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Artículos científicos

El paradigma del marketing digital en la academia, el emprendimiento universitario y las empresas establecidas

The Paradigm of Digital Marketing in Academia, University Entrepreneurship and Established Companies

O paradigma do marketing digital na academia, empreendedorismo universitário e empresas estabelecidas

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Resumen

La actualización que requiere el estudiante en el área de *marketing* es de suma importancia, ya que no puede esperar hasta que sea profesionista para actualizarse, sobre todo en emprendimiento y en el *marketing* digital. El objetivo de este trabajo fue desarrollar un módulo de especialidad de *marketing* digital que permita cambiar el paradigma académico-empresarial del egresado del Centro Universitario de los Altos (CUAltos) del área de las ciencias económico-administrativas a nivel licenciatura, posgrados y especialidades. El módulo pretende instruir al estudiante en lo último del *marketing* digital. Como parte de ello, se aplicaron dos encuestas a los docentes de dicho centro para conocer la viabilidad y disposición para participar de este módulo. Entre los resultados se descubrió que especialistas investigadores del *marketing* que se desempeñan como docentes en el CUAltos están dispuestos a capacitar a otros docentes y estudiantes del sistema de la Universidad de Guadalajara, así como a asesorar estudiantes en sus emprendimientos para que puedan aplicar diferentes componentes de este rubro.

Palabras clave: academia, emprendimiento, especialidad, *marketing*, módulo de especialidad, paradigma.



Abstract

The updating required by students in the marketing area is of utmost importance, since they cannot wait until they are professionals to be updated, especially in entrepreneurship and around digital marketing. The objective of this work was to develop a digital marketing specialty module that allows changing the academic-entrepreneurial-entrepreneurial paradigm of the graduate of the Centro Universitario de los Altos (CUAltos) in economic-administrative sciences at the undergraduate, graduate and specialty levels. The module aims to instruct the student in the latest in digital marketing. As part of this, two surveys were applied to the teachers of this center to know the viability and willingness to participate in this module. Among the results, it was discovered that marketing research specialists who work as teachers at CUAltos are willing to train other teachers and students of the University of Guadalajara's system, as well as to advise students in their ventures so that they can apply different components of this field.

Keywords: academy, entrepreneurship, specialty, marketing, module, paradigm.

Resumo

A atualização exigida pelo aluno na área de marketing é de suma importância, pois ele não pode esperar até ser um profissional para se atualizar, principalmente em empreendedorismo e marketing digital. O objetivo deste trabalho foi desenvolver um módulo de especialidade de marketing digital que permita mudar o paradigma acadêmico-empresarial da graduação do Centro Universitário de Los Altos (CUAltos) na área de ciências econômico-administrativas na graduação, pós-graduação e nível de especialidades. O módulo tem como objetivo instruir o aluno nas últimas novidades em marketing digital. Como parte disso, foram aplicados dois inquéritos aos docentes do referido centro para averiguar a viabilidade e vontade de participar neste módulo. Entre os resultados, descobriu-se que os especialistas em pesquisa de marketing que atuam como professores na CUAltos estão dispostos a treinar outros professores e alunos do sistema da Universidade de Guadalajara, bem como aconselhar os alunos em seus empreendimentos para que possam aplicar diferentes componentes deste item.

Palavras-chave: academia, empreendedorismo, especialidade, marketing, módulo de especialidade, paradigma.

Introduction

Formal education provided in universities and institutes of higher education is aimed at training professionals with cutting-edge knowledge, and millions take vocational training to enter the labor market. Thus, with the aim of satisfying the demand for the knowledge required by business and industry, study plans and programs are implemented to ensure that all graduates have them.

Sometimes technological progress evolves very fast and it is almost impossible to update the reticle at the same time. This is due to the fact that the study plans and programs must be submitted to content and administrative investigation processes (for their validation, authorization and registration) so that the grid is duly constituted with the subjects organized in groups, in such a way that the student develops the expected skills and knowledge. The courses taught at the Los Altos University Center (CUAltos), as well as in the other university centers of the educational network of the University of Guadalajara (UdeG), are governed by the statutes that make up the organic laws and regulations that must be observed to implement the contents, process them and register them for each career, all approved by the H. University Council (2006); Without their monitoring, it is not possible to carry out any updating or modification of the study programs in the university centers of the UdeG network.

