Artículos Científicos

Modelo de desarrollo de la competencia genérica de comunicación oral y escrita con TIC

Model of Development of the Generic Competence of Oral and Written Communication with ICT

Modelo de desenvolvimento da competência genérica da comunicação oral e escrita com as TIC

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Resumen

Históricamente la educación se ha enfrentado a reformas constantes para satisfacer los desafíos de cada época. En este sentido, los cambios que impone el siglo XXI, en donde se considera que cada estudiante debe ser capaz de utilizar las tecnologías de la información y la comunicación (TIC) en cualquier ámbito, conforman un reto que aún no se ha logrado superar en México. Esta investigación propone un modelo para favorecer el desarrollo de competencias genéricas integrando la tecnología, con la finalidad de que los egresados universitarios tengan mejores oportunidades de insertarse en el mercado laboral. El método utilizado fue descriptivo y cuasiexperimental, con una muestra que incluyó a egresados y empresarios. La estrategia didáctica se basó en el modelo de diseño instruccional ADDIE. Entre los resultados se encontró que mejoró el desarrollo de la competencia genérica trabajada y se detectó que la motivación es determinante para el éxito o fracaso de la estrategia.

Palabras clave: competencias genéricas, educación superior, tecnologías de la información y la comunicación.

Abstract

Historically education has faced constant reforms to meet the challenges of each era. In this sense, the changes imposed in the 21st century, where it is considered that every student must be able to use information and communication technology in any field, have not been possible to achieve in Mexico. This research proposes a model to favor the development of generic competences with technology integration, aiming that college graduates have better opportunities to enter the working market. The method used was descriptive and quasi-experimental with a sample that included graduates and entrepreneurs. The teaching strategy was based on instructional design model ADDIE. Among the results, found that it improved the development of generic competition worked and it was detected that the motivation is determinant for success or failure of strategy.

Keywords: generic competences, higher education, information and communication technology.

Resumo

Historicamente, a educação tem enfrentado reformas constantes para enfrentar os desafios de cada época. Nesse sentido, as mudanças impostas pelo século XXI, em que se considera que cada aluno deve ser capaz de usar as tecnologias da informação e comunicação (TIC) em qualquer campo, constituem um desafio que ainda não foi superado em México Esta pesquisa propõe um modelo para favorecer o desenvolvimento de habilidades genéricas, integrando tecnologia, para que os graduados tenham melhores oportunidades de ingressar no mercado de trabalho. O método utilizado foi descritivo e quase experimental, com uma amostra que incluiu graduados e empresários. A estratégia didática foi baseada no modelo de design instrucional Addie. Entre os resultados, verificou-se que o desenvolvimento da competência genérica trabalhada foi aprimorado e constatou-se que a motivação é decisiva para o sucesso ou fracasso da estratégia.

Palavras-chave: habilidades genéricas, ensino superior, tecnologias da informação e comunicação.

Introduction

Since the 1990s, the United Nations Educational, Scientific and Cultural Organization [Unesco] (1998) stated that it was necessary to promote lifelong learning and the construction of skills that would contribute to cultural, social and cultural development. Economic of society. The same body, a decade later, stated that higher education should have the ability to provide students with the knowledge and skills needed in the 21st century (Meek, Teichler and Kearney, 2009; Unesco, 2009). These statements responded and continue to respond to the conditions, trends and requirements of globalization, which is largely supported by the rise of information and communication technologies (ICT) in different areas of life, among that is, undeniably, education. Therefore, various national and international organizations have promoted the professional skills approach in institutions of higher education (HEI). In the case of the Subsystem of Technological Universities (SUT), to which the university here under study belongs, since 2009, it decided to design all educational programs under the focus on professional competencies, with the purpose of training the students of according to

the requirements of the productive and social sector (General Coordination of Technological Universities [CGUT] -Secretariat of Public Education [SEP], 2010).

Professional competencies are classified as specific and generic. The first are typical of the field of study; meanwhile, generic professional skills are common to any career. As part of the Tuning-Europe Project, 27 generic competencies that graduates of any career should have (González and Wagenaar, 2003) were identified. And they were classified into three broad categories:

- *Instrumental.* They are cognitive, methodological, technical and linguistic abilities; They are considered necessary for understanding, construction, handling and critical use in professional practice.
- *Interpersonal.* They correspond to the skills of social relationship and integration in different groups, as well as the ability to develop work in specific and multidisciplinary teams.
- *Systemic.* They are skills related to all systems, that is, they are a combination of understanding, sensitivity and knowledge.

