

Propuesta de un catalogo de competencias docentes en la  
Facultad de Ciencias Políticas y Administración Pública de la  
UANL, a través del método: proceso de análisis jerárquico  
(AHP)

*Proposal of a catalog of teaching competences in the Faculty of Political  
Sciences and Public Administration of the UANL, through the method:  
hierarchical analysis process (AHP)*

**Oswaldo Leyva Cordero**

Universidad Autónoma de Nuevo León

[oswaldo.leyva@uanl.mx](mailto:oswaldo.leyva@uanl.mx)

[wal7425@hotmail.com](mailto:wal7425@hotmail.com)

**Virginia E. Reyna Zambrano**

Universidad Autónoma de Nuevo León

[verz2203@hotmail.com](mailto:verz2203@hotmail.com)

**Xochitl Arango Morales**

Universidad Autónoma de Nuevo León

[xochitl.arangomr@uanl.edu.mx](mailto:xochitl.arangomr@uanl.edu.mx)

**Verónica A. Cuevas Pérez**

Universidad Autónoma de Nuevo León

[veronica.cuevasp@uanl.mx](mailto:veronica.cuevasp@uanl.mx)

**Gerardo Tamez González**

Universidad Autónoma de Nuevo León

[geratamez80@hotmail.com](mailto:geratamez80@hotmail.com)

## Resumen

Actualmente las instituciones de Educación Superior en México tanto públicas como privadas se encuentran bajo un enfoque de competencias, lo que ha llevado a los académicos-investigadores a buscar desarrollar perfiles docente apropiado en relación a los nuevos requerimientos educativos. En este sentido, es fundamental establecer qué competencias, conocimientos y habilidades cognitivas y creativas debe poseer el docente, que además sean capaces de ejecutar efectivamente como un ejercicio eficaz en su función. Así mismo las competencias docentes son un pilar importante para la formación integral de los estudiantes. Para ello, es necesaria su capacitación en el desarrollo de las competencias, así como su verificación mediante el monitoreo. Sin embargo, en el área de las Ciencias Políticas, existe una ausencia del perfil docente generado a través de un catálogo de competencias. Es por ello, que el presente estudio tiene como objetivo identificar las competencias del perfil docente de la licenciatura de Ciencias Políticas y Administración Pública. La importancia del estudio se basa en proponer un catálogo de perfil docente (ingreso o permanencia) bajo el enfoque de competencias, generado a través de un modelo de análisis multicriterio para generar y validar el perfil de competencias a través de expertos, utilizando el método “AHP” (Proceso de Análisis Jerárquico), creando una matriz apareada por criterios jerarquizados, que combina los métodos deductivos e inductivos, dando como resultado un catálogo el cual servirá de referencia a las Instituciones de Educación Superior en el área de Ciencias Políticas y Administración Pública.

**Palabras clave:** Perfil Docente, Proceso de Análisis Jerárquico (AHP), Competencias, Ciencia Política.

## Abstract

Currently, both public and private institutions of higher education in Mexico are under a competency approach, which has led academic-researchers to seek to develop appropriate teaching profiles in relation to new educational requirements. In this sense, it is fundamental to establish what competences, knowledge and cognitive and creative skills the teacher should possess, which are also capable of executing effectively as an effective exercise in their function. Also the teaching competences are an important pillar for the

integral formation of the students. To do this, it is necessary to train them in the development of competencies, as well as their verification through monitoring. However, in the area of Political Science, there is an absence of the teaching profile generated through a catalog of competencies. It is for this reason that the present study aims to identify the competences of the teaching profile of the degree in Political Science and Public Administration. The importance of the study is based on proposing a catalog of teaching profile (income or permanence) under the competencies approach, generated through a multicriteria analysis model to generate and validate the proficiency profile through experts, using the " AHP "(Hierarchical Analysis Process), creating a matrix matched by hierarchical criteria, combining deductive and inductive methods, resulting in a catalog that will serve as a reference to Higher Education Institutions in the area of Political Science and Public Administration .

