamental dimensions of the entrepreneurial profile include: leadership, collaboration, communication, problem-solving, time management, and organizational competencies.

For the purposes of this analysis, the classification suggested by de Villiers (2010, cited in Romero et al., 2021) is adopted, which divides interpersonal skills into five categories: (a) communication, (b) problem solving and critical thinking, (c) leadership and teamwork, (d) ethical and moral values, and (e) self-management.

1.5.4. Conceptual Relationship between Soft Skills and Entrepreneurial Competencies

The association between interpersonal skills and entrepreneurial abilities has been analyzed from various complementary perspectives. From a cognitive standpoint, critical reasoning and problem-solving skills improve the ability to identify and evaluate business opportunities (Peschl et al., 2021). From a social perspective, leadership and teamwork skills foster the creation of interdisciplinary groups that can transform concepts into viable initiatives (Pacheco-Ruiz et al., 2022). Finally, self-management skills and ethical principles play an essential role in the perseverance and honesty needed to sustain long-term projects (Ascón Villa et al., 2018; Bourne, 2019).

2. Methodology

2.1. Research Design

The research uses a descriptive-correlational design of a cross-sectional nature with a quantitative approach (Hernández-Sampieri & Mendoza Torres, 2018). Data collection was carried out using a survey with a structured self-report instrument. This design facilitates the analysis of the strength and direction of the connections between relevant variables, as well as the identification of differences between different groups, although it does not strictly establish causal relationships.

2.2. Population and Sample

The target population consisted of CU Costa students enrolled from the eighth semester onwards in the 13 academic programs that include the Entrepreneurship and Innovation Project Development course in their curriculum, taught in the seventh

semester. This delimitation ensures that all participants have previously taken the course under analysis.

A non-probability quota sampling method was used, proportional to the size of each academic program. The sample size of 240 students was calculated considering a 95% confidence level, a 5% margin of error, and an expected proportion of 0.50 to maximize the sample size. The distribution by program was as follows:

Table 2: Population of Registrations/Female Entrepreneurs at CU Costa.

	Academic program	Estimated Population	Sample (n)
1	Right	~90	20
2	Administration	~110	25
3	Architecture	~80	18
4	Culinary Arts and Sciences	~45	10
5	Public Accounting	~90	20
6	Nursing	~70	15
7	Civil Engineering	~110	25
8	Multimedia Communication Engineering	~80	18
9	Telematics Engineering	~70	16
10	Medical Surgeon and Obstetrician	~65	14
11	Nutrition	~95	21
12	Psychology	~80	18
13	Tourism	~90	20
	Total	~1,075	240

Fountain: Original work

2.3. Validation Process

The instrument's validation was carried out in three stages. First, content validity was analyzed by five specialists, yielding an overall Aiken's V coefficient of 0.91 (ranging from 0.80 to 1.00), thus exceeding the minimum requirement of 0.75. This led to adjustments in the wording of four items. Second, a pilot test was conducted with a group of 30 students, in which no questions were eliminated, as Cronbach's alpha for each dimension exceeded the threshold of 0.70. Finally, a Confirmatory Factor Analysis was performed on the main sample (N=240) to validate a five-factor structure, achieving an acceptable fit with the following indices: CFI = 0.94, TLI = 0.93, RMSEA = 0.057 (90% CI: 0.045–0.068), and SRMR = 0.062.

The data collection process, for its part, was carried out through a digital survey that was applied during one week in the second half of 2022. This survey was designed for students from the eighth semester onwards, guaranteeing at all times voluntary and anonymous participation through the signing of an informed consent.

2.4. Statistical Analysis

The data analysis was conducted using IBM SPSS Statistics version 28 software. This procedure encompassed descriptive statistics, reliability assessment, and confirmatory factor analysis to validate the five-factor structure. Additionally, Spearman's rank correlation coefficient was determined after verifying that the data were not normally distributed; the Kruskal-Wallis H test with Bonferroni correction was applied for comparisons between the different academic programs; and multiple linear regression was performed, considering the scores of the five dimensions as predictors of the total score.

2.5. Measuring Instrument

The Basic Skills Assessment Instrument for Entrepreneurship was designed (IECBEThe instrument consists of 27 items organized into five dimensions, with a four-point Likert-type response format (4 = Always, 3 = Almost always, 2 = Almost never, 1 = Never). The total score ranges from 27 to 108 points; a higher score indicates a greater level of entrepreneurial soft skills.The alphadCronbach's constant value obtained in the pilot test (N=30).

Table 3: Basic Entrepreneurship Skills Assessment Instrument (IECBE).

Dimension	Number of items	Items	α de Cronbach
Communication	6	1-6	0.83
Problem solving and critical thinking	5	7-11	0.79
Leadership and teamwork	6	12-17	0.86
Ethical and moral values	5	18-22	0.81
Self-management	5	23-27	0.78
TOTAL / Global scale	27	1-27	0.87

Fountain: Original work

The development of habit soft skills as a basis for acquiring the necessary skills for university entrepreneurship. One of the objectives. The purpose of the entrepreneurship and innovation project development course is to promote and develop soft skills in each CU Costa student, allowing them to acquire the skills and abilities necessary to participate in specific activities (Royal Spanish Academy, 2023).

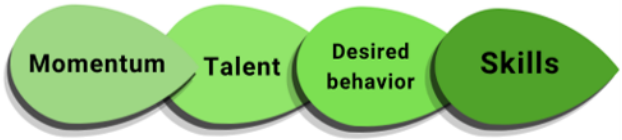
Another objective of the course is to enable students to acquire leadership skills, which are arguably the most important of the soft skills to develop. Through these skills, students will identify opportunities in their environment and transform them into entrepreneurial ideas. Furthermore, they will need to integrate and persuade others (their classmates) to form the team they work with. A further, and more challenging, common goal is to get students from other disciplines to join the team so they can contribute their specialized knowledge from each area involved in the business and support it at every stage.is found.

In this sense, Fischer et al. (2022) mentions that an entrepreneurial profile comprises leadership, teamwork, communication, problem-solving, time management, and organizational skills. Therefore, this perspective is considered relevant for analysis in the context of CU Costa in particular, as it was developed with the objective of identifying whether academic institutions contribute to a comprehensive education that fosters an entrepreneurial spirit through the dynamics of academic and extracurricular activities. This is the only way to characterize regional progress in the development of entrepreneurial profiles among university students.

