

**STRATEGIC TEACHING PLAN FOR THE TRAINING OF STUDENTS TOWARDS THE CREATION AND MANAGEMENT OF FAMILY BUSINESSES IN BARCELONA, SPAIN**

**Linda G. RODRÍGUEZ**

Tecnológico Nacional de México/I.T. de Los Mochis , 81259, México  
*linda.gr@mochis.tecnm.mx*

**Dario F. GUEVARA**

Tecnológico Nacional de México/I.T. de Los Mochis, 81259, México  
*Dario.fg@mochis.tecnm.mx*

**Pilar S. GONZALVO**

Universidad de Barcelona, 08034, España  
*pilarsaldana@ub.edu*

**Abstract**

*Family businesses are one of the main drivers of the economy, hence the relevance of studying them. There are several contributions from national specialists on the subject of family businesses, but the studies and tools developed with the purpose of to professionalize to this type of companies are insufficient. Therefore, the main objective of this research is to design a strategic teaching plan with interdisciplinary characteristics for the training of students towards the creation and management of family businesses in Barcelona, Spain, responding to the needs and demands of society.*

*The methodology used is of a quantitative nature, with a scope according to the level of knowledge obtained with said research: exploratory-descriptive. It also required a non-experimental descriptive transactional type, all in order to investigate the incidence and provide a vision of the study community. The unit of analysis used was the teaching staff of the area of Organization of companies. Based on the proposed strategic teaching plan, it is intended that teachers first acquire the same skills that students are required to manage and lead family businesses.*

**Key words:** *strategic plan, family businesses, teaching competencies*

**JEL Classification:** *M13, M19, M53, M59*

**I. INTRODUCTION**

Numerous research studies indicate that family firms perform better than non-family firms. However, keeping a family business alive is the most complicated of management tasks; it is so, these companies have found themselves competing in an increasingly turbulent environment, driven by new technologies, pluralistic social values, intensified competition, global economies, changing policies and regulations (Schwass, 2008).

At present there are several factors that make a family business successful as it is: good long-term planning, tradition and continuity, family business environment, social responsibility, quality of production and being innovative and enterprising. Thus, a factor that is becoming increasingly important is the training of its leaders; so lucky, that if this factor were properly developed, it would have a direct impact on the progress of family businesses.

The importance of the creation of family businesses has helped to arouse great interest on the part of researchers; as well as on the part of the university institutions responsible for the promotion of the entrepreneurial activity without being consolidated.

Authors like Korurilsky (1995), Varela (1997) and Veciana (1999) present several reasons why the topic of training for the creation of family businesses should be studied, considering that:

- It develops a business culture in order to promote economic growth and contribute to the generation of employment.
- Can change the attitude and entrepreneurial intention among students.
- Generates better opportunities for professional and work development.
- It stimulates the entrepreneurial capacities and produces, in the medium and long term, generation of new entrepreneurs.
- It prepares students for a dynamic job market, where the entrepreneurial profile is highly valued.
- It is understood that among the group of university students is a large number of future owners and managers of these types of companies and, therefore, it is important to offer the possibility of establishing actions that allow to provide resources for the creation and strengthening of companies family and in this way make these companies more competitive in the long term within the industry to which they belong.

In relation to the above and according to the literature review, it was identified that at the present time students are mainly trained to manage and lead organizations from different sectors, but there is still no specific

education of teachers towards the formation of students to create or develop family businesses, which would lead to a reduction in their failure rate.

In this sense it becomes relevant the design of a strategic educational plan, acquiring new styles of direction, recovery of values, development of strategic thinking or strengthening with effective governments of family and company.

Training for business start-ups from university has been an interesting phenomenon since in 1995 the Harvard Business School introduced a course on entrepreneurship, (Katz, 2003).

On the other hand, since the formation of students mainly to manage and direct organizations of different sectors, there is no specific training in university-level educational institutions focused on family enterprises, both in developed economies and in emerging economies.

With regard to higher education organizations, they started to contribute to the creation of companies more than fifty years ago. But it is perhaps today, when their participation has increased (Katz, 2003).

There are also other studies that address issues on the impulse in the creation of companies, such as: training programs from universities (Plaschka y Welsch, 1990; Brockhaus, 1991; Gartner y Vesper, 1994; Finkle y Deeds, 2001; Fiet, 2001; Gibb, 2002; Brush et al., 2003; Kirby, 2004; Finkle et al., 2006; Huggins, 2008); the impact of business start-up training on students (Robinson y Haynes, 1991; Shane, 2004) and the effect that this formation has on the desire perceived by the student towards the creation of companies (Peterman y Kennedy, 2003); as well as, its effect on the degree of intention to start a new business (Clouse, 1990; Sexton et al., 1997; Chen et al., 1998; Dean et al., 2007; Pittaway y Cope, 2007; Souitaris et al., 2007).

