

<https://doi.org/10.23913/ride.v10i19.497>

Artículos Científicos

Millennials en torno a la comunicación y cultura para la educación superior

Millennials Around Communication and Culture for Higher Education

Millennials em torno da comunicação e cultura para o ensino superior

Angélica Mendieta Ramírez

Benemérita Universidad Autónoma de Puebla, Puebla, México

angelicamendieta.ram@correo.buap.mx

<https://orcid.org/0000-0001-9344-8653>

José Luis Estrada Rodríguez

Benemérita Universidad Autónoma de Puebla, Puebla, México

jluis.estrada@correo.buap.mx

<https://orcid.org/0000-0003-0088-2157>

Ketzalcóatl Pérez Pérez

Benemérita Universidad Autónoma de Puebla, Puebla, México

ketzalcoatl.perez@correo.buap.mx

<https://orcid.org/0000-0002-5534-7234>

Resumen

Este trabajo de investigación describe algunos hallazgos sobre la cultura de los jóvenes denominados *millennials*: cuáles son los rasgos que los caracterizan y cómo se comunican dentro de las organizaciones y grupos sociales. La metodología utilizada se basa en la información obtenida de la *Encuesta Millennials 2018* elaborada por Deloitte, así como en otros estudios realizados en los que se describe la importancia de la innovación y el emprendimiento como mecanismos para transformar la cultura de los jóvenes. En las aportaciones del análisis se muestran las sugerencias pedagógicas que deberán adoptar las universidades para poder atender las necesidades del mercado y de los usuarios educativos que forman parte esta ambiciosa generación.

Palabras clave: cultura, emprendimiento, innovación, *millennials*.

Abstract

This research paper describes the findings about the culture of young people called "millennials": what are the features that characterize them and how they are communicated within organizations and social groups. The methodology used is based on the information obtained from the *Millennials Survey 2018* prepared by Deloitte, as well as other studies conducted where the importance of innovation and entrepreneurship is described as mechanisms to transform the culture of young people. The contributions of the analysis show the pedagogical suggestions that universities should adopt in order to meet the needs of the market and the educational users that are part of this ambitious generation.

Keywords: culture, entrepreneurship, innovation, millennials.



Resumo

Este trabalho de pesquisa descreve algumas descobertas sobre a cultura de jovens denominados millennials: quais são as características que os caracterizam e como se comunicam dentro de organizações e grupos sociais. A metodologia utilizada baseia-se nas informações obtidas na Pesquisa de Sinais do Milênio de 2018 elaborada pela Deloitte, bem como em outros estudos realizados nos quais é descrita a importância da inovação e do empreendedorismo como mecanismos para transformar a cultura dos jovens. As contribuições da análise mostram as sugestões pedagógicas que as universidades devem adotar para atender as necessidades do mercado e os usuários educacionais que fazem parte dessa geração ambiciosa.

Palavras-chave: cultura, empreendedorismo, inovação, millennials.

Fecha Recepción: Noviembre 2018

Fecha Aceptación: Julio 2019

Introduction

The social groups by age and territorial space have characteristics that distinguish them. This is the case with young people who are currently 30 years old, called millennials, also grouped in the so-called Generation Y: young people born between 1980 and 2000. Technology and access to information was one of their main tools for understanding the world. But they are also characterized by the way of communicating by remote or virtual means; Therefore, they are different and have different expectations in labor, social and cultural terms.

Culture is a concept that encompasses different meanings. Here it is understood as a social practice. That is, the exchange between people produces shared meanings, but also builds relationships that have their base in social organization, in the way of communicating and in the ideas and practices that individuals share. Of course, over time, culture as that shared social context is modified and reconstructed.

Between 1940 and 1960 a generation composed of the so-called baby boomers was born; with specific characteristics: they had few options to select, they lived with television



and hegemonic political parties in Latin America, as well as enviable political and economic stability (Howe and Strauss, 2007, p. 29). Later, the so-called Generation X emerged, whose members were born between 1960 and 1980, with strong economic and political changes; Changes that forced these individuals to be responsible, organized, cared for the environment. There were the hippies, for example, as a sign of the search for a better planet and in favor of peace (Coupland, 1991, p. 40).

Subsequently, a generational group emerged that benefited from major changes, with access to the Internet and new technologies. Lowe (2011) argues that millennials received better living conditions than previous generations; however, they also showed greater indolence about environmental issues and about responsibility towards others. At the moment they are almost 30 years old, they are facing the job search and it is a challenge for universities to carry out a training and training suitable for the needs of this social group; but it is also a great challenge because of the way in which they have transformed culture and their way of appropriating social facts and phenomena.

