



## *Employer Opinion Survey*

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*Office of Educational Effectiveness*

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## **I. Introduction**

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When entering the educational world one observes a scene full of dreams and projects among students; there is nothing more fascinating than having dreams and hope in the life of many people.

Education embraces the full development of pupils with a sense of purpose for their desire of become transcendent in their actions.

Universities are being required to have accountability for their alumni results. There is a great challenge in moving from inputs and processes, to evidence based results.

Studies and surveys of alumni, employers, and parents are all instruments directed towards finding evidence of how professionals (alumni) conduct themselves.

Employers are composed by a group of public and private organizations that provide an opinion about alumni as they work for their companies. Under the criteria loupe of their own organization, employers elaborate on the kind of professional they are demanding.

This document presents the survey carried out in the periods 2008-2 y 2009-1.

Dr. Jorge Rocha Yáñez

## II. Purpose

- (1) Describe the general characteristics of professional companies currently require
- (2) Evaluate the performance characteristics of CETYS' alumni
- (3) Determine the values companies seek in professionals
- (4) Determine areas of opportunity for enriching the curricula and teaching

## III. Evaluation of alumni (literature)

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Alumni employment depends, to a great extent, on the performance evaluation from employers. This is "Employability" which is the possibility of getting a new job. According to Martha Alles (2), employability is sustained in four pillars: hard competencies, soft competencies, and attitude facing search in the market. The first three depend on the subject and may be modified according to training and formation (Alles, pag.46).

For Ernst & Young (3) the characteristics or competencies that guarantee success are: knowledge (derive from application of a specific technique), abilities (acquired with knowledge and experience), and the attributes (related to traits and personal characteristics); all this leads us to talk about competencies, that is, the behavior of people in the workplace.

Different definitions exist in the literature, but all of them are referred to the person, to a bundle of attributes and knowledge, acquired or innate for performing certain tasks that render the person more effective in the position or company. (Alles Pag. 59).

Edwards (1) says that competencies are:

*"Fundamental characteristics that identify the poor versus high performance, and are relevant to the organization and to the employees. Organizational competencies sometimes called core competencies are those qualities that distinguish an organization from its competitors and establish value in the goal of its customers. These competencies are related to a product or service of an organization. There are also human resources competencies, like a package of knowledge, skills and abilities that employees bring into their work. A retribution system based in competencies acknowledges that employees perform their work interested more in learning new knowledge and skills. When competencies are communicated to the employees, they understand the conduct associated to a good performance and to a poor performance.*

There is no standard pattern of classification, for Martha Alles (2) *there are 5 main types of competencies, those related to motivation, to the characteristics, to the self-concept (attitudes, values), knowledge, abilities (capacity to perform a given physical or mental task).*

Martha Alles (page 63) synthesizes the following classification: competencies of achievement and action (achievement orientation, concern for order, quality and precision, initiative, search for information), competencies of help and service (interpersonal understanding, customer orientation), competencies of influence (influence and impact, networking, organizational consciousness), managerial competencies (development of people, people leadership, teamwork and cooperation, leadership), cognitive competencies (analytic thinking, conceptual reasoning, leading experience) competencies of personal efficacy (self-control, confide in oneself, behavior when dealing with failure, flexibility).

Sada (4) points out that there are a diversity of competencies, some have to do with working with others (interpersonal competencies), competencies that have to do with the management of resources (managerial competencies), competencies related with direction and inspiration (leadership competencies), competencies related to information exchange (communication competencies), competencies related to thinking and analyzing using intuition (conceptual competencies), competencies that have to do with the intrinsic qualities require by all employees (personal competencies) and competencies referred to the knowledge and environment of the organization (contextual competencies).

This work has been developed considering the scheme of competencies proposed by Sada & Associates, due to its practical application. These competencies are:

- 1) Interpersonal (with elements of assertiveness, conflict management, teamwork and negotiation).
- 2) Communication (with the elements of speaking a second language, presentation skills, public speaking and writing skills)
- 3) Managing (coaching and advising, delegation, empowerment, planning, organizing and development of teams)
- 4) Leadership (influence, risk taking, strategic thinking, and future vision.
- 5) Conceptual (business thinking, creativity/innovation, problem solving, decision making and capacity for analysis and synthesis).
- 6) Personal (adaptability, energy, initiative, integrity, positive impact, results orientation, hands on approach)
- 7) Contextual (customer orientation, industry and business knowledge, technical knowledge, and cost consciousness).

The elements within each category are not fixed, they may vary, thus for the purpose of this work only those elements considered more appropriate were selected.

## **Bibliography**

- (1) Mark R. Edwards and Ann J. Ewen, "360 Feedback", pag. 80  
American Management Association (AMACOM)  
1996
- (2) Martha Alles, "Dirección Estratégica de Recursos Humanos (gestión por Competencias)", 2003,  
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- (3) Ernest & Young, "Manual del Director de Recursos Humanos", 1998, Edición Especial Cinco Díaz
- (4) Sada y Asociados, "Competencias", 2007, documento.

#### **IV. Methodology**

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The contents of this document has been gathered during the 2008-2 2009-1 academic year, through the application of an evaluation instrument containing the most relevant variables, which were selected based on the literature review.

The instrument was configured in an electronic format (<http://cie.cetys.mx/empleadoresens091>, <http://cie.cetys.mx/empleadoresmxl091>, <http://cie.cetys.mx/empleadoresstij091>) and sent to several firms within the State. The survey contained a cover letter asking for the participation of managers, directors or any other executive level person with company insight and knowledge of the alumni performance.

A total of 94 firms participated from a variety of industries, and of various sizes based on their employees (small, medium and large companies). A total of 94 executives participated, 46 from Mexicali, 32 from Tijuana and 16 from Ensenada.

In order to communicate with the participating firms and their contact-person, the Alumni Office supported each Campus in the process, giving the respondent the possibility to fill the survey electronically or printed, in order to facilitate getting the task done.