From all of the above, one can conclude that of the different contributions that have been made towards the creation of family businesses, demonstrate that having an entrepreneurial education really impacts on university students to encourage the possibility that these create companies.

Likewise, there is interest in training in the creation of companies from the university worldwide which has been gaining strength for some years; it is therefore latent to observe the growing number of researches that analyze universities and their role as generators of economic growth and innovation, especially studies on the characteristics of what are currently called entrepreneurial universities.

Thus, it is necessary to say that various specialists in the subject of training in business creation agree that it really is worth the training, since they consider that the skills to start in a family business can be fostered and encouraged through teaching / learning.

On the other hand, to observe that the Spanish families face difficulties to maintain their companies beyond the third generation; it was considered relevant to carry out the study in Barcelona, Spain, where it was observed that over the last five years, contributions have been made by national specialists on the subject; together with the support provided by the Network of Cathedras of family business (Family Business Institute) whose purpose is to analyze research and teaching in order to carry out its responsibilities in an adequate manner.

Based on the above, the importance of establishing new forms or mechanisms that lead to the establishment of necessary competencies for the counselors in the formation of students toward the creation and management of family businesses within the higher education sector.

Therefore, the main objective of this research is to design a strategic teaching plan with interdisciplinary characteristics for the training of students towards the creation and management of family businesses in Barcelona, Spain, responding to the needs and demands of society.

Based on the proposed strategic teaching plan, it is intended that teachers first acquire the same competencies that students are required to manage and lead family businesses.

## II. THEORETICAL FRAMEWORK

### **Professional training based on the needs of the family business environment**

Today, global trends propose to the human being new ways of thinking about the future. In this scenario the professional demand demands a training rich in competences, not so reproductive of performance, but rather creators of thought, that is to say, future creative minds are needed. In other words, it is necessary to understand vocational training as a cultural and integral resource solidly developed, which promotes in the student the significant integration of knowledge, appropriate forms of relationship and ethical criteria of action. This implies reflection on the work of university students and trainers.

Therefore, the thinking on the competences of the students necessarily leads to think of the competences of the teacher as a condition to develop that training. And, at the same time, the fact of thinking about a professional formation that articulates the competences of the teacher with those of the student, leads to being placed at the institutional level as a global reference in which the objectives and vision of the training are reaffirmed (Saravia, 2004).

For this case, it is assumed that competencies are characterized by knowing how to act, not only because of the accumulation of knowledge, to be contextualized the requirements, constraints and resources of the

specific environment where it is developed, for being a valid acting knowledge, demonstrated in action and proven by others and with a view to a purpose, with a sense for the person (Le Boterf, 2001).

Because of the above, the skills required for the training of students in family businesses are defined as an integrative and dynamic vision; integrative, because the elements related to skills and attitudes are considered as important, so that the competences go beyond the technical aspects, when complemented with methodological aspects, participatory and personal; and dynamic, since the person develops these competences throughout his professional and vital trajectory. It is not therefore a static concept and immune to changes, but interactive with them (Martínez & Echeverría, 2009).

In summary, for efficient performance of the profession for training in family businesses, it is necessary to know the knowledge required by it. At the same time, an effective exercise of these requires knowing how to do. But, to be functional in a changing world, it is necessary to know how to be and even more to know how to be. In a nutshell, defined skills are needed (Echeverría, 2008<sup>a</sup>).

Because of the above, Spain has faced the need to foster entrepreneurship among young university students in a way that improves the rates of business creation in the medium and long term and thus fosters the competitiveness and productivity of the country. In this homework, universities are called to participate actively as a training center par excellence, and generating new knowledge (Pleitner, 2003).

It's like this, that most Spanish universities have assumed this new challenge proposed by the society particularly, through the implementation of programs to promote entrepreneurship and the creation of companies.

Encouraging the creation of companies depends, among other factors, to establish mechanisms to promote business activity and establish procedures to create a new company (Díaz et al., 2005), it is so Spain as in the rest of the world, family enterprises are the fundamental element of economic activity, as evidenced by its great importance in terms of participation in terms of creation of wealth and employment and its growing value reflected in the role of entrepreneurial activity, in the capacity to undertake and in the contribution to innovation.