**Key words:** Teaching Profile, Hierarchical Analysis Process (AHP), Competences, Political Science.

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## Introduction

In the teaching profession as university trainers for the professional practice of young people, it is fundamental to establish which competences, referred to competences as a set of cognitive and creative skills and that the teacher should possess, as a set of practical actions that teachers have To be able to effectively execute as an effective exercise of the function, competences as a set of attitudes, forms of action, sensitivity, values among others, as a set of experiences for the teacher to pass, knowledge, skills And skills that the teacher already has, professional social behavior, and ethics in terms of knowledge, know-how, skills, abilities.

However, it is found that in the educational institution that addresses the problem of not having a teaching profile, it will not allow a result of development and evaluation of

competences in the students that are formed in this educational environment because, it is necessary to determine and To categorize the competencies of teachers, otherwise it will not be possible to establish in a coherent way the validity of curricula at the university level. The research was carried out in a Public Higher Education Institution in the area of political science and public administration.

Therefore, the purpose of this study is to design and validate the teaching profile by competences of higher education in the area of Political Science and Public Administration, for the design of educational programs impacting on the learning process, as well as for its use In subsequent investigations.

### **LITERARY REVIEW**

One of the characteristics of today's society has to do with the fact that knowledge is one of the main values of its citizens. The value of today's societies is directly related to the level of training of its citizens and the capacity for innovation. But the knowledge, these days, has expiration date and is forced more than ever to establish commitments so that citizens and professionals constantly update their competence. We have entered into a society that demands from the professionals a permanent activity of training and learning.

The need to learn throughout life has become a daily motto. Zabalza (2002) spoke of what has become the pleasant experience of learning something new every day, an inexcusable principle of survival and the structures and processes that facilitate that learning take the name of training.

Getting to this knowledge is not only relevant to educational institutions and to the teacher himself, this knowledge is what people use to create the world in a different way than they have known it. Thus the impact of the actions taken by the protagonists themselves, in this case the teacher, will have the transcendence that they propose to adapt and be participants in a new culture of change. Changes such as globalization, as well as technological development, and the very needs of society have created a special focus on the training of teachers. It is possible that many of them have reservations about the

technological revolution, but it is important then that they be guided in the critical, autonomous and responsible search for the desired information (Segovia,1999).

Likewise, the teacher needs to be trained in his own experience so that he develops skills that allow him to generate in his students thinking skills that allow them to be critical, creative, and an actor in their own learning. This implies that the teacher will have to deepen their own competences in terms of skills such as analysis, inquiry, creativity, decision making and even attitudes and values in front of the learners and their social reality.

In addition, in relation to the types of qualification of the Tuning Project competences, which promotes the development of curricula in higher education, it defines the educational objectives in: general competences (transferable to other degrees) and specific competences linked to an area of Determined study (Muñoz, 2008).

Day (1999) stated that teachers are the most important asset of the vision of a learning society and indeed it is. Therefore, attention should be given to teachers, their initial training, their period of professional insertion and their continuous training.

### **METHODOLOGY HIERARCHICAL ANALYTICAL PROCESS (AHP)**

The AHP was developed and promoted by Saaty since 1971, and is a method of logical, psychological and mathematical analysis combining deductive and inductive methods. It is an effective method for decision-making that includes the processes of disaggregation, judgment and implicit synthesis, in the decision-making of humans. The method is used in multi-goal decision making and allows to turn complex decision problems into hierarchical diagrams that clarify the interrelationships and structure the decision problem. With the resulting structure of hierarchical criteria, the characteristic roots or eigenvalues (eigenvalues) are calculated using a matrix of paired or paired comparisons of each criterion using a nominal scale. The resulting values of these comparisons are weights or relative weights for each criterion that are the reference of the decision analysis.