For the CUAltos teacher, it is mandatory to participate in training and continuous updating courses, as well as in graduate and postgraduate courses where they acquire the knowledge that allows them to be at the forefront in their area of specialty. Likewise, it is sought that they participate in research projects (whether in the generation, advice or development), and that they incorporate students in said projects in order to strengthen the academic training of the latter, particularly in the use of tools and knowledge required in these projects. In addition, with the courses that the teacher takes, the aim is to create spaces in which he stands out as a teacher, advisor and researcher.

The teaching update allows you to be immersed in cutting-edge knowledge in your specialty area, and to work as a team with teachers from various specialties. Likewise, promote multidisciplinary projects that involve students from various careers, in which they

apply and expand the knowledge they receive in the classroom, and thus experiment, acquire, appropriate and spread new knowledge.

Throughout its history, the university system has sought to have the best-prepared teachers in their area of expertise, while at the same time it has been concerned that its students receive that knowledge from the teacher. However, modifying the reticles at the same speed with which technological changes and the consequent needs of the industry have been taking place recently has become impossible. For this reason, alternatives have been sought to shorten this distance, and one of them has been to design a group of subjects known as a specialty module, which is usually planned by the teacher of a specific area to include the knowledge that will be required. the company at the time of graduation of the student and thus not be at a professional disadvantage.

Theoretical framework

Even before the concept of marketing was common currency, as Posada mentions (August 25, 2020), companies were founded that continue to offer their products today, some of them whose history dates back to the 19th century, and which they were already putting into practice the essence of their mechanisms; those referred to by López (February 18, 2022) stand out: Brooks Brothers (1818), sale of elegant suits, Tiffany & Co (1837), sale of fine jewelry, Levi Strauss (1853) sale of clothes and Louis Vuitton (1854) , sale of luxury accessories. Others founded in the 20th century such as Hallmark (1910), sale of greeting cards, Godiva (1926), sale of fine chocolates, New York & Co (1918), sale of exclusive clothing, and Estée Lauder (1946), sale of perfumery. Without a doubt, its founding owners set the tone for the concept in question to be coined.

According to Posada himself (August 25, 2020), the term marketing was used for the first time at the University of Michigan in the United States at the beginning of the 20th century and the first article that focused his attention on it was that of Arch Wilkinson Shaw, in 1912, entitled "Some problems in the distribution market", which influenced the creation of new companies; It was not until Drucker (1950) took the first steps to start the diffusion of marketing. When the term marketing was coined, it was accompanied by techniques and methodologies that were adopted by companies of all types and sizes, including large business firms.

Now, the year 2019 was characterized by the global arrival of the 2019 coronavirus disease (covid-19) pandemic, which forced the total or partial closure of processing and service companies, shops, offices, school systems (of all levels), among others. Companies such as New York & Co., according to what was revealed by the portal La Verdad Noticias (July 13, 2020), declared bankruptcy as a result of the crisis caused by the pandemic. La Verdad Noticias (July 8, 2020) had also reported days ago that Brooks Brothers had experienced the same misfortune. Similarly, many other companies found it necessary to close some branches and others closed all their branches.

The pandemic is attributed to the total or partial closure of companies, since the client stopped going to shopping centers and department stores to purchase products and services, which increased when the purchasing system based on digital marketing was preferred. In other words, the pandemic and new consumption habits caused catastrophic losses in companies that did not consider the use of information and communication technologies (ICTs) as an alternative way of doing business.

Digital marketing is a phenomenon that, following Galván (February 10, 2020), led young customers to use smart devices (cell phones, tablets, and computers) as their preferred means of purchasing goods and services over the Internet. This new method of shopping allows you to compare the same product offered by several companies and optimize your purchase based on the following:

- a) Time when not moving.
- b) Cost when comparing the product or service in several companies.
- c) Delivery to the place preferred by the customer at no extra cost.
- d) Reimbursement of the cost in case the client is not satisfied.

That the pandemic and the lack of digital marketing have been the real causes of the collapse in sales of companies of all sizes and businesses is the trigger that forces updating academic training to be mandatory, which can be compared to what happened with distance education, where the triggering factor was and continues to be the use of ICT, according to Solórzano (September 27, 2016).

Therefore, the evolution and development of knowledge, coupled with the need to impart knowledge based on state-of-the-art tools, through which the teacher is better prepared to respond to the increasingly demanding educational quality that CUAItos intends to provide to its students of all levels, urges a change of mentality through the educational paradigm in the economic-administrative sciences and through this the

acceptance of graduates to aspire to occupy a position in a company, or start their company is improved or product, and be independent advisers to companies of all types and sizes.