Currently the family business in Spain accounts for 85% of total companies and 70% of GDP and private employment. Likewise, represent 13.9 million jobs and 2.9 million family businesses (Instituto de Empresa Familiar, 2016). So that, the training of students in companies, has taken place in a progressive way, having as evidence 73 universities of which most have studies of business management; Also, there are a high number of business schools, especially in Madrid and Barcelona, focusing on postgraduate studies or masters; but so far most of the undergraduate or bachelor's degrees in business administration and management have been quite generalist and have focused their attention on the analysis of large companies, And of course, not in its creation but rather in its administration. Postgraduate studies have traditionally been closer to business reality and have been more frequent in them incorporating issues related to the creation of family businesses and even master projects, focused on the creation and implementation of entrepreneurial initiatives (Universidad de Alicante, 2012).

With regard to his teaching, in the last ten years 34 cathedras of family business, which has allowed about 8,000 students to learn the peculiarities of this type of business.

In this sense, the acquisition of new skills for the future leaders of family companies is important, since the indicator is only 1% of the element that drives the founder to create a family business, is due to the training received in schools or universities, and 44% and 23%, due to the entrepreneurial spirit that existed in the family and the professional experience acquired by the previous work, respectively (Encuesta Congreso Nacional de la Empresa Familiar 2009).

Consequently, the following hypothesis is proposed:

H<sub>1</sub>: To the extent that the necessary competences are established for teachers in the training of students in family businesses, will generate learning in the students that allows them to form and manage a family business.

### **Strategic teaching plan**

Considering strategy as the set of activities that seeks to create a unique and valuable position, where there is no adjustment between activities there will be no distinctive and sustainable strategy (Porter, 2011), is that the strategic plan of an organization must be based on the active participation of its most valuable elements at all levels.

For purposes of the present investigation, the focus of the strategic plan will be taken from the academic point of view, a training plan that directly affects the problematic situations that the student finds in the environment of family businesses, based on collaborative work and collaborative strategies (Gairín, 2008), from participation; and in a case-based training methodology, exchange, debates, readings, teamwork, critical incidents, etc .; as well as a training evaluation process that really has an impact on professional development and innovation (Imbernón, 2006).

The tendency to approach an economy of knowledge and services based on intangible assets is the way in which an organization intends to create a sustained value (Kaplan y Norton 2004), so that the strategic educational plan for the formation of family businesses will provide a framework to illustrate how the strategy

links intangible assets with processes of value creation. Providing a consistent and consistent way of describing the strategy so that objectives and indicators can be established and managed.

Consequently, the following hypothesis is proposed:

H<sub>2</sub>: The design of a Strategic Teaching Plan of academic and research characteristics in family companies within the educational sector of the University Higher level, makes specialized professionals to form and manage a family business.

### III. METHODOLOGY

#### Research Design

To address this study, the methodology is quantitative in nature, leaving the qualitative behind because it provides depth to the data, with a reach according to the level of knowledge obtained with said research: exploratory-descriptive. to be able to answer the research questions, meet the objectives and submit the hypotheses to the test, the research design was *non-experimental* of transverse or *transectional type*, since existing situations were observed, to analyze them later, and to evaluate the variables to identify the degree of interrelation between them.

#### Sample Selection

The unit of analysis used was the teaching staff of the area of Organization of companies of the University of Barcelona (UB), the Polytechnic University of Catalonia (PUC) and the International University of Catalonia (IUC), as well as family businesses that are part of the database used in Spain called SABI<sup>2</sup> and of the Catalan Association of Family Business (CASFB), samples composed by teachers and managers, which was determined by a probabilistic sample.

The definitive probabilistic sample size was calculated using the STATS TM software and its characteristics are shown in Table 1

**Tabla 1: Characteristics of the Sample (Teaching Staff)**

Characteristic	Staff Numerical value	Family businesses Numerical value
Universe Size	369	194
Maximum Acceptable Error	5%	5%
Estimated Sample Percentage	50%	50%
Desired level of confidence	95%	95%
Sample size	188	129

*Source:* Information obtained from the Software STATS TM.

### IV. DATA COLLECTION

#### Instrument Selection

Quantitative instruments are presented through structured questionnaires, so all the information that was collected is explicitly and standardized. The first instrument that was used was the own elaboration questionnaire, for the establishment of the necessary competences for the teachers in the formation of students in the creation and direction of familiar companies, designed as follows:

Diagnostic questionnaire to identify the importance of having a specific training in the creation and management of family businesses, consisting of 8 items.