The methodology uses in its first stage the discussion and the consensus of the expert, in a second stage constructs a matrix matched by hierarchical criteria, in the comparisons the experts are questioned by the degree of relative importance of one criterion in front of the other, that is to say Give a value. For a given weight collection, the consistency ratio must be satisfied for all elements of the matrix (Saaty, 2008; Cantón, Pérez, y Vázquez, 2008).

#### **PARTICIPANTS AND INCLUSION CRITERIA, SAMPLE.**

A questionnaire was designed to select the expert teachers, who validate the catalog of competencies of the teaching profile. These teachers were selected according to pre-established criteria such as: 10-year minimum professional experience, minimum 10-year teaching experience, professional distinctions and awards, teacher distinctions and recognition, full-time teachers, professors recognized by the PROMEP program, At least one funded research project, having indexed articles, published books, participation in congresses, participation in forums, colloquia, symposiums, having performance evaluations above 90, punctuality and attendance in their classes and teachers that are Recognized by the program of the National System of Researchers of CONACYT (SNI). That is, teachers are considered experts of the Unit.

These questionnaires were applied to a group of 34 full-time professors, and 10 expert teachers were selected. These 10 teachers were also selected according to an ideal situation defined by Saaty (2008): small group of participants, well informed on the subject, highly motivated, patient and agreeing and in congruence with the competence-based approach. They were also completely willing to participate in a rigorous structured process, the outcome of which will determine in part their future teaching activities, regardless of differences of opinion that may have arisen during the process. Ideally the group should be patient enough to reconsider the comparisons, through iteration and differences of opinion should be debated until a certain agreement is reached or at least the range of the differences is very narrow, according to Saaty (2008, p.263).

## **INSTRUMENTS AND TOOLS**

Description of the Software used for the application of the AHP.

We used a software developed in Visual Basic by Rositas, J. (2011) with interfaces and windows in Spanish. This software guides the process of applying the AHP method in a working group, being frankly friendly and easy to use.

The method, although rigorously based on highly complex theories, axioms and mathematical theorems, with the use of software does not require the mastery of these fundamentals, for the application of AHP; Arriving at efficient conclusions in the decision making.

The principles of disaggregation, preponderance judgments on pairs of elements and the synthesis of priorities, as enunciated by Saaty (2006, pp.337-339), are incorporated into the software.

## **ELABORATION OF COMPETENCIES CATALOG**

To validate the teaching profile of the area of political science and public administration, the first thing that was done was to build a catalog of teaching competencies.

This catalog is designed from the research and critical reading of the current international literature highly specialized experts, both in practice and in the activity of teaching by competencies.

The methodology was carried out by a leader with an assistant and an observer. Sessions that lasted, the first 3 and a half hours and the second 4 hours

In the first session, the AHP Method was explained for its learning by the experts involved in the methodology, illustrated through a tangible case (Rositas, 2011).

An analysis with the experts on the validation of the absence of a teaching profile by competences of the political sciences and public administration in higher education was described and carried out with the experts.

They were given the preliminary catalog of teaching competencies divided by categories (see figure 1).

Subsequently the experts evaluate individually, noting the degree of mastery required for each subcompetence indicator. With this we ensure that competencies, categories and sub-competencies will be relevant and congruent. And no category or subcompetence was eliminated, further detailed reference will be made in the results section of the descriptive statistics of this questionnaire.

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The structure and hierarchical relationships by categories were determined as follows:

- Subcommittees.
  - Categories
  - Competencies
- 

Each of the weights, the consistency ratios and the reference index of the sub-competencies, categories and competences were obtained and reviewed. When verifying their consistency and consistency of these indicators, it is possible to comment that the profile of a teacher by competences in the area of political science and public administration is defined.

Additionally a survey was applied to the participants to know the level of satisfaction of the hierarchical analytical process (AHP) applied.

