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**“Entrepreneurship in higher education: Case of Mexico education policy”**

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## 1.Introduction

Over the last decade entrepreneurship education has become an increasingly area of research, practice and policy regulations, the importance of entrepreneurial activity to the economy is well founded, particularly in the areas of economic growth and job creation, and the study in higher education has been one of the newest areas throughout the world by Finkle et al (2001, 2005, 2006, 2007, 2008), Solomon et al (2002), Katz (2003). However, the discipline of entrepreneurship is in its infancy, with no standard framework or agreed upon best practices for entrepreneurial education (Solomon, 2007; Brockhause, Hills, Klandt and Welsch, 2001). Moreover, there is some debate among researchers as to the wisdom of teaching students to become entrepreneurs in light of current teaching pedagogy (Adcroft, Wills and Dhaliwal, 2004; Fiet, 2001; Sexton and Upton 1987; Hynes, 1996). However, there is sufficient empirical data to conclude that students can be taught entrepreneurial competencies

(Katz, 2003; Gorman, Hanlon, and King, 1997; Anselm, 1997). A review of the literature shows that entrepreneurial education should include skill-building courses in negotiations, leadership, new product development, creativity and innovation (McMullan and Long, 1987; Vesper and McMullen, 1988).

Educating students on entrepreneurship and how to become more entrepreneurial are also significant components of entrepreneurship education (Rae, 2000). Many entrepreneurship courses and curriculum are designed to encourage and stimulate new business start-up, some of the more common teaching methods for teaching entrepreneurship courses that include the creation of business plans, class discussions, case studies, feasibility studies and guest lecturers (Solomon, 2007). The traditional teaching methods such as lectures are less effective in teaching entrepreneurial principles, learning by doing seem to be the new theme in entrepreneurship education (Gorman, 1997; Fiet, 2000a, Fiet 2000b). However, the majority of scientific research on entrepreneurship education originated from innovation- driven economies do not fully illustrated the economies like Mexico, in which, the Mexican higher education system is formed of over 1,500 public and private institutions that have different profiles and missions typological universities, autonomous public universities, technical institutes, technical universities, research institutions and graduate colleges and other institutions.

In Mexico, the higher education offers in all the member institutions, a wide range of courses and programs in all areas of knowledge, however, are not developed sufficiently innovative and interdisciplinary careers. In turn, dominates training approach too specialized mainly centered pedagogy in teaching, which conducive passivity toward the students, instead of stimulating basic languages handling and analytical thinking and creative. Therefore, in the knowledge society, the competitiveness of countries depends to a large extent on the strength of its educational system and its ability to generate and apply new knowledge.

While the education system has made significant progress in expanding coverage, especially in basic education and reducing gender inequalities and

regional educational services, there are still lags with high rates of failure and dropout of students, and low levels of achievement. The prevailing school education, as demonstrated by national and international tests applied in basic education and upper secondary, yet fails to fully develop in students the skills to solve problems creatively and effectively, and be better prepared for the challenges they face life and labor market insertion. Thus, the national education system requires to its future citizens formed as people, as human beings conscious, free, irreplaceable, with identity, reason and dignity, rights and duties, creators of values and ideals. At school, students have to find the right conditions for the full development of their capacities and potential, of his reason and his artistic sensibility, his body and his mind, of his values training and social consciousness of citizen and ecological. It is also required the promotion of entrepreneurial culture and encourage the development of creativity in higher education institutions in order to promote entrepreneurship pertinent to regional and local economic context, the above better facilitate employability of graduates universities and the generation of revenues to economic growth.

The Integrated Institutional Strengthening Program (Programa Integral de Fortalecimiento Institucional, PIFI) is a strategy that has driven the federal government since 2001 to the present, through the Secretariat of Public Education (SEP) to support Higher Education Institutions (HEI) to achieve higher standards of quality in its educational programs and services they offer. Thus, from 2002 to 2011, the formulation of PIFI by universities was encouraged that projects incorporate, to make a significant impact in improving the capacity and competitiveness of academic institutions. From 2010-2011 PIFI updating incorporated the following aspects:

- Progress in improving the quality of graduate education programs.
- The training and retraining of teachers of HEIs.
- To promote internationalization.
- Strengthen the relationship with the environment (that included employability)
- To promote environmental education for sustainable development.
- Promote gender equity among faculty, staff and students.

From the education policy had been efforts to encourage the employability form the graduate student, especially from the PIFI 2008 – 2010 and with more emphasis in the elaboration of PIFI 2012 – 2013.

However, the generation of jobs for university graduates should not fall entirely on the responsibility of the state and its ability to attract foreign investment to boost employment and income generation. University education should not only provide knowledge and skills to graduates in different disciplines should also include comprehensive training in the provision of skills and techniques for the creation of businesses that can access the various programs the federal government finance and state to open.

The aim of this article is to highlight the importance of entrepreneurship culture in Higher Education Institution due to integral formation, skill and knowledge acquisition in the global competitive economic activities with cyclical performance that had slow down the employment growth and investment in productive activities.

In other to highlight the university role to promote entrepreneurship activities it should be considered the variables of education, economically active and inactive population, the gross domestic product (GDP) from to 2000 to 2010 that is the periodicity of the Population Census by the National Institute of Statistics and Geography (INEGI, in Spanish), and the economic units by region in Mexico from 2004 and 2009 that is the periodicity of the Economic Census by INEGI. Finally, the article included a review of entrepreneurship education approaches, of education policy, of PIFI, and empirical evidence in México.

## **2. Approaches to entrepreneurship education**

There are a wide open number of definitions of entrepreneurship education, Mwasalwiba (2010) identified key terms in the meaning of entrepreneurship education having analysed over 20 scientific articles with this particular purpose, and these are: attitude, values, intentions and behavior (32%); personal skills (32%); new business (18%); opportunity recognition (9%),

managing existing firms (9%). The above mentioned, more up to date, definitions are conceptually similar referring to an individual's ability, skills, creativity, and work.

Therefore, entrepreneurship involves innovation, creativity, risk management, and the ability to be proactive (Cardow and Kerkley, 2011). Arogundade (2011) defines an entrepreneur "as an innovating individual who has developed an ongoing business activity where none existed before".

The main result of a Croatian study conducted by Borozan and Pfeifer (2011) suggests that individual learning styles impact the process of learning complex content. Therefore entrepreneurship education institutions may benefit from a systematic assessment of student learning in order to make the process of learning more integrated and entrepreneurial.

Sherman et al. (2008) study examined the impact of different pedagogical approaches to entrepreneurship on career choice intentions. The authors criticize entrepreneurship programs that focus on learning by reading and listening. They compare this pedagogy to learning to swim without a body of water. They advocate an experiential learning approach to entrepreneurship as the results of their study suggest that this approach increases the student's desire to become an entrepreneur and therefore will increase the likelihood of new venture start-ups. Entrepreneurships courses that focus on student textbook reading had the smallest impact on the students' desire to become an entrepreneur.

Jeffrey Timmons, known as "Father of Entrepreneur Education" in US, classified entrepreneurial activity into two categories, namely "opportunity entrepreneurship" and "necessity entrepreneurship" (Timmons and Spinelli, 2007). Opportunity entrepreneurship occurs when individuals engage in entrepreneurial activities to take advantage of a business opportunity; while necessity entrepreneurship occurs when individuals involved in entrepreneurial activities are not satisfied with their current job and there are few alternatives for work.

As a main conclusion from the brief literature review on entrepreneurship and higher education, it is possible to say that the teaching method is important to promote entrepreneurial activities in the students, the teaching – learning approach should provide the knowledge and skills to be creative, innovative and problem solving.

### **3. A review of the Education Sector Program for Higher Education from 2001 to 2012**

The Constitution of the United Mexican States provides in Article 3 °, that the education provided by the State tend to de-develop harmoniously all the faculties of man and promote him, at once, the love of country and awareness of international solidarity, in independence and justice. In this perspective, national education faces three major challenges: equity coverage, quality of educational processes and levels of learning and integration and operation of the educational system.

The national education program 2001-2006 “For good quality education for all educational approach for the century XXI” established that education will have to be more flexible in terms of access, more independent of external influences to learning more relevant to the circumstances of those who need it, and continuing throughout life. The educational implications of the demographic transition, combined with the economic transition and the knowledge society, are particularly vigorous and intense to upper secondary education and higher (PSE, 2001:37). For this reason the pedagogical practice had to be:

- Effective, because student learning is the focus, ensuring mastery of knowledge, skills and values as well as the ability to learn throughout life;
- Innovative, not only to integrate new information technologies and communication, but because they will be used with pedagogical approaches that integrate the contributions of cognitive science and educational research;

- Performing because personalities form citizens free and democratic values, capable of living harmonically, respecting cultural diversity and the rights of others (PSE, 2001:72:73)

Therefore, according to National Education Program 2001-2006 “A system of good quality higher education is one that is geared to meet the needs of social development, scientific, technological, economic, cultural and humane country a promoter of innovations and is open to change in institutional environments characterized by rational argument rigorous, the responsibility, tolerance, creativity and freedom; has sufficient coverage and a wide and diversified demand serving equitable education with academic strength and efficiency in the organization and use of resources” (PSE, 2001:183). The main objective of this subprogram is to promote equitable development of a system of quality higher education with an opportunity to respond to social demands and economic policies of the country, and get better levels of certainty, confidence and satisfaction with their results.

In this sense, the three strategic objectives of the Education Sector Program 2001-2006 in higher education are:

- **Expanded coverage with equity.** It will support the expansion of educational offerings taking care the inclusion of different cultural perspectives at regional and local level.
- **Higher education of good quality.** Promote permanent training programs for teachers, in the operation of educational approaches focused on student learning; Be encouraged graduate programs opening good quality in areas of local, regional or national; t will encourage greater involvement of teachers and researchers from each of the public higher education institutions in the National System of Researchers, in order to support the development and consolidation of academic knowledge in strategic areas for national development, for it will seek to have the basic infrastructure for the performance of their duties; Finally, the federal government granted extraordinary financial support to public higher education institutions to ensure the quality of programs.



• **Integration, coordination and management of the education system.** It will encourage integration of institutions in higher education system diversified and flexible, as such programs will stimulate the HEI linking with the regional environment to contribute to better understanding and understanding of development processes and their cultural, social and economic development. Thus, formulas will be established and effective mechanisms of accountability to society on the operation and results of the education system.

The Education Sector Program 2001 – 2006 for Higher Education turned his attention at improving the quality of public universities, considering the momentum marginally to entrepreneurial activities in the formation of the student. Although, it included linking the university with industry as a relevant form for the attention of regional and local need. This issue was not linked at all with the in the National Development Plan 2001 – 2006 at quality growth area in Strategy C human resource training and a new corporate culture established *“One of the most important factors in competitiveness is the existence of skilled human resources. Therefore, to achieve quality growth is vital the impulse to the training and technical assistance timely and quality in the processes of production, distribution and marketing, developing managerial skills for proper and timely decision-making on issues as address, logistics, operations, accounting and management, the involvement of plant workers and administrative one another, so the approach to problems, solutions and proposals for growth, the creation of productivity incentives schemes, the establishment of a culture of competitiveness and promoting consumer education both individual companies and the country... Another aspect of this strategy is the creation of a new corporate culture based on efficiency, elimination of anticompetitive practices and constraints to good functioning of markets so as to offset the substantial power of economic agents in certain major markets, which contribute to sustained and sustainable economic growth, and allow more and better jobs.”* (NDP, 2001:112). The Education Sector Program.

On the other hand, the characteristic of Education Sector Program 2007 – 2012 is the articulation with the National Development Plan that is possible to see in

Table No. 1. Moreover, the Education Sector Program 2007 -2012 specific goals for higher education are shown in the next Table No. 2 shown the linkages with the entrepreneur culture from Higher Education is implied in the objectives “*Strengthen the link between higher education institutions with their environment, both locally and regionally.... Encourage students in higher education institutions to develop skills and competencies to help facilitate their performance in different areas of their lives*” established in the general objective “*Offering a comprehensive education that balances citizens values formation, skills development and knowledge acquisition through regular classroom activities, teaching practice and the institutional environment, to strengthen democratic and intercultural coexistence.*” Also, It contributes to the fulfillment of the goals 11, 12, 16 of Priority 1, 12 and 20 of Priority 3; 14 of Priority 4; 3 of Priority 5 in the National Development Plan.

**Table No.1 Objectives of the Education Sector Program in National Development Plan**

**Aligning education sector objectives with the contents of the National Development Plan 2007 - 2012**

<b>Objectives of the education sector program</b>	<b>Objectives of the National Development Plan</b>
Improve the quality of education for students to increase their level of educational achievement, have the means to have access to more welfare and contribute to national development.	It contributes to the fulfillment of the goals 5 Priority 2, 9 and 16 of Priority 3
Expanding educational opportunities to reduce inequalities between social groups, close gaps and promote equity.	It contributes to the fulfillment of the goals 13 of Priority 2, 10,11,15,16,17 and 20 of Priority 3
Promote the development and use of information technology and communication in the educational system to support student learning, expand their life skills and support their integration in the society of knowledge	It contributes to the fulfillment of the goals 5 Priority 2, and 11 of Priority 3
Offering a comprehensive education that balances citizens values formation, skills development and knowledge acquisition through regular classroom activities, teaching practice and the institutional environment, to strengthen democratic and intercultural coexistence.	It contributes to the fulfillment of the goals 11, 12, 16 of Priority 1, 12 and 20 of Priority 3; 14 of Priority 4; 3of Priority 5
To provide quality educational services to train people with a high sense of social responsibility, to participate in a productive and competitive in the labor market.	It contributes to the fulfillment of the goals 5 of Priority 2; 1, 13 and 14 of Priority 3
To encourage school management and institutional strengthening participation of schools in making decisions, assume responsibilities to different stakeholders and educate and promote the safety of students and staff, transparency and of accountability.	It contributes to the fulfillment of goals 10, 13 and 14 of Priority 3; 5of Priority 5

**National Development Plan 2007 - 2012**

Priority 1. Rule of law and security	<p>Goal 11. Encourage the development of a culture of legality.</p> <p>Goal 12. Ensure full respect for human rights and struggle for their promotion and defense</p> <p>Goal 16. Encourage a higher level of development and better living conditions to prevent criminal behavior in communities and urban spaces, and to ensure all people in the enjoyment of their rights and freedoms.</p>
Priority 2. Competitive economy that creates jobs	<p>Goal 5. Strengthen productivity and competitiveness of the Mexican economy to achieve sustained economic growth and accelerate job creation.</p> <p>Objective 13. Regional Bridging exploiting the competitive advantages of each region, in coordination and collaboration with political, economic and social within each region, between regions and nationally.</p>
Priority 3. Equal opportunities	<p>Goal 1. Significantly reduce the number of Mexicans in poverty with policies that exceed a welfare approach, so that people can acquire skills and create job opportunities.</p> <p>Goal 10. Reducing regional disparities, gender and social group in educational opportunities.</p> <p>Goal 11. Promote the development and use of new technologies in the educational system to support the inclusion of students in the knowledge society and expand their life skills.</p> <p>Goal 12. To promote the integral education of people in the entire education system</p> <p>Goal 13. Strengthen access and retention in higher secondary education system, providing quality education oriented skills development.</p> <p>Goal 14. Expand coverage to promote equity and improve the quality and relevance of higher education.</p> <p>Goal 15. Fully incorporate the indigenous peoples and the economic, social and cultural development with respect to their historical and cultural heritage enriched by all of society.</p> <p>Goal 16. Remove any gender discrimination and ensure equal opportunities for women and men reach their full development and exercise their rights equally</p> <p>Goal 17. Swivelling the marginalization and backwardness faced by vulnerable social groups provide equal opportunity to enable them to develop independently and fullness</p> <p>Goal 20. Promoting healthy and comprehensive development of Mexican children by ensuring full respect for their rights, care for their health needs, food, education and housing, and promoting the full development of their capacities.</p>
Priority 4. Environmental sustainability	<p>Goal 14. To develop a strong culture oriented environmental value and act with a broad sense of respect for natural resources in the Mexican society</p>
Priority 5. Effective democracy and responsible foreign policy	<p>Goal 3. To develop a civic-political culture that promotes citizen participation in the design and evaluation of public policies.</p> <p>Goal 5. To promote and ensure transparency, of accountability, access to information and protection of personal data in all areas of government.</p>