Questionnaire to identify the training needs of family business executives, consisting of 7 items.

The second instrument used was a questionnaire based on Álvarez, (2009), for the determination of the necessary competences in the teachers, structured as follows:

- a. Competencies for teaching planning
- b. Competences for the development of teaching
- c. Competencies for evaluation
- d. Competences for student tutoring
- e. Competence for management

<sup>2</sup> SABI (Sistema de Análisis de Balances Ibéricos) is, in effect, one of the most important databases of Spain.

f. Competences for continuing training

For the collection of data quantitative instruments are presented through structured questionnaires, designed with questions based on the Likert scale, determining their degree of reliability using Cronbach's Alpha. Tables 2 and 3 summarize the reliability of each of the variables:

**Tabla 2: Reliability results (reliability), Questionnaire applied to Family Business**

Variable	Item	Cronbach alpha	Cronbach Alpha Joint	Reliability (reliability)
Importance of Training in FB	8	0.804	0.843	High
Training Needs in FB	7	0.804		High

Source: Authors

**Tabla 3: Results Reability (reliability), Questionnaire applied to teaching staff**

Variable	Item	Cronbach alpha	Cronbach Alpha Joint	Reliability (reliability)
Competence for planning	11	0.801	0.875	High
Competence for the development of teaching	15	0.800		High
Competence for evaluation	10	0.802		High
Competence for tutoring	6	0.788		Half
Competence for management	9	0.827		High
Competence for continuous training	9	0.868		High

Source: Authors

**Reliability and Validity of the Instrument**

As to the validity of the instrument, this was done through three aspects (Hernández et al, 2010):

The validity of content was evaluated through an in-depth analysis of articles from the relevant literature and previously validated to achieve the objective of this study.

The criterion was validated through a committee of experts in each of the areas.

The construct validity was carried out by an exploratory Factorial Analysis (FA) according to the main components method, applying a Varimax rotation with the 60 and 15 items respectively, having as selection criteria that each reagent had a minimum factorial load of 0.40 which provides a confidence that the instrument actually measures what it intends. As a prerequisite to the use of the different methods for FA and as a method to check the suitability of the data matrix to be subjected to such analysis, the Bartlett Sphericity Test and the Kaiser-Meyer-Olkin sample adequacy test were carried out (Hernández, Fernández y Baptista, (2010))

For the first and second tests the following results:

**Tabla 4: Measurement of KMO sampling adequacy and Barlett's sphericity test**

Measurement of Kaiser-Meyer-Olkin sample adequacy		.700
Bartlett's Sphericity Test	Approximate chi-square	4996.248
	DF	177
	Sig.	.000

Source: Authors

**Tabla 5: Measurement of KMO sampling adequacy and Barlett's sphericity test**

Measurement of Kaiser-Meyer-Olkin sample adequacy		.839
Bartlett's Sphericity Test	Approximate chi-square	577,154
	DF	105
	Sig.	.000

Source: Authors

The first index provided a value of 0.700 while for the second of 0.839 that according to Kaiser's evaluation scale (1974) would correspond to a "median" and "high" index, respectively, which would not prevent the analysis.

While the second test for both, provided values that are roughly distributed as  $\chi^2$ , with 177 degrees of freedom, of 4996,248 and with  $\chi^2$ , with 105 degrees of freedom, of 577,154 and a  $p < 0,001$  each, which allows to reject the null hypothesis and to conclude that the variables are correlated and the analysis can be continued.

**Analysis of data**

For the analysis of the data of this investigation a split analysis was proposed in two stages, the first is a descriptive analysis of the set of variables extracted that allows to know some characteristics of the sample related to the importance of specific training in family businesses, the need for training of managers of family businesses and teaching competencies and thus obtain an overall profile of these companies and teachers contacted. Also for the hypothesis test and the parameter estimate, was carried out by means of inferential statistics such as: Pearson's Coefficient, and the Multiple Regression, being the most feasible to guarantee the results obtained from the population sample.