For millennials, interaction is the most important thing: they establish permanent communication through their mobile devices; they have modified the culture of communicative exchange, now they are more informal, instantaneous through messaging, forms of communication have more friendly and familiar tones, and casual forms of exchange, such as *emojis*,¹ They are also becoming more popular.

Without a doubt, they are different because the social context they had to live is different. There were fewer wars or economic needs; because the wars that veterans or their grandparents had to suffer no longer lived. Now, with the era of technology, social networks and the Internet, this hyperconnected world means little to them. In general, it is an unsatisfied generation with strong social and cultural mobility, also characterized by innovation (Rainer, 2011).

¹ Los *emojis*, también llamados *emoticones*, se utilizan en la telefonía celular y en las redes sociales para expresar un estado de ánimo.

Although there are multiple works on this group of young people, analyzed from different perspectives, on their consumption and attitude towards life (Kowske, Rasch and Wiley, 2010), the voice of millennials is absent. Few are those who seek to focus on the educational field; Most of these works have focused on their behavior and consumption (Keith, 2013; Alsop, 2008). Research has not raised the possibility of influencing the educational field and being useful to modify curricula and the way in which they are taught in universities.

We start from the following hypothesis: Millennials have a new culture around education, work, social interaction, family relationships and other issues that deconstruct the social relationship, as well as the labor market, commerce and, of course, education. Therefore, it is necessary to modify the plans and programs of higher education to ensure the successful incursion of students in an increasingly competitive and demanding labor market. The objective of this work is to describe, based on the existing documentary information, as well as in the Millennials Survey 2018 prepared by Deloitte (2018), what are the characteristics of the young people born in this generation, both in the social and cultural spheres. in the way they communicate. This is to determine a series of suggestions that university education must contain, in order to meet their expectations.

This work is divided into three sections. The first describes the concept and characteristics of millennials in the historical context. Likewise, the generational differences and how they have ventured into other issues such as solidarity economy, collaborative consumption and other innovation mechanisms are described. Later, in the second section, the findings of the 2018 Millennials Survey are described under a quantitative methodology that explains the characteristics that young people have and their generational attitudes in socio-cultural, political and consumption terms. Finally, in the third section, it is stated that higher education must contemplate changes and modifications: the way in which university subjects are introduced, as well as the expectations that students have. Derived from the diagnosis made, finally, for Mexico ideas are provided on how to improve higher education in our country; to turn millennials into development allies.

As we have seen, the population can be divided into generations with the aim of explaining their built characteristics and differences, through the socio-political context. In that sense, millennials can be classified as all those born between 1980 and 2000, a time of strong social and economic contrasts, which distinguished this from previous generations.

It is estimated that they represent 24% of the population worldwide and share the digital revolution, the era of globalization and the development of the Internet, as well as other characteristics; for example, his little proclivity to marriage. The proportion of young people over 34 years of age is lower than ever worldwide, because they seek economic security, travel and access to other types of activities (Pew Research Center, 2010).

Millennials are digital natives, they were born with increasing changes at the technological level that, of course, impacted their way of life and as a mechanism to access education, but also use information and communication technologies (ICT) for entertainment, leisure and socio-relational activities. They mostly use phones for instant messaging (WhatsApp), video viewing (YouTube) and social networks (Facebook). Although they use the mobile phone to communicate, they contradictorily do not like to make calls, but mainly applications and instant messaging.

The WhatsApp application like, have fun and attracts for its speed, because they have become accustomed to immediacy; These types of modalities are considered more accurate and accurate forms of communication. It is a generation also called anxious, for the immediate search for satisfiers. Talking on the phone in the office could bother those present; Through the messages, on the contrary, any type of communication can be given without altering the space of others. Gone are the emails that were a very effective source for communicating with people; Now technology has surpassed them.

Millennials privilege access to university and training; It is a professional achievement. Malinowsky (1973) argues that needs build and deconstruct culture, but responses must be institutionalized to give people benefits. Thus, society has been incorporating these new needs into the institutions, previously there were no bodies responsible for transparency or the fight against corruption; and in the academic field there were no online universities.