In the Latin American context, to determine the required generic competences, employers, graduates, academics and students were surveyed, who determined the following competencies as the most important:

1. Knowledge about the area of study and profession.
2. Capacity for oral and written communication.
3. Ability to apply knowledge in practice.
4. Ability to learn and update permanently.
5. Ethical commitment.
6. Ability to make decisions (Beneitone *et al.*, 2007).

In the national context, these projects had a profound impact on higher education, especially in technological training. Proof of this is that in 2009 the SUT decided to design its study programs at the university higher technical level, as well as the programs of continuity of studies at the engineering level, with the focus of professional competences (CGUT-SEP, 2010). And in 2010, the National System of Technological Higher Education began the implementation of the competency approach in all technological institutes distributed throughout Mexico (Medina, Amado and Brito, 2010).

A study carried out in 2018 with employers and recent graduates of an institution of higher technological education indicates that different generic competences should be strengthened. These include three competences that have not been developed during the professional training stage, according to the common point of view of graduates and employers: 1) apply knowledge in practice, 2) oral and written communication and 3) use of ICT (Morita, Escudero and García, 2017).

Since its creation, these concepts considered that it is essential to develop skills in the use of ICTs because the labor market, as well as various social fields, are using various digital technologies to carry out substantial processes. For this reason, the idea that higher education is an educational level with a lot of responsibility when promoting and developing both specific and generic professional skills with the use of ICTs is widely accepted. Various government agencies, as well as independent researchers, have pointed out that these tools configure new scenarios for the expansion of knowledge frontiers, so it is essential that educational institutions assume their role and promote change through integration. of these technologies.

This article presents a generic skills development model based on the integration of ICT during the teaching-learning process, so that university graduates have better opportunities to enter the labor market.

ICT Integration

According to several studies, the development of professional competences with the use of ICT is a challenge that implies the participation of all the people involved in the teaching-learning process, and teachers are highlighted as fundamental actors to comply with said challenge (Reyes and Guevara, 2009).

Paredes (2012) states that the integration of ICTs starts from strategic planning where infrastructure, academic offer, training and digital resources are analyzed, all these elements from a coherent perspective.

A determining factor is that its integration in the educational field is carried out under a methodology. Table 1 shows some models.

Tabla 1. Modelos de integración de las TIC

Autores	Año	Fases

Dwyer, Ringstaff y Sandholtz	1991	Entrada, adopción, adaptación, apropiación, e invención.
Saga y Zmud	1993	Aceptación, rutinización e infusión tecnológica.
Rogers	1995	Conocimiento, persuasión, decisión, implementación y confirmación.
Romagnoli, Femenías y Conte	1999	Inicio, adaptación, apropiación e innovación.
Sánchez	2003	Apresto, uso e integración.
Noon	2005	Prealfabetización, tecnocrático, tecnotradicionalista y tecnoconstructivista.
Cobo	2007	Acceso, capacitación y apropiación
Unesco	2009	e-aptitud, e-intensidad y e-impacto.

Fuente: Elaboración propia con base en Cobo (2007), Reyes y Guevara (2009), Saga y Zmud (1993) y Unesco (2009)

Each ICT integration model has its own characteristics, as well as the steps to follow for its implementation. However, one of the aspects of coincidence, among the models developed (at different times) by Dwyer et al. (1991), Saga and Zmud, Rogers (1995), Romagnoli et al. (1999), and Cobo (2007), are that they propose as a starting point the total lack of technological knowledge by teachers. That is, its level of digital literacy is nil. This factor is vital, since Albarini (2006), Barbour (2007), Salinas (2002) and Kozma (2003) report that the impact of the integration of ICTs in the educational process depends mainly on how the teacher manages them , value and use in their classes.

Additionally, it should be considered that each country and educational institution has different needs to integrate these technologies. In some cases, the main concern is the availability of infrastructure; for others the priority is in the training of teachers or the use that students give it; and some emphasize creativity, innovation and the impact it has (Unesco, 2009). Therefore, there must be flexibility for each institution to choose the model that suits their needs and interests.

In the university where the model of development of the generic competence of oral and written communication was implemented, limitations were identified in the technological

infrastructure, such as low availability and access to technological resources and low internet speed. However, a high willingness of teachers and students to use technological tools in the teaching-learning process was detected.

The model that was considered most effective for this research, because it is focused on innovation, is the one proposed by Rogers (1995), which is developed as follows: the teacher learns that there is an innovation (knowledge), then goes through a phase where it gathers enough information to form an attitude towards the object of innovation (persuasion). Then, based on your beliefs, evaluate the characteristics of the innovation and its possible affiliation in it (decision). After these mental activities, the teacher advances to a phase of direct action with innovation (implementation); The teacher goes from being a passive to an active adopter, and is involved with innovation to the point where he can reinvent the innovation by providing it with a personal nuance in the implementation (confirmation) (see figure 1).