#### **V. Population and Sample**

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The total alumni population of the Institution at the undergraduate level is 8766. From those, 952 are from Campus Ensenada, 4940 from Campus Mexicali and 2874 from Campus Tijuana. The subject of the study is the firm, represented by one or more of its executives. Those executives provide information related to the experience of their professionals under their supervision. It is expected that for each semester, the sample size at the State level will be larger than 50. Given that participation is voluntary, the sampling is non-probabilistic; it is by convenience and, thus results are not considered for inferences about the population.

As shown in Table 1, from the list of universities from in which the survey respondents received their degree, 56% are from CETYS University, 18% from UABC, 25% from other institutions. Compared with the precedent year survey, the 56% participation at the state level for executives with CETYS degree remains with no change. In the case of Mexicali that number is 70% and 43% for other campus.

**Table 1. Firms and Executives surveyed by university that granted their degree**

**2008-2 2009-1**

Municipality	Companies	University																			
		U.A.B.C.	CETYS	Universidad Iberoamericana	Universidad Veracruzana	Cal Poly	TBC	UNAM	ITESCO	ITAM	Universidad de Occidente	Sonora	ITESM	UDG	Univer	ITM	Colegio Ensenada	South Western Collage	UDEC	No contestó	Total
Ensenada	16	4	7	1	1	1	1	1	0												16
Mexicali	46	6	32	1				1	1	1	1									2	46
Tijuana	32	7	14	1	0		0					1	1	3	1	1	1	1	1	1	32
<b>Total</b>	<b>94</b>	<b>17</b>	<b>53</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>94</b>
		18%	56%	3%	1%	1%	1%	2%	1%	1%	1%	1%	1%	3%	1%	1%	1%	1%	1%	3%	100%

\*From a total of 94 participants, three did not respond the specific question.

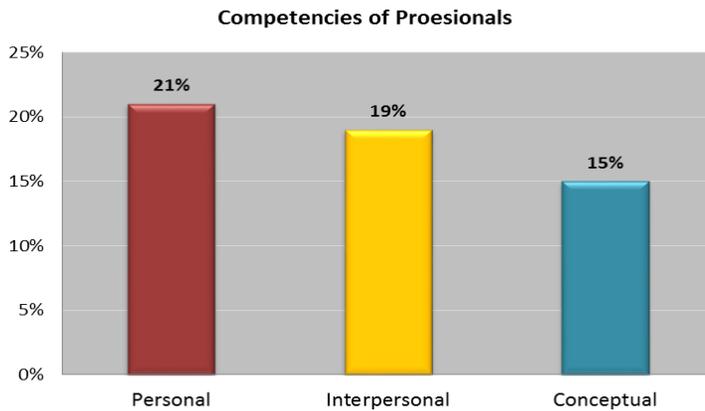
**2007-2 2008-1**

Municipality	Companies	University																				Total	%			
		CETYS	UABC	L.A.E.	Contaduría Pública	Ingeniería Industrial	ITT	ITESCO	Universidad Veracruzana	BERO	ITESM	L.A.M.	IT CELAYA	UANL	Francia	UNAM	Ingeniería Sistemas Electrónicos	Lic. Psicología Industrial	Centro Marista de Estudios Superiores	UAP	U.P.I.I.C. S.A. POLITEC NCO			UAG	IT CULIACAN	IT Campeche
Ensenada	13	7	3	1		1	1	1	2																16	17%
Mexicali	51	37	4	3	2	2				2	1	1	1	1											54	57%
Tijuana	22	9	2	1		3									1	1	1	1	1	1	1	1	1	1	24	26%
<b>Total</b>	<b>86</b>	<b>53</b>	<b>9</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>94</b>	<b>100%</b>
	Total	56%	10%	5%	2%	2%	4%	1%	2%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	100%	

**¿What are the competencies that professionals must have?**

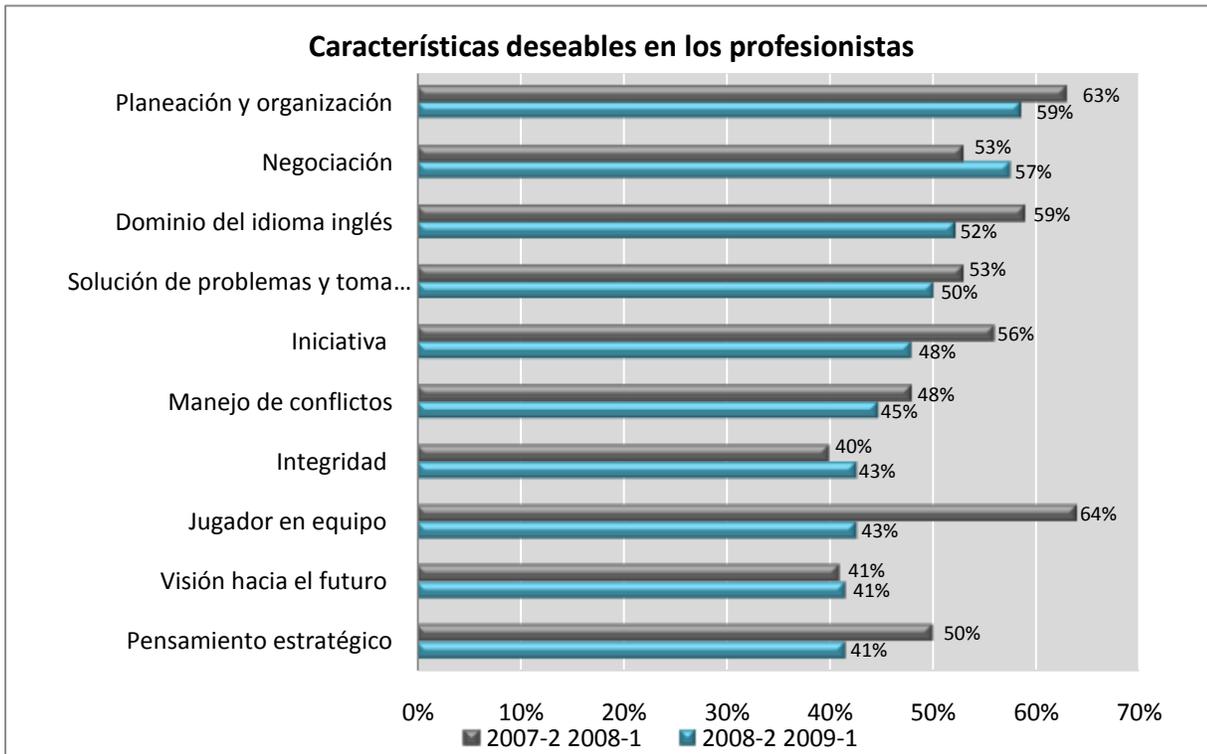
According to the executive’s opinion, personal, interpersonal and conceptual competencies are thought to be the most relevant for professionals. Personal competencies are related to adaptability, energy, initiative, integrity, positive impact, results orientation and hands on approach; interpersonal competencies are related to assertiveness, conflict management, teamwork and negotiation; conceptual competencies are related to business thinking, creativity, innovation, problem solving, decision making and capacity for analysis and synthesis. See Chart 1, Annex 1.