When culture is built or modified, values and social behavior are invariably affected. Therefore, millennials are changing the meaning of many things anchored in beliefs. There is, therefore, a process of social acculturation, generational, which means that the patterns of the own habitus are modified: new forms of social understanding are adopted and innovate in the construction of these. For example, in personal relationships, millennials have an ephemeral, superficial and transitory vision of their relationships with others, accustomed to change and permanent renewal.

Constant communication and interaction through ICT constitutes a brand within this generational study group. Read, Shah, O'Brien and Woolcott (2012) argue that, despite extensive communication by indirect or virtual means, the ties that unite young people are scarce, short or ephemeral within the Network. In that same line, Bauman (2003) coined the concept of "liquid modernity", a transitory scheme on which social relations develop on the web, where everything happens very fast.

If we take this to the level of employment, millennials are looking for new types of employment that are less demanding and that allow them to innovate in the way of doing things. Next, in table 1, some of the characteristics that identify this group are condensed.

Tabla 1. Características de la generación *millennials*

Aspectos familiares
Tuvieron una niñez con padres protectores, construyeron su entorno a partir de un amplio reconocimiento. Asimismo, la gran mayoría vivió bajo estabilidad y prosperidad económica, además, tuvieron acceso a los medios masivos, tecnología y múltiples actividades deportivas y culturales. Son audaces en sus relaciones personales, extrovertidos y capaces de brincar al abismo. No buscan estabilidad, sino están acostumbrados a la incertidumbre.
Aspectos culturales y sociales
Estos jóvenes se formaron a partir de un amplio reconocimiento social, con un carácter de impacientes, hiperactivos, gustan de la colaboración y el trabajo en equipo, son hipersociales. Utilizan la tecnología para comunicarse e influir en los demás. Son egocentristas y pretenden establecer acciones que rompan con la visión tradicional o clásica en todos los aspectos, tanto en su vida personal como en el empleo. Además, gustan de participar en las causas sociales para incidir en la vida pública y las protestas.
Aspectos de innovación
Son nativos digitales, dominan la tecnología y utilizan dispositivos móviles con múltiples aplicaciones. Pero también son críticos, exigentes y, en términos de consumo, muy indecisos y volátiles en sus preferencias. Están acostumbrados al consumo colaborativo como Uber, Airbnb, EatWith, entre otros. Además, aprenden muy rápido y buscan nuevas oportunidades laborales recurrentemente.

Fuente: Elaboración propia

Under this consideration, they are also revolutionizing the way in which activities are carried out, because they privilege communication as a mechanism to reduce transaction costs and, therefore, inequality, inequality and other social problems. In that sense, the social innovation that millennials build is based on the search for shared satisfiers in new products that did not exist before. The solidarity economy complies with this principle. The site selling second-hand products, called Ebay, as well as Craigslist, founded in 1995, had as a principle

to support people with needs who could not acquire goods in shopping centers and were looking for a support alternative, obtaining resources and benefits between individuals.

Therefore, a culture of product recycling was built, linked to financial education that promotes the search for collective benefits, but also in the elaboration of decision making that will benefit people. A characteristic of the members of this generation, under this approach, is their involvement in social causes, the environment and sustainability.

By way of parentheses, before continuing with the topic that concerns us here, it is worth mentioning that there is already a group that succeeds them, Generation Z, made up of those born since 2000, who here will only say They share the quality that they are constantly connected to your phone.

However, returning to a key point, in this dissemination, dissemination and communication to inform and promote products for sale and exchange, there is a resignification, a new perspective to understand solidarity communication. In this new era of technological advances, it means that citizens are able to disseminate information that benefits others without profit. Millennials share, through the Internet and the various platforms, recipes for cooking, health, advice of all kinds and achieve a special social interaction.

In this regard, it is worth bringing up Habermas (1987), who criticizes the capitalist system in terms of the submission it exercises over rationality and which also weakens the autonomy of the individual through mass media, in a rationality technology that avoids collective well-being and promotes individualization. Thus, Habermas (1987) argues that there are two types of spaces within the communication that is carried out at the mass level: 1) a communication manipulated by economic and political interests for domination and social control and 2) the public sphere where the review. Knowledge is a fundamental symbolic value in solidarity communication because it promotes the development and growth of people, away from the mercantilist vision and consumption. Millennials, therefore, adopt a different communication.

The new conceptual approach to consumption is built on various disciplines ranging from psychology, sociology, political science, economics and administration, as well as

communication as a mechanism for the dissemination of projects, companies and social organizations. The latter have been, so far, those who have promoted the development of agreements between individuals to obtain economic benefits and shared risks, as is the case of non-profit social campaigns.