**Source:** Made by the authors based on Education Sector Program, and the National Development Plan 2007- 2012

**Table No. 2 Objective of Higher Education for 2007 to 2012**

Objectives of the education sector program	Objectives for Higher Education
Improve the quality of education for students to increase their level of educational achievement, have the means to have access to more welfare and contribute to national development.	<p>Strengthen the enabling processes and improvement of academic personnel</p> <p>Promote the operation and support programs individualized attention to students, to promote integrated education and improve their retention, and graduation timely</p> <p>Contribute to spread and entrench a culture of planning, evaluation and continuous improvement of the quality of education in higher education institutions, both public and private.</p> <p>Ensure that programs offered by private higher education institutions meet the quality requirements.</p> <p>Encourage the introduction of innovations in teaching practices.</p> <p>Promote the internationalization of Mexican higher education and its institutions.</p>
Expanding educational opportunities to reduce inequalities between social groups, close gaps and promote equity.	<p>Increase coverage of higher education and diversify the educational</p> <p>Promote a more equitable distribution of educational opportunities between regions, social and ethnic groups, with a gender perspective</p> <p>Strengthen programs, educational methods and mechanisms to facilitate access and to provide attention for different population groups.</p>
Promote the development and use of information technology and communication in the educational system to support student learning, expand their life skills and support their integration in the society of knowledge	<p>Encourage the development and use of information technology and communication to improve learning environments and processes, the operation of networks of knowledge and the development of intra and interinstitutional project</p> <p>Promote open and distance education criteria and standards of quality and innovation permanent, with special emphasis on the care of regions and groups that lack access to school.</p>
Offering a comprehensive education that balances citizens values formation, skills development and knowledge acquisition through regular classroom activities, teaching practice and the institutional environment, to strengthen democratic and intercultural coexistence.	<p>Encourage the participation of teachers, students and the wider education community cultural programs, art and sport.</p> <p>Strengthen the link between higher education institutions with their environment, both locally and regionally.</p> <p>Encourage students in higher education institutions to develop skills and competencies to help facilitate their performance in different areas of their lives.</p>
To provide quality educational services to train people with a high sense of social responsibility, to participate in a productive and competitive in the labor market.	<p>Strengthen the relevance of higher education programs.</p> <p>Strengthen the link between higher education institutions to society through social service.</p> <p>Expand the capabilities of academic staff from higher education institutions to drive the generation and innovative application of knowledge.</p>
To encourage school management and institutional strengthening participation of schools in making decisions, assume responsibilities to different stakeholders and educate and promote the safety of students and staff, transparency and of accountability.	<p>To promote the effective integration of the institutions and the various subsystems of higher education in a open, flexible and diversified.</p> <p>Strengthen mechanisms and planning and coordination of higher education.</p> <p>Articulate the higher education system with those of basic and upper secondary education and other relevant systems.</p> <p>Provide information and guidance to students from high school before admission to higher education institutions</p> <p>Form a new model of financing higher education allocation schemes objective and transparent.</p> <p>Addressing structural problems of higher education institutions.</p>

**Source:** Made by the authors based on Education Sector Program 2007 - 2012

#### 4. Integrated Institutional Strengthening Program (PIFI)

The National Education Program 2001-2006 states that one of the three strategic objectives: "The higher education of good quality" and particular objective: "Strengthen public higher education institutions to respond in a timely and quality increasing levels the demands of national development " (SEP-PIFI, 2002). The first line of action to achieve this goal is to encourage the public higher education institutions formulate comprehensive programs of institutional strengthening. So starting in 2001, the federal government has pushed at public universities to formulate a Integrated Institutional Strengthening Program (PIFI) which has as objective to improve the quality of educational programs and services offered by the institutions and, if the quality assurance of educational

programs that have been accredited by specialized organization or grouped at level 1 by CIEES or management processes that have been certified by ISO-9000.

PIFI 1.0 (2001) general aim was focused on promoting continuous improvement and comprehensive HEIs, according to its mission, vision and development plans at the level of each of its Units of Higher Education (DES) and set so that they can respond in a timely and increasing levels of quality the demand for professional training that requires economic and social development of the country.

Among the types of projects supported was the strengthening of developing research projects that have generated results and involving students as a means to improve the quality of education they receive. Can be considered as the background for a bonding of research with economic sectors and the promotion of entrepreneurial culture, however PIFI is focused on the quality of education and certification and the promotion of research and training discipline (SEP-PIFI, 2001).

It was in PIFI 2.0 when it had been established a description of PIFI "The PIFI is a strategy of HEIs that promotes and supports the federal government to improve the quality of its educational programs and secure from those who have achieved accreditation by an agency recognized by the COPAES. PIFI consists of projects focused on the solution of the main problems that prevent the institution demonstrate its educational programs and certify their management processes and, where appropriate, maintain accreditation achieved and certification of their management processes". A relevant feature is its integrated view. Through it is intended that the three levels (the institutional, of its higher education units (DES) and corresponding to each of the educational programs (PE) that are offered in the DES) share a common vision and mission, to harmonize their academic development strategies and institutional, to make better use of its resources, and to direct their efforts in the same direction. Due to the importance of the quality of education has the faculty

to incorporate into projects PIFI made the institution for improving the its academic personnel enablement (SEP-PIFI, 2002:3-5)

The update process PIFI 2.0 which leads to PIFI 3.0 should concentrate on strengthening the DES academic. PIFI 3.0 is now focused on strategic planning in the field of DES. The intention here is that the institutions protect their strengths and comprehensively confront the problems that limit the improvement and quality assurance of their PE taking action as a unit of the DES with different PE served. By virtue of the experiences of previous versions, at this stage PIFI update, you must refine strategies for improving institutional capacity and competitiveness (performance) academic institution as a whole and of each of its DES, and achieve fulfilling commitments (goals) in 2003-2006 (SEP-PIFI, 2003:6)

The points of emphasis of 3.3 PIFI focus to maintain the continuity of the planning process, improve the integration and operation of the DES, consolidation of the academic bodies, and to improve and ensure the quality of academic programs and services that offered by the institution.

This last point of emphasis appears unchanged in PIFI 3.3 formulated in 2006, PIFI 2007 and PIFI 2008-2009, in which are mentioned that is important to analyze the evolution of the main indicators that integrate academic competitiveness capacity to design, adapt or enhance strategies to ensure that at least 80% of the undergraduate enrollment is associated with PE that have been recognized for their good quality, through the schemes and procedures of the National Assessment and Accreditation. The institutions already exceeded this percentage, must ensure the quality of their PE and improve other outcomes, in addition, should be analyzed and impact the operation of the programs and processes of educational innovation in improving the quality of PE offered in the institution, such as the incorporation of educational approaches focused on learning, updating and flexible curriculum, the incorporation of technology to support the educational process, the establishment and operation of individual care programs or group of students, teaching and learning of a second language, student mobility, the formation of

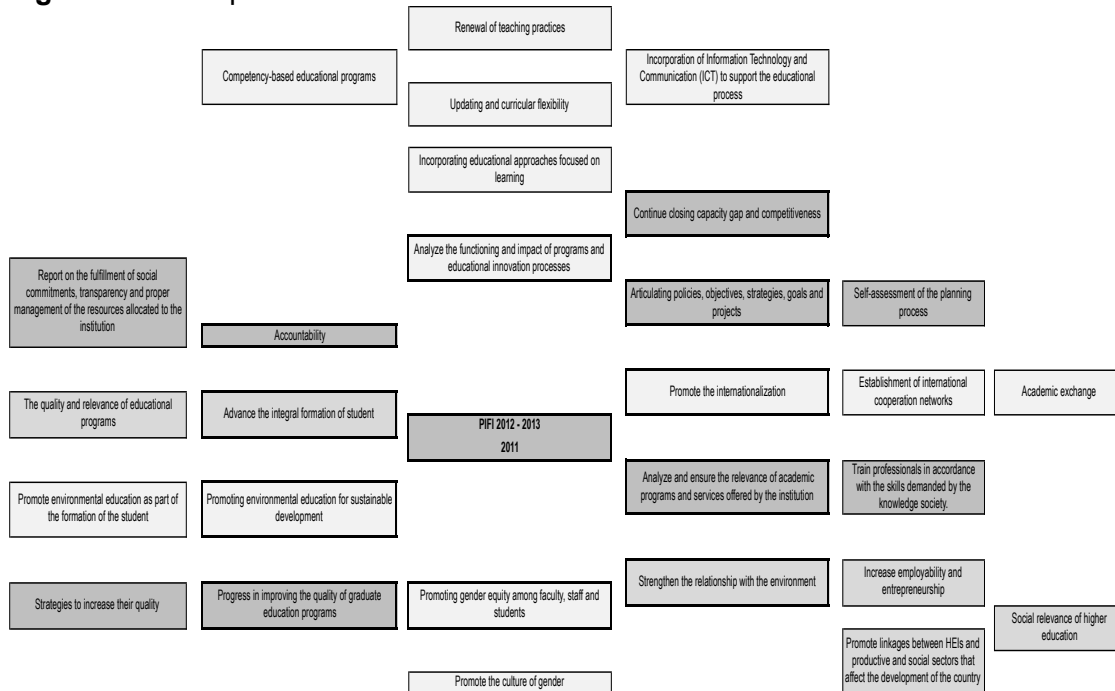
networks of academic cooperation, among others. One must consider that educational innovation makes sense when a favorable impact on improving the quality of PE, on the results of student performance and institutional academic performance (SEP-PIFI, 2006, 2007, 2008-2009).

One of the PIFI 2010-2011 and PIFI 2012-2013 aims to improve education and services offered by Public Institutions that allow, among other things: Strengthen IES linking with the social environment. In the new global economy is of paramount importance the relationship between HEIs and the productive and social sectors that affect the development of the country. Linking actions are undertaken by IES strategic to contribute to formation of the student, to increase employability and entrepreneurship, the social relevance of higher education and in obtaining more income for HEIs, while social and economic development, likewise for businesses. (SEP-PIFI, 2008:4-6), (SEP-PIFI, 2011:10).

However, the PIFI 2012- 2013 emphasizes linkages actions undertaken by the institution in terms of: participation of the institution in coordination with business and at all levels of government; development policies for university cooperation - enterprises - government; Labor market integration of young graduates in areas or disciplines in which they formed; potential of the institution to provide alternatives, solutions and answers to specific problems companies through scientific research and technological development, among others (SEP-PIFI, 2011:26).

The next figure No. 1 illustrates that one of the emphasis of the PIFI 2012 – 2013 is on strengthen the relationship with the environment that included the increase of employability and entrepreneurship; Promote the linkages between Higher Education and productive and social sectors that affect the development of the country; and the social relevance of higher education. There is not implicit effort to promote the entrepreneurship culture in higher education to allocate more financial resources for the Universities from the Public Education Secretariat.

**Figure No. 1** Emphasis of PIFI 2012 – 2013

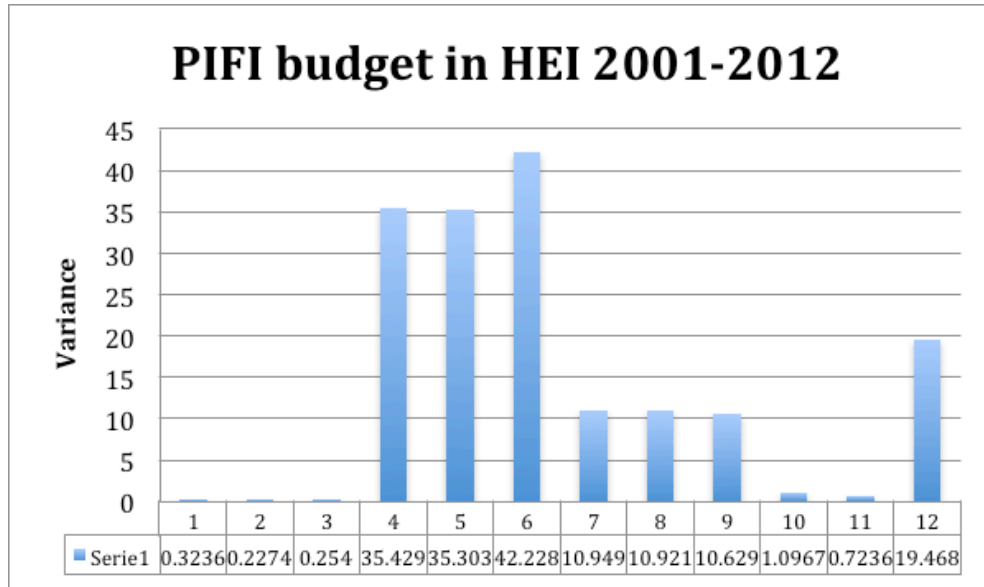


**Source:** Made by the authors based on Guide to the PIFI 2012-2013

In the next graphic no. 1 illustrates the variation in the budget amount allocated in public universities. From 2001 to 2003, the budget amount seems to be equally distributed due to commitment to achieve goals in the quality of education. However, the greater variation in the budget allocated by public universities started from 2004 to 2006 due to the percentage of strategies made commitment. Moreover, in the year 2007, there was expending problem requested by the universities, there was a lag in commitment the goals and the budget was not used, therefore the SEP established an ultimatum for using the financial resource. The PIFI program started to be highly monitoring by the Federal Finance Law and the commitment of academic goals, if the university did not regularize the expenditure of money, it would be punished and not receive financial resource for the next year. Those were the reason for the variance on budget allocation from 2007 to 2009. In order to avoid them, each university has to present a financial and academic report every three months, the reports needs to explain the goals achieved and the financial audit of the resource.



**Graphic No. 1** Variance of PIFI budget in HEI from 2001-2012



**Source:** Made by the authors using SEP-PIFI 2001 - 2012

### 5. Empirical evidence by region in México

Mexico, like other countries of the world, is undergoing a radical change in the ways in which society produces, appropriates and utilizes knowledge. The new knowledge society has been based on a rapid change and unprecedented information technologies and communication, as well as the accumulation and diversification of knowledge. This context provides opportunities for innovations aimed at developing new educational methods best suited to the social, economic and cultural rights of different population groups, and higher levels of learning within a concept of integral education. Efforts to improve the quality of education should take into account all these transformations.