For this reason, the educational paradigm of the student in the area of economic-administrative sciences (at CUAItos it is made up of careers in administration, accounting, international business and law; master's degrees in business administration and learning technologies, and diplomas in development of business, culture and entrepreneurship and of oral trials) is largely based on the fact that the teacher of the area can provide advice on class projects and are capable of transforming them into ventures, products and companies.

In addition, in encouraging the student to acquire more experience by joining companies while they are students of the career and when they graduate, with the management of marketing (traditional and digital), they are entrepreneurs who work as a team with specialists from other areas, with the objective of develop and implement strategies for new products and companies or improve existing ones, in addition to generating jobs around customer needs to keep them interested in the brand.

Currently it is very common that, when being on one of the social networks, or viewing a video, one or more commercial messages appear (normally product or service sponsors), which suspend what the user was looking at until said advertising ends. . Another very common occurrence is generated by doing a search for a product or service on the Internet and later getting related suggestions without having been requested. The above is just a sample of the way marketing has evolved since the term was coined. In this regard, it is important to understand what are the characteristics mentioned by Mesquita (July 23, 2018), since they mark the difference in each of these periods of evolution, as Castañeda and Zambrano (2018) point out, and which are described below. continuation.

Marketing 1.0, focused on the product, marketing directed at the product, seeks to satisfy physical and functional needs. Advertising is broadcast by means above the line (ATL): radio, television and print. As described by Mañez (February 14, 2019), it is capable of increasing sales; It is known as one-way marketing.

Marketing 2.0, focused on the consumer and their needs, its objective is for the brand to satisfy the needs of the individual and produce customer engagement with the brand or product, it focuses on selling and adding emotional value to establish loyalty and is known as two-way marketing.

Marketing 3.0 focuses on people's values, their way of interacting and thinking to innovate new products and launch them into an actionable market segment or niche, based

on more personalized attributes. It is more humane and sensitive and also takes into account what is related to the environment or green marketing patterns (environmental care), which establishes holistic marketing, which incorporates low-cost Internet, computers, mobile devices and open sources of the base of social media, where the mission, vision and values stand out, together with big data (market research).

Marketing 4.0 uses intelligent machines that understand humans and learn by interacting with them. From searches for products and services on the Internet, little by little options will be presented based on the user's question and this will increase the knowledge base about it. It is based on the interconnection of applications, and customer knowledge becomes more specialized as there are more interactions.

Developing

This project, like any company driven from an idea, according to Silvestre (2022), must become profitable for it to be a business. This forces us to be aware that educational institutions must update the careers they offer, since they must incorporate the knowledge that is most up-to-date and in line with what companies demand, however, this process is very complex in terms of time, effort and money. The time that must be invested ranges between two and three years, which perhaps, at the start of that career, would not be optimal, since the knowledge that was included by then would need to be updated again.

An alternative that can be a solution to the problem of having new careers lies in the fact of creating a specialty module in the marketing area. Generally, this type of module is made up of a group of subjects that involve cutting-edge knowledge that is necessary for the participant to be up-to-date and to participate in companies or projects, or generate them (companies or projects) from an idea. that gives rise to a new product or company.

The design of this module must start from the analysis of companies that, established for a long time (more than a century, decades or years), are currently going through an extremely difficult economic situation (López, February 18, 2022), which It has been considered only as one of the many consequences caused by the covid-19 pandemic that affected all activities as of 2019, since they did not take into account the change in purchasing habits that customers usually have.

In addition, when taking into account the situation that prevails in the current market, where even the most traditional and largest companies have found it necessary to close branches or close completely because they did not incorporate digital marketing techniques when they saw that the customer moved away from the shopping center (the purchase was not offered via the Internet, nor was the home delivery system considered). For this reason, and due to the fact that the opening of a career that is taught in CUAAltos that is integrated only with marketing techniques (traditional and digital) and entrepreneurship is not feasible in the short term, an alternative project must be established that is feasible to implement and contains the knowledge that allows the student to acquire it and be at the forefront of marketing. For this reason, here it arose to design a marketing and entrepreneurship specialty module that is made up of the techniques that define the scope of marketing and cutting-edge technologies that allow those who take it to be current in the labor market as entrepreneurs, consultants or business leaders.

