

## Evidence # 11

### Executive Summary

#### About the report

The report compares CETYS University with the Mexican average regarding:

1. The image perceived by the students of entrepreneurs and entrepreneurship.
2. The perception of the students in regards to their own entrepreneurial skills.
3. The level of interest shown for different types of entrepreneurship.
4. The familiarity and experience of the students with entrepreneurship.
5. The factors that influence the students' decision to become entrepreneurs or employees.
6. The ways in which Higher Education Institutions (IES for its acronym in Spanish) can encourage the students' interest on entrepreneurship.

### External comparative results

#### Role models

Regarding **role models**, CETYS students mentioned a combination of famous people and personal acquaintances. The intensity with which these role models affect students cannot be measured, but with only 2% of the respondents not knowing the name of an entrepreneur role model, and 4% of the students not being able to name an entrepreneurial company, it seems like CETYS students have strong entrepreneur role models. Using some of the role models (entrepreneurs and companies), CETYS will be able to develop positive role models that spark the students' interest in entrepreneurship.

#### Image

Students had to value a series of affirmations about entrepreneurship. Generally speaking, CETYS students have a positive **image** of entrepreneurship. A negative image of entrepreneurship could be a barrier against developing the students' interest on the topic, so CETYS is working on this positive image with the students. Compared to the Mexican average, CETYS students perceive a greater contribution of entrepreneurship to individuals, competitiveness and employment, and a lower contribution to society.

#### Familiarity

In a similar way, students seem to have good **familiarity** with entrepreneurship, referring to people who carry out entrepreneurial activities, at what age and with how much capital. Regarding the likelihood of success of a company after five years of existence, the students were optimistic, estimating that 49% of the companies are still in the market compared to the real percentage, which is 35%. Also, some students were pretty active in terms of informing themselves about entrepreneurship, compared to going to events and reading, but are still under the average in Mexico.

#### Attitude to risk

CETYS students have a great tolerance to risk related to entrepreneurship, which shows their disposition to embark in starting a new business, even though there is risk of failure.

#### Perception of personal skills

CETYS students had a positive impression of their own entrepreneurial skills, being close the Mexican average. There was a greater level of uncertainty regarding 'I know how to legally finance a new business idea', but self-confidence in their own skills does not seem to be an impediment for their entrepreneurial careers. CETYS will have to determine if their skills are properly developed for an entrepreneurial career.

#### Experience

The experience results for CETYS students show that they have a moderate level of personal experience with entrepreneurship (similar to the Mexican average.) In terms of experience in entrepreneurship acquired indirectly (through others), the students have a slightly superior level. The level of experience (personal and through others) of CETYS students is a solid foundation to build entrepreneurial skills through curricular and extracurricular activities.

#### Interest

CETYS students gave positive scores to the three types of entrepreneurial study, suggesting greater interest on entrepreneurial education. These results suggest that CETYS students are highly interested in

entrepreneurial education opportunities linked to the curriculum (inside and outside the curriculum.) When choosing between being self-employed and being employees, students are highly influenced by their friends and families.

#### **Intention**

79% expressed they prefer working for themselves, and only 3% of the students showed a strong tendency toward being employees. This shows a disposition of the students for entrepreneurship.

#### **Entrepreneurial process**

The majority of the respondents from CETYS could imagine themselves creating a business. 69% of the students have at least 'an idea that they think could be successful', with 39% at least considering starting a business. CETYS also has a rate of 4% of students who are actually starting a business, almost twice as much compared to the rest of Mexico, where the rate is 2,4%.

## **Internal comparative results**

CETYS's results are compared by gender, year of study and area of study, offering a more detailed perspective, and giving specific indications about actions to be taken. Regarding gender, there will be no difference between the entrepreneurial activities of males and females, since the study shows that none of the main variables are significantly different among them.

Regarding years of study, the results show that students become interested in entrepreneurship as years go by; however, the increase is not always significant. This suggests that even though their time in University improves their attitude toward entrepreneurship, this improvement is not radical. However, students come to CETYS with an attitude toward entrepreneurship that is more positive than negative.

Finally, regarding the difference between areas of study, data shows that technology and engineering students at CETYS perceive having less personal skills for entrepreneurship than the students from social science, which will have a negative impact on their confidence to create a company. At the same time, these students admit being less familiarized with entrepreneurship.

#### **Conclusions and recommendations**

The study shows that CETYS is a fertile environment to increase interest of the students and their intention to be entrepreneurs and create businesses. With the majority of the students showing preference for being entrepreneurs over being employees, there is a high demand and interest on entrepreneurship among CETYS students. Students also want the university to make efforts through curricular and extracurricular activities.

The authors of the report have made some suggestions for actions that CETYS could take to support the entrepreneurial process in the University.

- Continue, or at least keep the current entrepreneurial activities.
- Make sure to have subjects or programs that are centered on developing entrepreneurial skills and behaviors in students.
- Provide the students with experiences that offer a low level (instead of a high level) of exposure to risk through these subjects / programs.
- Introduce positive entrepreneur role models. These could be students in the last years of their programs or experimented entrepreneurs.

- Provide the students with access to local networks that are willing to support the creation of businesses.
- Connect the students who have ideas and are interested in entrepreneurship, through the creation of courses, interaction with other students, local companies or researchers at universities.
- Do not separate students by gender for entrepreneurial activities.
- Strengthen entrepreneurship in the first two years of the programs.
- Make a special effort with technology and engineering students.

What is not clear in the study (since it was not a part of its objective) is whether there are enough curricular or extracurricular entrepreneurial activities for students at CETYS, if the current entrepreneurial skills of the students are adequate, or if there is an adequate entrepreneurial environment at CETYS.