In other to highlight the university role to promote entrepreneurship activities it should be considered the variables of education, economically active and inactive population, the gross domestic product (GDP) from 2000 to 2010 that is the periodicity of the Population Census by INEGI, and the economic units by region in Mexico from 2004 and 2009 that is the periodicity of the Economic Census by INEGI. The especial focus will be in the sector 54 related

to professional, scientific and technical services that can be considered as knowledge – skills application from the universities.

### 5.1. North region in México

According to INEGI the North Region is formed by the states of Baja California, Baja California Sur, Coahuila, Chihuahua, Nuevo León, Sonora and Tamaulipas. It is one of the most dynamic economic zone due to the high number of manufactures and maquiladoras that border with the United States of America. The GDP growth rate of the region as percentage of total was 6.83% from 2000 to 2010. The region concentrated the 20.03% of the population over 25 year and more with higher education, the 19.9% of the same population are economically active, whereas the 20.72% are economically inactive population in 2000. For 2010, the education percentage of participation was 20.17%, the economically active was 20.18% and the inactive population was 20.72%. The growth rate of the region from 2000 to 2010 was 6.62% in education, 8.62% in the economically active population and 10.91 % of the inactive population (See Table No. 3)

**Table No. 3** Population 25 year and more with higher education and activity status, and GDP from 2000 to 2010

North region	Population 25 years and more, with higher education and activity status				% Participation 2003	Population 25 years and more, with higher education and activity status				% Participation 2010	Population 25 years and more, with higher education and activity status			Growth rate 2003-2010
	2000	Percentage participation 2000				2010	Percentage participation 2010				Growth rate 2000 - 2010			
	Population 25 years and more	Education	Economically Active Population	Economically Inactive Population	Gross Domestic Product	Population 25 years and more	Education	Economically Active Population	Economically Inactive Population	Gross Domestic Product	Education	Economically Active Population	Economically Inactive Population	Gross Domestic Product
National Total	3868105	3868105	3267309	598248	100	7289650	7289650	81.19408035	18.58607914	100	6.5419993	8.462575182	10.91164544	7.19
Baja California	85004	2.20	1.87	0.39	3.03	205980.00	2.83	82.84	16.84	2.70	9.25	11.23	12.86	5.69
Baja California Sur	17368	0.45	0.39	0.07	0.53	48501.00	0.67	83.11	16.74	0.59	10.82	12.51	16.16	8.63
Coahuila	118910	3.07	2.58	0.58	3.27	210349.00	2.89	80.16	19.66	3.09	5.87	7.81	10.57	6.43
Chihuahua	110871	2.87	2.43	0.51	3.32	195381.00	2.68	81.14	18.60	2.98	5.83	7.72	10.54	5.74
Nuevo León	224780	5.81	4.78	1.22	7.28	398643.00	5.47	79.10	20.69	7.59	5.90	8.08	10.17	7.75
Sonora	92354	2.39	2.03	0.42	2.37	190062.00	2.61	82.56	17.26	2.55	7.48	9.33	11.42	8.19
Tamaulipas	125302	3.24	2.72	0.61	3.41	221451.00	3.04	80.36	19.43	3.09	5.86	7.82	10.56	5.86
Regional Total	774589	20.03	19.90	20.72	23.21	1470367.00	20.17	20.18	20.72	22.59	6.62	8.62	10.91	6.83

**Source:** Made by the authors using INEGI

In the next Table No. 4 is possible to notice that growth rate of economic units from 2004 to 2009 by economic sector has a heterogeneity pattern of economic units growth, the negative growth rate are presented in the sectors of agriculture, livestock, forestry, fishing and hunting; Mining; Transport, postal and storage; and Corporate Business management. The most dynamic sector in

terms of economic units are the financial and insurance services; Support services business and waste management and remediation services; Construction, Manufacturing industries and Temporary housing services and preparation of food and beverages.

However, the growth rate in economic unit is not over the 5% in most of the states in the sector of professional, scientific and technical services with the exception of Baja California Sur. This could be the sector linked with the university graduates entrepreneurship that requires knowledge application on professional activities.

**Table No. 4** Economic units growth rate from 2004 to 2009 in percentages by sector.

ECONOMIC UNITS	Growth rate 2004 - 2009 (%)							
	Total	Baja California	Baja California Sur	Coahuila	Chihuahua	Nuevo León	Sonora	Tamaulipas
11 AGRICULTURE, LIVESTOCK, FORESTRY, FISHING AND HUNTING (FISHERIES AND AQUACULTURE ANIMAL ONLY)	-1.47	-6.04	-1.770463265	0.00	-100.000	0.00	-2.33	1.03
21 MINING	-0.66	-3.13	0	3.11	0.000	-5.88	-4.79	0.00
22 ELECTRICITY, WATER AND GAS SUPPLY FOR FINAL CONSUMER PRODUCTS	1.01	-100.00	0	-100.00	3.445	0.00	0.00	1.32
23 CONSTRUCTION	5.59	6.00	5.74	3.17	1.717	3.16	3.48	2.45
31 -33 MANUFACTURING INDUSTRIES	4.85	4.82	7.22	4.24	2.263	2.61	6.27	3.69
43 WHOLESALE	5.22	7.37	9.95	4.59	4.034	4.24	7.10	4.17
46 RETAILING	2.58	3.03	3.35	1.70	0.708	1.03	2.00	2.22
48 -49 TRANSPORT, POSTAL AND STORAGE	-13.37	-11.42	-6.44	-8.77	-8.377	-8.37	-17.58	-7.71
51 INFORMATION IN MASS	6.95	8.84	8.15	3.95	6.107	5.00	2.98	3.32
52 FINANCIAL AND INSURANCE SERVICES	10.25	9.12	13.15	7.95	5.896	10.73	6.57	5.89
53 REAL ESTATE AND RENTAL SERVICES OF MOVABLE AND INTANGIBLE	2.93	4.09	6.68	2.24	0.392	1.27	6.29	0.32
54 PROFESSIONAL, SCIENTIFIC AND TECHNICAL SERVICES	3.58	4.86	8.65	4.41	1.198	2.45	3.86	2.92
55 CORPORATE AND BUSINESS MANAGEMENT	-8.56	0.00	0.00	0.00	0.000	-3.86	0.00	0.00
56 SUPPORT SERVICES BUSINESS AND WASTE MANAGEMENT AND REMEDIATION SERVICES	11.05	10.31	12.28	12.48	9.097	9.82	8.65	12.61
61 EDUCATIONAL SERVICES	5.78	10.35	14.37	6.67	8.326	7.78	5.70	6.44
62 HEALTH AND SOCIAL ASSISTANCE	6.06	8.13	7.63	5.82	6.346	7.00	4.90	4.41
71 CULTURAL AND RECREATIONAL SPORTS AND OTHER RECREATIONAL	4.68	8.62	6.86	8.78	3.825	8.09	9.20	5.47
72 TEMPORARY HOUSING SERVICES AND PREPARATION OF FOOD AND BEVERAGES	5.94	6.46	10.27	6.10	3.987	6.47	8.43	4.72
81 OTHER GOVERNMENT ACTIVITIES EXCEPT	3.77	5.18	5.78	4.78	2.879	3.53	4.54	3.67

Source: Made by the authors using INEGI

## 5.2. North Central Region in Mexico

According to INEGI the North Central Region is formed by the States of Aguascalientes, Durango, Guanajuato, Querétaro, San Luis Potosí, and Zacatecas. In the Table No. 5 is possible to see that the regional participation as percentage of the Population 25 years and more with higher education and activity status in 2000 was 9.60% of population with higher education, 9.53% of economically active and 8.73% of the inactive population. For 2010 the percentages participation was 10.65%, 10.64% and 9.83% respectively. On the other the growth rate from 2000 to 2010 was 7.66% in population 25 years and more with higher education, 9.41% of this population was economically active and the 12.23% was economically inactive population. The growth rate of GDP was 7.52% from the same period. This economic region seems to be more active in terms of GDP growth that the North Region.

**Table No. 5** Population 25 year and more with higher education and activity status, and GDP from 2000 to 2010

North Central Region	Population 25 years and more, with higher education and activity status					% Participation 2003	Population 25 years and more, with higher education and activity status					% Participation 2010	Population 25 years and more, with higher education and activity status			Growth rate 2003-2010
	2000	Percentage participation 2000					2010	Percentage participation 2010					Growth rate 2000 - 2010			
	Population 25 years and more	Education	Economically Active Population	Economically Inactive Population	Gross Domestic Product	Population 25 years and more	Education	Economically Active Population	Economically Inactive Population	Gross Domestic Product	Education	Economically Active Population	Economically Inactive Population	Gross Domestic Product		
National Total	3868105	100	84.47	18.31	100	7289650	100	81.19	18.59	100	6.54	8.46	10.91	7.19		
Aguascalientes	41324	1.07	0.92	0.17	1.07	86347	1.18	82.74	17.13	1.08	7.65	9.34	12.29	7.28		
Durango	48833	1.26	1.09	0.20	1.32	89187	1.22	81.34	18.43	1.26	6.21	7.86	11.94	6.53		
Guanajuato	108110	2.79	2.40	0.46	4.05	244739	3.36	82.99	16.83	3.92	8.51	10.28	12.79	6.77		
Querétaro	58718	1.52	1.28	0.28	1.65	137670	1.89	81.98	17.82	1.85	8.89	10.83	12.80	8.73		
San Luis Potosí	78460	2.03	1.73	0.35	1.79	148577	2.04	81.86	17.98	1.87	6.59	8.39	11.11	7.73		
Zacatecas	35744	0.92	0.81	0.13	0.75	69646	0.96	83.29	16.50	0.92	6.90	8.42	12.21	10.09		
Regional Total	371189	9.60	9.75	8.73	10.63	776166	10.65	10.64	9.83	10.90	7.66	9.41	12.23	7.52		

Source: Made by the authors using INEGI

In the next Table No. 6 is possible to highlight the presence of economic unit growth rate heterogeneity in the States and economic sectors. The sectors with negative growth rate, that means the closing of enterprises, is in agriculture, livestock, forestry, fishing and hunting; and Transport, postal and storage. On the other hand, the most dynamic sectors with the highest growth rate in economic units are support services business and waste management and remediation services; and financial and insurance services. The economic

sector of professional, scientific and technical services had a growth rate less than 6% in the states of the region.

**Table No. 6** Economic units growth rate from 2004 to 2009 in percentages by sector.

ECONOMIC UNITS	Growth rate 2004 - 2009 (%)						
	Total	Aguascalientes	Durango	Guanajuato	Querétaro	San Luis Potosí	Zacatecas
11 AGRICULTURE, LIVESTOCK, FORESTRY, FISHING AND HUNTING (FISHERIES AND AQUACULTURE ANIMAL ONLY)	-1.47	0.00	0.51	4.53	0.000	0.00	0.94
21 MINING	-0.66	-5.64	-1.06	0.00	3.769	2.15	0.00
22 ELECTRICITY, WATER AND GAS SUPPLY FOR FINAL CONSUMER PRODUCTS	1.01	0.00	0	0.00	0.000	2.52	0.00
23 CONSTRUCTION	5.59	4.74	8.02	3.72	4.362	4.37	5.41
31 -33 MANUFACTURING INDUSTRIES	4.85	3.40	3.21	4.44	6.081	4.25	4.28
43 WHOLESALE	5.22	4.51	4.89	5.08	5.375	4.41	5.84
46 RETAILING	2.58	2.02	2.26	1.61	3.485	2.82	1.35
48 -49 TRANSPORT, POSTAL AND STORAGE	-13.37	-17.64	-20.09	-21.35	-21.689	-22.43	-26.19
51 INFORMATION IN MASS	6.95	5.64	2.97	11.33	13.544	3.72	1.44
52 FINANCIAL AND INSURANCE SERVICES	10.25	11.75	7.23	8.11	12.495	15.54	5.27
53 REAL ESTATE AND RENTAL SERVICES OF MOVABLE AND INTANGIBLE	2.93	4.51	1.93	2.50	3.953	3.02	5.47
54 PROFESSIONAL, SCIENTIFIC AND TECHNICAL SERVICES	3.58	2.63	1.53	2.08	5.452	4.28	3.76
56 SUPPORT SERVICES BUSINESS AND WASTE MANAGEMENT AND REMEDIATION SERVICES	11.05	12.25	9.52	13.08	11.661	16.15	14.59
61 EDUCATIONAL SERVICES	5.78	5.30	7.16	6.39	8.384	7.99	7.71
62 HEALTH AND SOCIAL ASSISTANCE	6.06	6.06	6.32	6.60	10.570	7.76	5.89
71 CULTURAL AND RECREATIONAL SPORTS AND OTHER RECREATIONAL	4.68	4.46	3.85	4.97	7.022	7.35	6.16
72 TEMPORARY HOUSING SERVICES AND PREPARATION OF FOOD AND BEVERAGES	5.94	6.47	6.19	6.02	7.017	5.21	4.98
81 OTHER GOVERNMENT ACTIVITIES EXCEPT	3.77	4.16	2.96	3.70	5.924	4.25	4.39

Source: Made by the authors using INEGI

### 5.3. West Central Region in Mexico

This region is formed by the States of Colima, D.F., Guerrero, Jalisco, Mexico, Michoacán, Morelos, Nayarit and Sinaloa. In 2000, the percentage participation of the region in education was 49.38%, 49.97% in economically

active population, and 51.11% in the economically inactive population in the range of 25 years and more according to INEGI. For the 2010, the participation of the region was 46.28%, 46.30%, and 48.23% respectively. Moreover the growth rate from 2000 to 2010 was 5.85% of the population 25 years and more with higher education, where the growth rate of the economically active population was 7.83% and the inactive population was 10.27% (See table No. 7).