Thus, an alternative structural project is established (which takes between three and five months from instrumentation to registration, that is, it takes a school semester) that will include the following factors:

- a) Updating the knowledge of the teacher in the area that requires it.
- b) Design of a specialty module for economic-administrative science courses taught at CUAAltos.
- c) Authorization process of the specialty module before the university authorities, accreditation and teaching in the careers in the university centers of the UdeG system.

General objective

Develop a digital marketing specialty module that allows changing the academic-entrepreneurial-business paradigm of CUAAltos graduates in the area of economic-administrative sciences at the undergraduate, postgraduate and specialization levels. The module aims to instruct the student in the latest in digital marketing.

Particular objectives

Strengthen and update the knowledge of digital marketing among the members of the teaching staff of the marketing area.

Design, process and register a digital marketing specialty module before the university authorities for its delivery in the economic-administrative areas.

Strategies

"The good judge begins at home". Therefore, for this project that is closely related to marketing, it is necessary to use a pillar strategy of marketing itself, that is, to start, strategic planning must be carried out, the project must be given a marketing treatment with the purpose of that its results allow it to be classified as a success. Thus, market research will be the starting point to focus the effort required by the project, which deals with a paradigm shift that allows the CUAAltos university community to have a specialty module in the area of marketing where the teacher to have the knowledge required to teach courses where the knowledge derived from the subjects that make up said module is applied, so that, in turn, they can participate and provide the student with that knowledge that will be of the utmost importance in your professional life in the area.

Market research

Nuño (2017) mentions that market research provides information on the needs of the market, from which the objectives to be met are conceived, since they are derived from the definition of what the client requires; for the company to be successful and with a general vision to propose the development of the company. In this project, a paradigm shift is sought that allows moving from traditional marketing to a model that includes entrepreneurship, which may be the key to new products and companies or to the improvement of established companies, as well as the ability to advise, combine and lead multidisciplinary work groups that are focused on incorporating the client as part of the companies, in addition to making them remain loyal to the product and the brand, firstly by those who join the companies in the region where CUAAltos is located.

Market niche

Regarding the identification of the market niche, Moreira (January 24, 2019) establishes that it is the search for the needs of the public that have not been met to turn them into a unique opportunity and thus stand out in business and be competitive. In this project it

is established that there are two market niches that are extremely important, although their relevance will be at different times.

The first of the niches refers to the teaching staff of the marketing area, who may require knowledge related to the marketing module and may participate in continuous updating (an integral part of the CUAAltos teacher).

The second of the market niches is made up of the student of the areas of economic-administrative sciences, of the specialization and master's programs, which, upon graduation, are sought to be more suitable and more prepared to take that knowledge to the companies in which they participate or so that, by applying them, they are able to carry out their own product and business ventures.

In both cases, the market niche is aimed at training to carry out ventures based on the use and techniques of marketing in whatever is the best option that they can apply, as well as so that they can function in the consulting area for newly created companies. , or to those already established that wish to obtain better results.

Leadership in the project

Within the academic bodies of the area of economic-administrative sciences that CUAAltos has, it should be noted, for this project, that the members of the areas of entrepreneurship and marketing (from traditional to digital) are of utmost importance. , since they are, intrinsically, by having an academic preparation in these areas or having been teaching courses on these areas and even having served as advisors in companies and student projects, they are, we said, the ones who can lead the work that is required for the project to be successful: from its conception to its implementation and registration with the university authorities.

In the development of the courses, their contents, the sequence in which they are taught and the number of them (minimum and maximum) must be taken into consideration, in such a way that the result is balanced (not many that take a large number of school periods or very few that do not lack the minimum knowledge required to optimally equip the participant).

Justification of the entrepreneurship paradigm

One of the most prosperous forms of recent times for job creation is based on entrepreneurship. According to Golan (December 9, 2021), it seeks to bring an idea to reality that can be transformed into a product or a company. The more successful a company is, the more jobs it can offer, and when it comes to highly specialized jobs, the more acceptance it has among the consuming public.

In the present project it has been possible to identify that the area of economic-administrative sciences of CUAAltos is made up of around 200 teachers, between those of the subject and those of appointment, that is, personnel from the areas of mathematics, administration, law, accounting, psychology and engineering, without forgetting the marketing specialists, since among these teachers they teach the various subjects that make up the plans and study programs of the careers and specialties in the area.