The classification of soft skills that should be developed as part of the competencies that foster entrepreneurship can be guided by a four-stage model (see Table 2) that seeks to become the methodology that produces the best results.

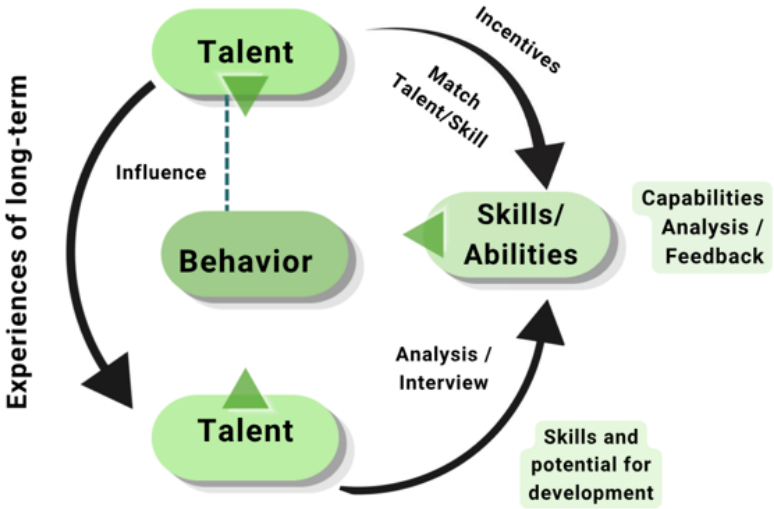
To develop competencies (each one of them) in the student, it is generally necessary to focus on the student's behavior, since that is what others observe (see Mesa 3) and that is where three influential factors that affect it are distinguished: motivators and talents, skills and abilities, and environment (Ramírez Díaz, 2017).

Figure 2: Model for the Development of Competencies in the Student.



Source: Prepared by the authors using data from Martínez-Marbán, 2018.

Figure 3: Model of Influence on the Development of Competencies in the Student.



Fountain: Prepared by the authors using data from Martínez-Marbán (2018).

2.6. Leadership Competence

It consists of observing the externalization of the leader and their followers within the institutions that form part of this ecosystem, based on relational configurations between individual and collective agents. It is a widely known fact that leadership cannot change a person's life; manage things, inspire, motivate and empower, which also influences other collaborators creating a better environment and a collaborative team (see Figure 4).

It makes it possible to see the best in others and teach them to develop their potential in everything they do. This is because the leader goes from "*I can do it*" a "*We can do it."* Empowers everyone to improve.

All of this can be considered the basis that allows promoting the entrepreneurial spirit through study programs, since it is a decisive action that has been put into action at CU Costa as part of the subjects of the professional and postgraduate level courses, as well as in extracurricular activities in workshops, conferences and student events that involve students, professors, administrative staff, companies and the community in general (Velandia, 2020).

Espacio, Tiempo y Educación, v. 13, n. 2, July-December / Julio-Diciembre 2026, pp. 1-28.
e-ISSN: 1698-7802

Figure 4: Leader Characteristics.

Fountain: Prepared by the authors using data from Smedick and Rice (2018).

2.7. "Teamwork" Competition

It refers to the development of negotiation skills, task sharing and conflict resolution, shared goals and a sense of belonging to a work team.

It can also be understood as the ability that a person develops or possesses skills and attitudes to work together, implement plans by establishing links with others who share the same goals and ideas, and thus get them to join the work (Fischer et al., 2022).

Therefore, the skills associated with teamwork are extremely important in the training of the entrepreneur, since it is an intrinsic characteristic of the leader (Pacheco-Ruiz et al., 2022).

2.8. Competence in "Communication"

It means better relationships, greater empathy towards others and, at the same time, greater productivity in tasks. As part of developing this competency, information and communication technologies (ICTs) are fully integrated, since new generations have developed the ability to use them in numerous team activities, making them vitally important for communication. Therefore, they are considered an integral part of understanding business and commercial news, as they are present on various communication and entertainment platforms. This allows us to learnLearn even more about new inventions and products, among many other aspects that can serve as a source for our own projects. (Edwards-Schachter, 2015)

2.9. Competition in "Problem Solving"

It is crucial in the real world to survive and thrive in the present and the future, in circumstances as changeable as those we live in today, so the student will solve problems that do not yet exist and, therefore, will face challenges that require skills to define the problem, design a solution and put it into practice (Rodríguez Rivero et al., 2015).

2.10. Competence in "Time Management"

Each day has only 24 hours, and what you do in that time makes all the difference. That's why it's important to organize your studies and your free time at home. Soft skills

are what make it possible to put these competencies into practice, thanks to the fact that they include planning, prioritization, delegation and setting limits (Fuentes, 2017).

Therefore, when time is not managed properly, it becomes difficult: *a)* completing tasks without planning or a priority list, *b)* I work without defined goals or objectives, *c)*perform tasks without defined deadlines, *d)* not knowing how to say "no" assertively, *me)*misidentifying the importance of tasks, *f)* performing tasks at inappropriate times and *g)* Perform several tasks at once.

Therefore, it is necessary to take into account what one of the most prominent international business consultants and professors has stated.

Time is the scarcest resource, and if it is not managed well, nothing else can be managed. - Peter Drucker

This can be translated to mean that time management is beneficial in the professional, personal, and business environments, because everything will improve due to the emotional benefits. *greater satisfaction.*

2.11. Competence "Organizational Skills"

Keeping everything organized saves valuable time when it comes to getting things done. In other words, there's a place for everything, and everything should be in its place. Basically, it refers to the methodologies that can be used to determine which procedures to follow. Specific methods and techniques that students need to learn and develop to be as capable as possible of performing a professional task in the most appropriate way possible (León Palencia, 2016). Similarly, they have been defined as the skills, abilities, attitudes, and values that provide efficient and responsible support for professional performance (Robledo Ramón et al., 2015).

