Methodological Proposal for Theoretical Analysis of Professional Skills and Its Impact on Employability

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Abstract: **The objective of this paper is to analyze the level of employability of Engineers in Business Management Institute of Technology graduates Lazaro Cardenas in terms of their Professional competencies based on the initial hypothesis. The professional competencies have a direct positive relationship in which employability through the application of the survey method in Likert applied to both clusters, analysis of findings which show the impact of skills on employability, the existence of a positive correlation of both direct and opportunity was conducted to develop creativity and innovation through entrepreneurship.**

Keywords: professional competencies, graduates, employability, entrepreneurship. JEL: I21, J24, M13.

Resumen

El objetivo del presente artículo es analizar el nivel de empleabilidad de los Ingenieros en Gestión Empresarial Egresados del Instituto tecnológico de Lázaro Cárdenas en función de sus competencias profesionales partiendo de la hipótesisinicial. Las competencias profesionales tienenuna relación directa positiva en la empleabilidad lo que a través de la aplicación del método de encuesta en escala tipo Likert aplicada a ambos conglomerados, serealizó el análisis de los hallazgos los cuales evidencian el impacto de las competencias profesionales en la empleabilidad, la existencia de una correlación directa positiva de ambas y la oportunidad para desarrollar la creatividad e innovación mediante el emprendedurismo.

Palabras clave: competencias profesionales, egresados, empleabilidad, emprendedurismo.

I. INTRODUCTION

At present the institutions of higher education are demanded for better preparation of young people into employment and skills development to enable the mobilization of knowledge to work situations (Molina, 2007). Faced with the demands of qualified engineers Rascón (2010) and Meza (2008) it is necessary that students have skills that match their graduate profile, develop skills and values.

In the productive sector it is profiled the need for development of research projects that provide solutions to problems of context, showing students the ability to work in multidisciplinary teams is emerging; the ability to identify, formulate and solve engineering problems; understanding of professional and ethical responsibility; the ability to communicate effectively and sufficiently broad education to understand the impact of engineering solutions in a global, economic, environmental and social context Paz (2007).

The issue is highly relevant to explore the link between skills training offered at the Technological Institute of Lázaro Cárdenas Michoacán (ITLAC) and labor market needs. It is also useful adjustment and innovation of the professional performance of graduates in Engineering in Management with the demands of the productive sector and to evaluate the relevance and timeliness thereof.

The results of this work allow reviewing and identifying the professional skills that optimize and improve the employability of graduates in skilled jobs and improve the employability and competitiveness in the current job market. Thus, there are analyzed the current needs of employer firms on skills that should have Engineers in Business Management which may enhance in the next graduates the knowledge, skills and attitudes required by the labor market, so that they can successfully perform different functions and activities. This research is addressed in six interrelated sections that constitute the different chapters that comprise:

Based on the above, the aim of this study is to determine the level of employability of Engineers in Business Management graduates from ITLAC depending on the professional skills. It is structured starting with a brief introduction, followed by the history and definition of the problem, justification, hypothesis, conceptual, theoretical and contextual frameworks, proposal, conclusions and references.

II. BACKGROUND TO THE PROBLEM

International trends have shown no educational relevance in Higher Education Institutions (HEIs), which creates a gap between the knowledge and skills of graduates and the needs of a competitive work environment (Delval, 2002; Gibbons, 1998; OECD, 2000; Tünnermann, 2002; Tobon, 2005), reason for which various sectors demand HEIs vocational training according to different production processes themselves that require the development of new needs and requirements on the skills and knowledge graduates enabling them to become actively involved in the working world (ANUIES, 2003).

As a result of the phenomenon of education coupled with the inability of the economic system to provide jobs commensurate to the conditions of human capital, in Mexico, unemployment currently affects 40% of university graduates. If the economy does not increase its growth level in this decade, 305,000 graduates from across the country will face unemployment in 2020. In the past decade, the number of professionals in the country increased 2.8% but this total, 16% remained inactive. The unemployment rate in the professional area increased from 2.3% to 5.1% (ANUIES, 2014).

Some of the factors favoring the existence of this problem are: Academic training in traditionally oriented job search universities, little research in applied science, poor university-business, few incentives for entrepreneurship, and lack of entrepreneurial skills provided at the university, and low academic preparation of teachers and others.

III. DEFINITION OF THE PROBLEM

In the Technological Institute of Lázaro Cárdenas Michoacán, in 2009, beginning the Engineering Business Management with an enrollment of 95 students of which to date have graduated from the first generation a total of 81 professionals from this academic profile and due to poor school-business links and lack of staff has not followed up on them by the Department of Technology Management and Liaison in charge of this activity. So, it is unknown what percentage of graduates are employed, which activities are they doing, what their requirements and expectations, if the graduate profile is in line with the demands of employer firms, as well as requirements that values the labor market in terms of knowledge, skills and values developed at the institute.