Therefore, it is necessary to determine how many are candidates to participate in the development of the course module so that the result is a structural product of knowledge and practices that allow for the optimal combination of techniques and methodologies in the area of entrepreneurship and marketing.

On the other hand, since it is a paradigm, a series of tools must be implemented to define which teachers will teach courses related to entrepreneurship to give rise to students' ideas and, later, by applying marketing, they can convert them. in well-supported approaches to be products or companies.

The competition

Marketing has been part of the academic programs in various universities with an administrative orientation; other universities, of another type of specialization, have taken those academic programs and teach those careers. Perhaps the most advanced are those that do not have so many problems to change the grids and register them with the body that gives them the authorization for their delivery or those that generate specialties at the speed demanded by the industry at the time. In the particular case of marketing, there are some, among which is the degree in Digital Marketing offered by Kuepa University, which is promoted through its website (<https://kuepa.com.mx/cl/marketing-digital>) and offers content selected by professors with experience in leading companies. Specifically, they offer the graduate to be located in:

- a) Publishing and advertising industry.
- b) Marketing and advertising agencies.
- c) Public relations agencies.
- d) Multinational companies.

It should be specified that it is a professional degree in a private university, whose costs we assume are very similar to any other private university and, therefore, for many it may not be easily accessible (due to economics), unlike what happens in the CUAAltos, belonging to a public university.

There is also the International University of La Rioja (<https://universidadesdemexico.mx/universidades/unir-universidad-internacional-de-la-rioja>) that offers the master's program in Digital Marketing and Electronic Commerce. It offers preparation in a) online marketing applied to the company, b) multi-device marketing, c) online stores and advertising, d) social networks and web management and e) content development and communication for social and digital media

The master's program that it offers is oriented to the management of business intelligence tools under the online scheme, which can be a very good option, but since it is also private, its costs are somewhat high.

Similarly, there are other degree programs such as: the degree in Digital Communication offered by the Online Latin American Technological University, the degree in Digital Communication offered by the Northeast American University and of course the degree in Digital Communication offered by the University Virtual Educanet of Mexico.

Due to the boom and importance that digital marketing continues to acquire in the new way of doing business, more and more formal educational programs will continue to appear at the undergraduate, specialty and postgraduate levels in the area, which is supported by being the trend that will be used with more frequently in all companies.

Application of the four P's in this project

For all of the above, it has been established that the specialty module in Entrepreneurship and Marketing comprises several stages that are clearly separated but that, in the end, become a single product.

The first stage is the search for personnel to participate in the implementation of the module, that is, to design the content, propose it to the university authorities. in this case

those of the central body of the UdeG, through CUAAltos, as it is the institution of origin. This implies that if there were no CUAAltos personnel with the ideal characteristics to do so, the other centers of the UdeG university network would be sought.

They will have to select the subjects that will make up the module and develop the contents of each subject. Of course, there may be remote meetings for the collaborations that are required, so the time it will take will be considerably reduced.

The second stage is to detect among the CUAAltos teaching staff those who need training courses that provide them with the knowledge they need to incorporate into the courses they teach and stay updated.

The third stage consists of scheduling both the teachers who will teach the continuous updating courses in the marketing area and those who will take them.

The fourth stage is to conclude the administrative processes that are required so that it is possible to register it with the university authorities and thus, subsequently, teach it in the careers of the area of economic-administrative sciences that are chosen to start with the change of paradigm in the institution. .

Finally, this planning to teach and participate in the marketing courses will be a direct function of the administration responsible for CUAAltos.

Surveys

To establish the needs that teachers have of knowledge in the area of entrepreneurship and marketing, it was decided to design two types of surveys. Following here the definition of Carrasco surveys (October 8, 2021), it is an instrument that will allow defining, in this case, who of the members of the CUAAltos academic bodies will be able to participate in the design of the marketing specialty module and entrepreneurship (see figure 1). Two types of surveys were applied, both were distributed in the various departments of the university, since the teacher goes there daily; paper was used and they were anonymous.