The development of these competencies in students has become an essential requirement for companies, as it facilitates their adaptation to the situations they will face in the future. This represents a challenge for both teachers and students, since it is not about memorizing, understanding, or interpreting content, but about fostering an entrepreneurial, proactive, and creative spirit where knowledge is integrated holistically and the development of methodological skills is enhanced (Ascón Villa et al., 2018). All of this leads to the conclusion that this will only be possible if new interactive educational processes are incorporated that allow students to be autonomous in their learning (Tejada Fernández & Ruiz Bueno, 2015).

In response, CU Costa implements and integrates the Course of *Entrepreneurship and Innovation Project Development in all* Its programs offering instruction in the seventh semester. It is also included in the postgraduate and specialization programs offered. Its importance lies in the fact that it provides the necessary tools to develop soft skills that support the competencies needed to build and execute techniques, processes, methods, and procedures related to entrepreneurship (Rabanal Oyarce et al., 2020).

It is also worth mentioning that academic approaches should be geared towards applying a methodology to promote entrepreneurship (GEM, 2023). Therefore, the decisive participation of the Higher Education Unit (directors and administrators), faculty, and students is essential, as this is the only way to achieve this goal. Consequently, it is important to promote methodologies, given that these involve the development of soft skills for investigating events and increasing the capacity for analysis and case resolution (Ramírez Díaz, 2017).

Another factor that cannot be overlooked is the current pace of life, where countless external factors influence CU Costa itself and the entire professional education system. These factors, combined with technological changes, the pace of life, business demands, and other elements, affect curricula and programs, knowledge, methodologies, and learning processes. Therefore, the teaching-learning method must be oriented in such a way that the teacher encourages the student not to be satisfied with what is included in the study programs and to be interested in going further (Velandia, 2020).

This reasoning stems from the need to refine these skills, as they are essential for students to successfully integrate into the job market and overcome adversity both at school and in everyday life. Furthermore, they are fundamental to students' holistic development, providing them with greater opportunities to thrive in life and cultivating enriching, rewarding, and lasting relationships with others.

2.12. Measurement of the Results Obtained

To find out how much the student who has taken the subject of*The development of entrepreneurship and innovation projects has been impacted*An assessment instrument was designed (see Table 2) through which the level of development of soft skills is detected when applied in a business project (de Villiers, 2010, cited by Romero et al., 2021: 118) which was integrated into five groups of a total of 27 questions on the Likert scale with options of: always,*almost always*,*hardly ever*Never.

Board 4: Groups Considered for the Assessment Instrument (IEC BE).

TALENT	# QUESTIONS
Communication	6
Problem solving and thinking	5
Leadership and teamwork skills	6
Ethical and moral values	5
Self-management	5
Total	27

Fountain: Prepared by the authors based on the grouping of soft skills proposed by De Villiers (2010, cited by Romero et al., 2021: 118).

The Modules were Integrated with the Following Questions:
Communication Skills:

# Ask	Ask	Always	Almost Always	Hardly Ever	Never
1	Do you consider applying negotiation skills in interactions with others?				
2	You show interest in listening attentively without interrupting (*active listening*)				
3	Persuasion is used through reasoning and argumentation (*persuasion skills*).				
4	Based on the data you have, you feel capable of addressing objections when they arise (*objection handling*).				
5	You have the opportunity to provide feedback and receive suggestions for improvement.				
6	The language used to express ideas and data that will be shared (*written communication*) is appropriate.				

Problem-solving and Critical Thinking Skills

# Ask	Ask	Always	Almost Always	Hardly Ever	Never
7	Reflect carefully and thoroughly on problem-solving (analytical).*skills)*				
8	Are you looking for new opportunities beyond those indicated?*creativity*)				
9	You specifically question the data that is required (questions and surveys*)*				
10	Based on the data you have, do you feel capable of addressing objections when they arise (objection *management)*.				
11	You have the ability to report and receive suggestions for improvement that need to be addressed (feedback).)				

Leadership and Teamwork Skills

# Ask	Ask	Always	Almost Always	Hardly Ever	Never
12	You promote the use of information to find the optimal (collaborative) solution*)*.				
13	You clearly know what the common aspiration is in the project (active) *listening)*				
14	You believe that leadership is the key to aligning achievements with objectives (*persuasion*).				
15	You focus on managing and resolving problems that may arise at each stage of the project (objection) *management)*.				
16	How often do you find effective solutions to the problems that arise? (feedback))?				
17	Socialization opens the doors to business expansion (written) *communication)*				

Skills in Ethical and Moral Values

# Ask	Ask	Always	Almost Always	Hardly Ever	Never
18	Respect for cultural differences sends negative signals (cultural awareness).				
19	Identifying the ethical implications in entrepreneurial projects				
20	Promote inclusion among team members in entrepreneurship projects (diversity management).				
21	Maintain consistency between what you say and what you do (reliability).				
22	You communicate your doubts and difficulties to avoid serious problems (feedback).				

Self-management Skills

# Ask	Ask	Always	Almost Always	Hardly Ever	Never
23	Identify your strengths, weaknesses, and motivations (self-awareness).				
24	You trust in your abilities and how to apply them (self-esteem).				
25	Plan your activities to meet the established deadlines (time management).				
26	You become demotivated when you encounter obstacles that represent learning (self-motivation).				
27	Reflect on the positive aspects and areas for improvement in the projects (self-assessment).				

2.12. Survey Request

For this activity, the computer system available at CU Costa was used and professors who teach courses from the eighth semester onwards were asked to invite their students to complete the survey.

They were asked to explain that their participation in the course would entail adjustments to the program to increase its effectiveness. This is based on the fact that the university belongs to everyone, and improving it is the responsibility of all those involved, regardless of their perspective.

Its implementation lasted only one week, in the middle of the second half of the year. The objective was to collect data that would allow adjustments to be made so that the following school term (first semester of the following year) could be applied to the subject.

3. Results

The descriptive statistics collected for each of the dimensions of IECBE in the entire sample (N=240). The ratings are presented on the original scale (1-4) for ease of understanding.

Table 5: Groups Considered for the Assessment Instrument (IECBE).