This problem is really disturbing and raises the need to fill this gap as it is vital to know the level of employability and labor market requirements in terms of skills required of graduates. This research is a first approach to monitoring the alumni of this academic program. This is also the reason for which the following question arises Do skills have a direct positive relationship in the employability of Engineers in Business Management graduates ITLAC?

IV. JUSTIFICATION

The labor market currently requires competent professionals who have the knowledge, skills and values that respond and meet the requirements of the economic sectors demand to the Technological Institute of Lázaro Cárdenas in order to cope with the circumstances, needs and situations presented on a daily basis in different work environments. From this arises the need for constant revision of knowledge, skills and values of professionals of Engineering in Business Management and enhancement of their skills and key competencies aimed to increase employability and reduce the unemployment.

The development of employability skills through education should help, firstly, to promote creativity and initiative to create an entrepreneurial culture, and secondly, to develop human capabilities and potentialities necessary to graduates of this professionalprofile. This allows closing the gap between knowledge, abilities and skills required by employers and by new trends in the economy and the world, making thus the employability of graduates' increases of Engineering in Business Management. This generates growth and development in the country and consequently raises the level of income of business management professionals and provides opportunities in all fields of life of each graduate.

In this research the professional skills as defined as comprehensive measures to identify, interpret, argue and resolve problems with integrity and ethical commitment, mobilizing different knowledge: being, doing and knowing Tobon (2010).

V. HYPOTHESIS

The skills have a direct positive relationship on employability

VI. CONCEPTUAL THEORETICAL FRAMEWORK

Etymologically, the term comes from Latin *competentia* (competition) and within the meanings granted by the Royal Spanish Academy are: Business, skill, aptitude, suitability to do something or act in a particular case, opposition or rivalry between two or more aspire to achieve the same thing or situation that rival firms in a market are offering or demanding the same product or service. Consequently three meanings are indicated: Competencies as rivalry or conflict, as concern, as fit and proper (RAE 1999):

Sometimes the position that labor competency encompasses the concept of professional competence is defended, because labor involves everything related to the world of work, either trade or profession competencies. In the literature we speak interchangeably of skills and job skills. The definitions are mostly common but separated by the mere semantic concept. According to the position of different national and international authors conceptualize agencies as follows:

A. Professional skills

The skills are the result of integration, essential and widespread of a complex set of knowledge, skills, and professional values that are manifested through an efficient professional performance in solving the problems of their profession, even may resolve those not predetermined (Forgas, 2003: 112). Capacity to make some suitable ways resulting from a complex process of integrative assimilation by the apprentice conceptual knowledge, procedural knowledge and attitudes that leads out onto the stage of exercise in the teaching-learning process (Diaz-Barriga, 2009).

Meanwhile the International Labor Organization (ILO, 1993:37) defines the concept of professional skills and suitability to perform a task or perform a job effectively by having the qualifications required for it. In this case, the concepts of competence and qualifications are strongly partnership since the rating is considered an acquired capacity to do work or perform a job.

Professional competencies define the effective exercise of capabilities that allow the performance of an occupation, compared to the levels required by the job. It is more than just technical knowledge which refers to knowledge and know-how. The concept of competence covers both the capabilities required for the exercise of a profession, but also a set of behaviors, power analysis, decision making, and transmitting information deemed necessary for the full execution of the occupation. Instituto Nacional de Empleo en España (INEM: 1995:21). The competencies are a set of knowledge, skills and attitudes acquired through learning processes or work experience, allowing play and perform work roles and situations required in employment (Decreto 676/1993). However the OECD (2005) has conceptualized as the ability to successfully respond to a request, task or complex problems mobilizing and combining personal resources (cognitive and no cognitive) and the environment.

The professional competencies are integrated actions to identify, interpret, argue and resolve problems with integrity and ethical commitment, mobilizing different knowledge: being, doing and knowing (Tobon, 2010). Vargas (2001) emphasizes that the competencies are permanent characteristics of individuals. They are revealed when a task or a job are not associated with success running it is assumed that actually cause can be generalized to more than one activity and combine the cognitive, affective and behavioral.