**Chart 1. Professional Competencies**



From the competencies selected as more relevant, certain specific characteristics embedded within those competencies were considered key by the executives. Among the top 10 specific characteristics are planning, negotiation and English proficiency. See Graph 2, annex 2.

**Graph 2. Desirable Characteristics in a Professional**



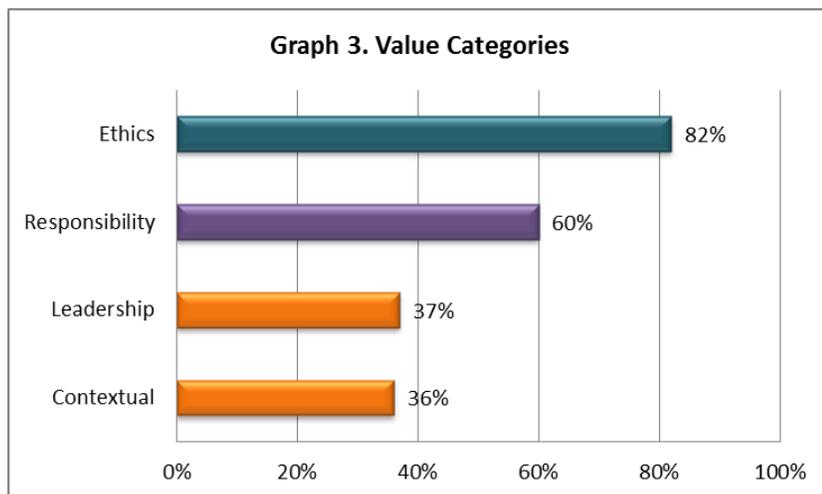
The characteristics shown in Graph 2, are:

- Planning and organization
- Negotiation
- English proficiency
- Problem solving and decision making
- Initiative
- Conflict management
- Integrity
- Teamwork
- Future vision
- Strategic thinking

Compared to results from preceding years, certain characteristics remain fairly stable in their relevance, such as negotiation, planning and organization. Some others suffer variation to some degree, such as integrity, conflict management and problem solving. Teamwork, English proficiency, strategic thinking and initiative appear to have less relevance as compared to previous studies.

**¿What values firms consider important for their employees to have?**

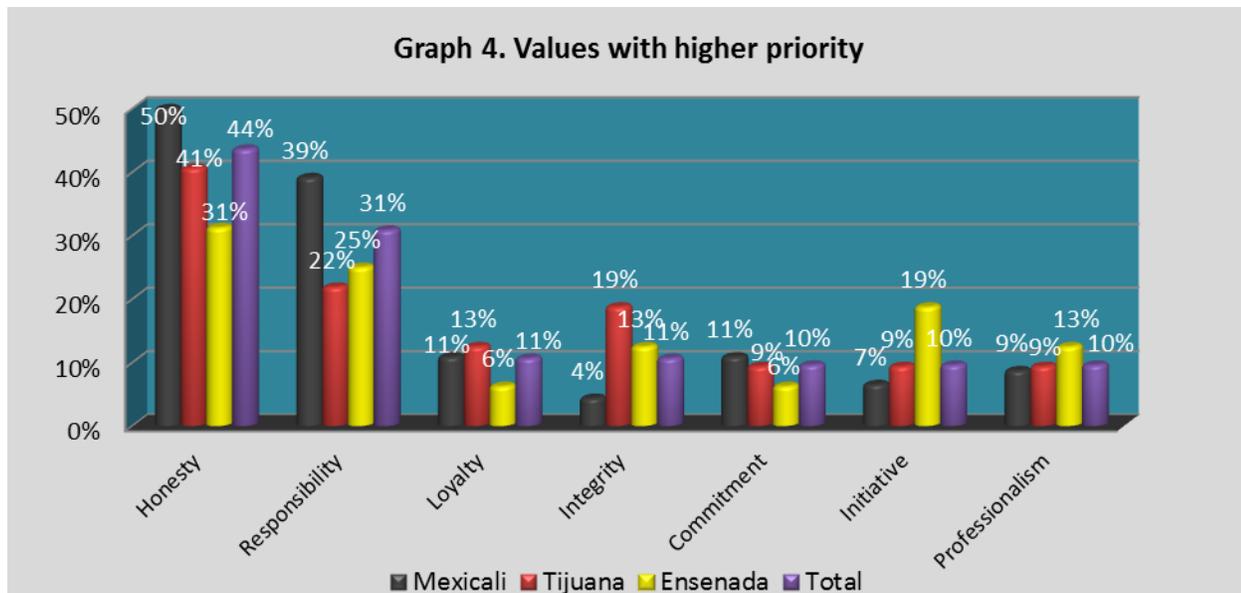
The values of a person play a key role in the selection process, according to employers. For the purpose of the study, values are grouped in four broad categories. These are: Ethics (82%), Responsibility, Leadership and Contextual. Ethics encompasses all that is related to honesty, loyalty, integrity, and collaboration. Responsibility (60%) encompasses commitment, attendance, punctuality, discipline and performance. Leadership (37%) encompasses the values of imitative, confidence, competitiveness, problem solving, planning, proactive, decision making, perseverance and passion. Contextual (36%) encompasses effective communication, hands on approach, customer orientation, service orientation, professionalism, excellence in business, quality, productivity, achievement of results and organization. See Graph 3, table 2, annex 3.