Figure 1. Survey to detect the teacher who can participate in the design of the digital marketing and entrepreneurship module

1.- TIENES FORMACIÓN EN EL ÁREA DE MARKETING				
SI	NO			
2.- HAS IMPARTIDO CURSOS DE MARKETING EN EL ÁREA DE LAS CIENCIAS ECONÓMICO ADMINISTRATIVAS				
SI	NO			
3.- HAS PARTICIPADO EN EL DISEÑO DE MÓDULOS DE ESPECIALIDAD				
SI	NO			
4.- HAS DESARROLLADO O ASESORADO EN EMPRENDIMIENTOS				
	SI	NO	CANTIDAD	OBSERVACIONES
DESARROLLADO				
ASESORADO				
PARTICIPADO				
5.- SABES CUÁLES SON LAS CARACTERÍSTICAS DE LAS DISTINTAS VERSIONES DE MARKETING				
VERSIÓN NO.	SI	NO	RESULTADOS	OBSERVACIONES
6.- CUÁLES VERSIONES DE MARKETING HAS APLICADO				
VERSIÓN NO.	SI	NO	RESULTADOS	OBSERVACIONES

Source: self made

The second survey (see figure 2) is designed to detect the needs for teacher updating in the area of digital marketing and entrepreneurship that will allow the teacher to satisfactorily comply with the continuous preparation in this area.

Figure 2. Survey to detect the courses required by the marketing teacher to standardize knowledge

1.- HAS DESARROLLADO, PARTICIPADO O ASESORADO EMPRENDIMIENTOS				
	SI	NO	CANTIDAD	OBSERVACIONES
DESARROLLADO				
ASESORADO				
PARTICIPADO				
2.- HAS APLICADO MARKETING EN TUS PROYECTOS DE CLASES				
VERSIÓN NO.	SI	NO	RESULTADOS	OBSERVACIONES
3.- QUÉ CURSOS REQUIERES PARA ESTAR ACTUALIZADO EN EL ÁREA DE MARKETING				
CURSO NO.	NOMBRE			OBSERVACIONES
4.- PARTICIPARÍAS ASESORANDO PROYECTOS DE EMPRENDIMIENTO USANDO MARKETING				
SI	NO			

Source: self made

Survey one was applied to a total of 30 teachers who were candidates to participate in the design of the digital marketing and entrepreneurship module, which is based on the fact that they are CUALtos staff (by subject and staff) who have postgraduate training, o continuous preparation and that have the particularity of actively participating in local

companies by providing advisory and distance services to companies outside the locality via the Internet; in addition to the fact that some of these teachers have previously participated in the development of the various specialty modules that have allowed the updating of some specialties and careers that are currently taught at CUAltos and other centers of the UdeG university network.

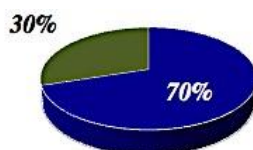
For its part, survey two was applied to 90 teachers who could be candidates to receive digital marketing courses, or to be part of the body of teachers who, from their area of knowledge, would promote entrepreneurship.

Results

Below are the graphs that describe the characteristics of the responses obtained when applying the first survey.

The first question of this survey was focused on discovering if the teacher interviewed has formal training in the area of marketing (see figure 3).

Figure 3. Whether or not you have marketing training



Source: self made

Of the 30 surveys applied, 21 teachers in the marketing area (70%) have academic preparation in the marketing area, while nine of them (30%) in the accounting area acquired the marketing specialty through specialty courses. or master's degrees, so they cover the profile of participating in the area of economic-administrative sciences and be oriented towards promoting entrepreneurship in other careers using the principles of traditional marketing. Question two of survey one consisted of discovering if the teacher interviewed had participated in marketing courses (see Figure 4).

Figure 4. Has or has not participated in marketing courses

Source: self made

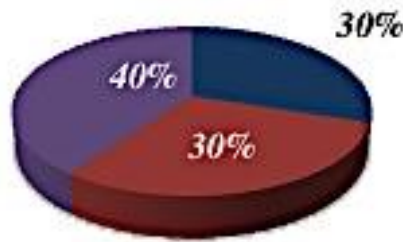
Of the 30 applied surveys, 30 teachers (100%) from all areas answered affirmatively to this question, since all of them have at least received marketing courses, while others have been instructors of them. Question three is aimed at knowing who has experience in the design and implementation of specialty modules or marketing subjects (see Figure 5).

Figure 5. Experience in designing specialty modules

Source: self made

Unfortunately, because only five faculty members (17%) have more than 10 years of experience at the institution in the areas of marketing, accounting, engineering, mathematics, and law, most have not had the opportunity to participate in the development of specialty modules (25 teachers, 83%, seven in accounting, nine in mathematics, five in law, and four in engineering). Question four of the first survey consisted of establishing whether the teacher interviewed had developed, advised or participated in the development of enterprises (see figure 6).