## **CATEGORIES OF TEACHING COMPETENCES FOR TEACHING PROFILE**

The catalog of teaching competences for a teaching profile in the area of political science and public administration, it was decided to categorize it into seven sections, because of the importance and complexity of each category. Which are defined below:



**Category A: Knowledge of political science and public administration.**

This category defines the subcompetences that must be broken down by the teacher in question of knowledge of theory in the field of political science and administration. That includes knowing, arguing, analyzing, explaining political theory and its trends. Contrast, compare, differentiate and evaluate political systems and power structures. Explain, analyze and compare political institutions. Explain, compare and evaluate the processes of democratization in Latin America. Delimiting, classifying and explaining legitimate political behavior. Argue, compare and value the theoretical components of public administration. Discuss, argue, analyze and evaluate new trends in the study of public administration. Explain, recognize, evaluate and analyze intergovernmental relations. Discuss, analyze and evaluate governance and governance. Explain, analyze and evaluate local government and sustainability.

**Category B: Use of political science and public administration models.**

This category defines the use of tools, methods, procedures, and models applied to political science and public administration. It breaks down sub-competencies such as explaining, developing broadly, applying and evaluating public management planning and evaluation. Explain, compare and evaluate public policies, as well as their implementation. Design and implement communication strategies and political marketing. And language management.

**Category C: Economic-legal skills and knowledge.**

This category defines subcompetencies as explaining and analyzing the public sector economy, public finances and the legal framework of the Mexican State. The teacher should demonstrate the ability to discuss, explain and analyze the public sector economy. Planning and scheduling the public budget. Analyze national accounting, and evaluate fiscal policy. Explain and contrast the legal framework of the Mexican State.

**Category D: Methodological and investigative skills.**

In this category subcompetencies are defined as applying rigorously the methodology of research in knowledge projects in the area of political science and public administration. Apply and evaluate advanced statistical tools and techniques. As well as research skills.

The development of intellectual competences will give the teacher the ability to apply a set of fundamental knowledge in the compression of a type of subjects, an educational institution and / or a set of phenomena and processes, becoming the complement of the knowledge that involved in the development of professional skills. A greater mastery of contents referring to a discipline, a set of methodologies that will put in better conditions the graduates of the University and will respond in this way to the social demands, detected in the investigation, that require teachers with more disciplinary knowledge solid and deep.

***Category E: Teaching Practice Competencies.***

This category is defined by the development of pedagogical and didactic skills of teaching by competences. The teacher is able to design an analytical program with a focus on competencies and focused on student learning, with innovative strategies.

Is able to listen, be interested and build support strategies for students. Also organize and manage suitable learning environments. Manage. Shows a total ability to communicate. Combine disciplinary elements to integrate efficient didactic treatments within the classroom, manage and apply strategies based on competencies and focused on student learning. Use and exploit the use of new technologies. Develop cooperation and simple forms of mutual teaching between students. Encourage the desire to learn and develop self-assessment skills in the student. Handle sources and use documentation techniques.

Tutoring. Orient vocationally and inform about the normativity of the dependency. Discover needs and successes and communicate them to the student. Encourage the definition of a student's personal project. Research, present reports and publications related to teaching. To work in a team, as well as in multidisciplinary groups, to provide feedback to the other participants explaining how and why things are done in a certain way, to integrate the different styles and abilities that teachers have in order to optimize their performance. Establish a control of competences and a personal training program of their own.

### **Category F: Personal Skills Competencies**

This category defines the competences of the teaching profile as the self-evaluation and acceptance of feedback from the evaluation carried out by the Institution. Appropriate management in the interpersonal teacher-student context, exchange of perceptions and reinforce the climate of trust and mutual respect, solve problems, mediate formally in a conflict, pay attention, time and interest to students. Feel membership and institutional loyalty, coordinate in the performance of the work of the institution. Design and coordinate national and international projects, using innovative tools. Respond to the problems and challenges that come out of the usual, with creativity and effectiveness. Use the procedures of the institution and the dependency to ensure internal-external efficiency and a constant standard of the quality of the institution with a positive and enterprising attitude. Be recognized for the excellence of the work he performs in the classroom, for the advice and advice he provides. Make modifications in their teaching practice to achieve the quality expectations that the institution requires. To realize shared exercise of the abilities of the creative thought, that is to say, the group practice of the generation of ideas (fluidity), varied (flexibility), new (originality) and with details (elaboration) in the discipline, that generates an integrating didactic knowledge Leading to a proposal for action.

