Chapter 5

The Knowledge Society and Entrepreneurship Within the Higher Education Institutions in Mexico

Miguel Angel Mendoza Pérez
https://orcid.org/0000-0002-4409-3312
Instituto Politécnico Nacional, Mexico

Ingrid Yadibel Cuevas Zuñiga
Instituto Politécnico Nacional, Mexico

María del Rocío Soto Flores
Instituto Politécnico Nacional, Mexico

Susana Asela Garduño Román
Instituto Politécnico Nacional, Mexico

ABSTRACT

Knowledge has been an implied part of all social organizations, since it allows the progress and the discovery of new techniques and technologies to put up new activities that are not easily replicated by rivals. The chapter aims to show that institutions of higher education support the society of knowledge in Mexico for entrepreneurship through an analysis of the programs that are taught in the two public universities in the country. The structure of the chapter will be organized into three sections: 1) the knowledge of society and its relation with institutions of higher education, 2) the generation of entrepreneurship in higher education institutions, and 3) the society of knowledge and entrepreneurship in institutions of higher education in Mexico.

INTRODUCTION

The term "knowledge society" was first used in the United States of America and in the European Union (Breton, 2005). These countries were pioneers in evolving from an information society into a knowledge-based society using the technoscience as the tool to produce and disseminate information.

Knowledge is managed through the intellectual capital: acquired knowledge, competencies and aptitudes. It is obtained by means of training and education within the Higher Education Institutions (HEI), which are a key element to support the knowledge society, as they are equipped to produce, transmit, disseminate, and build upon knowledge.

According to Roca (2010), intellectual capital "is the combination of resources and human, organizational activities, and the relationships within an organization. Including knowledge, capabilities, experiences and employees' abilities, R&D, organizational practices, processes, systems, data bases, and the company's intellectual property rights; and all resources linked to the society's external relationships. This mélange of resources and intangible activities allows an organization to transform a mix of material, financial and human resources into a system capable of creating value to the stakeholders. The intangible, to become part of the intellectual capital, should be part of the internal organization".

Knowledge has been an implicit part (Dinu, 2005) of all social organizations, it facilitates progress through the discovery of new technology and techniques to perform activities difficult to replicate by competitors. The knowledge society is formed when an economy and its activities take awareness, including knowledge, as part of a strategy, favoring the intellectual capital and all it represents, leading to a new development adaptation resulting in the Forth Industrial Revolution. To accomplish this, knowledge management "is one of many components of good management in the knowledge-based society" (Adhikari, 2010).

According to Adhikari's work (2010) the responsibility to produce new knowledge, to train, and to transfer experience to all the society components, as well as to manage knowledge (intellectual capital and technology) belongs to the Higher Education Institutions.

The same author explains that there are two types of knowledge: the explicit and the tacit. The former is expressed in numbers and words and is easy to transmit; the latter includes intuitions and hunches, acquired skills and 'know-how', that can be more difficult to communicate. The universities maintain a responsibility towards the society, for which they need to:

- Have long term goals promoting the critical reasoning and diversity of thought through education and research;

13 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/the-knowledge-society-and-entrepreneurship-within-the-higher-education-institutions-in-mexico/231057

Related Content

Exploring the Relationship Between Organizational Politic and Knowledge Sharing in Brazilian Modular Consortium
Indira Arias Rodriguez, Jorge Muniz Jr.and Timothy P. Munyon (2021). *International Journal of Knowledge Management (pp. 1-17).*
www.irma-international.org/article/exploring-the-relationship-between-organizational-politic-and-knowledge-sharing-in-brazilian-modular-consortium/288322

Transformer-Based Vision-CNC Fusion for Real-Time Error Compensation and Adaptive Optimization in Intelligent Machining Systems
Zengbin Li (2025). *International Journal of Knowledge Management (pp. 1-18).*
www.irma-international.org/article/transformer-based-vision-cnc-fusion-for-real-time-error-compensation-and-adaptive-optimization-in-intelligent-machining-systems/382385

Developing Digital Exhibition Construction of Intangible Cultural Heritage of Huizhou City Based on Virtual Technology
Xiao Mengand Zhichao Zhang (2025). *International Journal of Knowledge Management (pp. 1-22).*
www.irma-international.org/article/developing-digital-exhibition-construction-of-intangible-cultural-heritage-of-huizhou-city-based-on-virtual-technology/377808

The Relationship between B2B E-Procurement Solutions and the Purchasing Portfolio: An Empirical Study
Dothang Truong (2016). *International Journal of Knowledge-Based Organizations (pp. 55-69).*
www.irma-international.org/article/the-relationship-between-b2b-e-procurement-solutions-and-the-purchasing-portfolio/148230

What Drives Citizens to Engage in ICT-Enabled Citizen Science?: Case Study of Online Amateur Weather Networks

Mohammad Gharesifardand Uta Wehn (2017). *Analyzing the Role of Citizen Science in Modern Research (pp. 62-88).*

www.irma-international.org/chapter/what-drives-citizens-to-engage-in-ict-enabled-citizen-science/170185