Figura 1. Modelo de adopción de las TIC de Rogers (1995)
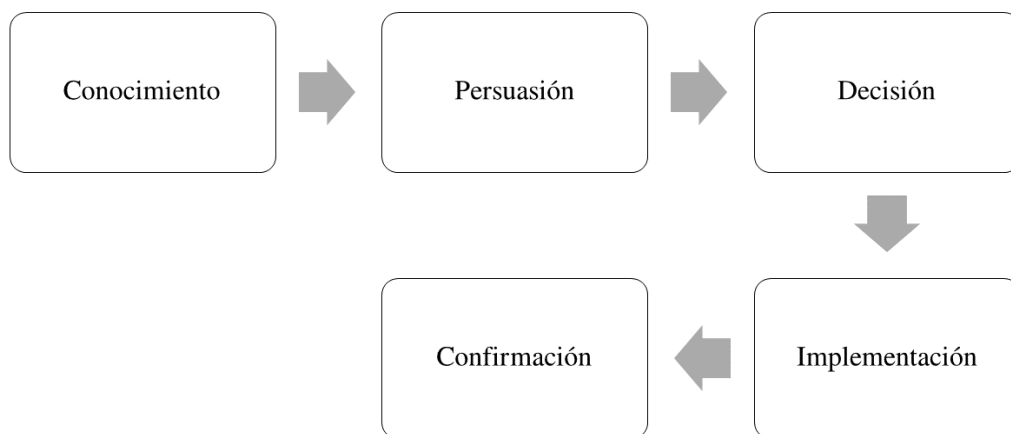
Fuente: Elaboración propia con base en Rogers (1995)

The first step of this model is the acquisition of knowledge in ICT by the teacher. In this regard, research conducted by Cabero and Llorente (2008), Roig and Fiorucci (2010) and Gutiérrez and Serrano (2016) have contributed, among others, the aspects presented below:

- There is a general tendency, in the self-evaluation of teachers, to consider that they are not qualified to use ICT.
- Teachers have little training in ICT to incorporate them in the teaching-learning processes.
- Your training is less as technology is more innovative.
- They have less training for the design and production of teaching aids, than for their didactic use.

It is recognized that the processes of ICT integration within the teaching-learning process have a series of determining factors for its success or failure. Among the most important, is the didactic strategy that is chosen and the educational model or approach used in the institutions.

Within the competence approach, one aspect to consider in training is individuality, where the context of student development is decisive in the acquisition of competencies. In the report on education for the 21st century prepared for Unesco, it is pointed out that the competences are specific to each person, they combine what they have acquired through technical and professional training with social behavior, the ability to work in a team, the capacity for initiative and the willingness to take risks (Delors, 1996).

Recently, the World Economic Forum [WEF, for its acronym in English] (2018) reported that, despite trends in the disappearance of old posts and the creation of others, there are human skills that are required to complement digital skills and which will be essential in the new work areas planned for 2022. This implies that educational institutions must generate strategies to provide students with the means to develop the skills required in the work environment.

In an investigation carried out with students, professors, graduates and entrepreneurs, it was identified that the generic competence of oral and written communication is that which they perceive, according to all the participants in the research, with a low level of acquisition in the training process, and that it is essential to succeed in the professional area (Morita, García and Escudero, 2016). For this reason, we proceeded to design a didactic strategy that promoted the development of such competence.
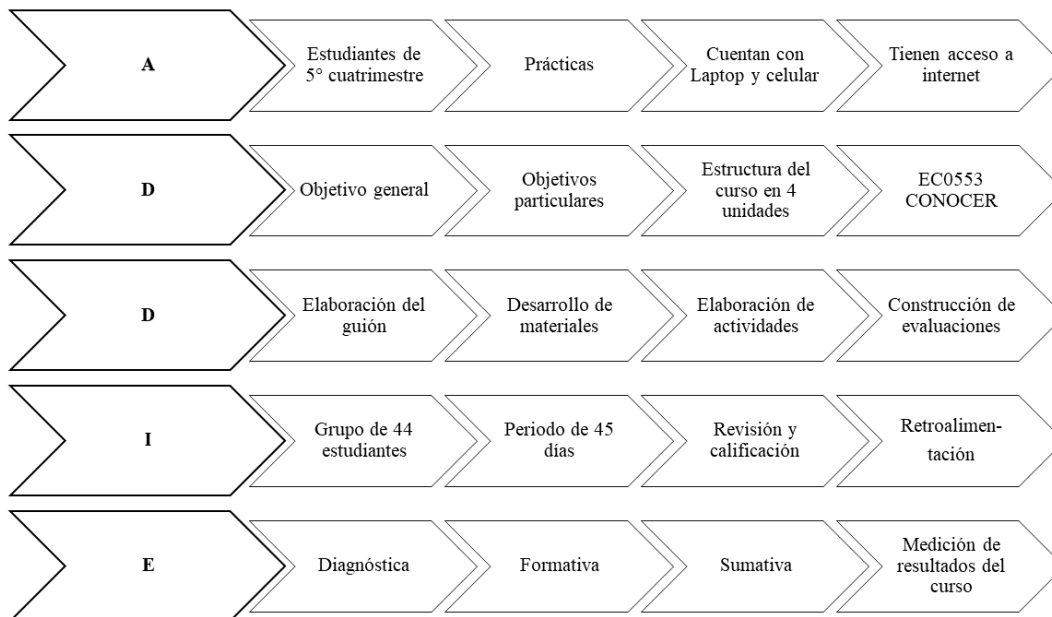
Method

