

# The Bases to Meet the Global Enterprise Challenge in University Students From Mexico

**Jovanna Nathalie Cervantes-Guzmán**

*Centro Universitario de Ciencias Económico Administrativas, Universidad de  
Guadalajara, Mexico*

## **EXECUTIVE SUMMARY**

*It is necessary for university students to be trained with real cases so that they experience experiential learning, where they have a concrete experience and learn from it. Integrating training, education, and soft skills to arm them with the necessary tools to develop an entrepreneurial intention is done by training multidisciplinary work using business models adapted to teaching entrepreneurship as part of the global enterprise challenge, thus avoiding drifting talent trained in universities, which does not find a stimulus to knowledge to achieve the development of their venture. Providing it from schoolwork can lead to potential businesses through the association of different university careers to generate and enhance multidisciplinary professional student-student relationships.*

## **1. INTRODUCTION**

According to the INEGI of 3 million unemployed young people between 17 and 25 years old, 1 out of 3 have a university degree. The OCDE states that it will take more than 1 year for young people over 22 to find a job related to their career, and

once they find it, their salary will be less than what they paid for tuition at their university. This is a consequence of one of the aspects that have the highest degree of relevance in their university life, which is passing the exams, that is, these numbers show that universities train them in the short term instead of the long term, and the school must be a preparation for the future. This training must be made up of training, education and soft skills (Herrera, 2020).

These young “Millenials” have great differences with the economic interests and needs of the Baby Boomers and Generation X generations, they are considered the most educated in the history of humanity because of the access they have had to throughout their lives, Information Technologies (ICTs) (Lara, 2011), promote the creation of new technologies and seek new ways to work (Sánchez, 2011). But at the same time they face a greater challenge because the jobs currently request a higher degree of academic and professional preparation, causing barriers to their development in working life (Herrera, 2020). Currently, millennials have modified the traditional model of their professionalization by focusing more on entrepreneurship, for their training you must learn in an interactive and experimental way.

These young people, according to Herrera (2020), must have 3 fundamental aspects for the formation of entrepreneurial intention:

1. Training or professionalization. The techniques, training and use of information that makes the individual capable of starting an enterprise. Education does not replace training in a company because the internal and external client pays for a specific result, not for the best effort.
2. Education. It is the knowledge and information generated by business conduct.
3. Soft skills. These develop throughout life, being the attitude shown in the environment, these are integrated by communication, leadership, conflict resolution, teamwork, etc.

### **1.1. Statement of the Problem**

Funders and Founders (2016) state that from 2013 to 2020 of 8,000 million people, only 3,000 will have a job. Currently, 1 in 19 people is an entrepreneur and 57% of them are developed by young adults from 18 to 34 years old, that is, according to the Global Entrepreneurship Monitor 2019/2020, the levels of initial stages of entrepreneurship increase with youth and decrease from the age of 38, 55.6% being the result of taking advantage of opportunities and 25.2% out of necessity (Bloomberg, 2016). These levels have increased exponentially due to the pandemic.

According to Sánchez (2012), states that “entrepreneurs not only generate ideas, they are also in charge of making them come true, because without action there is no entrepreneurship” (p. 16). So for the students to make their projects come true and

20 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/the-bases-to-meet-the-global-enterprise-challenge-in-university-students-from-mexico/288937](http://www.igi-global.com/chapter/the-bases-to-meet-the-global-enterprise-challenge-in-university-students-from-mexico/288937)

## Related Content

---

### A Data Mining Methodology for Product Family Design

Seung Ki Moon (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 497-505).

[www.irma-international.org/chapter/data-mining-methodology-product-family/10866](http://www.irma-international.org/chapter/data-mining-methodology-product-family/10866)

### Graph-Based Data Mining

Lawrence B. Holder (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 943-949).

[www.irma-international.org/chapter/graph-based-data-mining/10934](http://www.irma-international.org/chapter/graph-based-data-mining/10934)

### Can Everyone Code?: Preparing Teachers to Teach Computer Languages as a Literacy

Laquana Cooke, Jordan Schugar, Heather Schugar, Christian Pennyand Hayley Bruning (2020). *Participatory Literacy Practices for P-12 Classrooms in the Digital Age* (pp. 163-183).

[www.irma-international.org/chapter/can-everyone-code/237420](http://www.irma-international.org/chapter/can-everyone-code/237420)

### Receiver Operating Characteristic (ROC) Analysis

Nicolas Lachiche (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1675-1681).

[www.irma-international.org/chapter/receiver-operating-characteristic-roc-analysis/11043](http://www.irma-international.org/chapter/receiver-operating-characteristic-roc-analysis/11043)

### An Automatic Data Warehouse Conceptual Design Approach

Jamel Feki (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 110-119).

[www.irma-international.org/chapter/automatic-data-warehouse-conceptual-design/10807](http://www.irma-international.org/chapter/automatic-data-warehouse-conceptual-design/10807)