

Innovative Ability Mission of the Enterprising University

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Abstract

Comparative research of the entrepreneurial University VS innovator and students who have studied a curriculum that promotes entrepreneurship and those who did not. Hypothesis 1, the student who receives entrepreneurial training has more developed innovative and entrepreneurial skills. Hypothesis 2, there is no difference between one student and another. The population is made up of 522 students from various Universities in Mexico. In order to identify the profile of the entrepreneurial and innovative University, the Ranking 2018 was used as well as an Instrument Barometer INCODE (innovation competences development) to determine the E_2 of the students, which is a learning program of the European Union. The results showed the importance of fostering the innovative ability of the student, curricular and extracurricular, since this is a cross-cutting skill that all professionals require to undertake any project or strategy with an emphasis on entrepreneurship and innovation demanded by the environment and the entrepreneurial University in all contexts. The study gives us the opportunity to develop the transversal skills in line with the mission of the University. Also, the challenge of transition from the University of teaching to the entrepreneurial and innovative University.

Keywords

Entrepreneurial University, Innovative University, innovative ability, entrepreneurial ability

1. Introduction

The study shows the importance of measuring the entrepreneurial and innovative ability of the student, which help to shape specific training programs in the classroom either curricular or extracurricular, according to Drucker (1985) and Schumpeter (1934) and classics of innovation, as well as the contemporary theories of the two skills and universities mentioned in the theoretical framework.

It presents the approach to the problem of entrepreneurial education and culture of the student in Latin America, specifically in Mexico, from the incipient programs for this, to consolidate a public and University policy for the government and Universities as well as to consolidate the training with these two transversal skills. In this regard, it is perceived how both the formal and informal factors of entrepreneurship are being consolidated as established by Madrigal and Santamaria (2013).

The approach of theories of the scope of entrepreneurship, innovation, challenges of the entrepreneurial and innovative University, from which we have more research questions to address the Universities of Latin America versus those that

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