The method used was descriptive and quasi-experimental, with a pre-post study with a control group to verify the effect of the strategy.

Among the didactic strategies proposed by experts in educational technology is the implementation of e-Learning courses. Additionally, for Salinas (2004), an educational strategy is a plan to achieve the learning objectives, and implies methods, means and techniques (or procedures) through which it is ensured that the student will actually achieve their objectives. Consequently, the chosen strategy will determine in some way the set of objectives to be achieved, and in general, the whole educational practice.

Instructional design of the teaching strategy

The model selected for the instructional design of the didactic strategy, which consisted of the e-Learning Effective Business Communication (CEE) course, was the ADDIE (named for its five stages: analysis, design, development, implementation and evaluation), due which is the most used in virtual environments. In addition, this strategy proposes characteristics of interaction between the participants, which served to encourage the development of the competence of oral and written communication. Figure 2 shows the development of each of the phases of the ADDIE model.

Figura 2. Procedimiento del diseño instruccional del curso CCE

A	Estudiantes de 5° cuatrimestre	Prácticas	Cuentan con Laptop y celular	Tienen acceso a internet
D	Objetivo general	Objetivos particulares	Estructura del curso en 4 unidades	EC0553 CONOCER
D	Elaboración del guión	Desarrollo de materiales	Elaboración de actividades	Construcción de evaluaciones
I	Grupo de 44 estudiantes	Periodo de 45 días	Revisión y calificación	Retroalimen-tación
E	Diagnóstica	Formativa	Sumativa	Medición de resultados del curso

Fuente: Elaboración propia

Verification of the impact of the strategy

In this phase of the investigation, a descriptive method was used as it was intended to identify the impact of the didactic strategy in the workplace. Therefore, information was sought from students who took the strategy and made their professional stay and from entrepreneurs who gave students the opportunity to complete their professional practices in their company.

To obtain information from the students, a structured questionnaire was designed in Google Forms, which was composed of six questions, with the option of answering on a Likert-type scale and multiple selection. The questions were aimed at identifying the following: the functions they performed in their work related to the competence of oral and written communication, the ICT tools used, if they consider that the strategy helped them to perform their work better and what aspects of the competence they consider that they need to develop. The questionnaire link was sent by email to the 44 students who took the didactic strategy and the data was collected on an Excel basis.

In addition, structured interviews were conducted in person and individually with five entrepreneurs who had students doing their internships. In the interviews, they provided information on what they observed of the students' performance. In this case, the questions

revolved around the following: functions they performed in their work related to the competence of oral and written communication, ICT tools used, if they observed performance differences between students who took the strategy and those who did not, so as the aspects of the competition that they consider they still need to develop. The interviews were recorded on a smartphone.

Results of the design and implementation of the didactic strategy

In the implementation of the didactic strategy that would encourage the development of the generic competence of oral and written communication, it was found that Rogers' model (1995) and its respective phases (knowledge, persuasion, decision, implementation and confirmation) were not sufficient to achieve the objectives. Due to this, it was proposed to add the diagnostic, design, design validation phases and modify the confirmation phase by the evaluation phase, as can be seen in Figure 3.