**Table No. 7** Population 25 year and more with higher education and activity status, and GDP from 2000 to 2010

West central region	Population 25 years and more, with higher education and activity status					% Participation 2003	Population 25 years and more, with higher education and activity status					% Participation 2010	Population 25 years and more, with higher education and activity status				Growth rate 2003-2010
	2000	Percentage participation 2000					2010	Percentage participation 2010					Growth rate 2000 - 2010				
	Population 25 years and more	Education	Economically Active Population	Economically Inactive Population	Gross Domestic Product		Population 25 years and more	Education	Economically Active Population	Economically Inactive Population	Gross Domestic Product		Education	Economically Active Population	Economically Inactive Population	Gross Domestic Product	
National Total	3868105	100	84.47	18.31	100	7289650	100	81.19	18.59	100	6.54	8.46	10.91	7.19			
Colima	22722	0.59	0.52	0.08	0.56	48851	0.67	83.73	16.11	0.57	7.95	9.40	13.51	7.26			
D.F.	758513	19.61	16.21	4.01	18.50	1113012	15.27	79.30	20.44	17.15	3.91	6.00	8.27	6.18			
Guerrero	85829	2.22	1.92	0.35	1.63	157316	2.16	84.11	15.67	1.49	6.25	7.87	10.06	6.01			
Jalisco	258446	6.68	5.68	1.18	6.71	505527	6.93	81.96	17.82	6.26	6.94	8.80	11.15	6.27			
México	463170	11.97	10.06	2.25	9.02	944196	12.95	80.15	19.62	9.42	7.38	9.39	12.26	7.77			
Michoacán	104431	2.70	2.33	0.44	2.50	196902	2.70	82.42	17.40	2.40	6.55	8.27	11.40	6.67			
Morelos	65507	1.69	1.39	0.35	1.26	120826	1.66	78.64	21.16	1.10	6.31	8.50	11.05	5.43			
Nayarit	35341	0.91	0.79	0.15	0.58	69976	0.96	82.07	17.73	0.60	7.07	8.80	12.03	7.68			
Sinaloa	116212	3.00	2.54	0.55	2.04	217246	2.98	81.50	18.26	2.13	6.46	8.35	10.54	7.79			
Regional Total	1910171	49.38	49.07	51.11	42.80	3373852	46.28	46.30	48.23	41.12	5.85	7.83	10.27	6.66			

Source: Made by the authors using INEGI

In the next Table No. 8 illustrates the growth rate of economic units in the region from 2004 to 2010 that means the open and closing enterprises during the period. The economic sectors with negative growth rate, in other terms with closing enterprises, are agriculture, livestock, forestry, fishing and hunting; mining; Transport, postal and storage; and Corporate and business management. On the other hand, the most dynamic sectors with the highest growth rate in economic units are Financial and insurance services; Support services business and waste management and remediation services. However, the sector of professional scientific and technical services had a growth rate less than 5% with the exception of Nayarit.

**Table No. 8** Economic units growth rate from 2004 to 2009 in percentages by sector.

ECONOMIC UNITS	Growth rate 2004 - 2009 (%)									
	Total	Colima	D.F.	Guerrero	Jalisco	México	Michoacán	Morelos	Nayarit	Sinaloa
11 AGRICULTURE, LIVESTOCK, FORESTRY, FISHING AND HUNTING (FISHERIES AND AQUACULTURE ANIMAL ONLY)	-1.47	5.91	0	-0.12	0.659	-1.51	-0.67	16.86	0.50	1.33
21 MINING	-0.66	0.00	0	5.61	-4.495	-4.81	0.00	0.00	0.00	-100.00
22 ELECTRICITY, WATER AND GAS SUPPLY FOR FINAL CONSUMER PRODUCTS	1.01	0.00	0	0.00	0.000	4.62	3.87	0.42	1.60	0.00
23 CONSTRUCTION	5.59	10.48	5.74	0.00	5.027	11.64	3.40	8.23	6.70	5.71
31 -33 MANUFACTURING INDUSTRIES	4.85	3.89	1.84	7.59	3.259	5.36	4.39	4.54	4.56	5.36
43 WHOLESALE	5.22	8.60	2.73	4.40	4.311	7.94	4.51	2.75	6.22	6.62
46 RETAILING	2.58	2.12	1.26	3.79	2.797	2.65	2.60	2.76	3.41	2.83
48 -49 TRANSPORT, POSTAL AND STORAGE	-13.37	-2.07	-6.68	-9.64	-17.354	-11.26	-20.50	-14.94	-13.43	-11.07
51 INFORMATION IN MASS	6.95	4.47	5.24	3.69	4.963	19.16	8.82	16.42	16.62	0.95
52 FINANCIAL AND INSURANCE SERVICES	10.25	14.79	-0.56	17.94	7.411	18.84	7.84	11.67	7.71	5.29
53 REAL ESTATE AND RENTAL SERVICES OF MOVABLE AND INTANGIBLE	2.93	5.83	1.32	5.31	5.361	2.83	4.47	3.01	8.09	4.41
54 PROFESSIONAL, SCIENTIFIC AND TECHNICAL SERVICES	3.58	3.86	3.00	4.87	2.788	4.38	3.30	3.95	7.64	1.54
55 CORPORATE AND BUSINESS MANAGEMENT	-8.56	0.00	-4.15	0.00	0.000	-14.56	0.00	0.00	0.00	0.00
56 SUPPORT SERVICES BUSINESS AND WASTE MANAGEMENT AND REMEDIATION SERVICES	11.05	9.83	7.89	9.55	10.403	14.95	10.98	9.99	12.02	8.81
61 EDUCATIONAL SERVICES	5.78	6.70	2.59	8.62	4.890	3.17	7.68	6.00	5.97	5.84
62 HEALTH AND SOCIAL ASSISTANCE	6.06	6.38	4.51	6.32	5.583	7.55	5.45	5.35	7.42	4.13
71 CULTURAL AND RECREATIONAL SPORTS AND OTHER RECREATIONAL	4.68	4.39	2.52	3.74	2.751	3.86	6.00	4.08	2.52	5.29
72 TEMPORARY HOUSING SERVICES AND PREPARATION OF FOOD AND BEVERAGES	5.94	7.75	2.67	7.42	5.846	5.44	7.40	6.53	8.37	7.44
81 OTHER GOVERNMENT ACTIVITIES EXCEPT	3.77	4.73	1.31	4.47	4.207	3.47	4.08	4.00	4.80	3.30

Source: Made by the authors using INEGI

#### 5.4. Southern region in Mexico

This region is formed with the States of Campeche, Chiapas, Hidalgo, Oaxaca, Puebla, Quintana Roo, Tabasco, Tlaxcala, and Veracruz. The percentage participation of the region in 2000 of the Population 25 years and more with higher education is 21%, economically active was 21.28%, and economically inactive population was 19.44%. The same population classification for 2010

was 22.90% with higher education, 22.88% was economically active, and 21.23% was economically inactive population. Moreover, the growth rate from 2000 to 2010 was 7.47% with higher education, 9.25% economically active and 11.80% economically inactive population 25 years and more. On the other hand, the growth rate of GDP for the same period was 8.32% (See Table No.9).

**Table No. 9** Population 25 year and more with higher education and activity status, and GDP from 2000 to 2010

Southern Region	Population 25 years and more, with higher education and activity status				% Participation 2003	Population 25 years and more, with higher education and activity status				% Participation 2010	Population 25 years and more, with higher education and activity status			Growth rate 2003-2010
	2000	Percentage participation 2000				2010	Percentage participation 2010				Growth rate 2000 - 2010			
	Population 25 years and more	Education	Economically Active Population	Economically Inactive Population	Gross Domestic Product	Population 25 years and more	Education	Economically Active Population	Economically Inactive Population	Gross Domestic Product	Education	Economically Active Population	Economically Inactive Population	Gross Domestic Product
National Total	3868105	100	84.47	18.31	100	7289650	100	81.19	18.59	100	6.54	8.46	10.91	7.19
Campeche	26057	0.67	0.60	0.09	4.90	59057	0.81	82.99	16.85	5.18	8.53	9.99	14.89	7.94
Chiapas	79281	2.05	1.82	0.27	1.98	179055	2.46	85.34	14.44	1.89	8.49	9.86	13.28	6.54
Hidalgo	58120	1.50	1.31	0.22	1.42	127917	1.75	82.24	17.56	1.56	8.21	9.82	14.16	8.46
Oaxaca	73899	1.91	1.66	0.30	1.59	152435	2.09	83.35	16.46	1.58	7.51	9.13	12.15	7.12
Puebla	161520	4.18	3.45	0.86	3.42	315130	4.32	81.05	18.75	3.39	6.91	9.06	10.14	7.07
Quintana Roo	33066	0.85	0.76	0.11	1.37	92082	1.26	86.37	13.39	1.42	10.78	12.20	15.12	7.59
Tabasco	66221	1.71	1.49	0.26	2.38	138251	1.90	82.63	17.13	3.74	7.64	9.20	13.04	13.44
Tlaxcala	32208	0.83	0.71	0.14	0.59	66729	0.92	82.64	17.17	0.54	7.56	9.37	11.44	6.04
Veracruz	224330	5.80	4.88	1.09	4.38	416600	5.71	80.68	19.11	4.70	6.39	8.35	10.86	8.15
Yucatán	57454	1.49	1.30	0.22	1.34	122009	1.67	82.05	17.80	1.40	7.82	9.37	13.89	7.83
Regional Total	812156	21.00	21.28	19.44	23.36	1669265	22.90	22.88	21.23	25.39	7.47	9.25	11.89	8.32

Source: Made by the authors using INEGI

In the next Table No. 10 is presented the economic units growth rate from 2004 to 2009 in percentages by sector in the region. It is possible to notice that the negative growth rate in the creation – closing economic unit is in the sectors of agriculture, livestock, forestry, fishing, and hunting; Mining; Transport, postal and storage, and corporate and business management. On the other hand, the most dynamic economic sector with economic units growth rate are financial and insurance services; and support services business and waste management and remediation services. The core sector of creation – closing economic units has a less than 5% growth rate in the period, with the exception of Quintana Roo.



**Table No. 10** Economic units growth rate from 2004 to 2009 in percentages by sector.

ECONOMIC UNITS	Growth rate 2004 - 2009 (%)										
	Total	Campeche	Chiapas	Hidalgo	Oaxaca	Puebla	Quintana Roo	Tabasco	Tlaxcala	Veracruz	Yucatán
11 AGRICULTURE, LIVESTOCK, FORESTRY, FISHING AND HUNTING (FISHERIES AND AQUACULTURE ANIMAL ONLY)	-1.47	-2.74	0.16	-10.73	3.095	-100.00	-10.70	-5.40	0.00	-6.78	-1.01
21 MINING	-0.66	0.00	0.00	-2.85	0.000	2.00	0.00	0.00	-100.00	-100.00	-100.00
22 ELECTRICITY, WATER AND GAS SUPPLY FOR FINAL CONSUMER PRODUCTS	1.01	0.00	0.00	-1.47	0.284	1.75	0.00	0.00	0.00	0.79	0.00
23 CONSTRUCTION	5.59	6.86	8.76	5.37	13.726	6.42	11.31	1.83	10.03	8.91	6.91
31 - 33 MANUFACTURING INDUSTRIES	4.85	7.76	6.14	6.18	8.498	5.29	5.64	2.23	6.27	3.46	8.17
43 WHOLESALE	5.22	6.73	10.02	6.93	9.459	2.32	8.57	4.75	4.16	6.66	3.30
46 RETAILING	2.58	3.55	4.81	3.64	2.940	3.95	3.40	2.74	3.61	2.82	3.38
48 - 49 TRANSPORT, POSTAL AND STORAGE	-13.37	-13.80	-6.34	-26.98	-5.609	-14.42	-12.93	-9.24	-25.47	-11.03	-10.43
51 INFORMATION IN MASS	6.95	4.77	8.61	12.01	7.059	8.53	9.62	4.04	7.18	1.85	-1.79
52 FINANCIAL AND INSURANCE SERVICES	10.25	18.45	29.01	0.00	18.872	18.63	12.46	22.17	15.74	20.93	17.79
53 REAL ESTATE AND RENTAL SERVICES OF MOVABLE AND INTANGIBLE	2.93	7.53	5.58	4.36	1.555	2.88	4.18	1.35	0.99	-1.03	2.41
54 PROFESSIONAL, SCIENTIFIC AND TECHNICAL SERVICES	3.58	3.84	6.07	5.45	3.634	4.58	6.39	4.08	3.78	2.94	5.58
55 CORPORATE AND BUSINESS MANAGEMENT	-8.56	0.00	0.00	0.00	0.000	-100.00	0.00	0.00	0.00	-100.00	-100.00
56 SUPPORT SERVICES BUSINESS AND WASTE MANAGEMENT AND REMEDIATION SERVICES	11.05	11.70	10.57	13.83	10.541	13.00	8.55	9.67	17.84	8.66	14.21
61 EDUCATIONAL SERVICES	5.78	6.46	8.12	8.36	9.689	7.08	8.36	6.17	5.93	6.92	7.15
62 HEALTH AND SOCIAL ASSISTANCE	6.06	7.91	6.52	7.36	7.596	6.14	11.16	4.88	5.41	4.43	6.13
71 CULTURAL AND RECREATIONAL SPORTS AND OTHER RECREATIONAL	4.68	8.37	3.62	4.59	3.138	6.37	1.80	4.44	6.62	3.93	9.20
72 TEMPORARY HOUSING SERVICES AND PREPARATION OF FOOD AND BEVERAGES	5.94	5.73	7.20	7.54	8.001	5.74	7.63	5.51	5.73	5.80	8.63
81 OTHER GOVERNMENT ACTIVITIES EXCEPT	3.77	5.15	5.13	4.79	5.277	4.55	5.41	3.52	3.73	3.46	5.29

Source: Made by the authors using INEGI

## 6. Final remarks

In the knowledge society, the competitiveness of countries depends to a large extent on the strength of its educational system and its ability to generate and apply new knowledge. In this sense, educating students on entrepreneurship and how to become more entrepreneurial are also significant components of entrepreneurship education in which the traditional teaching methods such as lectures are less effective in teaching entrepreneurial principles, learning by doing seem to be the new theme in entrepreneurship education. In the case of México, there had been efforts from the education policy to encourage the employability from the graduate student, especially from the PIFI 2008 – 2010 and with more emphasis in the elaboration of PIFI 2012 – 2013.

The empirical evidence by region in Mexico highlights that population over 25 years and more with higher education growth rate from 2000 – 2010 is less than 7.7%, the highest growth rates were in the North Central (7.66%), Southern

(7.47%), North (6.62%) and West Central Region (5.85%). Moreover, the population 25 years and more economically active with the highest growth rate in the same period are North Central (9.41%), Southern (9.25%), North (8.62%) and West Central (7.83%). The same pattern is presented in the population 25 years and more economically inactive, the highest growth rate was in North Central (12.23%), Southern (11.89%), North (10.91%) and West Central (10.27%) from 2000 to 2010.

If we considered the economic unit growth rate from 2004 to 2009, it is possible to notice that creation – closing enterprises had a negative growth rate in Agriculture, Livestock, Forestry, Fishing and Hunting; Mining; Transport, postal and storage; and Corporate and business management. On the other hand, the most dynamic growth rate sectors in economic units are financial and insurance services; and support services, business and waste management and remediation services. The empirical economic sector related to entrepreneurship activities promoted from the university role, due to lack of statistics of self-employment graduate students, was professional, scientific and technical sector, which had a less than 5 % of opening – closing economic unit growth rate in the period. These patterns are presented in the four geographical regions in Mexico. The empirical inference from the growth rates can highlight the importance of the entrepreneurship culture as part of the integral formation since University in which the teaching – learning methods plays a key role to encourage the entrepreneurship activities. The expectation for the education policy in the period 2013-2018 is an increase in the promotion of entrepreneurship culture from the University due to the creation of the entrepreneurship institute aiming to support with financial funds and knowledge acquisition to develop self-employment activities.