The need to develop these competencies is based on the level of relationships that are present in the world today, complex, changing and convulsed. The teacher must be open and immersed in the changes to guide and stimulate learning, must develop leadership, the ability to interact harmoniously with people and resolve conflicts, as well as develop the ability to learn to learn, the ability to innovate self -motivate and persist in the face of problems.

### ***Category G: Professional, Social and Ethical Behaviors***

In this category, sub-competences of the teacher are defined that show the capacity of the academic formation, to perform in the basic area, common basic area and in the orientations. Maintain contacts and professional and social relationships that favor institutional development. Demonstrate congruence with moral and social rules in their public behavior. Act with equity in student groups. Support initiatives aimed at the

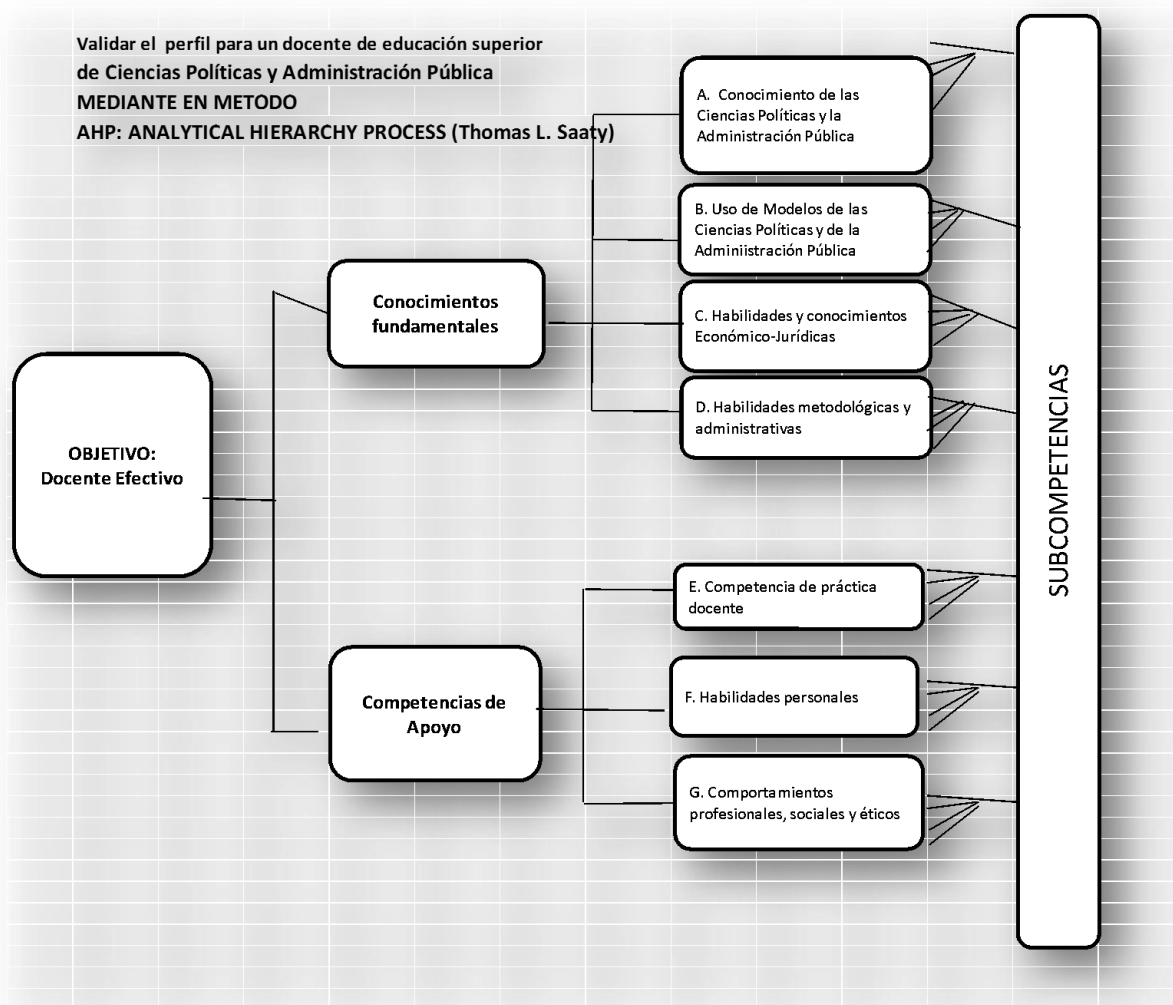
application of moral and social norms in a given context, even over self-interests and the sector in which it works. To promote in the dependence the social values on the internal values securing the general interest.