Communication is more than mass communication theories, it can be linked to social behavior and the development of collaborative actions (Park and Pooley, 2008; Zelizer, 2008). Therefore, communication and culture are in constant transformation according to the paradigms described and based on the formation of a different social scheme. The characteristics of millennials are described below, based on surveys and documented information that is available.

Analysis Methodology

The millennial generation, as described above, presents a different context to other generations; That also determines different expectations in cultural terms. For example, these young people who are entering the labor market find great instability, so they focus on short-term goals rather than projecting long-term goals; and because they also tend to adapt faster to changes. On the other hand, they also like to work in teams, promote interactions via the Internet and social networks, as well as actively participate in social causes (Zemke, 2000, p. 87).

In sum, although this group of young people born in the last three decades has been favored thanks, among other important aspects, to technological development, it also faces a strong job insecurity, as well as racism and sexual discrimination. Milkman (2017) argues that this has allowed millennials to accept a greater challenge in the search for options and risk seeking new positions through social protest and the search for respect for their rights. For example, in the 2008 United States presidential election, in which Obama won, 66% of young people under 30 cast their vote in favor of this candidate; they were digital activists, communicated through social networks, web pages, blogs and videos that uploaded to the free YouTube platform (Talbot, 2008, p. 77).

In Mexico, 25.7% of the population is millennial, that is, 30.6 million inhabitants are in the range of 15 to 29 years, according to the Intercensal Survey (EI) 2015. During the first quarter of 2017, the population economically Active (PEA) from 15 to 29 years old amounted to 16 million young people, of which 15 million are employed. However, 60.6% of them are in the informal sector.

Within the framework of the International Youth Day, which is celebrated every August 12, the National Institute of Statistics and Geography (Inegi), aware of the importance of Mexican youth in the social and economic dynamics in the country, shares information sociodemographic on the millennials that inhabit the national territory, as indicated by the magazine Best Jobs (August 14, 2017).

The population in our country continues to be predominantly young. Regarding the structure by age and sex of this population, 50.9% are women and 49.1% are men; 35.1% are teenagers from 15 to 19 years old, 34.8% young people from 20 to 24 years old and 30.1% are from 25 to 29 years old. By sex, there is an equitable distribution between the proportion of men and women in the different age groups of the young population; the group of 25 to 29 years is in which there is a greater difference, 52.2% are women and 47.8% men (Intercensal Survey, 2015).

The Millennials Survey 2018 (Deloitte, 2018) describes the sociocultural aspects that must be taken into account within the academic field to meet the expectations of this generation and those of the market. According to Deloitte (2018), this company carried out the application of 301 surveys among its young full-time employees in order to know their behavior, priorities, business impact, loyalty and turnover rate, as well as the collaborative economy in Mexico in companies affiliated with its brand. In this work, this survey was considered because it has a 95% reliability index and covers the entire Mexican Republic. And especially because there is no other survey available of this type for Mexico.

However, from the mentioned survey (Deloitte, 2018) it is highlighted that 44% of the participants do not have children and the remaining percentage does. As for the educational level, it corroborates the profile of millennials, because 82% of the respondents have a university degree and 18% master's or doctorate.



Likewise, regarding the economic field, 31% of the interviewees expect that the general economic situation of Mexico will improve; while in Latin America there is an optimistic perception of 50% and 45% globally. With respect to the political / social situation, the gap is not very large: the opinion of Mexicans that both areas will improve is 23%, in Latin America there is 36% and 33% was obtained globally.

It is important to note that the generation we are analyzing has broad expectations. He hopes to live better than his parents, although the economy does not help them and despite the socio-political context that is lived, vulnerable to changes in the economy. This means they are dreamers. The figures in this area are as follows: 54% expect to live a better economic situation, compared to 64% in Latin America and 51% globally.

Regarding the percentage of millennials who expect to be happier than their parents, the figure of 54% was recorded, compared with that of 56% of young people in Latin America and 43% globally. Table 2 shows what type of employment they like and a comparison in global terms.