Dimension	M	Mdn	OF	Asymmetry	Range
Communication	3.41	3.50	0.48	-0.62	1.00-4.00
Problem solving	3.18	3.20	0.52	-0.44	1.40-4.00
Leadership and teamwork	3.29	3.33	0.51	-0.55	1.17-4.00
Ethical and moral values	3.37	3.40	0.47	-0.58	1.40-4.00
Self-management	3.22	3.20	0.53	-0.39	1.20-4.00
Overall scoreIECBE	3.30	3.33	0.44	-0.51	1.56-4.00

Fountain: Original work
Note: M = mean; MdN=median; SD = standard deviation. N=240.

Overall, CU Costa students showed mean scores above 3.0 across all dimensions, indicating a high level of soft skills on the scale used. The Communication dimension registered the highest mean (M = 3.41, SD = 0.48), while Problem Solving showed the lowest score (M = 3.18, SD = 0.52). The distributions exhibited moderate negative skewness, suggesting a partial ceiling effect, particularly in Communication and Ethical Values.

The instrument to obtain information (on soft skills) was applied to a sample of 240 students from CUCOSTA, taking into account that from the eighth semester onwards the student must have a high degree of self-confidence and that he has participated in some of the activities related to entrepreneurship or with it and that allow him to develop the necessary skills to enter the labor market with a greater degree of preparation and maturity.

Therefore, it was intended that the student (preferably) had or was participating in some company, had or was participating in the knowledge competitions that are held annually at the internal, local, state and national levels, had or was participating in the advisory activities that are provided to companies (where one or more professors direct them and become assistant advisors).

However, since the call was open, the fact that the student had not participated in any of the described activities did not pose any impediment, as doing so would not have given any clue as to what was really happening, so his name was not requested nor were any related questions asked.

The participation obtained was as follows by race (see Table 6):

Table 6: Number of Students Surveyed by Specialty (IECBE).

Track	Career	# Participants
1	Lawyer	20
2	Administration	25
3	Architecture	18
4	Culinary Arts and Sciences	10
5	Public accounting	20
6	Nursing	15
7	civil Engineering	25
8	Multimedia Communication Engineering	18
9	Telematics Engineering	16
10	Surgeon and midwife	14
11	Nutrition	21
12	Psychology	18
13	Tourism	20

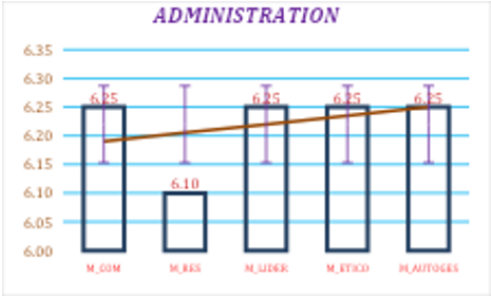
Fountain: Prepared by the authors using data from surveys conducted

The graphs below show the results obtained in terms of communication *skills in* the first column, *problem-solving skills in the second column*,*leadership and problem-solving skills in the third column*,*skills in ethical and moral values in* the fourth *column and*Finally, in the fifth column, the data from the responses provided by the students in relation to Appear*self-management skills.*They have been selected to be represented in numbered charts from 5 to 17.

Figure 5: Average Responses per Module.

Source: Prepared by the authors based on the responses of 20 law students.

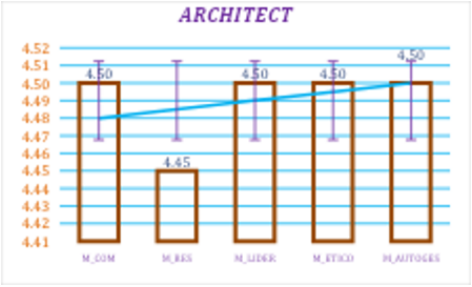
Figure 6: Average Responses in the Race.



Source: Prepared by the authors with the responses of 25 Business Administration students.

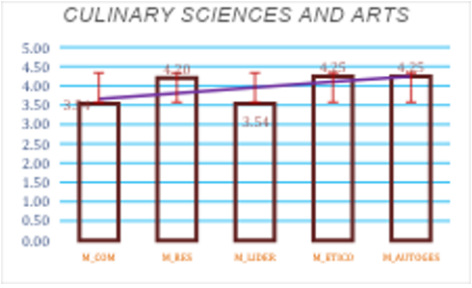
Espacio, Tiempo y Educación, v. 13, n. 2, July-December / Julio-Diciembre 2026, pp. 1-28.
e-ISSN: 1698-7802

Figure 7: Average Responses per Module.



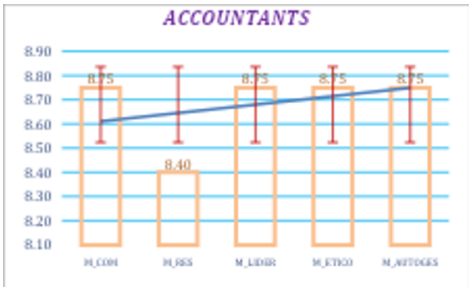
Fountain: Prepared by the authors with the responses of 18 architecture students.

Figure 8: Average Responses per Module.



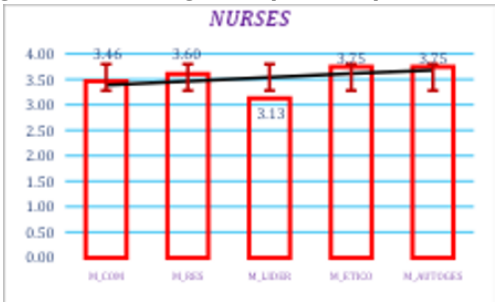
Fountain: Prepared by the authors with the responses of 10 gastronomy students.

Figure 9: Average Responses per Module.



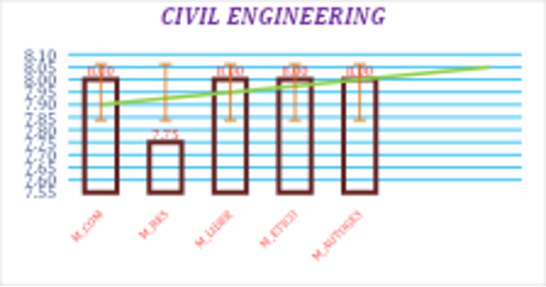
Fountain: Prepared by the authors based on the responses of 20 accounting students.