The professional competences are proper to the performance of the teaching work, which is why they can be stated in general form to be adapted to the particular didactics of each of the University's specialties. It is necessary to develop the professional competences to provide the teacher selection criteria between a series of strategies to intervene intentionally producing learning and creating others where those available were insufficient or not relevant to facilitate increasingly autonomous learning processes. Teachers should know, know how to select, use, evaluate, improve, create and recreate effective didactic intervention strategies, including the use of information technology and communication.

Life in society requires that the teacher develop competencies that allow him to stimulate the ability to communicate, to associate himself with negotiating, to undertake and to materialize educational projects, as well as to know the culture of children and young people, the particularities of communities, Way of functioning of civil society and its relationship with the State. However, society requires the teacher to perform this action under a framework of values and ethics, which allows him to act reasonably in the context of interpersonal relationships.

In the following map you can see the categories of the Catalog of teaching competencies.

Figure1. Conceptual Map of the Educational Profile of Higher Education in Political Science and Public Administration.



Fuente: Dra. Virginia E. Reyna Zambrano

### DESCRIPTION OF THE SOFTWARE USED FOR THE APPLICATION OF THE AHP.

We used a software developed in Visual Basic by Rositas, J. (2011) with interfaces and windows in Spanish. This software guides the process of applying the AHP method in a working group, being frankly friendly and easy to use.

The method, despite being rigorously based on highly complex theories, axioms and mathematical theorems, with the use of software does not require the mastery of these fundamentals, for the application of AHP, reaching efficient conclusions in decision making.

The principles of disaggregation, preponderance judgments on pairs of elements and the synthesis of priorities, as enunciated by Saaty (2008), are incorporated into the software.

### RESULTS

Teachers validate competencies, categories and sub-competencies, below are the results of the evaluation.

Tabla 1. Tabla de validación de categorías y subcompetencias.

CATEGORÍAS	PROMEDIO	DESVIACIÓN ESTANDAR
Categoría A: Conocimiento de las Ciencias Políticas y Administración Pública	9.11	0.68
Categoría B: Uso de Modelos de las Ciencias Políticas y de la Administración Pública	9.33	0.63
Categoría C: Habilidades Económico-Jurídicas	8.95	0.74
Categoría D: Habilidades Metodológicas e Investigativas	9.35	0.64
Categoría E: Competencias de actuaciones prácticas docentes	9.13	0.62
Categoría F: Competencias de actitudes, de experiencia y creativas en las Ciencias Políticas y Administración Pública	9.28	0.62
Categoría G: Habilidades de Comportamiento	9.49	0.53

As can be seen, both in the table and in the previous graph, all teachers evaluated from advanced to full domain (9-10), on average all categories and sub-competences.