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# Coloquio Interdisciplinario

de Caracterización Académica y Grupos de Investigación en Análisis Organizacional

23 y 24 de Noviembre de 2013  
Manizales, Colombia



ISBN: 978-607-9011-19-2



### PROGRAMA GENERAL

Horario	Miércoles 22 de Mayo	Jueves 23 de Mayo	Viernes 24 de Mayo
8:00 a 9:00 hrs.		REGISTRO	REGISTRO
9:00 a 10:00 hrs.		<p><b>INAUGURACIÓN</b> por parte de las autoridades de la Universidad de Colima, de la UAM y de la REMINEO</p> <p>Lugar: <b>SALÓN PERLA I</b></p> <p><b>FOTO GRUPAL</b> Lugar: Entrada del Hotel Tesoro</p>	<p>Conferencia Magistral: <b>LA ADMINISTRACIÓN DE LAS COSAS Y EL HUMANISMO</b></p> <p>DR. ALAIN CHANLAT</p> <p>Lugar: <b>SALÓN PERLA I</b></p>
10:00 a 11:00 hrs.		<p>Conferencia Magistral: <b>RESPONSABILIDAD SOCIAL Y HUMANISMO</b></p> <p><b>DR. EMMANUEL RAUFFLET</b></p> <p>Lugar: <b>SALÓN PERLA I</b></p>	<p>Panel magistral. 10 años del Coloquio: <b>LA COLABORACIÓN ACADÉMICA EN LAS INSTITUCIONES DE EDUCACIÓN SUPERIOR</b></p> <p><b>DR. ROBERTO JAVIER GUTIÉRREZ LÓPEZ</b></p> <p>Lugar: <b>SALÓN PERLA I</b></p>
11:00 a 14:00 hrs.		<b>MESAS DE TRABAJO</b>	<b>MESAS DE TRABAJO</b>
14:00 -16:30 hrs.		RECESO	<b>CLAUSURA</b> Lugar: <b>SALÓN PERLA I</b>
16:30 a 19:00 hrs	REGISTRO EN HOTEL SEDE	<b>MESAS DE TRABAJO</b>	
19:00 hrs.		<b>REUNIÓN DE NODOS</b>	
20:00 hrs.		<p><b>BRINDIS BIENVENIDA</b> "La Palapa" Frente a la alberca del HOTEL TESORO</p>	



**MESA 1 : LA ÉTICA DESDE LA PERSPECTIVA CULTURAL EN EL ANÁLISIS ORGANIZACIONAL**

**COORDINADORES: DR. CARLOS JUAN NUÑEZ y MTRA. CRISTINA PENSO**

SALA: Perla I

FECHA: Jueves 23 de mayo de 2013

HORARIO: 11:00 horas

<i>Ponencia</i>	<i>Título</i>	<i>Autor</i>	<i>Institución</i>	<i>Cuerpo Académico</i>
<b>0101-28</b>	Socialización Organizacional. Su relación con el compromiso organizacional y los estilos de afrontamiento de conflictos.	José Luis Calderón Mafud <a href="mailto:mafud@hotmail.com">mafud@hotmail.com</a> <a href="mailto:joseluis_calderon@ucol.mx">joseluis_calderon@ucol.mx</a>	Universidad de Colima	
		Francisco Augusto Laca Arocena		
<b>0102-30</b>	Filosofía administrativa: la construcción de organizaciones desde modelos o artefactos normativos	Dr. David Galicia Osuna <a href="mailto:davidgaliciao@gmail.com">davidgaliciao@gmail.com</a> <a href="mailto:david53@unam.mx">david53@unam.mx</a>	UNAM - Facultad de Estudios Superiores Cuautitlán	División de investigación. Cátedra de docencia
		Mtra. Maria Angélica Hernández Araiza		
<b>0103-25</b>	La micropolítica en el desarrollo y control de la UPN - Unidad 213, Tehuacán, Puebla	Psic. Guevara Rivera Felipe <a href="mailto:fg_octubre@yahoo.com.mx">fg_octubre@yahoo.com.mx</a>	Universidad Pedagógica Nacional - Unidad 213 Tehuacán, Puebla.	Hermenéutica Organizacional
		Dr. Juan Carlos García Andrade		
		Mtro. Hugo Alberto Gijón Mitre		
<b>0104-14</b>	Dimensiones del compromiso organizacional	Cruz García Lirios <a href="mailto:garcialirios@gmail.com">garcialirios@gmail.com</a> <a href="mailto:gieios@gmail.com">gieios@gmail.com</a>	Universidad Autónoma del Estado de México	Estudios Informacionales, Organizaciones y Sustentables
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		DR. Sergio Iván Ramírez Cacho <a href="mailto:sergiocacho1@gmail.com">sergiocacho1@gmail.com</a>		
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		M. A. Ernesto Guillermo García Pirsch <a href="mailto:egpirsch@hotmail.com">egpirsch@hotmail.com</a>		
<b>0106-27</b>	La significación del trabajo en el siglo XXI: Dimensiones organizacionales desde una mirada ética.	Dra. Esther Morales Franco <a href="mailto:rehtsemf@yahoo.com.mx">rehtsemf@yahoo.com.mx</a>	Universidad Autónoma Metropolitana	Nodo Sustentabilidad y Responsabilidad Social en las Organizaciones de la REMINEO
		Dr. Jaime Ramírez Faúndez <a href="mailto:yugo82@prodigy.net.mx">yugo82@prodigy.net.mx</a>		C.A. Estado Gobierno y Políticas Públicas de la UAM
<b>0107-20</b>	Notas éticas a la reforma laboral del 2012	Carlos Juan Núñez Rodríguez <a href="mailto:carlosjnu@gmail.com">carlosjnu@gmail.com</a>	UAM - Azcapotzalco	Área de Estado Gobierno y Políticas Públicas
		Susana García Jiménez <a href="mailto:garcia.jimenez.s@gmail.com">garcia.jimenez.s@gmail.com</a>	UAM - Iztapalapa	



**MESA 2 : LAS ORGANIZACIONES EN LA SOCIEDAD DEL CONOCIMIENTO**

**COORDINADORES: DRA. MA. DOLORES GIL MONTELONGO Y DR. VALENTINO MORALES**

SALA: Perla I

FECHA: Viernes 24 de mayo de 2013

HORARIO: 11:00 horas

<i>Ponencia</i>	<i>Título</i>	<i>Autor</i>	<i>Institución</i>	<i>Cuerpo Académico</i>
<b>0201-23</b>	Estrategia de negocios en el ámbito global: El valor de las TIC para las PYMES	Padilla Martínez Albania <a href="mailto:alpadilla@ucol.mx">alpadilla@ucol.mx</a>	Universidad de Colima - Facultad de Contabilidad y Administración de Colima	UCOL-76 Gestión y desarrollo empresarial
		Hernández Ruiz Lorena <a href="mailto:lhernan@ucol.mx">lhernan@ucol.mx</a>		
		Neri Torres José Luis <a href="mailto:jlnerito@ucol.mx">jlnerito@ucol.mx</a>		
<b>0202-31</b>	Una aproximación a la discusión sobre las trayectorias laborales. Acerca de la "facultad de contratar y despedir"	Alejandro Espinosa Yáñez <a href="mailto:ualey@correo.xoc.uam.mx">ualey@correo.xoc.uam.mx</a>	UAM - Xochimilco y Programa de Posgrado en Estudios Organizacionales, UAM-I.	Área de Análisis y Gestión Socioeconómica de las Organizaciones, del Departamento de Producción Económica
<b>0203-29</b>	Aprendizaje y acumulación de capacidades tecnológicas en la Industria de Televisores.	Janette Brito Laredo <a href="mailto:jbrito@uabc.edu.mx">jbrito@uabc.edu.mx</a>	Universidad Autónoma de Baja California	Sistemas de Gestión Organizacional
		Adriana Isabel Garambullo <a href="mailto:adriana.garambullo@uabc.edu.mx">adriana.garambullo@uabc.edu.mx</a>		
		Velia Verónica Ferreiro Martínez <a href="mailto:vferreiro@uabc.edu.mx">vferreiro@uabc.edu.mx</a>		
		Elizabeth Hernández Parra		
<b>0204-27</b>	El proyecto aula como estrategia de innovación educativa.	Dr. José Luis Sánchez Leyva <a href="mailto:luissanchez01@uv.mx">luissanchez01@uv.mx</a>	Universidad Veracruzana - Facultad de Contaduría y Administración, Campus Coatzacoalcos	Procedimientos Contables y Administrativos en el Ámbito de la Organización
		Dr. Javier Gómez López Dr. Lauro Fernández Vidal		
<b>0205-16</b>	La aplicación de la minería de datos como ventaja competitiva en la administración empresarial	Dr. Luiz Vicente Ovalles Toledo <a href="mailto:luiz.ovalles@uas.edu.mx">luiz.ovalles@uas.edu.mx</a>	Universidad Autónoma de Sinaloa - Facultad de Contaduría y Administración	Gestión estratégica UAS-CA-275
		MC. Vicente Armenta López <a href="mailto:avicentelopez@hotmail.com">avicentelopez@hotmail.com</a>	Universidad Autónoma de Sinaloa - Facultad de Contaduría y Administración	
		Dr. Luis Alberto Guerra Chiquete <a href="mailto:lagchiquete@hotmail.com">lagchiquete@hotmail.com</a>	Universidad Autónoma de Sinaloa - Facultad de Trabajo Social	

<b>0206-18</b>	Mecanismos de Gobernanza Global en Educación Superior	Santos López Leyva <a href="mailto:sanlop1947@gmail.com">sanlop1947@gmail.com</a>	Universidad Autónoma de Baja California - Facultad de Economía y Relaciones Internacionales	Estudios del Desarrollo Global
		Marcela Maldonado Bodart <a href="mailto:bodart@uabc.edu.mx">bodart@uabc.edu.mx</a>		
<b>0207-25</b>	Mejora del desempeño individual a través de una visión humanista	María del Carmen Vásquez Torres <a href="mailto:maria.vasquez@itson.edu.mx">maria.vasquez@itson.edu.mx</a> <a href="mailto:mvasquezt@gmail.com">mvasquezt@gmail.com</a> <a href="mailto:mvasquez@itson.mx">mvasquez@itson.mx</a>	Instituto Tecnológico de Sonora	Modelo de Negocios en las Organizaciones
		Mtra. Irma Guadalupe Esparza García <a href="mailto:iesparza@itson.mx">iesparza@itson.mx</a> Mtra. Zulema I. Corral Coronado <a href="mailto:zcorral@itson.mx">zcorral@itson.mx</a>		
<b>0208-31</b>	Factores Asociados al Aprendizaje Organizacional en Instituciones de Educación Superior. Un Caso de Estudio Universidad Pedagógica Nacional Unidad 213 Tehuacán	Maribel Castañeda Muñoz <a href="mailto:mariopsi2000@gmail.com">mariopsi2000@gmail.com</a>	Universidad Pedagógica Nacional - Unidad 213 Tehuacán, Puebla.	Dinámica Organizacional en las Instituciones de Educación Superior
<b>0209-18</b>	La alfabetización electrónica como práctica social, a propósito de la incorporación de las TIC en la UAM-A.	Mtra. Nancy Fabiola Martínez Cervantes <a href="mailto:fabiola.martinezc@yahoo.es">fabiola.martinezc@yahoo.es</a>	UAM - Azcapotzalco	Dinámica Organizacional en las Instituciones de Educación Superior

**MESA 3- A : PRÁCTICAS DE RESPONSABILIDAD EN LAS ORGANIZACIONES**

**COORDINADOR: DR. GILBERTO LÓPEZ OROZCO**

SALA: Perla II

FECHA: Jueves 23 de mayo de 2013

HORARIO: 11:00 horas

<b>Ponencia</b>	<b>Título</b>	<b>Autor</b>	<b>Institución</b>	<b>Cuerpo Académico</b>
<b>0301-31</b>	Desarrollo Sustentable: Percepción empresarial	Mtra. Jesús Nereida Aceves López <a href="mailto:jnaceves@itson.mx">jnaceves@itson.mx</a>	Instituto Tecnológico de Sonora	Consultoría de negocios
		Mtra. Nora Edith González Navarro <a href="mailto:ngonzalez@itson.mx">ngonzalez@itson.mx</a>		
		Mtro. Moisés Rodríguez Echevarría <a href="mailto:mrodriguez@itson.mx">mrodriguez@itson.mx</a>		
<b>0302-30</b>	Las asociaciones de productores cañeros como organizaciones ambientalmente responsables.	Dr. José Alejandro Toledo González <a href="mailto:atoledog@hotmail.com">atoledog@hotmail.com</a> <a href="mailto:jatg54@gmail.com">jatg54@gmail.com</a>	Universidad Autónoma de Nayarit	Las organizaciones y su ambiente
		Dr. Francisco Javier Hernández Ayón		
		Dra. Alicia del Carmen Valencia Ovalle Dr. Hermilio Hernández Ayón		
<b>0303-31</b>	Reorganización o resignificación de la universidad pública. Efectos y desafíos de las políticas productivistas.	M.C. Anahí Gallardo Velázquez <a href="mailto:astro53@prodigy.net.mx">astro53@prodigy.net.mx</a>	UAM - Azcapotzalco	
		Dr. Carlos Topete Barrera <a href="mailto:cartoba@yahoo.com">cartoba@yahoo.com</a>	Instituto Politécnico Nacional	
<b>0304-31</b>	La responsabilidad social en las organizaciones.	Mtra. María Antonieta Rojano Pérez <a href="mailto:antonieta.rojano@yahoo.com">antonieta.rojano@yahoo.com</a>	UAM - Azcapotzalco	
<b>0305-10</b>	Responsabilidad social y biopolítica: paradojas	Carlos Juan Núñez Rodríguez <a href="mailto:carlosjnu@gmail.com">carlosjnu@gmail.com</a>	UAM-Azcapotzalco	Área de Estado Gobierno y Políticas Públicas
<b>0306-21</b>	La responsabilidad social. Nuevos caminos, nuevos actores.	Mtra. Cristina Teresa Penso D Albenzio <a href="mailto:penct@hotmail.com">penct@hotmail.com</a>	UAM - Azcapotzalco	
<b>0307-44</b>	La institucionalidad organizativa del trabajo colegiado: significado, interacción, negociación y grupos de interés.	Florentino Silva Becerra <a href="mailto:cienaga16@hotmail.com">cienaga16@hotmail.com</a>	Universidad de Guadalajara - Centro Universitario de Ciencias Sociales y Humanidades	UDG-CA-56262
<b>0308-32</b>	Desarrollo Sustentable : Percepción empresarial	Mtra. Jesús Nereida Aceves López <a href="mailto:jnaceves@itson.mx">jnaceves@itson.mx</a>	Instituto Tecnológico de Sonora	Consultoría de negocios
		Mtra. Nora Edith González Navarro <a href="mailto:ngonzalez@itson.mx">ngonzalez@itson.mx</a>		
		Mtro. Moisés Rodríguez Echevarría <a href="mailto:mrodriguez@itson.mx">mrodriguez@itson.mx</a>		