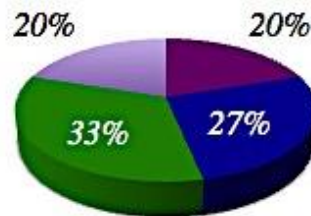
Figure 6. How many teachers have developed, advised or participated in marketing ventures



Source: self made

The answers obtained are as follows: nine of them (30%) confirmed that they have developed, advised and participated in ventures, the nine were from the marketing area, another nine (30%) have only advised (from the accounting area) and 11 (40%) from the engineering area have developed their own enterprises. Question five consisted of determining if the teacher knows the characteristics of the different versions of marketing and which of them (see figure 7).

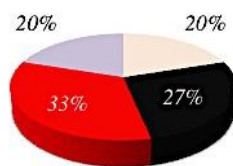
Figure 7. How many teachers know the characteristics of the different stages of marketing



Source: self made

The responses obtained are as follows: six (20%) know and handle the four versions, all from the marketing area, eight (27%) know and handle the first three versions (four from the marketing area and four from engineering) , 10 (33%) from the accounting area know and have used only the first two versions and only six (20%) from the law area know and handle the first of the marketing versions. Question six of survey one consisted of knowing which are the versions of marketing that the teacher has applied (see figure 8).

Figure 8. What versions of marketing has the teacher applied

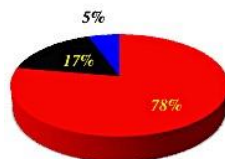


Source: self made

The answers obtained are exactly the same as those obtained in question five, that is: six (20%), from the marketing area, have applied the four versions, eight (27%), from the marketing and accounting areas, they have only applied the first three versions, 10 (33%), from the engineering area, have applied the first two marketing versions and only six (20%), from the law area, continue to use version 1.0.

The second survey was applied to 90 teachers in the economic-administrative sciences area of CUAAltos, and its objective was to discover which marketing courses they require to be able to participate later by imparting that knowledge in their regular groups of careers, specialties and master's degrees. The answers to question one are shown in Figure 9.

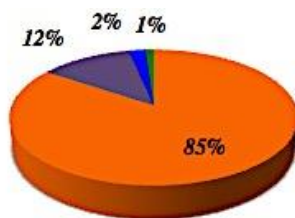
Figure 9. Teachers who have participated in entrepreneurship



Source: self made

As can be seen, of the 90 respondents, only five of them from the marketing area (5%) have developed, advised and participated in ventures, while 15 (17%) from the marketing, engineering and accounting areas have advised and participated in ventures, and finally, the vast majority of them (78%), 75 participants from all areas of knowledge, have not participated in any way in ventures. Regarding question two of survey two, which sought to find out if the teacher has applied marketing in their class projects, the answers are shown in figure 10.

Figure 10. Development of class projects applying marketing



Source: self made

The results were that 76 (85%) of all the areas have not applied any of the four versions, arguing that they are matters where it is not feasible. Likewise, 11 (12%) of the marketing areas have used marketing in their class projects, although they have only focused on using version 1.0; two teachers (2%) in the accounting area have used version 1.0 and the principles of version 2.0; Finally, only one of them (1%) from the area of law has applied it in class projects, supporting it by the fact that they are master's level courses.

Question three aimed to detect which marketing courses the teacher surveyed required (see figure 11).

Figure 11. Courses required by the teacher



Source: self made

Due to the fact that teachers in the area of economic-administrative sciences have training in various areas of knowledge, the answers obtained were varied:

- Two (2%) from the mathematics area mention that they should start with the courses related to version 1.0, as well as seven (8%) from the accounting area, who prefer to receive practices related to version 1.0.
- 15 (17%) of all the areas prefer to start developing entrepreneurial projects applying version 1.0.
- Five (5%) from the engineering area consider that they should first reaffirm their knowledge in version 1.0.
- Eight of them (nine%) from the accounting and engineering areas require advice to apply version 2.0 in projects that they developed in version 1.0.