The diagnostic phase consists of identifying the generic competences that students need to work, as well as the level of ICT adoption of students and teachers. In the design, the appropriate instructional design model is chosen and developed with the didactic strategy and with the data obtained in the previous phase. In the design validation phase it is intended to provide better quality with the use of an instrument in which the designer, a systems and student manager, intervenes. The evaluation guide for virtual courses (Rubio et al., 2009), a reference in Latin America to assess the quality of virtual courses, was based on. The last phase proposed is that of evaluation, which is carried out in two moments. The first one has the purpose of measuring the results obtained by the students with an exam. This is done when the strategy implementation ends. The second is to verify the impact on the workplace. This requires the participation of students who took the strategy and businessmen who had work contact with them. It should be noted that it is done after a minimum of three months.

Figura 3. Propuesta de modelo de desarrollo de competencias genéricas con la integración de TIC
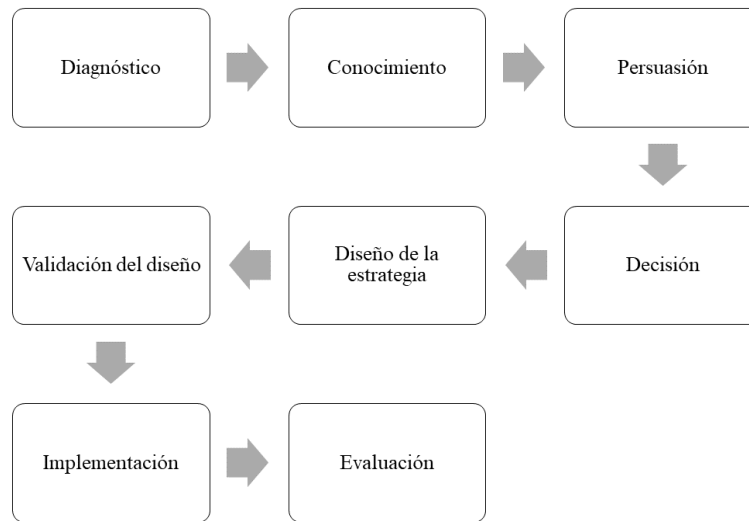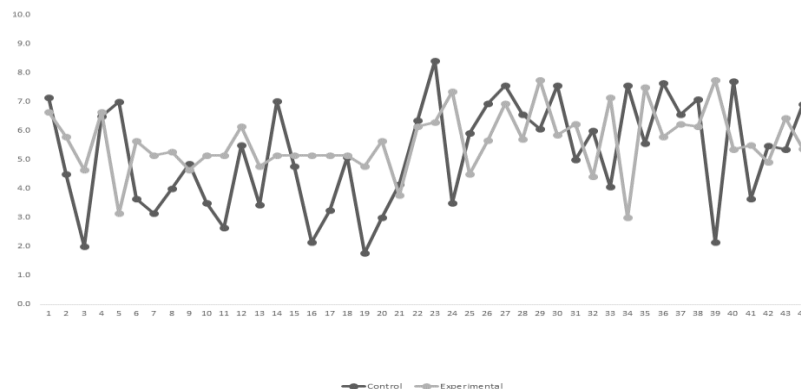
Fuente: Elaboración propia

Once the proposed model was available, it was implemented in a group of 44 students, who took the strategy, and will be referred to as an experimental group. And there was a control group of 44 students.

The results of the diagnostic evaluation, to identify the level of knowledge that the students belonging to the experimental and control groups had, are shown in Figure 4.

**Figura 4**. Resultados de la evaluación diagnóstica

Fuente: Elaboración propia

As can be seen, it was found that the results are similar in both groups. However, to have greater certainty, the analysis of variance (Anova) was performed to detect if prior to the course there were significant differences between both groups. As a result, a $p = .780$ was

obtained, which indicates that at that time there were no significant differences in the level of knowledge they had of the competence of oral and written communication.

At the end of the didactic strategy, a final evaluation was applied to both groups. The results can be seen in Figure 5.

Figura 5. Resultados de la evaluación final
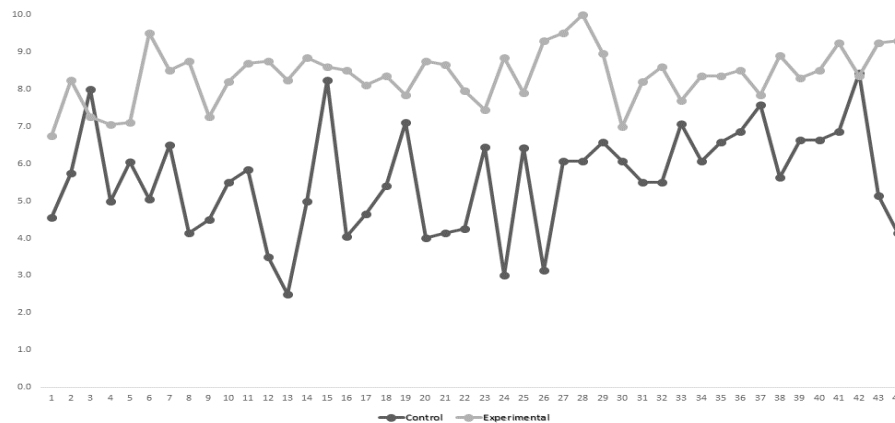
Fuente: Elaboración propia

It was possible to identify that there are differences in the results, since the group in which the strategy was experienced obtained better results.