Figure 10: Average Responses per Module.



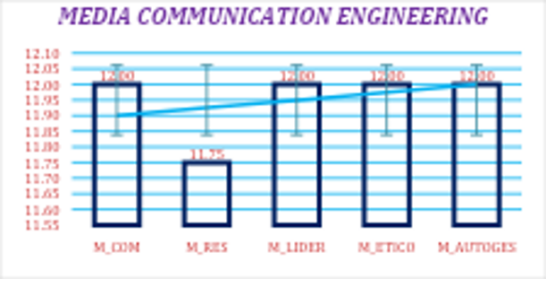
Fountain: Prepared by the authors with the responses of 15 nursing students.

Figure 11: Average Responses per Module.



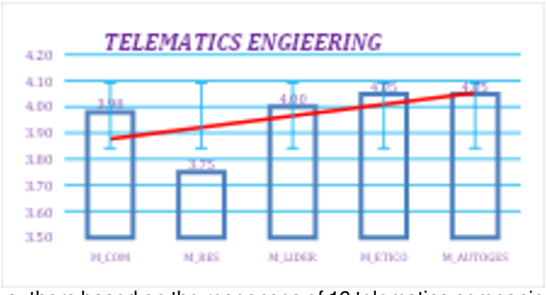
Fountain: Prepared by the authors with the responses of 25 civil engineering students.

Figure 12: Average Responses per Module.



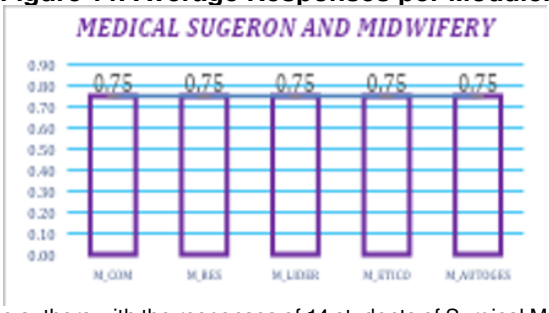
Fountain: Prepared by the authors based on the responses of 18 students of Audiovisual Communication Engineering.

Figure 13: Average Responses per Module.



Source: Prepared by the authors based on the responses of 16 telematics companies. Engineering students.

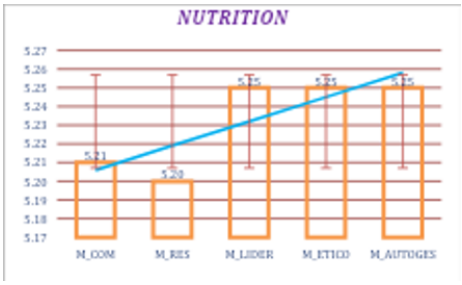
Figure 14: Average Responses per Module.



Source: Prepared by the authors with the responses of 14 students of Surgical Medicine and Obstetrics.

Espacio, Tiempo y Educación, v. 13, n. 2, July-December / Julio-Diciembre 2026, pp. 1-28.
e-ISSN: 1698-7802

Figure 15: Average Responses per Module.



Fountain: Prepared by the authors with the responses of 21 Nutrition students.

Figure 16: Average Responses per Module.

Fountain: Prepared by the authors with the responses of 18 psychology students.

Figure 17: Average Responses per Module.

Fountain: Prepared by the authors based on the responses of 20 Tourism students.

To interpret the graphs, it's important to note that the least squares method is used, supported by the standard deviation, to visualize which elements are more widely accepted and which are not. For this purpose, each graph uses a vertical line located in the center of each column, the height of which varies according to the sample values.

Its interpretation is as follows: that line in the center of the column (standard deviation) appears placed in a certain position; if the column is below the standard deviation, a lot of work related to business actions is required to improve them.

If the standard deviation is very close to the abscissa (X-axis), the responses provided by the students do not receive the attention (activities, responses from CU Costa, advisors, industry professionals, colleagues, technologies, materials, or other components) required for the teaching-learning process oriented towards continuous improvement to be supported by the company to participate in the generation of new knowledge.

To consider that the results obtained are the desired ones or close to the desired ones, the least squares method must be considered, which is reflected in the curve that appears between all the columns (number of responses provided) and must be interpreted as follows:

*If the curve shows a marked difference between the lows (bottom) and the highs (top), then the results are far from the established targets.

*If the curve tends to be a horizontal line, it means that they are being considered for entrepreneurship; they are good, but there is still much work to be done to improve the quality and number of students who benefit from the teaching-learning process focused on entrepreneurship offered by CUCosta.

*If the curve is almost a horizontal line but very close to the x-axis or has a very small value with respect to the y-axis, it indicates that the objectives of the process and the methodologies used are not providing the intended objectives for the student's academic preparation.

*If the curve is a horizontal line and is as close as possible to the maximum values, it means that a lot of work has been done by everyone involved in the process.

However, for this latter type of curve to be truly valid, it must be taken into account that if there is a large difference between the number of students (sample size) who participated in the survey (remembering that participation must be voluntary, not forced) and the total number of students who took the course (population), the results obtained will also not be very reliable. Therefore, the sample size must be considered a determining factor for the reliability of the results.

4. Discussion

The teaching model (cognitive and constructivist) selected for implementation as part of the competency-based educational model applied throughout the institution (CUCOSTA) serves as a guide that reflects the very conception of the social, cultural, and economic environment. In addition to focusing on the needs and challenges faced by students of current generations, it is important to emphasize that these teaching models are not static, as they allow for a connection with the constantly changing social environment. This can be seen in the shift from a teacher-centered teaching-learning model, characterized by its mechanical (content-based) and passive nature (where the student merely receives the transmitted information), to one that challenges students to demonstrate the skills developed during the training process, focusing on their individual needs. This allows students to acquire knowledge and build upon their existing understanding, resulting in a process that makes them more competent in applying the resources and experiences gained in real-world situations.

This study provides empirical evidence on the relationship between the development of soft skills and entrepreneurial competencies in university students at CU Costa. The three hypotheses were confirmed by the data:

H1: A positive, moderate-high and statistically significant correlation was verified between the level of soft skills (overall score) IECBE) and the entrepreneurial skills profile (rho = 0.68, $p < .001$).