**Table 2. Categories of values**

ETHICS	RESPONSIBILITY	LEADERSHIP	CONTEXTUAL
Honesty	Responsibility	Initiative	Effective communication
Loyalty	Commitment	Leadership	Hand on orientation
Integrity	Attendance, punctuality	Trust	Customer orientation
Ethics	Discipline	Competitiveness	Focus on service
Collaboration	Performance	Problem solving	Professionalism
		Proactive	Business excellence
		Decision making	Quality and productivity
		Confidence	Results achievement
		Perseverance	Organization
		Passion	

Employers primarily give preference to professionals that are honest and responsible. Se Graph 4.



When comparing by city, slight differences appear. In Tijuana, employers also include integrity and in Ensenada they also include. See table 3, Annex 3.

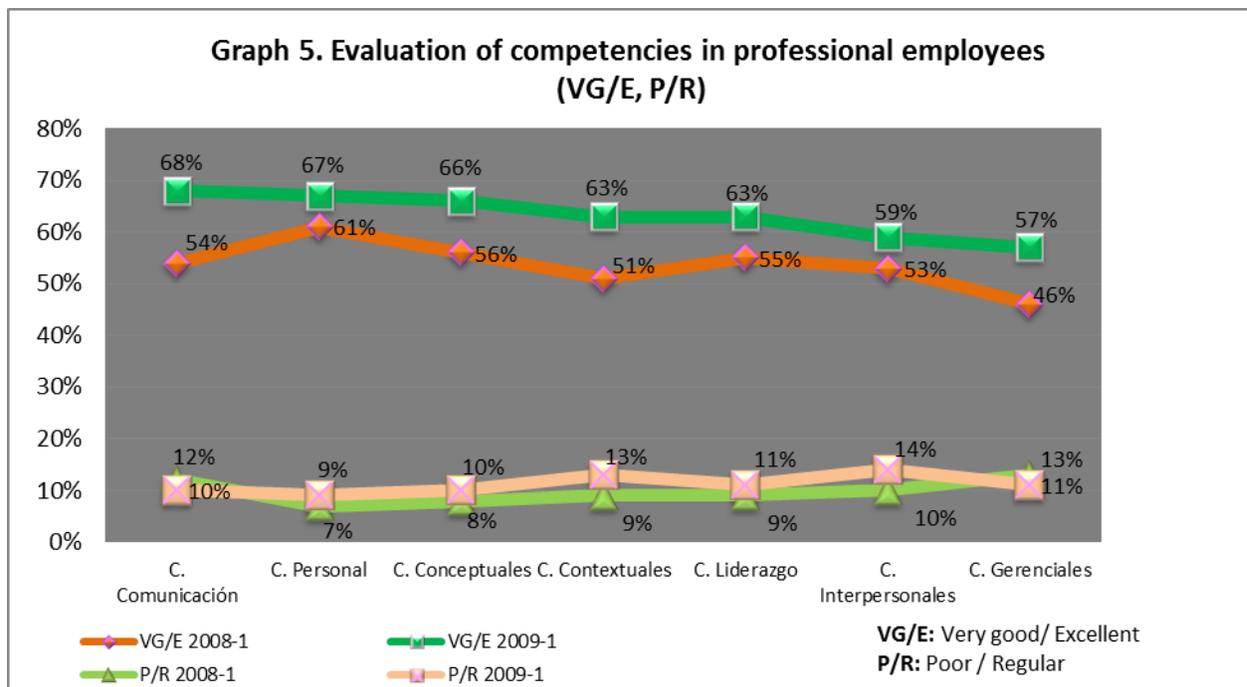
**Table 3. Main values by campus**

Values	MEXICALI	TIJUANA	ENSENADA
Honesty	*	*	*
Responsibility	*	*	*
Initiative			*
Integrity		*	

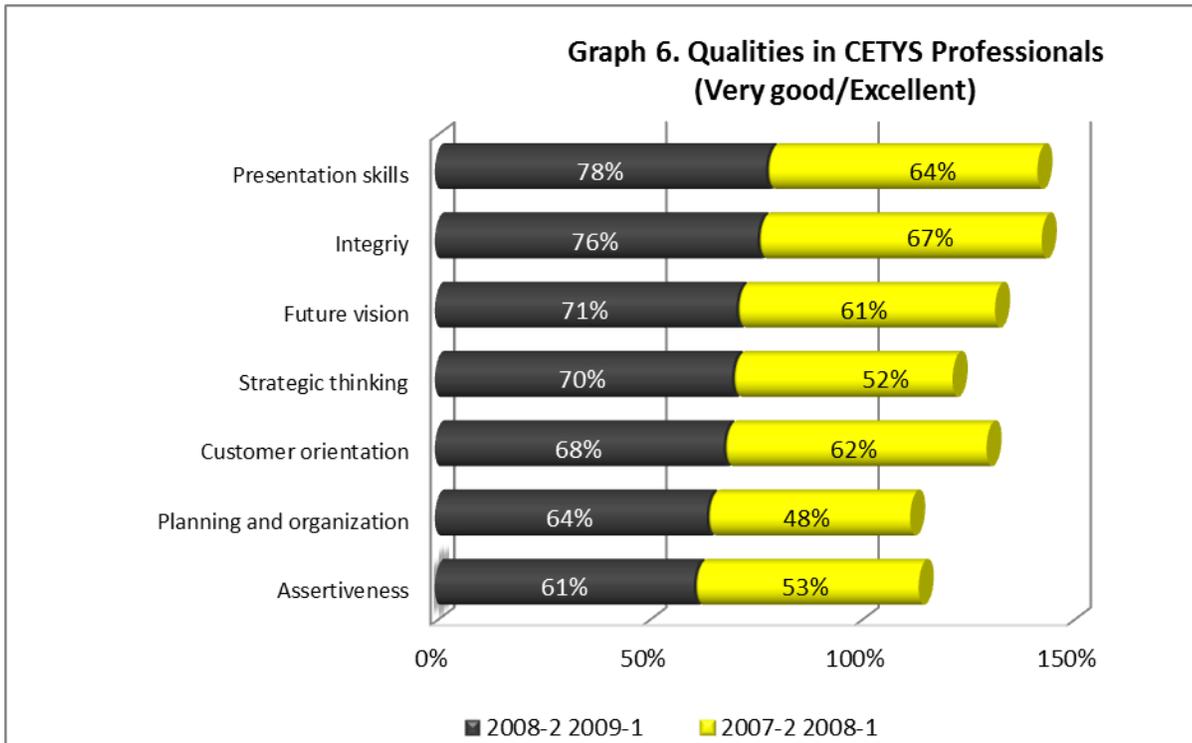
**What do they tell about professionals from CETYS University?  
How they look at them regarding competencies?**