**V. RESULTS OF EMPIRICAL RESEARCH**

**Results questionnaire focused on entrepreneurs of family businesses**

The results obtained from the first questionnaire, focused on entrepreneurs of family businesses as mentioned above, it is possible to fulfill part of one of the objectives raised within the research, which refers to the identification and analysis of the key factors that guarantee success in forming and running a family business, since if we order the factors that the entrepreneurs consider important, we have the following:

**Tabla 6: Relevant factors considered by FB entrepreneurs (part I)**

Order	Importance of training in family businesses	Entrepreneurs' opinion on what would help them to have training and training in family businesses
1	Emphasize training in their leaders	Leadership training allows better planning
2	Training to know how to balance demands: family business	A specific training allows to reduce the rate of failure
3	Specific training is relevant for creation and management in FB	A specific training allows to promote the growth of the company
4	Professional Managers in FB	Training for entrepreneurs helps to revitalize the growth of the company

Source: Authors

**Tabla 7: Relevant factors considered by FB entrepreneurs (part II)**

Order	Family Business Needs
1	Boost the entrepreneurial spirit from the University for the creation of companies
2	Learning to support a successful succession
3	Universities must have teachers trained for the creation and management of companies
4	To make the entrepreneur carry out a plan that introduces rigor and coherence both in the family and the company
5	It is important that teachers acquire specific competences for the training of students in FB
6	Have a training to face the main challenges facing an FB
7	Specific training in EF that allows the future manager to obtain the capacity to objectively plan the future of the family and the company

Source: Authors

**a) Results of the questionnaire focused on teaching staff**

With respect to the results obtained it was possible to have a first classification of the competences for the continuous training in matters of family companies, according to the percentages of the total answers.

In order of importance the results obtained are:

- 1) Ability to organize one's own learning throughout life (continuous training)
- 2) Be trained in research areas
- 3) Build knowledge from your research
- 4) Use ICTs appropriately in their teaching and research functions
- 5) Continuous updating in teaching methodologies
- 6) To know several languages for use in their teaching and research tasks
- 7) Know and practice the profession in the field of knowledge
- 8) Generate publications based on your research
- 9) To know and apply methods for collecting and analyzing information

In this first analysis we have described the results obtained from the data of descriptive statistics. The work reflects that the processes of improvement in the field of family businesses are favorable. In this way a Strategic Teaching Plan can be determined for family businesses and their success factors.

**Pearson's Correlation Analysis**

The reason for considering the correlation coefficient, to identify the strength of the relationship between variables in the positive sense, was from  $r \geq 0.3$ ; the value means that the variables present a weak positive relation, the reason why it was decided to consider from this value, is supported by the research itself; there is no research that combines the study of variables focused on a strategic educational plan focused on family businesses. The identification of those results of a negative correlation, the correlation coefficient for the level of measurement of the relationship between variables was from  $r \leq -.25$ .

**Interpretation of the correlation coefficient between the variables**

**Tabla 8: Interpretation of the Correlation Coefficient of the variables: family business and training needs**

Correlation between Variables (+/-) : Family Business - Training Needs		
<b>Result 33 data pairs</b>	29 positive correlation	4 mean positive correlation
<b>Confidence level</b>	32- 99% 1 – 95%	
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• In this sense it can be noted that between these two variables there are 32 correlations with 99% confidence, among which we can mention:                             <ul style="list-style-type: none"> <li>✓ Specific training related to the professionalization of</li> </ul> </li> </ul>	

	<p>managers</p> <ul style="list-style-type: none"> <li>✓ Trained teachers related to teaching competencies</li> <li>✓ Balancing requirements, related to emphasizing training</li> <li>✓ Specific competences, related to training that allows the manager a good relationship between family and company.</li> </ul>
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Source: Authors

**Tabla 9: Interpretation of the Correlation Coefficient of the variables: competences for planning and for the development of teaching**

Correlation between Variables (+/-) : Competencies for the planning and development of teaching		
<b>Result 53 data pairs</b>	52 positive correlation	1 mean positive correlation
<b>Confidence level</b>	99%	
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• These variables are the ones that showed the most correlations because of the complementarity that has one with another</li> <li>• Correlations of the variable <i>Competences for the planning</i> <ul style="list-style-type: none"> <li>✓ To adjust the practical activities to the competences that are intended to develop with the subject and to plan the practices in such a way that they bring the students to the professional reality.</li> <li>✓ To know deeply and to use the basic concepts of the subject related to planning the practices.</li> <li>✓ Structure and relate the contents that it gives to give a complete and interrelated view of the subjects related to designing learning actions.</li> <li>✓ Analyze and design teaching-learning situations with the design of learning actions to promote student responsibility and autonomy.</li> </ul> </li> <li>• Correlations of the variable <i>Development of the teaching</i> <ul style="list-style-type: none"> <li>✓ Mastering appropriate technology related to raising and solving technical problems.</li> <li>✓ Teach teamwork to pose and solve technical problems and confront practical knowledge with other teachers and students.</li> <li>✓ Know and use communication techniques related to teaching teamwork.</li> <li>✓ To plan the practices in such a way that they approach the students to the professional reality relating to the one of exemplifying the content to transmit with sense of the professional reality.</li> <li>✓ To pose and solve technical problems by sharing and confronting practical knowledge with other teachers and students.</li> </ul> </li> </ul>	