With the results of the diagnostic and final evaluation of the experimental group and the control group, the following statistical analyzes were made. The averages of both evaluations and groups were obtained. The data shown in table 2 were found.

Tabla 2.1 Promedio de calificaciones

Grupo	Diagnóstica	Final
Control	5.4	5.6
Experimental	5.6	8.4

Fuente: Elaboración propia

With the averages it was observed that there is a difference from the students taking the didactic strategy.

The Student's t calculation was performed for independent samples with the average grades of the students who took the course (experimental group) and those who did not take

it (control group). In this case a P-Value = 0.000 resulted. P is significant when p <0.05, p <0.01, p <0.001.

In addition, Student's t was calculated for samples related to the purpose of identifying if there was improvement from the didactic strategy and a P-Value = 0.000 was found. Which means that there were significant differences in the results.

## Results of the verification of the impact of the strategy

44 structured questionnaires were applied to the students who took the strategy and carried out their internships over a period of four months. In addition, five structured interviews were conducted with businessmen who gave students the opportunity to make their stay. This in order to identify what was the impact of the strategy in the workplace.

Students and businessmen agreed that the elaboration and sending of emails is the most used tool for the performance of their functions. In this regard, they reported that they did well, and that only at the beginning of their practices did they ask the students to make modifications.

Regarding the aspects that students still need to develop, the entrepreneurs indicated that it is primarily necessary to acquire professional vocabulary according to the areas in which they work. At this point the students agree, since they stated that they did not know some technical terms, and that it was thanks to their stay in the company that they were identified.

The opinion of the students regarding the percentage they considered helped them improve their participation in this project to have a better performance during their stay was positive, as shown in Figure 6. This data is relevant, since it is relevant the labor practice where it was verified that the implementation of the model for the development of oral and written communication competence gave favorable results.

Figura 6. Porcentaje en que la estrategia ayudó a mejorar el desempeño
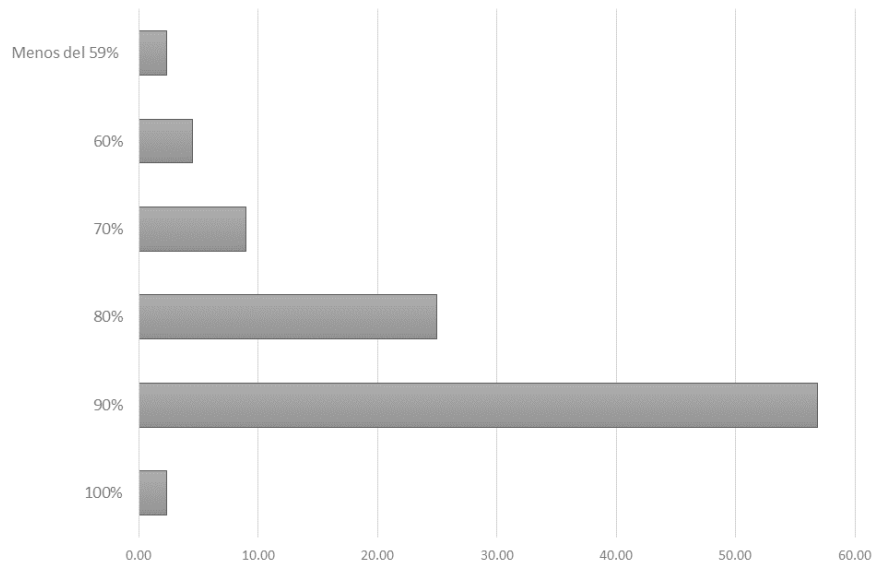
Fuente: Elaboración propia

The entrepreneurs were also asked if they observed any difference in the performance of the students who made their stay with them (see table 3). It is worth mentioning that the businessmen interviewed had contact with 16 students of the 88 who participated in the quasi-experiment and that they did not know who took the strategy.

Tabla 3. Relación de estudiantes en estadía

| Empresario	Los estudiantes tomaron la estrategia	
	Sí	No
1	1	1
2	3	1
3	2	2
4	1	1
5	2	2
Total	9	7

Fuente: Elaboración propia

The interviewed businessmen stated that they did observe a difference between the students who took the e-Learning didactic strategy and those who did not, since they had a

better performance in the requested activities, fewer errors, greater security, were more open and communicated easily.