Employers see CETYS professionals as more competent in communication, personal competencies and conceptual competencies. Among competencies that have slightly less strength are managerial, interpersonal and leadership.

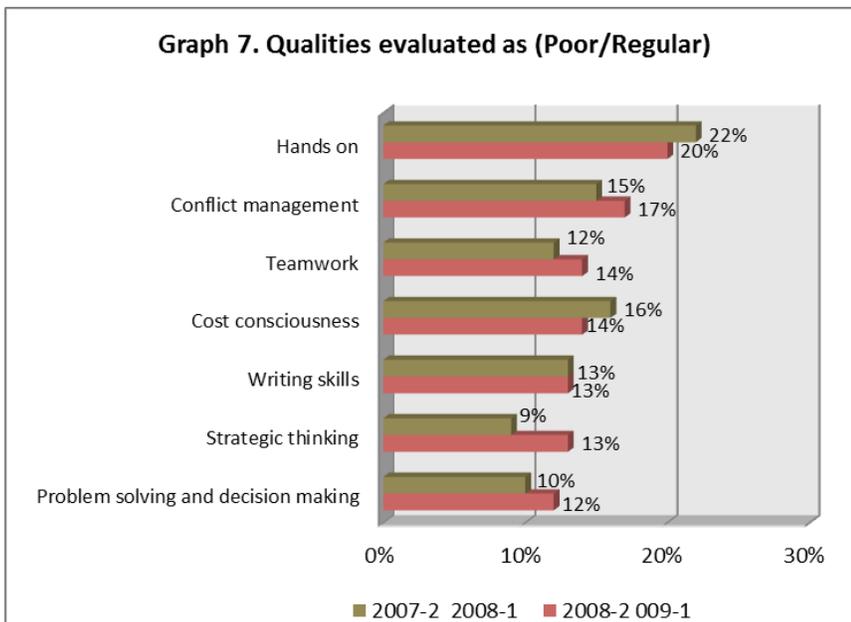
According to employers, roughly between 9% and 13% of professionals fare poorly or regular in the different competencies such as interpersonal, contextual and leadership. See Graph 5



The individual qualities that employers think professionals have a better standing (either very good or excellent) are presentation skills, integrity and future vision, among others. See Graph 6.



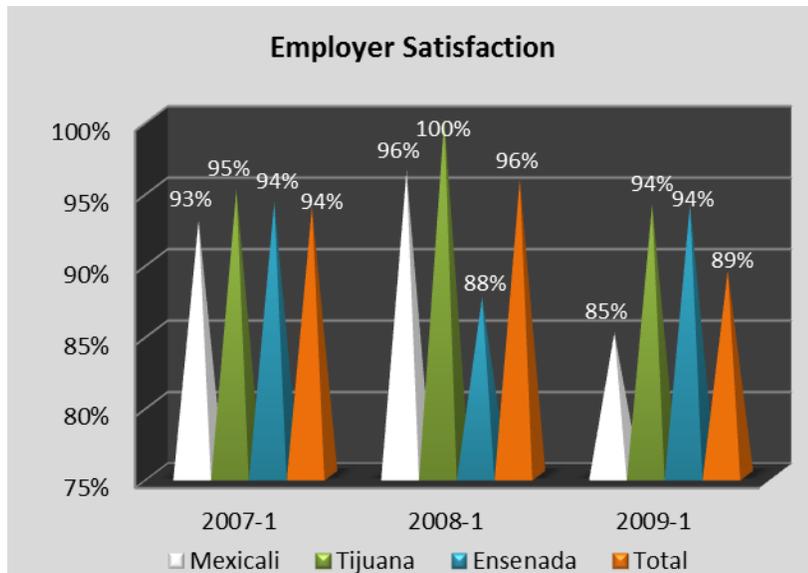
Likewise, qualities that need to be strengthened (either poor or regular) are hands on approach, conflict management and teamwork, among others. Slight variation is observed as compared to previous years. See Graph 7, Annex 5.



**What is the degree of satisfaction of employers with CETYS professionals?**

The scale to measure this variable is as follows: 1-Bad [poor], 2-Regular, 3-Good, 4-Excellent. Using this scale, in the opinion of the executives, the satisfaction turned out to be 89% (Excellent or good). See Graph 8, Annex 6.

**Graph 8. Degree of satisfaction of employers with CETYS professionals**



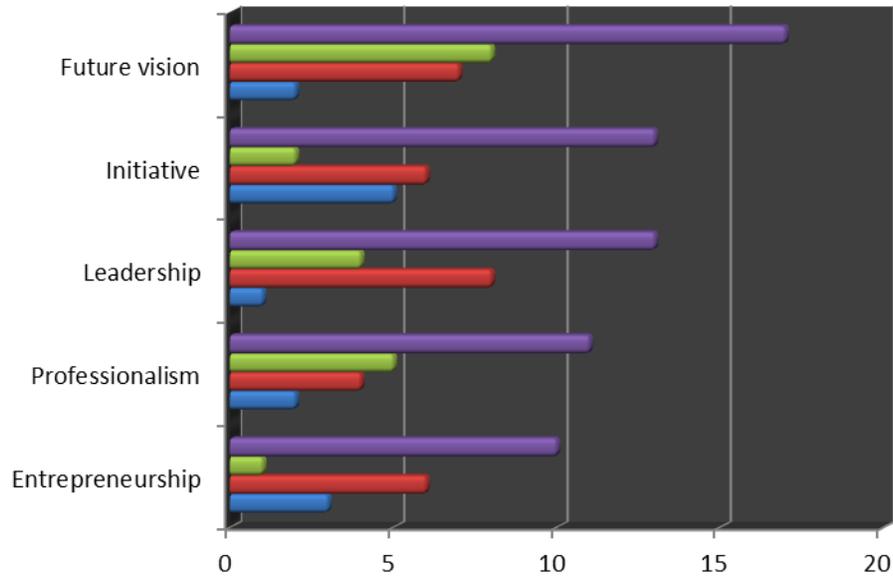
**What positive and negative aspects do they see in the formation of students?**