Source: Authors

**Tabla 10: Interpretation of Correlation Coefficient of the Variables: competences for evaluation and mentoring**

Correlation between Variables (+/-) : Competencies for evaluation and mentoring		
<b>Result 30 pairs of data</b>	18 positive correlation	12 mean positive correlation
<b>Confidence level</b>	99%	
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• The most significant relationships have to do with:                             <ul style="list-style-type: none"> <li>✓ Monitoring student work.</li> <li>✓ Analyzing one's own teaching practice .</li> <li>✓ Feedback on the teaching itself</li> <li>✓ Orient the work and the formative process of the students.</li> <li>✓ Tutelar the student in the personal, academic and professional.</li> </ul> </li> </ul>	

Source: Authors

**Tabla 11: Interpretation of Correlation Coefficient of the variables: competences for the management and continuous training**

Correlation between Variables (+/-) : Competences for the management and continuous training			
<b>Result 51 data pairs</b>	39 positive correlation	11 mean positive correlation	1 considerable positive correlation
<b>Confidence level</b>	99%		
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• The most significant relationships have to do with:                             <ul style="list-style-type: none"> <li>✓ To be trained in research areas.</li> <li>✓ Use ICTs in their teaching and research functions.</li> <li>✓ Multilingual knowledge</li> </ul> </li> </ul>		

Source: Authors

To try H1, To the extent that the necessary competences are established for teachers in the training of students in family businesses, will generate learning in the students that allows them to form and manage a family business, has been contrasted through the selection of the index value of the highest correlation factors they presented and by means of the t-test for related means, results are shown in the table 10:

**Tabla 12: Results of sample statistics**

Sample statistics					
		Mean	N	Standard deviation	Standard error mean
Par 1	CP plan the practices	4.51	188	.512	.037
	CP practical activities	4.39		.570	.042
Par 2	CP design performances	4.52	188	.542	.040
	CP transform content transmission	4.39		.607	.044
Par 3	Appropriate technology	4.40	188	.626	.046
	Confrontation of knowledge	4.24		.747	.054
Par 4	Appropriate technology	4.40	188	.626	.046
	Problem solving and resolution	4.28		.759	.055

Par 5	Communication techniques	4.47	188	.632	.046
	Teamwork	4.31		.834	.061
Par 6	Orient the work and the formative process of the students	4.44	188	.548	.040
	Orient and supervise the student in the personal, academic and professional	4.27		.887	.065
Par 7	Select formative activities of deepening and development	4.44	188	.604	.044
	Use diagnostic tools to know the needs of students	4.30		.653	.048
Par 8	Orient the work and the formative process of the students	4.44	188	.548	.040
	Discover talents and personal abilities in students	4.32		.623	.045
Par 9	Connect with the needs of society and in particular the region, orienting research to objectives of interest	4.40	188	.742	.054
	Establish relationships with other universities	4.07		.604	.066
Par 10	Establecer relaciones con otras universidades	4.07	188	.704	.066
	Manage research projects	3.86		.745	.069
Par 11	Working in teaching teams	4.29	188	.682	.050
	Teamwork in multidisciplinary groups	4.18		.738	.054
Par 12	To be permanently updated in teaching methodologies	4.42	188	.602	.044
	Generate publications	4.23		.708	.052
Par 13	To be permanently updated in teaching methodologies	4.42	188	.602	.044
	Know and practice the profession in the field of knowledge	4.29		.777	.057

Source: Authors

Analysis of the result: in this table, the mean difference is minimal. So it is relevant to test the hypothesis.