**MESA 3- B : PRÁCTICAS DE RESPONSABILIDAD EN LAS ORGANIZACIONES**

**COORDINADORES: MTRA. JESÚS NEREIDA ACEVES LOPEZ y DRA. BLANCA ESTELA MOLINA F.**

SALA: Perla II

FECHA: Jueves 23 de mayo de 2013

HORARIO: 16:30 horas

<i>Ponencia</i>	<i>Título</i>	<i>Autor</i>	<i>Institución</i>	<i>Cuerpo Académico</i>
<b>0309-28</b>	La responsabilidad social en las pequeñas y medianas organizaciones: Caso Diseño Neko	Dr. José Manuel Mávil Aguilera <a href="mailto:mmavil@uv.mx">mmavil@uv.mx</a>	Universidad Veracruzana - Facultad de Contaduría y Administración	Análisis del cambio en las pequeñas y medianas organizaciones.
		M.A. Isaías Sangabriel Rivera M.A. Carlos Sangabriel Rivera		
<b>0310-22</b>	Líderes dentro de un sistema de seguridad industrial en Tula, Hgo.	Juan Manuel Herrera Caballero <a href="mailto:juman36@yahoo.com.mx">juman36@yahoo.com.mx</a>	UAM-Iztapalapa	
		Francisco Guzmán López Figuroa	Instituto Mexicano del Petróleo	
<b>0311-27</b>	La ética y gobierno corporativo en las micro, pequeñas y medianas empresas	Dra. María Guadalupe Aguirre Alemán <a href="mailto:gaguirre@uv.mx">gaguirre@uv.mx</a> <a href="mailto:maguirre_aleman@hotmail.com">maguirre_aleman@hotmail.com</a>	Universidad Veracruzana - Facultad de Contaduría y Administración, Campus Coatzacoalcos	Investigación educativa, desarrollo y competitividad de las organizaciones y entidades económicas (UV-CA-335)
		Mtro. Mario Saucedo Fernández Dra. Patricia Martínez Moreno		
<b>0312-28</b>	Externalidades y acción conjunta. Caso de Pequeños y Medianos productores industriales en el municipio de Ahome.	María de Jesús Obeso <a href="mailto:obeso.maria@prodigy.net.mx">obeso.maria@prodigy.net.mx</a> <a href="mailto:maria.obeso@udo.mx">maria.obeso@udo.mx</a>	Universidad de Occidente	Estudios Organizacionales
		Ramón Mendivil Barreras <a href="mailto:r.mendivil@hotmail.com">r.mendivil@hotmail.com</a>		
<b>0313-29</b>	La realidad de la responsabilidad social empresarial en México desde la crítica del Centro Mexicano para la Filantropía (CEMEFI)	Myrna Delfina López Noriega <a href="mailto:mdlopez@pampano.unacar.mx">mdlopez@pampano.unacar.mx</a>	Universidad Autónoma del Carmen	Cuerpo Académico de Organizaciones Sociales y Productivas Regionales
		Leticia Liñán González <a href="mailto:llinan@pampano.unacar.mx">llinan@pampano.unacar.mx</a> Lorena Zalthen Hernández <a href="mailto:lzalthen@pampano.unacar.mx">lzalthen@pampano.unacar.mx</a>		
<b>0314-26</b>	Prácticas de responsabilidad social corporativa. Caso Cummins Empresas Filantrópicas (CEFI)	Dra. Patricia Rivera Acosta <a href="mailto:itslp01@hotmail.com">itslp01@hotmail.com</a>	Instituto Tecnológico de San Luis Potosí	
		Dra. Martha Beatriz Santa Ana Escobar <a href="mailto:m_santaana@hotmail.com">m_santaana@hotmail.com</a>	Universidad de Colima, Facultad de Contabilidad y Administración de Manzanillo	
		María Deyanira Villarreal Solís <a href="mailto:devisol2000@yahoo.com.mx">devisol2000@yahoo.com.mx</a>	Universidad Juárez del Estado de Durango - Facultad de Economía, Contaduría y Administración	

<b>0315-22</b>	Evolución del concepto de responsabilidad social empresarial en México	M.A. Perla Gabriela Baqueiro López <a href="mailto:perla.baqueiro@gmail.com">perla.baqueiro@gmail.com</a>	Universidad Autónoma del Carmen	
		M.A. José Manuel Baqueiro López M.F. Limberth Arael Peraza Pérez M.N.I. Heidy Paulina Romero Durán		
<b>0316-30</b>	El mayor y menor desempeño de la responsabilidad social en 2 pequeñas empresas de servicios.	M.A. Ruby Asunción González Ascencio <a href="mailto:rgonzalez@pampano.unacar.mx">rgonzalez@pampano.unacar.mx</a>	Universidad Autónoma del Carmen	
		M.A. Luis Héctor Rodríguez Vega <a href="mailto:lrodriguez@pampano.unacar.mx">lrodriguez@pampano.unacar.mx</a>		
		M.A. Gloria Hernández Reyes <a href="mailto:ghernandez@pampano.unacar.mx">ghernandez@pampano.unacar.mx</a>		
<b>0317-21</b>	Responsabilidad individual y corporativa. Estudio de caso: L'Arte del Gelato y Restaurant Vito.	Dra. Martha Beatriz Santa Ana Escobar <a href="mailto:m_santaana@hotmail.com">m_santaana@hotmail.com</a>	Universidad de Colima-FCAM	UCOL-CA042 Estudios administrativos y mercadológicos
		Dra. Patricia Rivera Acosta <a href="mailto:Its1p01@hotmail.com">Its1p01@hotmail.com</a>	Instituto Tecnológico de San Luis Potosí	
		M.A. Mario de Jesús Naranjo González <a href="mailto:naranjo@ucol.mx">naranjo@ucol.mx</a>	Universidad de Colima-FCAM	UCOL-CA042 Estudios administrativos y mercadológicos

**MESA 4- A : DISEÑO Y ESTRATEGIAS ORGANIZACIONALES ANTE LOS NUEVOS CONTEXTOS SOCIALES**

**COORDINADORA: MTRA. SANDRA ALEJANDRA CARRILLO ANDRÉS**

SALA: Rubí I

FECHA: Jueves 23 de mayo de 2013

HORARIO: 11:00 horas

<i>Ponencia</i>	<i>Título</i>	<i>Autor</i>	<i>Institución</i>	<i>Cuerpo Académico</i>
<b>0401-17</b>	La administración integral en la institución educativa privada caso Liceo Colima A.C.	Lic. Aldo Rafael Preciado Jiménez <a href="mailto:aldopreciadolae@hotmail.com">aldopreciadolae@hotmail.com</a>	Universidad de Colima – Facultad de Contabilidad y Administración de Manzanillo	Programa de maestría
<b>0402-17</b>	Estrategias implementadas en las empresas medianas de Cd. Obregón	Mtra. Beatriz Alicia Leyva Osuna <a href="mailto:beatriz.leyva@itson.edu.mx">beatriz.leyva@itson.edu.mx</a>	Instituto Tecnológico de Sonora – Departamento de Ciencias Administrativas	Estudio de la organización
		Dr. Sergio Ochoa Jiménez Dr. Carlos Armando Jacobo Hernández		
<b>0403-32</b>	Modelo de negocio de empresas de servicios profesionales en el sector rural	Lic. Mirna Camacho Berchelt <a href="mailto:mcamacho@ciestaam.edu.mx">mcamacho@ciestaam.edu.mx</a>	Universidad Autónoma Chapingo – Centro de Investigaciones Económicas Sociales y Tecnológicas para la Agroindustria y Agricultura Mundial	Programa de maestría
		Dra. María Isabel Palacios Rangel		
<b>0404-22</b>	La administración financiera como factor de competitividad para las Pymes turísticas de Manzanillo, Colima	LGT Rosa Diana Morales Cuevas <a href="mailto:diana_morales@ucol.mx">diana_morales@ucol.mx</a>	Universidad de Colima – FCAM	
		Dr. Sergio Iván Ramírez Cacho <a href="mailto:sergio_cacho@ucol.mx">sergio_cacho@ucol.mx</a>	Universidad de Colima – FCAM	
		Dra. Mayren Polanco Gaytan <a href="mailto:mayrenpg@ucol.mx">mayrenpg@ucol.mx</a>	Universidad de Colima – Facultad de Economía	
<b>0405-57</b>	Determinantes del clima organizacional en trabajadoras sociales de hospitales públicos	Cruz García Lirios <a href="mailto:garcialirios@gmail.com">garcialirios@gmail.com</a>	Universidad Autónoma del Estado de México	
		Javier Carreón Guillén, Jorge Hernández Valdés, Gerardo Arturo Limón Domínguez, María de Lourdes Morales Flores	Unidad Académica Profesional Huehuetoca - Academia de Trabajo Social	
<b>0406-24</b>	Importancia de las Multinacionales en México y su impacto en aspectos fiscales	Dr. Miguel Ángel Oropeza Tagle <a href="mailto:maoropez@correo.uaa.mx">maoropez@correo.uaa.mx</a>	Universidad Autónoma de Aguascalientes	Contaduría y Fiscal (UAA-CA-110)
		C.P. Mónica del Socorro García Maldonado, <a href="mailto:mony_731003@hotmail.com">mony_731003@hotmail.com</a>		
		C.P. Sergio Avendaño Rodríguez, <a href="mailto:savenda@correo.uaa.mx">savenda@correo.uaa.mx</a>		
		C.P. Evaristo Javier Romero Reyes. <a href="mailto:jromero@correo.uaa.mx">jromero@correo.uaa.mx</a>		

<b>0407-24</b>	Estrategias administrativas para prestadores de servicios turísticos de hospedaje, clasificación 2 estrellas caso específico: Hotel San José en Manzanillo, Colima.	Karina Alejandra Toledo García <a href="mailto:karyt_26@hotmail.com">karyt_26@hotmail.com</a>	Universidad de Colima – Facultad de Contabilidad y Administración de Manzanillo	Programa de maestría FCAM
		M.C. Aurelio Deniz Guizar <a href="mailto:adenizguizar@ucol.mx">adenizguizar@ucol.mx</a>		
<b>0408-26</b>	Administración del cambio para un sistema de despacho de Ventanilla Única de Comercio Exterior. Estudio de caso: agencia aduanal Uni-Trade Brokers S.C.	Karla Karina Jonguitud Islas <a href="mailto:karla.jonguitudis@hotmail.com">karla.jonguitudis@hotmail.com</a>	Universidad de Colima – Facultad de Contabilidad y Administración de Manzanillo	Programa de maestría FCAM
		M.A. Manuel Rubio Maldonado <a href="mailto:rumm43@hotmail.com">rumm43@hotmail.com</a>	Universidad de Colima – Escuela de Comercio Exterior	
<b>0409-24</b>	El enfoque autopoiético de las decisiones en el estudio de la constitución de una red de investigación interdisciplinaria: el caso de la Red Mexicana de Investigadores en Estudios Organizacionales	Odette Lobato-Calleros <a href="mailto:odette.lobato@ibero.mx">odette.lobato@ibero.mx</a>	Universidad Iberoamericana, Ciudad de México	
		Alain Chanlat <a href="mailto:alain.chanlat@hec.ca">alain.chanlat@hec.ca</a>	HEC, Universidad de Montreal	
		Guillermo Ramírez Martínez <a href="mailto:tonala86@hotmail.com">tonala86@hotmail.com</a>	UAM – Iztapalapa	

**MESA 4- B : DISEÑO Y ESTRATEGIAS ORGANIZACIONALES ANTE LOS NUEVOS CONTEXTOS SOCIALES**

**COORDINADOR: DR. ALEJANDRO TOLEDO**

SALA: Rubí I

FECHA: Jueves 23 de mayo de 2013

HORARIO: 16:30 horas

<i>Ponencia</i>	<i>Título</i>	<i>Autor</i>	<i>Institución</i>	<i>Cuerpo Académico</i>
<b>0410-18</b>	Seguridad en el trabajo, componente de la calidad de vida laboral. Un estudio para mejorar la productividad en las Pymes hoteleras de Campeche.	Dr. Luis Alfredo Argüelles Ma <a href="mailto:luisarguellesmaa@hotmail.com">luisarguellesmaa@hotmail.com</a>	Universidad Autónoma de Campeche – Facultad de Contaduría y Administración	Innovación en las organizaciones
		Dr. Román Alberto Quijano García <a href="mailto:rq6715@hotmail.com">rq6715@hotmail.com</a> Dr. José Alonzo Sahui Maldonado <a href="mailto:josesahui@hotmail.com">josesahui@hotmail.com</a>		
<b>0411-25</b>	Planeación institucional, conformación de Cuerpos Académicos y la reorganización académica de las Unidades UPN del D.F.	Mtro. Luis Manuel Juncos Quiané <a href="mailto:juncos.luis@yahoo.com.mx">juncos.luis@yahoo.com.mx</a>	UPN Unidad 099-DF Poniente	Planeación políticas y diversidad (PROMEPE)
		Dr. Wenceslao Sergio Jardón Hernández <a href="mailto:49jardon@gmail.com">49jardon@gmail.com</a>	UPN Unidad 095-DF Azcapotzalco	
		Dr. Luis Felipe Badillo Islas <a href="mailto:lubadis@yahoo.com">lubadis@yahoo.com</a>	UPN Unidad 097-DF Sur	
<b>0412-29</b>	Perfil de Competencias en las organizaciones cubanas, estudio de caso: COPEXTEL S.A., División Santiago de Cuba.	Lic. Yivenne Yanet Moreno Raad <a href="mailto:yivenne_yanet@yahoo.com">yivenne_yanet@yahoo.com</a>	Universidad del Oriente de Cuba	
		Dr. Luiz Vicente Ovalles Toledo <a href="mailto:luis.ovalles@uas.edu.mx">luis.ovalles@uas.edu.mx</a> Dr. Rubén Miranda López <a href="mailto:fcRubenmiranda@gmail.com">fcRubenmiranda@gmail.com</a>	Universidad Autónoma de Sinaloa Facultad de Contaduría y Administración	
<b>0413-25</b>	La “Sociedad Civil”, una estrategia organizacional legal con beneficios fiscales para las personas físicas. Estudio de caso	Dr. Manuel I. Ruiz Medina <a href="mailto:mrmanuelruiz@uas.edu.mx">mrmanuelruiz@uas.edu.mx</a>	Universidad Autónoma de Sinaloa	CAF: Gestión estratégica
		Dr. Jesús Eligio Tirado Ramos MC. Luis Fernando Ramírez Almaral <a href="mailto:luisfher88@hotmail.com">luisfher88@hotmail.com</a>		
<b>0414-24</b>	Prácticas del proceso administrativo en las pequeñas empresas.	M. A. Mario Alberto Martínez Rojas <a href="mailto:mario.martinez@upsip.edu.mx">mario.martinez@upsip.edu.mx</a>	Universidad Politécnica de San Luis Potosí	Academia de Administración y Gestión
		M.B.A. Gloria Cristina Palos Cerda <a href="mailto:cristina.palos@upsip.edu.mx">cristina.palos@upsip.edu.mx</a> Ricardo Arturo Ramos Bárcenas		
<b>0415-26</b>	Organigrama Nuclear; Un enfoque sistémico integral de las organizaciones”	Ing. Mauricio Breton Monroy <a href="mailto:mauricio_breton@hotmail.com">mauricio_breton@hotmail.com</a>	Universidad de Colima – Escuela de Comercio Exterior	Programa de maestría
		MAD. María Teresa Monroy Gutiérrez		