Satisfaction of employers amounts to 89% regarding the performance of professionals; both positive aspects and opportunities for improvement among the alumni were mentioned, as explained next.

**Positive aspects in CETYS alumni (open ended question, some respondents skipped answer)**

Positive aspects more frequently found are: future vision (18%), imitative (14%), leadership (14%), professionalism (12%) and entrepreneurship (11%). See Graph 9, Annex 7.

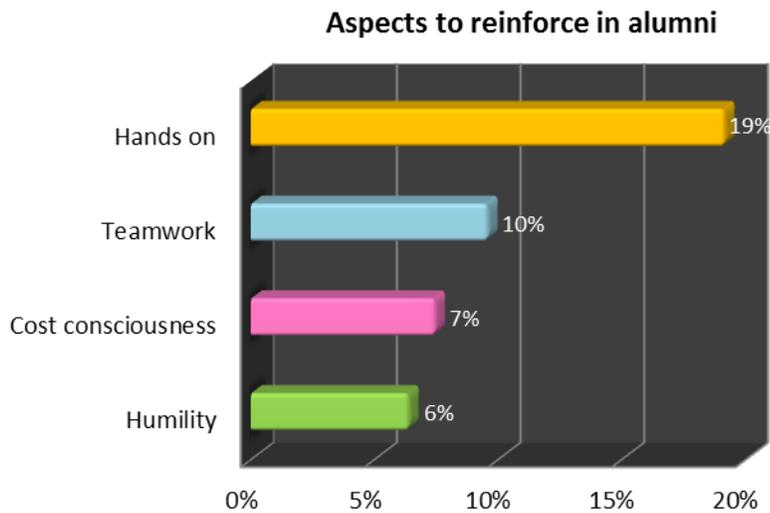
**Graph 9. Positive aspects of CETYS alumni (some respondents skip answer)**



**Areas of opportunity (aspects that need to be strengthened, some respondents skipped answer)**

Among the areas of opportunity mentioned by employers, should be underscored: hands on approach (19%), teamwork (10%), cost consciousness (7%), initiative (6%), and humility (6%). See Graph 10, Annex 8.

**Graph 10. Aspects to reinforce in alumni**



### What differences are found between the desired professional and the CETYS professionals?

There is coincidence in the personal and conceptual competencies desired in professionals and the foundational baggage of CETYS alumni. This is also the case for other slightly less relevant competencies for employers, namely leadership and managerial competencies. There is no coincidence in communication, interpersonal and contextual competencies.

**Table 4. Desirable competencies in a professional versus competencies of CETYS Alumni**

<b>Desirable competencies in professionals</b>	<b>Competencies in CETYS alumni</b>
1. Personal	1. Communication
2. Interpersonal	2. Personal
3. Conceptual	3. Conceptual
4. Leadership	4. Contextual
5. Managerial	5. Leadership
6. Communication	6. Interpersonal
7. Contextual	7. Managerial

In specific qualities there is coincidence in planning and organization, English language proficiency, initiative, integrity and future vision. Negotiation, problem solving, conflict management, teamwork and strategic thinking are all important qualities for employers. While CETYS certainly provides formation in these qualities, they are not currently given enough impulse.

**Table 5. Desirable qualities versus qualities of CETYS alumni**

<b>Desired qualities</b>	<b>Qualities of CETYS alumni</b>
1. Planning and organization (59%)	1. Presentation skills (78%)
2. Negotiation (57%)	2. Integrity (76%)
3. English proficiency (52%)	3. Future vision (71%)
4. Prob. Solving and d. making (50%)	4. Business thinking (70%)
5. Initiative (48%)	5. Initiative (69%)
6. Conflict management (45%)	6. Public speaking skills (69%)
7. Integrity (43%)	7. Customer orientation (68%)
8. Teamwork (43%)	8. Positive impact (67%)
9. Future vision (41%)	9. Creativity, innovation, analytics, adaptability and technical knowledge (66%)
10. Strategic thinking (41%)	10. English proficiency (65%)
	11. Planning and organization (64%)

## VIII Conclusions

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This report was developed using information from the academic year 2008-2009, through the opinion of 94 executives from companies in Mexicali, Tijuana and Ensenada municipalities. The following conclusions are drawn based on the data from the survey:

- Most desirable competencies in the alumni are personal, interpersonal and conceptual.
- The most important specific characteristics from those embedded in the most desirable competencies, are planning and organization (59%), negotiation (57%) and English language proficiency (52%).
- The fundamental value for companies to have in their employees is ethics (82%) followed by responsibility (60%) and leadership (37%). The preferential values, specifically mentioned are honesty (44%) and responsibility (31%).
- Qualities that executives notice in the performance of professionals are presentation skills (78%), integrity (76%), future vision (71%), business thinking (70%), customer orientation (68%), planning and organization (64%) and assertiveness (61%). Qualities that must be reinforced are primarily hands on approach (20%), conflict management (17%) and teamwork (14%).
- Regarding the degree of satisfaction of executives with CETYS professionals, 84 of 94 (that means 89% of executives) think that they perform good or excellent.
- There are coincidences in certain competencies that employers seek while there is not a match in others. There is coincidence in personal and conceptual competencies, as well as in leadership and managerial competencies. There is no coincidence in the priorities given to communication, interpersonal and contextual competencies.
- In specific qualities there is coincidence in planning and organization, English language proficiency, integrity and future vision. Negotiation, problem solving, conflict management, teamwork and strategic thinking are all important qualities for employers. While CETYS certainly provides formation in these qualities, they are not currently given enough attention.