H2: Significant differences were identified in the development of soft skills among the 13 academic programs analyzed ($H(12) = 48.73$, $p < .001$), with an advantage for

Espacio, Tiempo y Educación, v. 13, n. 2, July-December / Julio-Diciembre 2026, pp. 1-28.
e-ISSN: 1698-7802

the Administration and Multimedia Communication Engineering programs.

H3: Multiple regression analysis confirmed that Leadership and teamwork (β = 0.41) and Communication (β = 0.28) are the most significant predictors of the entrepreneurial profile.

From an educational management perspective, these results support the relevance of CU Costa's educational model, which integrates the development of soft skills into the Entrepreneurship and Innovation Project Development course and extracurricular activities. At the same time, they highlight specific areas for improvement: the Problem-solving and Critical Thinking dimension shows the lowest scores, suggesting the need to strengthen pedagogical strategies focused on analytical thinking and creativity.

Thus, the changing demands of the environment highlight the need to develop educational proposals that specifically connect university students with experiences more closely related to the professional field and its areas of opportunity. It is in this sense that CU Costa, through its Center for Innovation and Entrepreneurial Development (CIDE), employs a competency-based educational model focused on entrepreneurship as its core, promoting soft skills to generate an impact that goes beyond improved performance in the learning units that make up its curriculum. Its application centers primarily on students' opportunities after graduation and their entry into the workforce, as well as on the design of entrepreneurial proposals in which they must put into practice what they have acquired as part of their CU Costa education, not only as observers of the environment, but also due to the accumulation of experiences and the desire to acquire many more.

To achieve this, another important aspect is the relationship with companies in the regional environment, to have a closer relationship with the recognition of the needs of the economic context, as well as in the process of linking the students of CUCOSTA University in the application of their knowledge, through consultants who can contribute to detecting and implementing strategies to improve production processes or to attend to the services offered by companies that have a closer environment through CIDE.

Therefore, it is important to point out that addressing educational needs in accordance with the demands of the economic and social environment of the Los Altos region of Jalisco requires a constant process of analysis and improvement that consolidates a proposal that can be replicated in other University Centers of the University of Guadalajara, as well as in other regions where its implementation is feasible.

5. Conclusions

The current proposal to transform the teacher-centered teaching and learning model into a student-centered one, based on proactive competencies, aims to implement training strategies that foster the development of more competitive professionals. These professionals, upon graduation, will be able to apply their acquired knowledge, enhance their skills and experience, and, above all, face challenges and seize opportunities in the socioeconomic environment. In other words, this new model seeks to promote an entrepreneurial spirit, as it forms the foundation for each student's knowledge creation.

Since the implementation of the first phase of the CIDE proposal for innovation networks, through the implementation of strategies oriented towards a proactive model based on competencies, which has entrepreneurship as a driving force and which,

through the strengthening of the student's soft skills, allows them to obtain favorable results as professionals, which will represent an incentive to strengthen their growth and, therefore, will allow them to have a greater impact on the company they join, resulting in greater acceptance of CU Costa among the society from which the student comes and among the companies they join.

In this regard, it is important to highlight that the student, in general, has demonstrated a willingness to participate in new educational strategies that present real-world application scenarios. Above all, their collaboration with other multidisciplinary profiles through their entrepreneurial proposals stands out, fostering more comprehensive approaches where they are expected to acquire diverse soft skills focused on improving their communication, problem-solving, leadership, and teamwork, as well as ethical, moral, and self-management values. This is reflected in the active participation of the CU Costa student, who is trained and advised by CIDE to represent the institution in various regional and national competitions, which enriches and enhances their professional potential.

Thus, this process fostered coordination with a greater number of educational institutions within the University of Guadalajara's network, as well as with private institutions, to analyze topics of interest related to training for addressing the challenges that arise in entrepreneurship and innovation. Furthermore, to date, some companies in the region have expressed interest in participating in advisory activities to improve their processes. Adopting these processes has allowed them to achieve improvements within their businesses, making this an essential part of the work carried out by the staff of the innovation development networks in training and supervision processes. This strengthens the companies' confidence, which they express by recommending the services offered by the CIDE at CUCOSTA.

Finally, it is worth noting that this work was first carried out in the second half of 2022, and its results have allowed for improvements to the model used with the aim of continuously perfecting it, since each improvement will contribute to the development of better professionals with an entrepreneurial vision and a spirit of teamwork, especially multidisciplinary.

5.1. Future Work

To continue seeking better administrative models that contribute to the teaching-learning process, based on feedback from all participants in the educational model, to change external conditions and factors such as technology, equipment, and commercial needs, among others. This will allow statistical models to periodically evaluate the results obtained. In this way, we remain at the forefront of higher education provided by CU Costa, recognizing that the quality and number of students is key to achieving greater acceptance among the various members of society to whom all the institution's efforts are directed.

Bibliographic References

Ascón Villa, J. E., García González, M., & Pedraza Dubernal, C. I. (2018). Las habilidades directivas en las instituciones de educación superior. Diseño estratégico con enfoque de liderazgo. *Revista Científica Ecociencia, 5*(2). https: //doi.org/10.21855/ecociencia.52.61

Audretsch, D. B., & Belitski, M. (2021). Towards an entrepreneurial ecosystem typology for regional economic development: the role of creative class and entrepreneurship. *Regional Studies, 55*(4), 735–756. https: //doi.org/10.1080/00343404.2020.1854711

Autio, E., Kenney, M., Mustar, P., Siegel, D., & Wright, M. (2014). Entrepreneurial innovation: The importance of context. *Research Policy, 43*(7), 1097–1108. https: //doi.org/10.1016/j.respol.2014.01.015

Bacq, S., & Alt, E. (2018). Feeling capable and valued: A prosocial perspective on the link between empathy and social entrepreneurial intentions. *Journal of Business Venturing, 33*(3), 333–350. https: //doi.org/10.1016/j.jbusvent.2018.01.004

Belitski, M., Aginskaja, A., & Marozau, R. (2018). Commercializing university research in transition economies: Technology transfer offices or direct industrial funding? *Research Policy, 48*(3), 601–615. https: //doi.org/10.1016/j.respol.2018.10.011