<b>0416-23</b>	Evaluación de competencias gerenciales: una aproximación en la comparación entre una empresa orgánica y una mecánica.	Noé Chávez Hernández <a href="mailto:nocahe@gmail.com">nocahe@gmail.com</a>	Tecnológico de Estudios Superiores de Coacalco	Competitividad empresarial
		Samuel Garrido Roldan <a href="mailto:garrido.samuel@gmail.com">garrido.samuel@gmail.com</a> Oscar Humberto Oliva Chávez <a href="mailto:oscaroliva09@hotmail.com">oscaroliva09@hotmail.com</a>		
<b>0417-27</b>	Gestión del conocimiento en las PYMES; caso Profuturo AFP	Dr. Valentino Morales López <a href="mailto:valentino.morales@infotec.com.mx">valentino.morales@infotec.com.mx</a> ; <a href="mailto:dassos@gmail.com">dassos@gmail.com</a>	Fondo de Información y Documentación para la Industria INFOTEC	
		Sergio Cruz Estevan <a href="mailto:sergio510_59@hotmail.com">sergio510_59@hotmail.com</a>	Instituto Superior de la Región Sierra	
		Bianca Cristal Guzmán Ramos <a href="mailto:manchita_11@hotmail.com">manchita_11@hotmail.com</a>	Instituto Tecnológico de Chetumal	

**MESA 4- C : DISEÑO Y ESTRATEGIAS ORGANIZACIONALES ANTE LOS NUEVOS CONTEXTOS SOCIALES**

**COORDINADOR: DR. ALEJANDRO ESPINOSA YAÑEZ**

SALA: Rubí I

FECHA: Viernes 24 de mayo de 2013

HORARIO: 11:00 horas

<i>Ponencia</i>	<i>Título</i>	<i>Autor</i>	<i>Institución</i>	<i>Cuerpo Académico</i>
<b>0418-24</b>	La competitividad de las empresas que ofrecen servicios logísticos integrales enfocados al comercio exterior en el puerto de Manzanillo, Colima	Verónica Marina León Román <a href="mailto:veronica.leonroman@gmail.com">veronica.leonroman@gmail.com</a>	Universidad de Colima – Facultad de Contabilidad y Administración de Manzanillo	Programa de maestría
		M.A. Aurelio Déniz Guizar <a href="mailto:adenizguizar@ucol.mx">adenizguizar@ucol.mx</a>	Universidad de Colima – Escuela de Comercio Exterior	UCOL-CA043 Estudios Administrativos y mercadológicos
<b>0419-17</b>	Fondo de financiamiento popular, como estrategia organizacional para cumplir con el principio de reciprocidad tributaria.	Dr. Víctor Roberto Vega Villa <a href="mailto:victorvegavilla2000@yahoo.com.mx">victorvegavilla2000@yahoo.com.mx</a>	Universidad Autónoma de Querétaro	Coordinación de la Maestría en Impuestos
		Dra. María Teresa Gómez Saldaña		
<b>0420-17</b>	Diagnóstico del modelo de organización: Metodología aplicada a una PYME de servicios de construcción	Dr. Gilberto López Orozco <a href="mailto:orozco560311@hotmail.com">orozco560311@hotmail.com</a> ; <a href="mailto:glopez@uv.mx">glopez@uv.mx</a>	Universidad Veracruzana – Facultad de Contaduría y Administración, Región Xalapa, Veracruz	
		Dra. María Dolores Gil Montelongo <a href="mailto:gilm01@hotmail.com">gilm01@hotmail.com</a> ; <a href="mailto:mgil@uv.mx">mgil@uv.mx</a>		
		Dr. Cuauhtémoc D. Molina García <a href="mailto:cmolina@uv.mx">cmolina@uv.mx</a>		
<b>0421-22</b>	El Acuerdo de Calidad y Productividad de Telmex, un caso exitoso de administración laboral	Dr. Mario Ortega Olivares <a href="mailto:ortegaoli@hotmail.com">ortegaoli@hotmail.com</a>	UAM – Xochimilco	
<b>0422-37</b>	Impacto de las reformas en materia de Outsourcing en las Organizaciones	Dr. Miguel Ángel Oropeza Tagle <a href="mailto:maoropez@correo.uaa.mx">maoropez@correo.uaa.mx</a>	Universidad Autónoma de Aguascalientes	UAA-CA-110 Contaduría y Fiscal
		M.F. Natalia Magdaleno Ramírez <a href="mailto:nmagdale@correo.uaa.mx">nmagdale@correo.uaa.mx</a>		
		M.I. Martín López Cruz <a href="mailto:mlopez@correo.uaa.mx">mlopez@correo.uaa.mx</a>		
		M.I. José Jorge Saavedra González <a href="mailto:jjsaaved@correo.uaa.mx">jjsaaved@correo.uaa.mx</a>		

<b>0423-24</b>	El Institucionalismo en Estrategias de Multinacionales y la cultura, Caso: Johnson Controls Inc.	José G. Vargas-Hernández <a href="mailto:diana_morales@ucol.mx">diana_morales@ucol.mx</a>	Universidad de Guadalajara – Centro Universitario de Ciencias Económico Administrativas	UDG0386 Gestión de Organizaciones
		Pablo Adrián Magaña Sánchez <a href="mailto:adrian2503@hotmail.com">adrian2503@hotmail.com</a> <a href="mailto:pablo_magana@ucol.mx">pablo_magana@ucol.mx</a>	Universidad de Colima – Facultad de Contabilidad y Administración de Manzanillo	
		Lic. Zayda Anahí Naranjo Martínez	Universidad de Guadalajara – Centro Universitario de Ciencias Económico Administrativas	
		Dra. María Teresa Gómez Saldaña Coordinación de la Maestría en Impuestos		
<b>0424-15</b>	Estrategias organizacionales en una pequeña empresa familiar del sector hotelero en Tuxtla Gutiérrez	Dra. Zoily Mery Cruz Sánchez <a href="mailto:zmcruz2@hotmail.com">zmcruz2@hotmail.com</a>	Universidad Autónoma de Chiapas	CA-UNACH-120 Estudio de las organizaciones
		Dra. Blanca Estela Molina Figueroa Mtro. Arcadio Zebadúa Sánchez		
<b>0425-16</b>	Creación de una visión holística en las organizaciones	Lic. Antonia Yadira Sánchez <a href="mailto:sc.asesorias1@gmail.com">sc.asesorias1@gmail.com</a>		
<b>0426-31</b>	El clima organizacional y su influencia en la calidad de la Educación Media Superior en el Área Administrativo, Manual y Académico dentro del Plantel Mexicali de C.B.B.C.	Dr. Jesús Aurelio Veyna Roacho <a href="mailto:veynarja@gmail.com">veynarja@gmail.com</a> M.C. Juan Ramón Hernández Mexia M.C. Roberto Estrada Quiles	Colegio de Bachilleres del Estado de B.C.	DGETY EN B.C.

**MESA 5: UNIVERSIDADES, INTEGRACIÓN Y FORMACIÓN DE LOS ADMINISTRADORES**

**COORDINADORES: MTRA. NANCY FABIOLA MARTINEZ y DR. PABLO GUERRERO SÁNCHEZ**

SALA: Perla I      FECHA: Jueves 23 de mayo de 2013      HORARIO: 16:30 horas

<i>Ponencia</i>	<i>Título</i>	<i>Autor</i>	<i>Institución</i>	<i>Cuerpo Académico</i>
<b>0501-33</b>	Determinación de la Responsabilidad Social Empresarial de los Alumnos de licenciatura del Sur de la U. A. S.	Dr. Armando Alatorre Patrón <a href="mailto:direccion_ecam@hotmail.com">direccion_ecam@hotmail.com</a>	Universidad Autónoma de Sinaloa - Facultad de Ciencias Económico-Administrativas de Mazatlán	UAS-CA-232 Procesos Contables Administrativos
		Dra. Silvia Elena Jasso Vizcarra <a href="mailto:silvia_j1@hotmail.com">silvia_j1@hotmail.com</a> Dr. Eduardo Guadalupe Chávez Carrillo <a href="mailto:echc55@hotmail.com">echc55@hotmail.com</a>		
<b>0502-16</b>	Una aproximación a la formación profesional de los licenciados en administración en la Universidad Politécnica de Pénjamo (UPPE)	Glafira Vázquez Olarra <a href="mailto:gvazquez@uppenjamo.edu.mx">gvazquez@uppenjamo.edu.mx</a>	Universidad Politécnica de Pénjamo	Fortalecimiento de las instituciones
		Ignacio Arroyo Arroyo		
<b>0503-32</b>	Cambio institucional asociado a un modelo educativo Caso IPN	Juan Manuel Herrera Caballero <a href="mailto:juman@yahoo.com.mx">juman@yahoo.com.mx</a>	UAM -Iztapalapa	
		Luis Chávez García	Unidad Profesional Interdisciplinaria de Ingeniería y Ciencias Sociales y Administrativas del IPN	
<b>0504-15</b>	Percepción del cambio por funcionarios de la Universidad Autónoma de Guerrero	Astudillo Miller María Xochitl, <a href="mailto:xmiller@live.com.mx">xmiller@live.com.mx</a>	Universidad Autónoma de Guerrero - Unidad de Estudios de Posgrado e Investigación	Procesos de cambio y comportamiento organizacional
		Lezama Hernández Lino Hernández Pólito Antonio		
<b>0505-29</b>	Cultura organizacional en los cambios de las políticas educativas de las IES en México	Pablo Guerrero Sánchez <a href="mailto:pablogusa@yahoo.com.mx">pablogusa@yahoo.com.mx</a>	Universidad Autónoma del Estado de Morelos - Instituto Profesional de la Región Oriente	
<b>0506-16</b>	Comparación entre los sistemas educativos por competencias y tradicional, en el TESCO de LA e IGE mediante un modelo econométrico	Rogel Fernando Retes Mantilla, <a href="mailto:retes@hotmail.com">retes@hotmail.com</a>	Tecnológico de Estudios Superiores de Coacalco	
		Verónica Velázquez Romero, <a href="mailto:ing_ind_amb@hotmail.com">ing_ind_amb@hotmail.com</a> Raquel Muñoz Hernández, <a href="mailto:jael2222@hotmail.com">jael2222@hotmail.com</a>		

<b>0507-21</b>	La identidad de los docentes para con su institución. Caso Escuela de Contabilidad y Administración de Mazatlán de la Universidad Autónoma de Sinaloa	Dra. Silvia Elena Jasso Vizcarra <a href="mailto:silvia_j1@hotmail.com">silvia_j1@hotmail.com</a> Dr. Armando Alatorre Patrón, <a href="mailto:direccion-ecam@hotmail.com">direccion-ecam@hotmail.com</a> Dr. Eduardo Guadalupe Chávez Carrillo, <a href="mailto:echc55@hotmail.com">echc55@hotmail.com</a>	Universidad Autónoma de Sinaloa	UAS-CA-232 Procesos Contables Administrativos
<b>0508-27</b>	Avatares en la inserción de profesionistas en las MiPyMEs El caso de los egresados de la Licenciatura en Administración del I.T. Tehuacán	M.I.E. Bertha Leticia Franco Salazar <a href="mailto:francosl@hotmail.com">francosl@hotmail.com</a> M.C. Senén Juárez León <a href="mailto:sileon34@hotmail.com">sileon34@hotmail.com</a> M.E. Ramón Matías López <a href="mailto:rmatiaslopez@yahoo.com.mx">rmatiaslopez@yahoo.com.mx</a>	Instituto Tecnológico de Tehuacán	Gestión y competitividad empresarial
<b>0509-41</b>	Experiencias de colectivos de investigación de la UAM-Azcapotzalco en el estudio del cooperativismo.	Dr. Luis Inostroza Fernández  Dr. Oscar Lozano Carrillo <a href="mailto:jefatura-administracion@correo.azc.uam.mx">jefatura-administracion@correo.azc.uam.mx</a> Mtro. Teódulo Aquino Cruz Mtra. Sandra Alejandra Carrillo Andrés Mtro. Alejandro Montes de Oca Osorio	UAM-Azcapotzalco, Departamento de Administración	Estado, gobierno y políticas públicas Análisis y gestión de las organizaciones
<b>0510-20</b>	Propuesta de un programa de especialización: Investigación en ciencia administrativa	Dra. Milagros Cano Flores <a href="mailto:milagros.canoflores@gmail.com">milagros.canoflores@gmail.com</a> , <a href="mailto:mcano@uv.mx">mcano@uv.mx</a>  M.A. Juan Manuel Ortiz García <a href="mailto:jmortiz51@hotmail.com">jmortiz51@hotmail.com</a> <a href="mailto:juortiz@uv.mx">juortiz@uv.mx</a>	Instituto de Investigaciones y Estudios Superiores de las Ciencias Administrativas de la Universidad Veracruzana (IIESCAUV)	Las organizaciones y su entorno
<b>0511-25</b>	Aprendizaje del cambio organizacional en contaduría y administración perspectivas psicológica y sociológica	Dr. Jorge Alberto Rosas Castro <a href="mailto:jrosas56@hotmail.com">jrosas56@hotmail.com</a> Dra. Fabiola de Jesús Mapén Franco <a href="mailto:mapenfranco@hotmail.com">mapenfranco@hotmail.com</a> Dr. Carlos Alberto Rodríguez Garza	Universidad Juárez Autónoma de Tabasco	Estudios Organizacionales

<b>0512-26</b>	Una interpretación de efectos en la docencia de los programas de estímulo económico al profesor universitario.	Dra. Rosalía Susana Lastra Barrios <a href="mailto:lastra@ugto.mx">lastra@ugto.mx</a> Dr. Francisco Velázquez Sagahón <a href="mailto:shagahon@ugto.mx">shagahon@ugto.mx</a>	Universidad de Guanajuato	Procesos Educativos
<b>0513-17</b>	Explorando la Hermenéutica Analógica en el Análisis Organizacional: El caso de estudio del Campus Irapuato-Salamanca de la Universidad de Guanajuato.	Francisco Javier Velázquez Sagahón <a href="mailto:fvsagahon@hotmail.com">fvsagahon@hotmail.com</a> <a href="mailto:sagahon@ugto.mx">sagahon@ugto.mx</a> Nicolás Nava Nava <a href="mailto:navan@ugto.mx">navan@ugto.mx</a> Diana del Consuelo Caldera González <a href="mailto:calderadi@gmail.com">calderadi@gmail.com</a>	Universidad de Guanajuato	Estudios Organizacionales