The results of the AHP analysis are shown:

- In the AHP analysis, all subcompetence criteria were significant in relation to grouping them into thematic blocks and their importance, according to the experts.
- All thematic blocks received a weight (W), and within them to their associates, through an analytical hierarchical process (AHP), which reflects the opinion of

experts in the area. The weights are numbers between 0 and 1 that indicate the degree of importance granted to the thematic blocks and within them to their associates.

- Saaty (2008) and Cantón, Pérez, & Vázquez (2008) consider comparison matrices with a consistency ratio CR <.1. As seen in the following table, all Consistency Ratios were less than .1, obtaining admissible values for all blocks.

Tabla 2. Perfil de competencias docentes validado por el método AHP.

PERFIL DE COMPETENCIAS DOCENTES VALIDADO POR MÉTODO AHP DE LA LICENCIATURA DE CIENCIAS POLÍTICAS Y ADMINISTRACIÓN PÚBLICA												
Competencias	Pond. W1	Razón de consistencia	Índice de referencia	Categorías	1.000			Subcompetencias	Pond. W3	Pond Global	Razón de consistencia	Índice de referencia
					Pond. W2	Razón de consistencia	Índice de referencia					
Conocimientos fundamentales	0.5			A. Conocimiento de las Ciencias Políticas y la Administración Pública	0.481	0.058	0.090	A1. Teoría política	0.219	0.053	0.0115	0.1000
				B. Uso de Modelos de las Ciencias Políticas y de la Administración Pública	0.210			A2. Sistemas políticos y estructuras de poder	0.101	0.024		
Competencias de apoyo	0.5			C. Habilidades y Conocimientos Económico-Jurídicas	0.098	0.000	0.050	A3. Instituciones políticas comparadas	0.100	0.024	0.0575	0.1000
				D. Habilidades Metodológicas e Investigativas	0.210			A4. Procesos de Democratización en América Latina	0.041	0.007		
Competencias de apoyo	0.5			E. Competencias de práctica docente	0.333	0.000	0.050	A5. Comportamiento político y legitimidad	0.038	0.009	0.0000	0.1000
				F. Habilidades personales	0.333			A6. Componentes teóricos de la Administración Pública	0.152	0.037		
Competencias de apoyo	0.5			G. Comportamientos profesionales, sociales y éticos	0.333	0.000	0.050	A7. Nuevas Corrientes en el Estudio de la Administración Pública	0.071	0.017	0.0633	0.1000
								A8. Relaciones Intergubernamentales	0.048	0.012		
								A9. Gobernabilidad y Gobernanza	0.163	0.039		
								A10. Gobierno Local y Sustentabilidad	0.066	0.016		
								B2. Políticas Públicas	0.356	0.037		
								B1. Planeación y Evaluación de la Gestión Pública	0.169	0.018		
								B3. Formulación de Políticas Públicas	0.169	0.018		
								B4. Implementación de Políticas Públicas	0.106	0.011		
								B5. Evaluación de Políticas Públicas	0.140	0.015		
								B6. Comunicación y Marketing Político	0.060	0.006		
								C3. Marco Jurídico del Estado Mexicano	0.714	0.035		
								C2. Finanzas Públicas	0.143	0.007		
								C1. Economía del Sector Público	0.143	0.007		
								D1. Metodología de la Investigación	0.724	0.076		
								D3. Habilidades de Investigación	0.193	0.020		
								D2. Estadística Avanzada	0.083	0.009		
								E.1. Planificación del Proceso de Aprendizaje-Enseñanza	0.121	0.020		
								E6. Estrategias de aprendizaje-enseñanza basada en competencias	0.105	0.018		
								E2. Organizar para promover situaciones de aprendizaje	0.079	0.013		
								E3. Gestionar la progresión de los aprendizajes	0.048	0.008		
								E4. Comunicatividad	0.040	0.007		
								E5. Tratamiento didáctico	0.048	0.008		
								E8. Elaborar y hacer evolucionar dispositivos de diferenciación	0.057	0.010		
								E13. Reflexión e investigación sobre la práctica educativa	0.114	0.019		
								E.11 Tutorizar	0.088	0.015		
								E9. Implicar a los alumnos en su aprendizaje y en su trabajo	0.094	0.016		
								E15. Organizar la propia formación continua	0.097	0.016		
								E12. Evaluar	0.046	0.008		
								E14. Trabajo en Equipo	0.040	0.007		
								E10. Manejo Fuentes	0.022	0.004		
								PF1. Autoevaluación y aceptación de la retroalimentación de evaluación por la Institución	0.058	0.010		
								PF9. Autonomía y comportamiento reflexivo	0.103	0.017		
								PF7. Creatividad	0.162	0.027		
								PFS. Demuestra valor a los productos del estudiante	0.052	0.009		
								PF3. Identificación con la Institución	0.063	0.011		
								P12. Trabajar al límite de las propias capacidades	0.061	0.010		
								IF8. Creatividad grupal	0.124	0.021		
								IF2. Manejo adecuado en el contexto interpersonal profesor-estudiante	0.149	0.025		
								IF6. Metodología para la calidad	0.088	0.015		
								IF4. Gerenciamiento de Proyectos	0.068	0.011		
								IF11. Manejo de nuevas tecnologías	0.037	0.006		
								IF10. Idiomas	0.035	0.006		
								SA. Saberes profesionales del docente	0.273	0.046		
								G1. Perfil profesional	0.273	0.046		
								G3. Ética profesional	0.225	0.038		
								G5. Responsabilidad social	0.153	0.025		
								G2. Relaciones públicas	0.075	0.013		