B. Labor skills

Labor competence is the ability of an individual to perform the same production function in different contexts and based on the quality requirements expected by the productive sector. This ability is achieved with the acquisition and development of knowledge, skills and abilities that are expressed in the knowing, doing and know-how (Mertens, 2000: 12). Labor competencies are conceived as a complex structure of attributes necessary for the performance of specific situations. Labor competencies are a complex combination of attributes (knowledge, attitudes, skills and values) and the tasks they have to perform in certain situations. Labor competencies are put into action for adequate performance in context and culture of the workplace. Labor competencies allowintegrating ethics and values as elements of competent performance (Irigoin and Vargas, 2002: 47).

Labor competence is the underlying capacity of a person who is causally related to performance, based on a higher criterion or cash in a job or situation (Spencer & Spencer, 1993). Meanwhile, McClellan (1973) defines employment skills such as characteristics of an individual that are causally related to effective or superior performance in the job- motives, personality traits, skills, aspects of self-image or a set of knowledge an individual is using. However, Levy-Leboyer (1997: 13) defines employment skills such as the reservoir of knowledge that some dominate better than others, making them effective in a given situation.

Occupational competency (Agudelo, 2002: 23) has the knowledge, skills, aptitudes and attitudes necessary to perform effectively in specific work situations which allowsolving the problems that are presented in the exercise of their functions autonomously and flexibly, and is trained to assist in their professional environment and the organization of their work. In this sense, the competition would be a genetically determined ability that is expressed through language and performance and would be given by the effective use of this capability in specific situations (Chomsky, 1965).

Among others, ability to operate effectively in a determined number of situations, knowledge-based capacity, but not limited thereto (Perrenoud, 1999). Capacity or power to act effectively in any particular context (Eurydice, 2002). Skills related to the autonomous performance, the applied and applicable knowledge, knowledge in action, the resulting knowledge of expertise and know how to explain what to do (Brailovsky and Acosta, 2006). Directory of coordinated strategies to solve a specific demand corresponding to a regular context such as education, family, professional, personal of human activity (Monereo, 2003).

Labor skills are the integrated body of knowledge, skills, attitudes, values as well as personality traits and innate or underlying motivations in a person (see Figure 1) that predispose to successfully perform the requirements and demands of a job, occupation, task or role in a given professional context (Lombana, 1979: 163).

Figure 1. Components of skills
Source: Authors.

The competencies present in a person are what allow a differentiated and successful performance. Not everyone in performance could be successful by the mere fact of desire. It is necessary to have that personal quality that allows the individual to perform an activity more successfully than another person. It is individual in that each person has their own competencies, and they are not ablecopy, imitable and measurable as they are identifiable through scientifically reliable measurement instruments.

The competencies also are observable in the reality of work, and also in assessment situations, and implement an integrated manner aptitudes, personality traits, skills and knowledge. Therefore, it considers a link between individual characteristics and qualities required to perform the activities of the post (See figure 2).

Figure 2.Iceberg model in the Development of competencies.
Source: Own elaboration based on Spencer & Spencer (1993)

Skill is defined as the ability of a person to do something. Knowledge: Information that a person has in a particular area. Self-concept is what each person believes that he is, with respect to their values, characteristics, attitudes and image. Example: self-confidence in the performance itself. Personality traits are the typical behavior of a person, physical characteristics and consistent responses to specific situations or information, such as for example: Solving problems under stress. Motivations are those things that a person believes or consistently want. Motivations may direct, lead and selected behaviors towards certain actions and objectives diverting individuals away from each other.

C. Employability

The word employability doesnot exist as such in the Spanish language. It came from the English word "employability", which comes from the union of the word "employ" (employment) and "ability" (ability) and together formed: employability, which has been adapted without major changes to the Spanish as "empleabilidad". Employability is the ability to obtain and maintain employment and prevent unemployment (Campos, 2003). To be employable means having the ability to hold a job, and not be employable means the opposite(Renteria, 2004).

Employability, therefore, is related to the development of skills that are valued in the labor market.It is assumed the existence of a set of skills that improve the chances of individuals who possess them to find employment and keep in time. So some relevant definitions of employability help to establish the dimension of this variable are presented. With this goal it has been conducted a review and analysis of scientific literature presenting the following table as a summary.