Tabla 2. Correspondencia con los empleadores

¿Qué es lo más importante al elegir un empleado?	Comparativo	
	México	Global
Remuneración económica /beneficios	62 %	63 %
Cultura de trabajo positiva	43 %	52 %
Flexibilidad/horarios y lugar de trabajo	50 %	50 %
Oportunidades para aprendizaje continuo	60 %	48 %
Programas e incentivos para el bienestar	41 %	33 %
Reputación del comportamiento ético	18 %	22 %
Diversidad e inclusión	12 %	19 %
Oportunidades para hacer voluntariado/ayudar en las comunidades	14 %	12 %

Fuente: Elaboración propia con base en Deloitte (2018)

As can be seen, millennials have a high proclivity to look for jobs that have flexibility, with high chances of promotion; and appreciate and seek continuous learning. It is highly significant that their expectations are above those of their generational predecessors, who only sought employment without considering other variables. This is important because it immediately refers to one of the advantages of young people born from 1980 to 2000 - although some believe that the generational cut must be in 1996; Oblinger (2003) argues that this societal group is formed by those born between 1981 and 1996, however, the majority coincides on the first date. The great advantage that millennials have is access to information; This is why it is significant that they are in a constant search for the best job offers. In addition, they seek to innovate and grow in their jobs, as indicated by the survey (Deloitte, 2018). Therefore, communication is a determining factor in the lives of young people who are constantly changing, innovating and transforming. They are also interested in multidisciplinary work, with challenges and a willingness to change employment patterns.

In the information they upload to the Network, it is striking that young people born between 1980 and 2000 have different priorities. They prefer to travel, share experiences in different jobs or look for adrenaline-filled activities; rather than looking for children or getting married. Millennials adapt easily to change. This is because they have had the opportunity to transform their way of life in a dizzying way: they went from traditional television to flat screens, and even more, they were born with computer technology.

The Mexican participants of the Millennials Survey 2018 (Deloitte, 2018) also pointed out in 80% that they are considering accepting temporary or part-time jobs; In comparison with Latin America, it has 81% preferences regarding this item and 78% globally. For this societal group, it is very important to balance your work space with your personal or family life, seeking freedom and dynamism.

As the works that have investigated the behavior of these individuals point out, they have an interest in their communities, they are involved in environmental issues and they like to participate in the public arena. Their emotional stability is based on the social participation they have. This is corroborated in the survey, where 59% of millennials in Mexico state that business leaders are having a positive influence on the world.

There are also many innovations in terms of employment that produce changes in life habits. Industry 4.0 refers to the data revolution, based on technology and supported by the Internet in terms of mass storage; There are millennials, no doubt, who face strong challenges to insert themselves into these technologies, but there are also universities as spaces that should consider changes in their curricula to adapt to new needs.

In the Millennials Survey 2018 (Deloitte, 2018), 67% of respondents believe that more employment will be promoted while having more recreational and leisure activities. In this regard, 59% were reported in Latin America and 52% globally. That is, young people have strong expectations in technological modernization as a help tool. On the other hand, 23% of respondents globally believe that the 4.0 revolution will have an impact on the employment of millennials, while Mexicans interviewed consider that it can only affect them in 15% and Latin Americans in 18%.

The skills that young people require must be developed in university classrooms. However, the results of the survey carried out by Deloitte (2018) indicate that this development space is not found in universities, but in companies. In this regard, 34% of respondents in Mexico consider that their employers are preparing them for industry 4.0, compared with 36% globally.

In that sense, as we can see, a growing process of individualization has been impelled, due in part to the recession of the proximity social relations that are being replaced by the new virtual social relations. Young people have grown up with electronic devices that have allowed them to develop certain skills through different interfaces and to use the Internet as their best ally.

The above coincides with Islas (2011), who argues that we live in the era of ubiquity, that is, a communication space for everyone, where, when and how you want, through multiple mobile devices, smartphones, tablets, and multimedia content on demand, with so-called streaming platforms such as Netflix, Amazon Prime Video, Claro video, Mubi, Filming Latino and Blim.

Discussion about the changes that education demands

With the previous analysis carried out on the generation of millennials, this work proposes that it is essential to make changes and modifications around higher education in Mexico, in order to guarantee success in the professional life of students; with the goal of ensuring its insertion into working life. This is one of the contributions on which it has already been widely written: the urgent need to modify the curricula and transform the didactic of access to knowledge (Castillejos, 2019; Díaz, López and Roncayo, 2017; Kotz, 2016). The knowledge society, as it has been called, requires all kinds of adaptations in educational terms to guarantee the best results; but also insert benefits in the value chain to transform education and modify the mistakes that have occurred.