After the hierarchical analysis process (AHP), preliminary categories were modified in order, as shown in Table 3.

Tabla 3: Competencias para la Formación de un Perfil Docente de las Ciencias Políticas y Administración Pública por categoría

CATEGORÍA: PRELIMINAR	CATEGORÍA: FINAL
Categoría A: Conocimiento de la Ciencias Políticas y la Administración Pública	Categoría A: Conocimiento de la Ciencias Políticas y la Administración Pública
Categoría B: Uso de Modelos de las Ciencias Políticas y de la Administración Pública	Categoría B: Habilidades Metodológicas e Investigativas
Categoría C: Habilidades y Conocimientos Económico-Jurídicas	Categoría C: Uso de Modelos de las Ciencias Políticas y de la Administración Pública
Categoría D: Habilidades Metodológicas e Investigativas	Categoría D: Habilidades y Conocimientos Económico-Jurídicas
Categoría E: Competencias de práctica docente	Categoría E: Competencias de práctica docente
Categoría F: Habilidades Personales	Categoría F: Habilidades Personales
Categoría G: Comportamientos Profesionales, Sociales y Éticos	Categoría G: Comportamientos Profesionales, Sociales y Éticos

This catalog presents the construction of a teaching profile, for a Master of Higher Education in Political Science and Public Administration, is structured from the current international literature highly specialized experts in practice and teaching activity by competencies. It was also used, the catalog of development of competences of the Master in Political Science and the Doctorate in Philosophy with Orientation in Political Sciences of the institution of higher education. All this, with the purpose of constructing an instrument that helps us to know the teaching profile in a public educational institution of the North of Mexico.



Based on the results of the research, the following recommendations are suggested:

- Public and / or private institutions of higher education should agree to have a profile of teaching competencies in the area of Political Science and Public Administration in educational programs and in institutional regulations.
- Higher Education Institutions should have a common basic structure on the competencies of the university teaching profile in the area of Political Science and Public Administration.
- The competencies of the teaching profile should be an important part of the design of the educational programs.

From this research it is proposed a catalog of competences of the teaching profile (income or permanence) as a tool to know if the teacher complies or does not comply with those competences.

It is expected that if the teacher is prepared in these competences, he will be able to develop skills, attitudes and values in his students and that they may have a more active role in their own learning process, creating in them critical thinking and flexibility To face the changes to be able to be individuals with high skills and problem solving skills and who can create their knowledge in line with reality.

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