They were also asked the probability of hiring the students who made their stay, taking into account their performance and the response was very good, as can be seen in Figure 7.

Figura 7. Probabilidad de contratar a los estudiantes que tomaron la estrategia
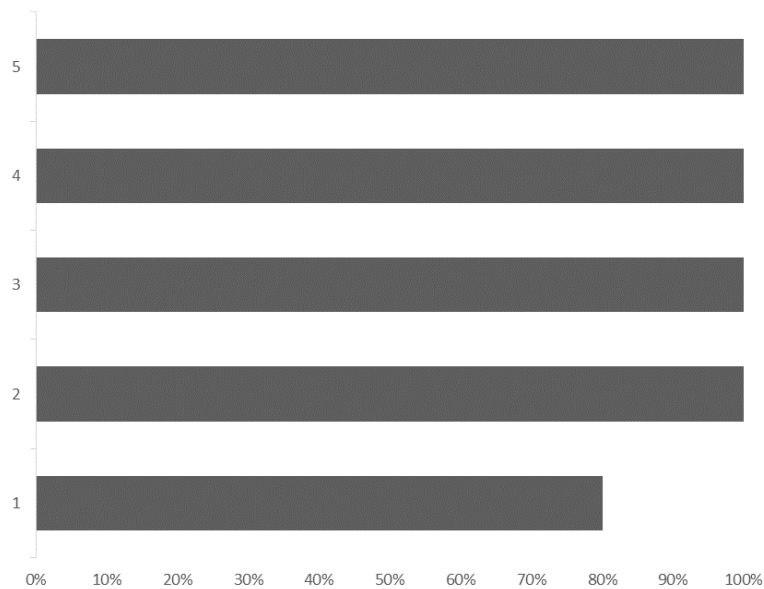
Fuente: Elaboración propia

Discussion

Strategy implementation

In this phase, the decision to choose an e-Learning course as a didactic strategy was correct, since it was possible to promote the development of the generic competence of oral and written communication. This was achieved with the integration of new tools and ICT resources in the academic field, which can also be used in the professional field.

The model of ICT integration that was taken as a reference was that of Rogers (1995), because it is focused on making an innovation in educational practice. In addition, it allows taking into account the elements that compose it. However, specialized literature reports that

there is no universal model (Unesco, 2009). That is, it is not possible to find a model that fits perfectly to each situation.

Because the five original phases (knowledge, persuasion, decision, implementation and confirmation) of the model proposed by Rogers (1995) were not sufficient for the implementation of the strategy, three additional phases were proposed (diagnosis, design, and design validation), which, according to the results, were relevant to this study, since they allowed the strategy to be carried out and the objectives that otherwise would not have been possible were achieved.

Additionally, it was detected that the motivation of the students is important for the implementation of a didactic strategy, since without it the students would have decided not to participate, since it involved additional work, dedication and commitment to their normal academic work. The above was observed at the time they were informed of the importance that entrepreneurs and graduates attach to the development of the generic competence here in question, since their development gives them better training and greater possibility of inserting themselves in the labor market. This information coincides with the data found by Juárez and González (2018), who pointed out that attitudinal competencies and oral and written expression are the most important skills to get a job, but not the most developed.

It was also identified that motivation should be present for the entire duration of the strategy implementation and should not be lost sight of, because students need to see results and feedback in the short term. Thus, it can be affirmed that although the motivation was not a variable that was considered in the investigation, it was a determining factor in the success. Given the previous result, motivation is added as a transversal element in the proposed model.

At the end of the implementation, a final evaluation was applied and the results indicated the existence of differences. The group in which the strategy was experienced improved its score 2.8 points in relation to its initial result and the end of the group that did not take the strategy. Additionally, the results of the evaluations were subjected to statistical tests of Anova and Student's t, and it was found that indeed in the final evaluation there were significant differences.

Verification of the impact of the strategy

Until the previous phase it can be said that the strategy achieved its objective. However, it is well known that it is in professional practice where it is possible to identify if

the students really managed to develop the competence. Therefore, students who took the strategy and who were doing their practices were contacted at that date, that is, at that time they had already applied the knowledge, skills and attitudes acquired. In addition, there were the participation of five businessmen who participated voluntarily: the only requirement was that at that time they had in their company with students doing their professional practices, so they directly observed their performance. The participating entrepreneurs had contact with 16 of the 88 students who participated in the quasi-experiment.