Belitski, M., & Desai, S. (2016). Creativity, entrepreneurship and economic development: city-level evidence on creativity spillover of entrepreneurship. *The Journal of Technology T ransfer, 41*(6), 1354–1376. https: //doi.org/10.1007/s10961-015-9446-3

Bourne, R. (2019). Is This Time Different? Schumpeter, the Tech Giants, and Monopoly Fatalism. *Policy Analysis*, 1–24. https: //assets.realclear.com/files/2019/06/1326_pa-872.pdf

Cantillon, R. (1775). *Essay on the Nature of Commerce in General*. Transaction Publishers. (Original work published posthumously in 1755)

Chowdhury, F., Audretsch, D. B., & Belitski, M. (2019). Institutions and Entrepreneurship Quality. *Entrepreneurship Theory and Practice, 43*(1), 51–81. https: //doi.org/10.1177/1042258718780431

Colombo, M. G., Dagnino, G. B., Lehmann, E. E., & Salmador, M. (2019). The governance of entrepreneurial ecosystems. *Small Business Economics, 52*(2), 419–428. https: //doi.org/10.1007/s11187-017-9952-9

Davidf. (2020, July 1). Can you distinguish between a spin-off company, a startup, or a subsidiary? *Let's talk about companies*. https: //hablemosdeempresas.com/empresa/que-es-empresa-spin-off

de Villiers, R. (2010). The incorporation of soft skills into accounting curricula: preparing accounting graduates for their unpredictable futures. *Meditari Accountancy Research, 18*(2), 1–22. https: //doi.org/10.1108/10222529201000007

Edwards-Schachter, M. (2015). What is social innovation? http: //www.tendencias21.net/innovacion/Que-es-la-innovacion-social_a45.html

Eichler, G. M., & Schwarz, E. J. (2019). What Sustainable Development Goals Do Social Innovations Address? A Systematic Review and Content Analysis of Social Innovation Literature. *Sustainability, 11*(2), 522. https: //doi.org/10.3390/su11020522

Fischer, S., Rosilius, M., Schmitt, J., & Bräutigam, V. (2022). A Brief Review of Our Agile Teaching Formats in Entrepreneurship Education. *Sustainability, 14*(1), 251. https: //doi.org/10.3390/su14010251

Fuentelsaz, L., González, C., Maicas, J. P., & Montero, J. (2015). How different formal institutions affect opportunity and necessity entrepreneurship. *BRQ Business Research Quarterly, 18*(4), 246–258. https: //doi.org/10.1016/j.brq.2015.02.001

Fuentes, E. (2017, May 9). *GTD System: The Definitive Guide to Time Management*. 21st Century. https: //competenciasdelsiglo21.com/competencia-gestiona-tiempo-sistema-gtd

GEM. (2023). *Academics*. Global Entrepreneurship Monitor. https: //www.gemconsortium.org/about/impact/9

Hernández-Sampieri, R., & Mendoza Torres, C. P. (2018). *Research Methodology: The Quantitative, Qualitative, and Mixed Approaches*. McGraw-Hill Interamericana.

ILO. (2022). *World Employment and Social Outlook: Trends 2022*. International Labour Organization. https: //www.ilo.org/publications/flagship-reports/world-employment-and-social-outlook-trends-2022

Kaniak, V. M. M., & Teixeira, R. M. (2023). Atividades empreendedoras em universidades: estudo de casos múltiplos em universidades paranaenses. *Revista de Gestão e Secretariado, 14*(1), 77–109. https: //doi.org/10.7769/gesec.v14i1.1503

Koe, W.-L., Omar, R., & Majid, I. A. (2014). Factors Associated with Propensity for Sustainable Entrepreneurship. *Procedia - Social and Behavioral Sciences, 130*, 65–74. https: //doi.org/10.1016/j.sbspro.2014.04.009

Kumar, R., & Shukla, S. (2023). A theory-based approach to model entrepreneurial intentions: exploring the role of creativity, proactive personality and passion. *Higher Education, Skills and Work-based Learning, 13*(2), 355–370. https: //doi.org/10.1108/HESWBL-02-2022-0036

Lackéus, M. (2015). *Entrepreneurship in Education: What, Why, When, How* (OECD Local Economic and Employment Development (LEED) Papers, No. 2015/06). OECD Publishing. https: //doi.org/10.1787/cccac96a-en

Lederman, D., Messina, J., Pienknagura, S., & Rigolini, J. (2014). *El emprendimiento en América Latina: muchas empresas y poca innovación*. World Bank Publications. https: //documentos.bancomundial.org/es/publication/documents-reports/documentdetail/154071468242382906

Leendertse, J., Schrijvers, M., & Stam, E. (2022). Measure Twice, Cut Once: Entrepreneurial Ecosystem Metrics. *Research Policy, 51*(9), 104336. https: //doi.org/10.1016/j.respol.2021.104336

León Palencia, A. C. (2016). Una aproximación a las discusiones en el campo de la educación y la pedagogía: Estado de la cuestión. *Pedagogía y Saberes,* (44), 93–103. https: //doi.org/10.17227/01212494.44pys93.103

Macías-García, M. A., Zerón-Félix, M., & Sánchez-Tovar, Y. (2018). Determining environment factors of entrepreneurship in Mexico. *Entramado, 14*(1), 88–103. https: //doi.org/10.18041/entramado.2018v14n1.27121

Markman, G. D., Waldron, T. L., Gianiodis, P. T., & Thorn, M. I. (2019). E pluribus unum: Impact entrepreneurship as a solution to major challenges. *Perspectives from the Academy of Management, 33*(4), 371–382. https: //doi.org/10.5465/amp.2019.0130

Martínez-Marbán, P. (2018). *Official TMA Certification Document 2018*. Orange. Mexico. https: //arancione.com.mx

Martínez Vázquez, G., & Espinosa Yañes, A. (2023). Building of Entrepreneurial and Technological Capacities. The Case of a Small Technology Push Mexican Enterprise. *Economía y Desarrollo, 158*(2), 117–128. https: //revistas.uh.cu/econdesarrollo/article/view/2192