In Latin America there is a high degree of dropout at the university level. Inquiring into possible causes, consequently, is necessary. One of them could be the ineffectiveness of the curricula and the little link that exists with the labor camp. Cubillos, Altamirano and Prado (2017) highlight, among the main reasons, the economic factor for students to leave universities, but also point out that it is due to the absence of accompaniment in the process of educational insertion. Millennials require further development of activities and find a link between theoretical classes and their application in everyday life (Ruiz, Ruiz and Galindo, 2016).

To attract the attention of young people, the way of communicating is important. Whether to reach them or to understand the way in which they affect others, advertising campaigns must be different. On Twitter, for example, you have 140 characters to give a message; There the possibility of dialogue with a newspaper or mass media is possible. Therefore, culture and communication are two indissoluble elements in millennials.

With the diagnosis, it is intended to establish a series of academic improvement guidelines that guarantee the incursion and incorporation of students in the labor market, through permanent training schemes as required by the university market. Otherwise, universities will continue to train students not attached to the demands and needs of the market and jobs today. That is why some points are shown for the development of the areas of opportunity that could be applied, prior to feasibility analysis.



Suggestions for higher education

1) Promote education through technological, virtual and digital means. Millennials use technology and Internet access to improve their personal and professional life, proof of this is the development of solidarity communication and consumption platforms, such as Uber, which offers the service of transportation by car, and Airbnb, a platform for software that allows renting accommodation between individuals, reducing transaction and information costs.

2) Include teachers in training on new technologies. Gil and Padilla (2016) establish that teachers need to enroll in the search for approaches with students to promote digital competence in their teaching activities.

3) Introduce the technology in the classroom. It is important to modify the teaching-learning process: moving from a traditional scheme to a modern one, where new technologies can be used and students can be offered the possibility of delivering their homework online, using audiovisual material and building greater interaction through remote media

4. Promote coworking interaction and participation. In the development of new ways of working, millennials have managed to establish mechanisms for participation and interaction. They seek to extend their networks and collaborations remotely, so, in the educational field, it is valid to think about the integration of common trunk students through interaction platforms and even the development of teamwork. This generational group has shown how it is possible to influence marketing through social networks, use of video and other interactive ways (Postman, 1994).

5) Build virtual solidarity. A feature of the use of technology is depersonalization, people perform multiple consumption activities remotely, through the Internet. With this same mechanism, it should be proposed to build academic exchange ties, with experiences and school activities directed by a tutor from another country, who will monitor from their place of origin in the global village.

6) Establish a global education with academic exchanges and research stays. In 2015, 4,600,000 students moved internationally (Organization for Economic Cooperation and Development [OECD], 2017). This marks a new pattern of behavior among millennial

students, interested in traveling and acquiring international experiences, which should be considered.

7) Flexible curriculum in curricula and dual degree channels with other universities. According to Rodríguez (2018), 16% of Latin American students from OECD countries are destined for Spain. Therefore, it is necessary to prepare an analysis on which academic agreements and exchanges should be validated to offer a friendly management, as well as to establish the relevant agreements.

8) Preventive behaviors regarding the use and abuse of ICT. The main instrument of communication of the members of this generation is in social networks and the use of new technologies, which leads to broad benefits, but also some risks that universities must contemplate, such as cyberbullying, happy slapping, sexting, sextorsion, grooming, dating violence and others (Kopecký, 2014; Alfaro *et al.*, 2015).

The recommendations described above go to any university or institution of higher education that seeks to establish mechanisms for improvement and innovation. However, it is also important to note that there are two types of universities in Mexico: public and private, both for different purposes and that influence their training and organization. Mella (2018) argues that there is the public and mass university paradigm; in contrast to the private and market-centered university. In both cases the suggestions are applicable; however, it is important to consider that public universities have lacked adequate financing for the development of new technologies; Therefore, it could be an impediment to the implementation of actions aimed at innovation and development.

While, on the other hand, private universities have grown tremendously because of the financing they have from a market perspective not only in Mexico, but in Latin America. The remains, therefore, not only go towards a change of perception in the professors, but also in the financing schemes that the universities have.

Conclusions

With the description of the findings and the analysis carried out on the culture that prevails in young millennials, current research extends the existing literature in an important way with the story of how young people can be inserted in the productive process, influencing the actions to transform Higher education and promote an open debate on how to modify the curricula in order to include new subjects or subjects and establish innovative learning mechanisms. But research also has an impact on university-level professors, because with the description of the characteristics of the members of this generation, the education that occurs in the classrooms can be modified and the teaching-learning interaction will be strengthened for the new ways to approach them.