# Annexes

## Annex 1. Professional's Competencies

Competencies	Characteristics	Fequency			Municipality			
		Mxl	Tij	Ens	Mexicali	Tijuana	Ensenada	Total
<b>Personal competency:</b> Intrinsic quality that is a key requirement in every position	Adaptability	8	8	3	100	63	29	192
	Positive impact	6	3	0	22%	20%	18%	21%
	Integirty	24	10	6				
	Energy	13	7	3				
	Initiative	21	16	8				
	Results orientation	15	11	7				
	Hands on approach	13	8	2				
<b>Interpersonal competencies:</b> Work getting along well wit others within the company	Assertiveness	14	6	7	81	63	32	176
	Negotiation	21	25	8	18%	20%	20%	19%
	Technical knowledge	7	4	2				
	Teamwork	22	10	8				
	Comfict management	17	18	7				
<b>Conceptual competencies:</b> Thinking and analyzing, using intuition	Creativity and innovation	18	14	4	66	55	21	142
	Business thinking	10	14	5	15%	18%	13%	15%
	Analysis and synthesis	16	9	5				
	Problem solving and d. making	22	18	7				
<b>Leadership competencies:</b> Provide direction and inspiration	Risk taking	18	8	8	60	39	25	124
	Strategic thinking	17	14	8	13%	12%	16%	14%
	Influence	6	3	3				
	Future vision	19	14	6				
<b>Managerial competencies:</b> Optimizing talent and resources	Planning and organizing	27	20	8	54	36	22	112
	Team development	8	4	5	12%	12%	14%	12%
	Coaching and advising	8	5	4				
	Empowerment and delegation	11	7	5				
<b>Communication competencies:</b> Facilitate exchange of information	Public speaking skills	12	10	2	47	31	18	96
	English proficiency	26	12	11	11%	10%	11%	10%
	Presentation skills	0	5	2				
	Writing skills	9	4	3				
<b>Contextual Competencies:</b> Knowledge of the operationa environment of the company	Knowledge of the industyr and business	7	13	4	37	26	12	75
	Customer orientation	21	10	4	8%	8%	8%	8%
	Cost consciousness	9	3	4				

**Annex 2 Desirable characteristics in professionals**

Characteristics	Municipality			
	Mexicali (N 46)	Tijuana (N 32)	Ensenada (N16)	Total (94)
Planning and organization	59%	63%	50%	59%
Negotiation	46%	78%	50%	57%
English proficiency	57%	38%	69%	52%
Problem solving and d. making	48%	56%	44%	50%
Initiative	46%	50%	50%	48%
Conflict management	37%	56%	44%	45%
Integrity	52%	31%	38%	43%
Teamwork	48%	31%	50%	43%
Future vision	41%	44%	38%	41%
Strategic thinking	37%	44%	50%	41%

## Annex 3. Values that companies consider most important for employees to have

Values		Fequency			Municipality			
		Mxl	Tij	Ens	Mexicali	Tijuana	Ensenada	Total
<b>Ethics</b>	Honesty	23	13	5	38	30	9	<b>77</b>
	Loyalty	5	4	1	83%	94%	56%	82%
	Integrity	2	6	2				
	Ethics	8	7	1				
	Collaboration	0	0	0				
<b>Responsibility</b>	Responsibility	18	7	4	32	14	10	<b>56</b>
	Commitment	5	3	1	70%	44%	63%	60%
	Attendance & punctuality	3	0	3				
	Discipline	3	2	2				
	Performance	3	2	0				
<b>Leadership</b>	Initiative	3	3	3	20	8	7	<b>35</b>
	Leadership	5	0	1	43%	25%	44%	37%
	Confidence	1	0	0				
	Competitiveness	0	0	1				
	Problem solving	1	0	0				
	Planning	0	0	0				
	Proactivity	2	0	2				
	Decision making	3	0	0				
	Safety	2	1	0				
	Perseverance	3	2	0				
	Passion	0	2	0				
<b>Contextual</b>	Effective communication	1	1	0	17	11	6	<b>34</b>
	Hands-on	0	0	0	37%	34%	38%	36%
	Customer orientation	0	0	1				
	Customer service	0	3	0				
	Service focus	1	0	0				
	Professionalism	4	3	2				
	Business excellence	0	1	0				
	Quality and productivity	5	3	2				
	Results achievement	6	0	0				
	Organization	0	0	1				
<b>Personal</b>	Respect	2	6	2	8	11	4	<b>23</b>
	Kindness	1	1	0	17%	34%	25%	24%
	Dignity	0	0	0				
	Interest	0	0	0				
	Attitude	4	1	1				
	Availability	0	1	1				
	Effectiveness	1	2	0				
<b>Innovation Capacity</b>	Teamwork	5	0	3	11	7	4	<b>22</b>
	Innovation capacity	0	0	0	24%	22%	25%	23%
	Creativity	2	1	0				
	Innovation	3	1	1				
	Change adaptation	1	1	0				
	Entrepreneurial capacity	0	3	0				
	Response capacity	0	0	0				
	Education	0	0	0				
Self learning	0	1	0					
<b>Other</b>	Knowledge	0	3	1	<b>0</b>	<b>8</b>	<b>1</b>	<b>9</b>
	Values	0	5	0	<b>0%</b>	<b>25%</b>	<b>6%</b>	<b>10%</b>

**Annex 4. Qualities found in professionals**

Qualities	Very good / Excellent	Total
Presntation skills	78%	94
Integrity	76%	94
Future vision	71%	94
Business thinking	70%	94
Customer orientation	68%	94
Planning and organization	64%	94
Assertive	61%	94