Marulanda Valencia, F. Á., Montoya Restrepo, I. A., & Vélez Restrepo, J. M. (2018). El individuo y sus motivaciones en el proceso emprendedor. *Revista Universidad y Empresa, 21*(36), 149–174. https: //doi.org/10.12804/revistas.urosario.edu.co/empresa/a.6197

Morales Sánchez, M. A., & Segoviano Contreras, L. E. (2016). Una perspectiva económico-institucional de la toma de decisiones: solución de problemas en situación de incertidumbre. *Investigación Económica, 75*(298), 57–75. https: //doi.org/10.1016/j.inveco.2016.11.002

Novas, A. (2023, May 19). *El ecosistema empresarial en 2023*. Accent. https: //acento.com.do/opinion/el-ecosistema-empresarial-en-2023-9200339.html

OECD/CAF/ECLAC. (2016). *Perspectivas económicas de América Latina 2017: Juventud, competencias y emprendimiento*. OECD Publishing. https: //doi.org/10.1787/leo-2017-es

Oruro. (2021, July 27). *Characteristics of a Successful Entrepreneur. Guides and Manuals*. Oruro Chamber of Commerce. https: //camaradecomerciodeoruro.com/2021/07/27/caracteristicas-de-un-emprendedor-exitoso

Pacheco-Ruiz, C., Rojas-Martínez, C., Niebles-Nuñez, W., & Hernández-Palma, H. G. (2022). Characterization of entrepreneurship from a university approach. *Formación Universitaria, 15*(1), 135–144. https: //doi.org/10.4067/S0718-50062022000100135

Pérez, R. (2023, February 2). *Decent work: Are they synonyms?* Labor. Idconline. https: //idconline.mx/laboral/2023/02/01/trabajo-digno-o-decente-sinonimos

Peschl, H., Deng, C., & Larson, N. (2021). Entrepreneurial thinking: A signature pedagogy for an uncertain 21st century. *The International Journal of Management Education, 19*(1), 100427. https: //doi.org/10.1016/j.ijme.2020.100427

Rabanal Oyarce, R., Huamán Muñoz, C. R., & Murga Valderrama, N. L. (2020). Desarrollo de competencias personales y sociales para la inserción laboral de egresados universitarios. *Revista de Ciencias Sociales, 26*(2), 250–257. https: //www.redalyc.org/journal/280/28063431020/28063431020.pdf

Ramírez Díaz, J. L. (2017). Professional Skills and Their Impact on Employment Management and the Labor Market: A Perspective From the Talent and Innovation of the Millennial Generation. In P. Astudillo Arias, D. Cisneros Quintanilla, & K. Luna Altamirano (Eds.), *Scientific Proceedings of the 2nd International Congress of Business Administration* (pp. 43–61). CIDE Editorial.

Robledo Ramón, P., Fidalgo Redondo, R., Arias Gundín, O., & Álvarez Fernández, L. (2015). Percepción de los estudiantes sobre el desarrollo de competencias a través de diferentes metodologías activas. *Revista de Investigación Educativa, 33*(2), 369–383. https: //doi.org/10.6018/rie.33.2.201381

Rodríguez Rivero, E. J., Rabazo Martín, A. E., & Naranjo Gil, D. (2015). Evidencia empírica de la adquisición de la competencia de resolución de problemas. *Perfiles Educativos, 37*(147), 50–66. https: //www.scielo.org.mx/pdf/peredu/v37n147/v37n147a4.pdf

Romero González, J. A., Granados, I. N., López Clavijo, S. L., & González Ruiz, G. M. (2021). Habilidades blandas en el contexto universitario y laboral: revisión documental. *Inclusión y Desarrollo, 8*(2), 113–127. https: //doi.org/10.26620/uniminuto.inclusion.8.2.2021.2749

Roundy, P. T., Bradshaw, M., & Brockman, B. K. (2018). The emergence of entrepreneurial ecosystems: A complex adaptive systems approach. *Journal of Business Research, 86*, 1–10. https: //doi.org/10.1016/j.jbusres.2018.01.032

Royal Spanish Academy. (2023). *Entries containing the form "competencies"*. Dictionary of the Spanish Language Spanish Dictionary of the Spanish Language - Tricentennial Edition. https: //dle.rae.es/competencia?m=form&m=form&wq=competencia

Salonen, A. O., Siirilä, J., & Valtonen, M. (2018). Sustainable Living in Finland: Combating Climate Change in Everyday Life. *Sustainability, 10*(1), 104. https: //doi.org/10.3390/su10010104

Sánchez-Hernández, M. I., & Maldonado-Briegas, J. J. (2019). Sustainable Entrepreneurial Culture Programs Promoting Social Responsibility: A European Regional Experience. *Sustainability, 11*(13), 3625. https: //doi.org/10.3390/su11133625

Schumpeter, J. A. (1950). *Capitalism, Socialism and Democracy* (3.ª ed.). Harper & Brothers.

Smedick, B., & Rice, E. (2018). An Overview of Leadership Competencies and Assessment Considerations. *New Directions for Student Leadership, 2018*(157), 55–70. https: //doi.org/10.1002/yd.20279

Spartz, J. M., & Weber, R. P. (2015). Writing Entrepreneurs: A Survey of Attitudes, Habits, Skills, and Genres. *Journal of Business and Technical Communication, 29*(4), 428–455. https: //doi.org/10.1177/1050651915588145

Tejada Fernández, J., & Ruiz Bueno, C. (2015). Evaluación de competencias profesionales en educación superior: retos e implicaciones. *Educación XX1, 19*(1), 17–38. https: //doi.org/10.5944/educxx1.12175

Teran Yepez, E., & Guerrero Mora, A. M. (2020). Entrepreneurship theories: A critical review of the literature and future research suggestions. *Espacios Magazine, 41*(7). https: //www.revistaespacios.com/a20v41n07/a20v41n07p07.pdf

United Nations. (2015). *Sustainable Development Goals*. United Nations. https: //www.un.org/sustainabledevelopment/es

Velandia, F. (2020). *Núm. 11 (2020): EDUCAB N°11 | Educab*. https: //revistasenlinea.saber.ucab.edu.ve/index.php/educab/issue/view/483