Students and businessmen indicated that the most used ICT tool was email and that they did mostly very well, so no corrections were necessary. However, students who did not take the didactic strategy made modifications constantly. This result can be considered as something positive, since, as mentioned above, email is the most used communication tool by the Mexican population in the workplace (Asociación de Internet.mx [before Amipci], 2015), with what can be affirmed that it was acquired at the appropriate level so that students and future graduates perform this activity well. Below are some excerpts from interviews with businessmen that point to such information:

> The use of email is a daily activity, it is the most used right now. One of the things that caught my attention was his way of working. When asked to make emails, he does it with a lot of property, the truth that surprised me. I feel sure to tell you to send such mail to managers or different hierarchical levels. Write naturally (entrepreneur 1).

> We are an institution that takes care of ecology, nothing is printed. The student makes hundreds of emails, and does very well; only at the beginning he was asked two or three times to modify something, but later he dominated it (entrepreneur 2).

The main weakness expressed by businessmen and students is the management of professional vocabulary. This represents an area of opportunity for the university, through study programs and during classes, to include professional terms in the corresponding area. In order to carry out this action, the constant collaboration of the businessmen, who are the experts and who are up to date with the requirements in the labor field, is needed. Only in this way can this limitation be remedied. The following paragraphs contain information about it:

What he would lack is the management of professional vocabulary, because he is in a financial area, although I think that with practice he will know those terms (entrepreneur 1).

There is a lack of professional vocabulary, understanding that it is the technicality of an institution. Because this generation is used to being a few hours at work and their interest is in traveling, so they do not manage to absorb the semantics of the institution, it is also something that should be further developed. In addition to this, I comment that they need to talk more, they are very serious, very sparing, they would serve a literary workshop (entrepreneur 2).

Additionally, businessmen expressed other areas of opportunity that are important to mention to improve student training.

It would be good if they were given an emotion management workshop, because they are young and do not know how to handle changes from students to employees, and how to interact with colleagues from other areas (entrepreneur 2)

They need to learn to manage SAP, which is a basic administrative software in any company. That they know more about the Constitution and the laws so that they know what can be done and what not. They do not know English. In addition, it would be good to inform them which competences they can look for in addition to those offered by the school, call themselves graduates (entrepreneur 3).

To give them an emotion management course, because there are many professors who are very authoritarian, but if they open up a little more with their students and treat them more humanely, maybe when they enter a job they would not be afraid to ask, They are used to asking (businessman 4).

One of the aspects that allowed us to identify that the implementation of the proposed model had a positive impact was that the entrepreneurs indicated that there is a difference in performance between the students who took the strategy and those who did not, since the former showed a better performance in all The requested activities. On the other hand, 90%

of the students considered that having taken the e-Learning CEE teaching strategy helped them to perform better during their stay.

Another positive result that allowed to evaluate the impact was that the businessmen expressed the probability of hiring 96% of the students who made their stay and took the strategy. Because they were happy with their performance and the attitude they showed during the time they did their stay. Only one case was found in which they would not hire him, but it was because he must improve a different aspect to the competition worked.

> I would hire him because he has many virtues. However, he lacks a greater sense of responsibility: lack without warning. The university must emphasize that they should be more responsible (Entrepreneur 1).
>
> I would hire them without hesitation. In fact, graduates of his university occupy most of the staff. I recognize that they have competencies that I have not seen in other institutions (entrepreneur 2).
>
> Yes I would hire her. In fact, they asked me to recommend a practitioner to work directly with my boss and I recommended the CEF student, because she is intelligent, follows instructions, knows how to listen and ask, and does her job well in comparison to the other practitioners (entrepreneur 4).

The information provided by both students and businessmen was of great value: it allowed us to identify that the implementation of the generic skills development model with ICT had a positive result in the training of students. What was reflected in the performance of the students during their internship. In addition, they may have better opportunities for success in the professional field.

Conclusions

It is relevant to mention that the actions that are generated to promote the development of the different competences must be designed through didactic strategies based on a model like the one proposed in this research. In addition, during the implementation of the competence development model, in particular that of oral and written communication, you must have the accompaniment of a teacher, who at the same time will have to assume the

role of motivator, since it was detected that it is a variable determinant for the success or failure of the strategy.

Based on the results obtained in this research, it is stated that the objective was met, since the students of the administration career who participated in this project significantly improved the competence of oral and written communication with the implementation of a development model of generic skills integrating ICT. This was confirmed by the businessmen when they stated that they observed better performance in the students during the time they collaborated with them. For their part, the students also affirmed that having taken the strategy allowed them to perform their duties in an appropriate manner and opened the possibility of accessing a job.

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