**Anexo No. 5 Cualidades a reforzar en los profesionistas**

Qualities	Poor / Regular	Total
Hand on	20%	94
Conflict management	17%	94
Team development	14%	94
Cost consciousness	14%	94
Writing skills	13%	94
Strategic thinking	13%	94
Problem solving and d. making	12%	94

**Annex 6. Degree of satisfaction of the employers****2008-2 2009-1**

Satisfaction	Municipality							
	Ensenada	%	Mexicali	%	Tijuana	%	Total	%
Excellent	6	38%	13	28%	13	41%	32	34%
Good	9	56%	26	57%	17	53%	52	55%
Reguar	1	6%	6	13%	2	6%	9	10%
Bad	0	0%	1	2%	0	0%	1	1%
<b>Total</b>	<b>16</b>	<b>100%</b>	<b>46</b>	<b>100%</b>	<b>32</b>	<b>100%</b>	<b>94</b>	<b>100%</b>

**2007-2-2008-**

Satisfaction	Municipality							
	Ensenada	%	Mexicali	%	Tijuana	%	Total	%
Excellent	5	31%	17	31%	8	33%	30	32%
Good	9	56%	35	65%	16	67%	60	64%
Regular	2	13%	2	4%	0		4	4%
<b>Total</b>	<b>16</b>	<b>100%</b>	<b>54</b>	<b>100%</b>	<b>24</b>	<b>100%</b>	<b>94</b>	<b>100%</b>

## Annex 7. Positive aspects of CETYS alumni

Positive aspects		Frequency			Municipality				
		Ens	Mxl	Tij	Ensenada	Mexicali	Tijuana	Total	%
<b>Personal competencies:</b> Intrinsic quality key for any job	Initiative	5	6	2	16	46	32	94	100%
	Energy	0	1	2					
	Proactiveness	0	0	1					
	Entrepreneurship	3	6	1					
	Effort	0	0	0					
	Efficiency	0	0	0					
	Dedication to work	0	0	2					
	Attitude	0	0	4					
	Commitment	3	6	0					
	Availability	1	2	2					
	Responsibility	1	5	1					
	Professionalism	2	4	5					
	Integrity	1	4	4					
	Confidence	0	0	2					
	Ethics	0	1	1					
Adaptability	0	1	4						
Preparation	0	7	0						
Results orientation	0	3	1						
<b>Leadership competencies:</b> Provide direction and inspiration	Future vision	2	7	8	8	26	16	50	53%
	Planning	2	4	0					
	Reaching objectives	1	1	1					
	Negotiation	2	1	3					
	Leadership	1	8	4					
	Capacity for analysis	0	5	0					
<b>Communication competencies:</b> Facilitate information exchange	Good presentation	1	1	2	5	8	11	24	26%
	Second language proficiency	0	4	4					
	Problem solving and d. making	2	3	2					
	Ability to communicate orally	1	0	1					
	Writing skills	1	0	1					
	Listening skills	0	0	1					
<b>Contextual competencies:</b> Knowledge of the operational environment of the company	Technical knowledge	2	0	5	4	6	7	17	18%
	Business knowledge	0	5	0					
	Searching for excellence	0	0	0					
	Conflict management	0	0	2					
	Customer orientation	2	1	0					
<b>Interpersonal competencies:</b> Working and getting along well with people within the company	Teamwork	1	6	2	1	6	3	10	11%
	Participating in teams	0	0	1					
<b>Conceptual competencies:</b> Thinking and analyzing using intuition	Creativity	3	2	2	3	3	3	9	10%
	Innovation	0	1	1					
<b>Valores</b>	Honesty	1	1	1	1	1	3	5	5%
	Values	0	0	2					
	Respect	0	0	2					

## Annex 8. Aspects to reinforce in the CETYS alumni

Aspects to reinforce		Frequency			Municipality				
		Ens	Mxl	Tij	Ensenada	Mexicali	Tijuana	Total	%
<b>Personal competency:</b> Intrinsic qualities key for any job position	Initiative	1	0	5	17	9	18	44	47%
	Adaptation to change	3	0	3					
	Flexibility	0	0	0					
	Punctuality	2	0	1					
	Self assertion	0	0	0					
	Self learning	0	0	0					
	Integrity	1	0	4					
	Development on the job	1	0	0					
	Results orientation	2	1	0					
	Hands on	7	6	5					
	Business thinking and vision	0	2	0					
<b>Contextual competencies:</b> Knowledge of the operational environment of the company	Involvement and experience in companies	0	1	3	5	6	11	22	23%
	Technical knowledge	1	0	3					
	Customer orientation	1	1	3					
	Cost consciousness	2	3	2					
	Work consciousness	1	1	0					
	Cost-benefit	0	0	0					
	Sense of urgency	0	0	0					
<b>Interpersonal competencies:</b> Work and getting along well within a company	Assertiveness	0	1	0	4	7	9	20	21%
	Conflict management	2	0	2					
	Negotiation	0	3	3					
	Teamwork	2	3	4					
<b>Leadership competencies:</b> Provide direction and inspiration	Leadership	0	3	2	3	5	7	15	16%
	Risk taking	1	0	2					
	Strategic thinking	2	0	2					
	Previous experience	0	2	1					
<b>Managerial competencies:</b> Optimize talent and resources	Administrative skills	0	1	0	2	5	2	9	10%
	Delegation and empowerment	1	2	0					
	Development in the team	0	0	0					
	Coaching	0	1	0					
	Planning and organization	1	0	2					
	Work by objectives	0	0	0					
	Organization	0	1	0					
<b>Conceptual competencies:</b> Think and analyze using intuition	Analysis	0	0	2	2	1	5	8	9%
	Creativity and innovation	1	1	2					
	Problem solving and d. making	1	0	1					
<b>Values</b>	Humility	1	5	0	1	6	1	8	9%
	Importance of human factor	0	1	1					
<b>Communication competencies:</b> Facilitate the exchange of information	Presentation skills	0	1	1	1	4	1	6	6%
	Liaison	0	0	0					
	Second language proficiency	1	3	0					
<b>Other</b>	Attitude towards learning	1	0	0	1	2	2	5	5%
	Public speaking	0	0	1					
	Writing	0	2	1					
	Reading	0	0	0					