The way in which it is possible to influence other areas, from communication and culture, as indispensable elements of the socialization process is also rescued in this research work. In that sense, a new paradigm has been built through the use of new technologies, linked to the elimination of intermediaries in commercial transactions, in the sale of products and services.

Around the initial hypothesis, the need to implement changes in higher education plans and programs in Mexico is confirmed to ensure that students are able to enter the labor market, increasingly demanding and competitive. Millennials, as evidenced by the Millennials Survey 2018, prepared by Deloitte (2018), have modified social relations, labor schemes and even the conception of the family.

It also goes hand in hand with the new significance that is given to communication, through the depersonalized route offered by social networks and instant messaging, so this process of assimilation of information must be understood in order to make messages, information and information known. even marketing and advertising campaigns.

Among the benefits of millennials, around their cultural contributions, is the collaborative consumption whose fundamental principle is to break with the distribution and control chains stipulated from the market. The innovation is successful because it is anchored in the Internet and new technologies, with its multiple edges and areas of opportunity; they are a set of new services that put exchange, sharing, bartering or renting from person to person

at the center of their business model, instead of the traditional individual property model; This can only happen from a communication between users, open and endowed with trust and transparency in a solidarity communication.

Therefore, communication in millennials is of deep interest for prospective analysis and for the process of anticipating new social and commercial relations. With the information provided by the Millennials Survey 2018, we can build the pathways of a more inclusive, purposeful and interactive education in the classroom; otherwise, if we continue with the traditional educational guidelines, there will be a great void and this generation of students with special characteristics will be wasted, which can transform the development of our country.

References

- Alfaro, M., Vázquez, M. E., Fierro, A., Herrero, B., Muñoz, M. F. y Rodríguez, L. (2015). Uso y riesgos de las tecnologías de la información y comunicación en adolescentes de 13-18 años. *Actas Pediatría Española*, 73(6), 126-135
- Alsop, R. (2008). *The trophy kids grow up: How the millennial generation is shaking up the workplace*. San Francisco, United States: Jossey-Bass.
- Bauman, Z. (2003). *Modernidad líquida*. México: Fondo de Cultura Económica.
- Castillejos, B. (2019). El autoconcepto de los millennial's como aprendices y la autorregulación y motivación por el aprendizaje permanente. Un estudio con estudiantes universitarios en México. *Revista Iberoamericana de Educación*, 79(2), 81-98.
- Coupland, D. (1991). *Generation X: Tales for accelerated culture*. New York, United States: St. Martin's Griffin.
- Coupland, D. (1993). *Shampoo Planet*. United Kingdom: Simon & Schuster.
- Cubillos, J., Altamirano, O. y Prado, G. (2017). Retiro y complementación en educación superior. Algunas pistas para repensar programas de intervención. *Revista Iberoamericana de Educación Superior*, 8(21), 154-172.

- Deloitte. (2018). *Encuesta Millennials 2018*. México: Deloitte. Recuperado de <https://www2.deloitte.com/content/dam/Deloitte/mx/Documents/about-deloitte/2018/Millennial-Survey-2018-Resultados-Mexico.pdf>.
- Díaz, C., López, M. y Roncayo, L. (2017). Entendiendo las generaciones: una revisión del concepto, clasificación y características distintivas de los *baby boomers*, X y *millennials*. *Clío América*, 11(22), 188-204.
- Gil, J. M. y Padilla, P. (2016). La competencia digital en la educación secundaria: ¿dónde están los centros? Aportaciones de un estudio de caso. *New Approaches in Educational Research*, 5(1), 60-66
- Habermas, J. (1987). *Teoría de la acción comunicativa. Volumen 1: Racionalidad de la acción y racionalización social*. Madrid, España: Taurus.
- Hartman, J. L. and McCambridge, J. (2011). Optimizing Millennials' Communication Styles. *Business Communication Quarterly*, 74(1), 22-44.
- Howe, N. and Strauss, W. (2007). *Millennials Go to College* (2nd ed.). United States: Life Course Associates.
- Islas, O. (2008). La sociedad de la ubicuidad, los prosumidores y un modelo de comunicación para comprender la complejidad de las comunicaciones digitales. *Razón y Palabra*, (65), 68-77.
- INEGI (Instituto Nacional de Estadística, Geografía e Informática) (2015), Encuesta Intercensal 2015, Ciudad de México, INEGI.
- Keith, N. K. and Simmers, C. S. (2013). Adapting the marketing educational environment for multi-cultural millennials: The Chinese experience. *Academy of Educational Leadership Journal*, 17(3), 83-92
- Kotz, P. (2016). Reaching the Millennial Generation in the Classroom. *Universal Journal of Educational Research*, 4(5), 1163-1166.
- Kowske, B. J., Rasch, R. and Wiley, J. (2010). Millennials' (lack of) attitude problem: An empirical examination of generational effects on work attitudes. *Journal of Business and Psychology*, 25(2), 265-279.