**Tabla 13: Correlation of the samples**

Correlations				
		N	Correlation	Sig.
Par 1	CP to plan the practices CP practical activities	188	.476	.000
Par 2	CP design performances CP transform the transmission of content	188	.471	.000
Par 3	Appropriate Technology Confrontation of knowledge	188	.478	.000
Par 4	Appropriate Technology Plant. And resol. From problems	188	.574	.000
Par 5	Communication techniques Teamwork	188	.475	.000
Par 6	Orient the work and the formative process of the students	188	.536	.000

	Orient and supervise the student in the personal, academic and professional			
P7	Select formative activities of deepening and development Use diagnostic tools to know the needs of students	188	.576	.000
P8	Orient the work and the formative process of the students Discover talents and personal abilities in students	188	.571	.000
P9	Connect with the needs of society and in particular the region, orienting research to objectives of interest Establish relationships with other universities	188	.537	.000
P10	Establish relationships with other universities Manage research projects	188	.676	.001
P11	Working in teaching teams Teamwork in multidisciplinary groups	188	.479	.000
P12	To be permanently updated in teaching methodologies Generate publications	188	.498	.001
P13	To be permanently updated in teaching methodologies Know and practice the profession in the field of knowledge	188	.499	.000

Source: Authors

The results from the above table showed mean positive correlations as well as positive correlations of considerable type.

**Tabla 14: Results of sample statistics**

Sample statistics							
	Mean	Desviación estándar	Media de error estándar	T	df	Sig.	
P1	CP to plan the practices CP practical activities	0.117	.554	0.040	2.895	187	0.004
P2	CP design performances CP transform the transmission of content	0.122	.647	0.047	2.594	187	0.010
P3	Appropriate Technology Confrontation of knowledge	0.165	.709	.052	3.191	187	0.002
P4	Appropriate Technology Problem solving and resolution	0.128	.650	.047	2.694	187	.008
P5	Communication techniques Teamwork	0.160	.771	.056	2.837	187	.005
P6	Orient the work and the formative process of the students Orient and supervise the student in the personal, academic and professional	0.165	.752	.055	3.005	187	.003
P7	Select formative activities of deepening and development Use diagnostic tools to know the needs of students	0.133	.750	.055	2.404	187	.017

P8	Orient the work and the formative process of the students	0.122	.577	.042	2.909	187	.004
	Discover talents and personal abilities in students						
P9	Connect with the needs of society and in particular the region, orienting research to objectives of interest	0.324	.510	.059	3.112	187	.001
	Establish relationships with other universities						
P10	Establish relationships with other universities	0.218	.746	.054	3.009	187	.001
	Manage research projects						
P11	Working in teaching teams	0.112	.726	.053	2.109	187	.036
	Teamwork in multidisciplinary groups						
P12	To be permanently updated in teaching methodologies	0.186	.718	.052	3.054	187	.000
	Generate publications						
P13	To be permanently updated in teaching methodologies	0.128	.720	.053	2.431	187	.016
	Know and practice the profession in the field of knowledge						

Source: Authors

These results fragments reflect the differences between means related to values of significance lower than 0.05, so that falls in the rejection region, we can say that the null hypothesis is rejected.

Therefore, the degree to which the necessary competences for teachers are established in the training of students in family-run enterprises will generate learning in students that will enable them to form and manage a family business.

To try **H2**: The design of a Strategic Educational Plan of global academic and research characteristics in family companies within the educational sector of the University Higher level, makes professionals specialized in forming and managing a family business.

With respect to this hypothesis we had the opportunity to initially have the results obtained through descriptive statistics by having a 90.7% which represent an accumulated percentage of entrepreneurs who are fully agreed and agree that it is relevant the specific training in family businesses, as well as that universities have qualified teachers with specific skills, for the training of students for the creation and management of this type of companies. On the other hand, this hypothesis can be verified with respect to the previous hypothesis.

In this last hypothesis the plan is contrasted, taking into account the direct effects of each of the factors. A priori, it is shown that the key factors identified largely explain the success of the strategic plan.

These results will help to better plan and orient projects towards the formation of family businesses, as they are key factors.

## VI. RESULTS

The elaboration of new formations implies an important effort for the university community, which must work to offer qualifications more adapted to the real needs of the labor market; so that, it is relevant to define the professional profiles of those who must give each course, as the profile of who graduates.

For purposes of the present investigation, the focus of the strategic plan will be taken from the academic point of view, referring to the planning of contents, programs, resources and tools to provide training in family businesses.