**MESA 6-A . EL EMPRENDIMIENTO EN LAS MICRO, PEQUEÑAS Y MEDIANAS ORGANIZACIONES**

**COORDINADORA: DRA. ZOILY M. CRUZ**

SALA: Rubí II

FECHA: Jueves 23 de mayo de 2013

HORARIO: 11:00 horas

<i>Ponencia</i>	<i>Título</i>	<i>Autor</i>	<i>Institución</i>	<i>Cuerpo Académico</i>
<b>0601-16</b>	Strategies for creating new businesses, a sociocultural and institutional approach	José G. Vargas-Hernández <a href="mailto:jvargas2006@gmail.com">jvargas2006@gmail.com</a> , <a href="mailto:jgvh0811@yahoo.com">jgvh0811@yahoo.com</a> , <a href="mailto:josevargas@ucea.udg.mx">josevargas@ucea.udg.mx</a>	Universidad de Guadalajara – CUCEA	UDG 386 Gestión de negocios
		Pablo Adrián Magaña Sánchez <a href="mailto:adrian2503@hotmail.com">adrian2503@hotmail.com</a> <a href="mailto:pablo_magana@ucol.mx">pablo_magana@ucol.mx</a>	Universidad de Colima - FCAM	
		Enore Adriana Chávez Jiménez	Universidad de Guadalajara – CUCEA	
<b>0602-20</b>	Contaminación electrónica: Factibilidad de una empresa sustentable de línea gris en Manzanillo, Col.	Anya Laura Roldán Nando <a href="mailto:aroldan@ucol.mx">aroldan@ucol.mx</a>	Universidad de Colima - FCAM	Gestión y competitividad industrial
<b>0603-14</b>	Análisis de la influencia del capital intelectual en las mipymes manufactureras de Tehuacán.	Armando Heredia González <a href="mailto:aheredia2001@yahoo.com.mx">aheredia2001@yahoo.com.mx</a> <a href="mailto:aheredia2001@gmail.com">aheredia2001@gmail.com</a>	Instituto Tecnológico de Tehuacán	Gestión y Competitividad Industrial.
		Ramón Matías López Miriam Silvia López Vigil Senén Juárez León María Elena Mendoza Rodríguez		
<b>0604-18</b>	Confianza como mecanismo de control en redes multicéntricas: creación de valor entre cervecerías artesanales	Lic. Brian Alberto Urrutia Lozano <a href="mailto:brian.urrutia.lozano@gmail.com">brian.urrutia.lozano@gmail.com</a>	Universidad Autónoma Chapingo - Centro de Investigaciones Económicas, Sociológicas y Tecnológicas para la Agroindustria y la Agricultura Mundial (CIESTAAM)	
		Dr. Jorge Aguilar Ávila		
<b>0605-16</b>	Recuperación financiera de la inversión requerida para la construcción de un edificio que albergará un centro educativo.	César René Barba López <a href="mailto:cesar.barba@nuestraamistad.org">cesar.barba@nuestraamistad.org</a>	Universidad de Colima - FCAM	Programa de Maestría (FCAM)
<b>0606-32</b>	El management como herramienta exitosa en el manejo del clima laboral: estudio de servicio al cliente interno de Asesoría y servicios profesionales Grupo Azul.	Flores Jiménez Ruth. <a href="mailto:ruth@uaeh.edu.mx">ruth@uaeh.edu.mx</a> <a href="mailto:ruthfj_22@hotmail.com">ruthfj_22@hotmail.com</a>	Universidad Autónoma del Estado De Hidalgo Escuela Superior de Tlahuelilpan	Administración estratégica y toma de decisiones
		Flores Jiménez Ivette. <a href="mailto:ivettefj@yahoo.com.mx">ivettefj@yahoo.com.mx</a> Vázquez Alamilla Miguel <a href="mailto:m_vazquez_alamilla@hotmail.com">m_vazquez_alamilla@hotmail.com</a>		

<b>0607-17</b>	Efectos financieros de la crisis económica, en las micro y pequeñas empresas transportistas que operan en Manzanillo, Colima	Jonathán Gómez Andrade <a href="mailto:cpjonathangomez@hotmail.com">cpjonathangomez@hotmail.com</a>	Universidad de Colima - FCAM	Maestría en Ciencias Administrativas
<b>0608-29</b>	La internacionalización del diseño mexicano. Del "Hecho en México" al "Diseñado en México"	Jorge Rodríguez Martínez <a href="mailto:rmj@correo.azc.uam.mx">rmj@correo.azc.uam.mx</a> <a href="mailto:jorgerodriguez_8@hotmail.co.uk">jorgerodriguez_8@hotmail.co.uk</a> Mtra. Sue Andrade Díaz	UAM - Azcapotzalco	Diseño Construcción de PROMEP. Área de Investigación Administración y Tecnología para el Diseño



**MESA 6-B . EL EMPRENDIMIENTO EN LAS MICRO, PEQUEÑAS Y MEDIANAS ORGANIZACIONES**

**COORDINADOR: DR. OSCAR LOZANO CARRILLO**

SALA: Rubí II

FECHA: Jueves 23 de mayo de 2013

HORARIO: 16:30 horas

<b>Ponencia</b>	<b>Título</b>	<b>Autor</b>	<b>Institución</b>	<b>Cuerpo Académico</b>
<b>0609-35</b>	Aproximación al modelo de gestión de Ángulo Móvil, compañía de danza contemporánea de Colima.	Liliana Márquez Orozco <a href="mailto:colimarpegaso@hotmail.com">colimarpegaso@hotmail.com</a>	Universidad de Colima – Escuela de Comercio Exterior	
<b>0610-21</b>	Tecnología de información como herramienta para mejorar la eficiencia en una pequeña empresa apícola	Dra. María Dolores Gil Montelongo <a href="mailto:gilm01@hotmail.com">gilm01@hotmail.com</a>	Universidad Veracruzana - Facultad de Contaduría y Administración	Cuerpo Académico en Consolidación “Estudios Organizacionales”
		M. A. Carlos A. Bolio Yris Dr. Gilberto López Orozco		
<b>0611-24</b>	Prácticas del proceso administrativo en las pequeñas empresas. Caso de estudio del comercio al por menor, la zona centro de la capital del Estado de San Luis Potosí, México	M. A. Mario Alberto Martínez Rojas <a href="mailto:mario.martínez@upslp.edu.mx">mario.martínez@upslp.edu.mx</a>	Universidad Politécnica de San Luis Potosí - Academia de Administración y Gestión	
		M.B.A. Gloria Cristina Palos Cerda <a href="mailto:cristina.palos@upslp.edu.mx">cristina.palos@upslp.edu.mx</a> Ricardo Arturo Ramos Bárcenas		
<b>0612-40</b>	El control en la empresa familiar (Un enfoque humanista con el Rombo de Bedard)	Mario Gabriel Martínez Casas <a href="mailto:gmartinez@ucaribe.edu.mx">gmartinez@ucaribe.edu.mx</a>	Universidad del Caribe	Programa de doctorado UAM
<b>0613-31</b>	Estudio de factibilidad del establecimiento de una empresa de servicios logísticos en el puerto de Manzanillo, Colima	Paloma Erandy Guerrero Ramírez <a href="mailto:paloma.guerrero@telmexmail.com">paloma.guerrero@telmexmail.com</a>	Universidad de Colima - FCAM	Programa de maestría
<b>0614-34</b>	La planeación estratégica en la internacionalización de pequeñas y medianas empresas: Caso práctico D'hamacas	Doris Teresita Mendoza López <a href="mailto:dorita_ml@hotmail.com">dorita_ml@hotmail.com</a>	Universidad Autónoma de Sinaloa	
		Luis Alfredo Vega Osuna <a href="mailto:luisalfredo86@yahoo.com.mx">luisalfredo86@yahoo.com.mx</a> Ramón Martínez Huerta <a href="mailto:mahur54@gmail.com">mahur54@gmail.com</a> <a href="mailto:mahur54@hotmail.com">mahur54@hotmail.com</a>	Universidad de Occidente	
<b>0615-29</b>	Diseño de estrategias en Pymes del sector restaurantero de Campeche, México.	Román Alberto Quijano García <a href="mailto:rq6715@hotmail.com">rq6715@hotmail.com</a>	Universidad Autónoma de Campeche	Innovación en las organizaciones
		Luis Alfredo Arguelles Ma José Alonzo Sahui Maldonado		

<b>0616-21</b>	Evaluación de factibilidad para el desarrollo de un sistema de franquicia	Silvia Marlén Galván Ortega <a href="mailto:marlen_8528@hotmail.com">marlen_8528@hotmail.com</a>	Universidad de Colima –FCAM	Programa de maestría
		Manuel Rubio Maldonado <a href="mailto:rumm43@hotmail.com">rumm43@hotmail.com</a>	Universidad de Colima –Escuela de Comercio Exterior	

**MESA 6-C . EL EMPRENDIMIENTO EN LAS MICRO, PEQUEÑAS Y MEDIANAS ORGANIZACIONES**

**COORDINADORA: DRA. ESTHER MORALES FRANCO**

SALA: Rubí II

FECHA: Viernes 24 de mayo de 2013

HORARIO: 11:00 horas

<i>Ponencia</i>	<i>Título</i>	<i>Autor</i>	<i>Institución</i>	<i>Cuerpo Académico</i>
<b>0617-46</b>	Estudio preliminar sobre establecimientos de alimentos y bebidas de la zona centro de Cancún	María del Socorro Castillo Castillo <a href="mailto:scastillo@utcancun.edu.mx">scastillo@utcancun.edu.mx</a>	Universidad Tecnológica de Cancún	Cuerpo Académico de Gastronomía
		Laura de Guadalupe Vázquez Paz, <a href="mailto:lvazquez@utcancun.edu.mx">lvazquez@utcancun.edu.mx</a> Talía Fernández Mota, <a href="mailto:talía_118@hotmail.com">talía_118@hotmail.com</a>		
<b>0618-32</b>	Motivación del capital humano, una experiencia en el sector hotelero de Xalapa, Veracruz	Dra. Teresa García López <a href="mailto:tgarcia3110@hotmail.com">tgarcia3110@hotmail.com</a> <a href="mailto:tgarcia@uv.mx">tgarcia@uv.mx</a>	Instituto de Investigaciones y Estudios Superiores de las Ciencias Administrativas de la Universidad Veracruzana (IESCAUV)	Las organizaciones y su entorno
		M.A. Ana María Díaz Cerón <a href="mailto:adiaz@uv.mx">adiaz@uv.mx</a>		
		M.A. Juan Manuel Ortiz García <a href="mailto:jmortiz51@hotmail.com">jmortiz51@hotmail.com</a> <a href="mailto:juortiz@uv.mx">juortiz@uv.mx</a>		
<b>0619-22</b>	Reflexiones en torno a la toma de decisiones sobre la estructura de capital en la pequeña empresa	M.C. Edgar Alfonso Sansores Guerrero <a href="mailto:edsan7502@gmail.com">edsan7502@gmail.com</a>	Universidad de Quintana Roo – División de Ciencias Sociales y Económico-Administrativas	Economía financiera y negocios
		M.C. Juana Edith Navarrete Marneou <a href="mailto:emarneou@gmail.com">emarneou@gmail.com</a>		
<b>0620-21</b>	Las habilidades de gestión de los directivos Pymes en la empresa manufacturera en la ciudad de Querétaro	Dra. Graciela Gerarda Ayala Jiménez <a href="mailto:chelaaj@hotmail.com">chelaaj@hotmail.com</a>	Universidad Autónoma de Querétaro – Facultad de Contaduría y Administración	
		Dr. Francisco Barragán López M. en A. Guillermina Velázquez García		
<b>0621-21</b>	“Uso de las TIC’s como estrategia para crear valor agregado en las MiPyMes de la Región de Tehuacán”.	M.E. Ramón Matías López <a href="mailto:rmatiaslopez@yahoo.com.mx">rmatiaslopez@yahoo.com.mx</a>	Instituto Tecnológico de Tehuacán	Gestión y competitividad empresarial
		M. E. María de Jesús Orgán Silva		
		Dr. Armando Heredia González		
		Dra. Miriam Silvia López Vigil		
<b>0622-18</b>	Aplicación del enfoque de competencias en mercadotecnia: Proyecto Seguridad en el Campus	Javier Gómez López <a href="mailto:fcacoatza@uv.mx">fcacoatza@uv.mx</a>	Universidad Veracruzana - Facultad de Contaduría y Administración Campus Coatzacoalcos	“Procedimientos Contables y Administrativos en el Ámbito de la Organización”
		Lauro Fernández Vidal Imelda Doreidy Angulo Arteaga		

<b>0623-28</b>	Entrepreneurship in Higher Education: Case of Mexico Education Policy	Dra. En C. Mayrén Polanco Gaytán <a href="mailto:mayrenpg@gmail.com">mayrenpg@gmail.com</a>	Universidad de Colima	UCOL-CA18
		Dr. en C. Víctor Hugo Torres Preciado		UCOL-CA19
		Dr. en C. Sergio Iván Ramírez Cacho		UCOL-CA43
<b>0624-29</b>	El sesgo tecnológico en las Pymes. Propuesta para la inserción a las redes de innovación tecnológica	Dr. Jorge Feregrino Feregrino <a href="mailto:jorferegrino@yahoo.com">jorferegrino@yahoo.com</a>	Tecnológico de Estudios Superiores de Coacalco	Competitividad empresarial
		Mtra. Gisela Janeth Espinosa Martínez <a href="mailto:gespinosam@yahoo.com.mx">gespinosam@yahoo.com.mx</a>		
		Mtra. María Teresa Lugardo Bravo <a href="mailto:Maritere6406@yahoo.com">Maritere6406@yahoo.com</a>		

**MESA 7: LA GESTIÓN PÚBLICA EN EL SIGLO XXI**

**COORDINADORA: MTRA. ANAHI GALLARDO VELAZQUEZ**

SALA: Perla II      FECHA: Viernes 24 de mayo de 2013      HORARIO: 11:00 horas

<b>Ponencia</b>	<b>Título</b>	<b>Autor</b>	<b>Institución</b>	<b>Cuerpo Académico</b>
<b>0701-14</b>	La Importancia de los Organismos Internacionales en la Gobernanza Global	Marcela Maldonado Bodart <a href="mailto:bodart@uabc.edu.mx">bodart@uabc.edu.mx</a> Santos López Leyva <a href="mailto:sanlop1947@gmail.com">sanlop1947@gmail.com</a>	Universidad Autónoma de Baja California	Estudios del Desarrollo Global
<b>0702-24</b>	Gestión Pública y Nuevas Formas de Organización: toma de decisiones en órganos colegiados	Belem Rosario Velásquez Ojeda <a href="mailto:bele.veo@gmail.com">bele.veo@gmail.com</a>	UAM - Iztapalapa	Posgrado en Estudios Organizacionales
<b>0703-22</b>	El proceso de apropiación en una cooperativa de producción pesquera	Rosiluz Ceballos Povedano <a href="mailto:rceballos@ucaribe.edu.mx">rceballos@ucaribe.edu.mx</a>	Universidad del Caribe	CA de Negocios Internacionales
<b>0704-23</b>	Mejora continua en la recuperación de cuotas del departamento de caja del Hospital General de Manzanillo	Lic. Cecilia Margarita Favela Coghlan <a href="mailto:cecilia.favela@ucol.mx">cecilia.favela@ucol.mx</a>	Universidad de Colima - FCAM	Maestría en Ciencias Administrativas
<b>0705-14</b>	Evaluación y plan de mejora de la gestión de cobranza del impuesto predial en el municipio de Manzanillo, Colima	Claudia Lizbeth Covarrubias Cárdenas <a href="mailto:claudiacovarrubias_32@hotmail.com">claudiacovarrubias_32@hotmail.com</a>	Universidad de Colima - FCAM	Maestría en Ciencias Administrativas
<b>0706-14</b>	Experiencias de Investigación de Cooperativismo	Dr. Luis Inostroza Fernández Mtro. Alejandro Montes de OCA Mtra. Karla Sughely Vadillo López Mtra. Sandra Alejandra Carrillo Andrés	Universidad Autónoma Metropolitana Unidad Azcapotzalco	Cuerpo Académico GEPLADEL