- Kopecký, K. (2014). A brief introduction to the issue of online blackmail of Czech children with a focus on sextortion. *Pediatric pro Praxi*, 15(6), 352-354.
- Lowe D., Levitt, K. and Wilson, T. (2011). Solutions for retaining generation Y employees in the workplace. *IEEE Eng. Manag. Rev*, 39, 46-52.
- Malinowsky B. (1988). *Una teoría científica de la cultura*. Barcelona, España: Editorial Edhasa.
- Mejores Empleos. (14 de agosto de 2017). 25% de la población del país es millennial. *Mejores Empleos*. Recuperado de https://www.mejoresempleos.com.mx/toma_nota/25-de-la-poblacion-del-pais-es-millennial/.
- Mella, M. (2018), Consenso y confrontación en los sistemas de educación iberoamericanos, *Revista Iberoamericana de Educación Superior*, 9(26), 3-21.
- Milkman, R. (2017), A New Political Generation: Millennials and the Post-2008 Wave of Protest, *American Sociological Review*, 82(1), 1-31.
- Oblinger, D. and Oblinger, J. (eds.) (2005). *Educating the Net generation*. Educase.
- Organización para la Cooperación y el Desarrollo Económico [OCDE]. (2017). *Panorama de la educación 2017. Indicadores de la OCDE*. París, Francia: Organización para la Cooperación y el Desarrollo Económico.
- Park, D. W. and Pooley, J. (eds.) (2008). *The history of media and communication research. Contested memories*. Nueva York, United States: Peter Lang Publishing.
- Pew Research Center (2010). *Generations 2010*, Washington, D.C, United States of América, Pew Research Center, consultado el 18 de noviembre de 2018, disponible en línea: <http://pewinternet.org/Reports/2010/Generations-2010.aspx>.
- Postman, N. (1994). *Tecnópolis. La rendición de la cultura a la tecnología*. Barcelona, España: Galaxia Gutenberg/Círculo de Lectores.
- Rainer, T. S. and Rainer, J. W. (2011) *The Millennials: Connecting to America's Largest Generation*. Nashville, United States: B&H.

- Read, P., Shah, C., O'Brien, L. and Woolcott, J. (2012). "Story of one's life and a tree of friends" – understanding millennials' information behaviour in social networks. *Journal of Information Science*, 38(5), 489–497.
- Rodríguez, E., S. (2018). La Universidad: una visión desde "fuera" orientada al futuro. *Revista de Investigación Educativa*, 36(1), 15-38.
- Ruiz, S., Ruiz, F. y Galindo, F. (2016). Los millennials universitarios y su interacción con el social mobile. *Fonseca, Journal of Communication*, 12(12), 97-116.
- Talbot, D. (2008). How Obama Really Did It. *Technology Review*, 111(5), 78-83.
- Zelizer, B. (2015). Making communication matter. *Communication Theory*, 24, 410-415.
- Zemke, R., Raines, C. and Filipczack, B. (2000). *Generations at Work: Managing the Clash of Veterans, Boomers, Xers and Nexters in your Workplace*. Nueva York, United States: AMACOM.

Rol de Contribución	Autor (es)
Conceptualización	Angélica Mendieta Ramírez
Metodología	José Luis Estrada Rodríguez
Software	Ketzalcóatl Pérez Pérez
Validación	José Luis Estrada Rodríguez
Análisis Formal	José Luis Estrada Rodríguez
Investigación	José Luis Estrada Rodríguez
Recursos	Ketzalcóatl Pérez Pérez
Curación de datos	NO APLICA
Escritura - Preparación del borrador original	José Luis Estrada Rodríguez (principal) y Angélica Mendieta Ramírez (igual)
Escritura - Revisión y edición	José Luis Estrada Rodríguez (principal) y Angélica Mendieta Ramírez (igual)
Visualización	Ketzalcóatl Pérez Pérez
Supervisión	José Luis Estrada Rodríguez
Administración de Proyectos	Angélica Mendieta Ramírez
Adquisición de fondos	Angélica Mendieta Ramírez