Therefore, based on the results obtained, a Strategic Teaching Plan was developed for the training of university students towards the creation and management of family businesses; which was based on the following stages:

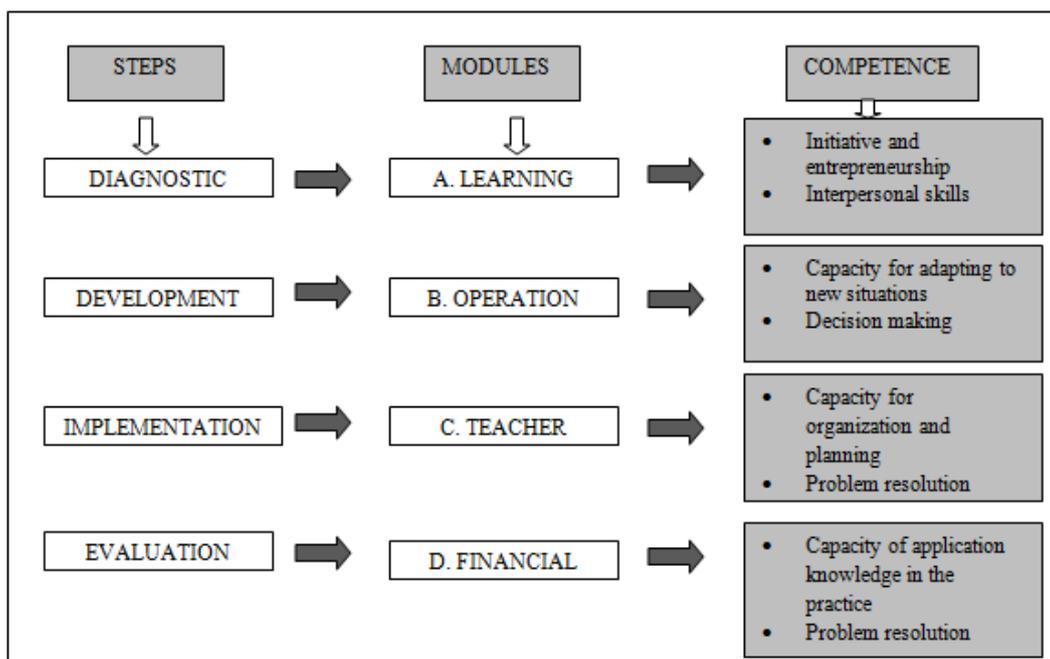


Figure 1: Fundamental Steps of the Teaching Strategic Plan

Source:

Authors

**Module A. Learning**

The ability to develop a new idea or modify an existing idea to translate it into a profitable and productive social activity, results from having an entrepreneurial spirit. The definition of entrepreneurial spirit can be understood as the development of innovative projects or opportunities for profit.

In addition it can be considered as a way of thinking, reasoning and acting focused on the opportunities, with a global vision and carried out through balanced leadership and the management of a calculated risk. The result of entrepreneurship is a creation of value that benefits the company, the economy, society and the entrepreneur itself.

**Module B. Operation**

The process of identifying new business opportunities is considered important; learning how to generate new ideas based on needs, work experience and other techniques to motivate innovation in any economic sector.

**Module C. Teacher**

This module shows the importance of family businesses and their characteristics. They analyze how to deal with the weaknesses of family businesses and the strategies we can apply to reduce them.

**Module D. Financial**

Finally, in this last module the previous three are consolidated through the development of a business project, where they analyze the different factors and objectives of all the areas that will intervene in the start-up of the business. It is a design tool where the teacher - entrepreneur shapes his company before carrying out the actual putting of it.

The purpose of all of the above, is to begin with the strengthening of skills not known to undertake, including human values, human quality, risk and uncertainty, motivation, teamwork and life plan; topics such as: being, organization and technology, the entrepreneurial essence, generation of ideas, activation of creative processes, development of inventiveness and business opportunities; as well as the familiar business family approach, work plan, supervision, direction and control and decision making and finally the necessary tools that serve as a basis for structuring a business project.

## VII. CONCLUSIONS

Based on the proposed strategic teaching plan, it is intended that teachers first acquire the same competencies that students are required to manage and run family businesses. It is also important to note that the plan emphasizes entrepreneurial activity within family businesses, based on the innovation curve in order to be supported in the constant adaptation of the changes and detection of the business opportunities, as well as seeing risk as an opportunity to do new business, all with the aim of having a plan that allows a flexible strategic activity. As a result of this, interdisciplinary characteristics were generated to develop specialized professionals, with specific knowledge in certain fields, skills and abilities. Therefore, the contribution of the present investigation is to assure in this way the efficient development and a change in the education for the administration of familiar companies, so that it responds to the requirements of an increasingly dynamic labor market and therefore allowing them to carry out actions within which to develop strategies to achieve and stay within the market of their competence.

This research provides a tool that contributes to reduce the rate of failure of family businesses. The implementation of the plan is finally recommended for teachers, the identification of internal and external factors in the application of these plans and finally replicate in different types of universities.

This project is the first part of a large research focused on the development of a teacher training model towards the direction and creation of family businesses in Barcelona, Spain.

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