- e) 10 (11%) from the engineering accounting area mention that they need version 2.0 to apply it in previous projects to follow the evolution of the project and its behavior step by step.
- f) Eight (9%) of the engineering, accounting and marketing areas require reaffirmation of their knowledge of version 2.0.
- g) Seven (8%) from the marketing area require advice on the verification of their projects where they applied version 2.0.
- h) 10 (11%) of the areas of accounting, engineering and marketing require taking the courses of version 3.0.
- i) 18 (20%) of the areas of marketing, accounting and engineering require version 4.0 courses.

Emphasis is placed on the fact that the interviewees prefer to be incorporated into the subsequent versions after ratifying their knowledge in the previous versions, since not all of them will be able to have courses where they can initially and simultaneously apply that knowledge in the groups.

Question four of the second survey is related to the interest that the interviewees may have in advising entrepreneurial projects using marketing, either in their own groups or participating with students who require it (see figure 12).

Figure 12. Teachers who are willing to advise ventures using marketing



Source: self made

As expected, all 90 interviewees from all areas stated that they were willing to be advisors for entrepreneurial projects, after receiving the basic entrepreneurship and marketing courses.

Discussion

The instrumentation process of a specialty module is much simpler in terms of the work it requires and the time to do it, compared to the instrumentation of a career, specialty or master's degree. In addition, it was initially glimpsed that the student cannot wait to finish his degree to update himself in the marketing area or pay for a separate degree where said knowledge is offered.

Starting from the fact that CUAltos is an institution that offers courses at extremely low costs, and that it has highly trained and qualified personnel in the area of marketing that is dedicated, apart from teaching, to research, it would be a total waste not taking advantage of his talent, which he has always been willing to share, mainly with students and other teachers.

This specialty module has represented a great opportunity to put into play the knowledge of researchers of recognized prestige in the Los Altos region of the state of Jalisco, nationally and internationally, due to their research in the area and their contributions to the social sciences and administrative. Without forgetting the fact that some of them participate as advisors to companies that have great reach through the application of digital marketing in its various facets.

The main thing about having shared the purpose of implementing this specialty module among the management personnel who make decisions about the destinations of the UdeG in general and CUAltos in particular was the opportunity to make them notice what would be at stake. and what the university could lose by not having this module as soon as possible that allows for a paradigm shift with entrepreneurship and marketing among academics and students. It is worth highlighting the fact that the directive authorities saw with very good eyes that the initiative had been taken, for this reason, they were the ones who provided the academic data of the teaching staff, since with this the time of being presented before the members of the different academies in the area of economic-administrative sciences.

The foregoing is just one way of applying the aforementioned paradigm among teachers, since they were made aware that their participation in the development of the project was of vital importance, and therefore, it is up to them to make it grow and be sustainable by incorporating many of the knowledge that will end up bearing the best fruit among CUAltos students.

With regard to competition, it must be specified that there are universities that offer the same knowledge at the undergraduate, specialty and postgraduate levels, but the great advantage that CUAltos presents are its own teachers, who continue to prepare themselves to participate as research members of the country. , which is why their incentive makes them do things right from the start.

Conclusions

This was the most appropriate occasion in which it was possible to put into practice the knowledge of marketing that is taught in classrooms and training courses for companies and industries, since the methodology that was used has been proven to be highly effective in the world. of bussiness.

The experience that has been acquired through years of applying marketing was the guideline to give greater relevance to the urgent need to provide the student with the knowledge to manipulate current technologies, which are being more advantageous than the previous ones.

Contributing to the growth of CUAltos represents an opportunity that is always a window to the outside, where companies related through teachers and students will allow the presence of researchers, teachers and graduates to grow, contributing to the growth of the Los Altos region. .

Without a doubt, with initiatives like this one, the graduate is being encouraged to be able to start ventures based on ideas that could go unnoticed by most people, and that could nevertheless lead them to be entrepreneurs and generate sources of employment for others.

Future work

This specialty module is just the first step to provide state-of-the-art knowledge to teachers and students in the area of economic-administrative sciences; It has been planned that this same module can be offered among students of careers such as design, engineering, chemistry and biochemistry, because they will be able to turn their own ideas into ventures and set goals that reach beyond their places of origin or residence.

It is only a first step for other specialties to realize the importance of marketing and it is the mission of this project to be able to achieve it in the near future.

In the same way, the most important step that has been achieved is that it will be proposed to use this module in the UdeG careers, as well as to implement the complete project that will allow in the near future (between two and three years) the master's degree in this specialty, without forgetting that it is an institution that is focused on providing the highest standards of education for its students.

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