Table 1. Definitions of employability

AUTHORS/REFERENCE	DEFINITION OF EMPLOYABILITY
Martínez y Renteria (2006)	The ability to get a job and keep it.
Silla, Gracia y Peiro, 2005:99)	The ability to find another job if it is lost or abandoned the current.
OIT (2004: 49)	The skills and qualifications transferable that enhance the ability of individuals to take advantage of opportunities for education and training that are available in order to secure and retain decent work, progress within the enterprise or changing employment and adapt to changing technology and labor market conditions.
York, M. (2004)	A set of achievements, skills-knowledge and personal attributes that increase the likelihood of graduates to find a job and succeed in their jobs, which benefits to themselves, the workforce, the community and the economy.
Campos, G. (2003)	Ability to obtain or retain employment and to avoid unemployment.
Van der Heijden, B. (2002: 44)	Ability to be employed in a job.
Thijssen, J.(2000: 9)	Individual ability to perform a variety of functions in a given labor market.
Neffa, J.C., Panigo, D. y Pérez, P. (2000: 27).	The probability that unemployed people to find employment in a given period.
Groot y Maassen van den Brink (2000: 574)	The number of tasks that can be assigned to a worker or the amount of assistance needed at work.
FUNDIPE (1999)	The ability a person has to have a job that meets their professional, economic, promotion and development throughout their life needs.
Hillage, J. and Pollard, E. (1998:15).	The ability of individuals to obtain an initial employment, maintain employment, moving between roles within the same organization, get a new job if required, and ideally ensure adequate and sufficiently satisfying work.

Source: Prepared from various authors

The essence of employability is the ability to find and keep a job, in which case the key elements in this process will be the preparation, attitudes, initiative, flexibility and willingness of the worker. Employability makes it clear the responsibility for use of the subject itself and remain in the labor market. As employability as competition suggests that once obtained the job, this meets the expectations of the working person, satisfying their needs, professional, economic, development and promotion so creating more jobs required and best quality.

The opportunity to work has a positive impact on employability as the occupation is an excellent basis for collecting the experiences and assumes the attitudes and mindset that demands employability. This issue point to the need that the workers have the ability to perform in different work activities. Relevant concern in the competitive labor market that characterizes Mexico today joined globalization, which requires professionals to develop skills that allow them to flexibly play and perform a variety of roles.People may be more employable when they have an education and broad-based, basic and high portable training, including teamwork, ability to solve problems, communication technologies and information, knowledge of languages, the ability to learn to learn, and competencies to protect themselves and their colleagues against occupational hazards and diseases.

Among these factors can be cited individual factors relating to the stages of life of the people; as well as educational factors (basic teachings, language, and mathematics), labor, academic and the environment factor. However the person is the protagonist of their employability. And if he does not want or does not assumes the convenience of being updated and ambition of improvement as well as sacrifices in an learning effort, greater flexibility or more functional or geographical mobility, little can be done to improve their employability. The issues related to employability do not marginalize the influence of employers, because finally they decide the acceptance or rejection of candidates for a job. This is one reason why employability cannot be approached from a unique perspective because it is built from multiple stakeholders.

Table 2. Social actors that contribute to employability.

STAGES OF LIFE	INSTITUTIONS / SUBJECTS INVOLVED	POSSIBLE MEASURES AND ACTIONSINVOLVED TO DEVELOP
CHILDREN	FAMILY / SCHOOL	Testimonial, sport, values and relationship education.
YOUTH	YOUTH SCHOOL / FAMILY TRAINING CENTERS	Promoting sport Education for a certain purpose Concept development: sense of usefulness, sense of efficacy, job well done. Guidance on professional careers. Long-term vision and plans to achieve it.
HIGHER STUDIES	UNIVERSITY CENTERS	Increased participation of professionals at work. Promoting practices. Guidance for the design of the career itself. Employment orientation.
EMPLOYEE	COMPANY/UNION	In a climate towards achieving objectives and results, creating a learning climate. Promoting practices Orientation towards the design of the career itself. Organizing systematic changes involving career development. Interview assessment and advice.
ADULT EMPLOYEE	UNION/ COMPANY PUBLIC BODIES	Vocational Help for job search from the current job. Up to date formation.
UNEMPLOYED ADULT	UNEMPLOYMENT SERVICES (INAPAM)	Training, employment agencies, employment offers, and integration of social activities.
RETIRED	Municipalities, public and private agencies, NGO's	Training, collaboration with institutions, volunteering and integration in social activities

Source: Own calculations based on FUNDIPE (1999).

VII. CONTEXTUAL FRAMEWORK

The National System of Higher Education Technology (Sistema Nacional de Educación Superior Tecnológica, SNEST), whose antecedent is the National System of Technological Institutes of the Ministry of Public Education (SEP) historically started in the field of education and research with the establishment of Regional Technological Institute of Durango and Chihuahua in 1948 as a project derived from the National Polytechnic Institute (IPN). Nearly four decades after the end of the eighties, the first decentralized technological institutes, institutions of higher technology education with legal personality and assets (Decentralized Public Organizations State Character) were created, and in whose creation and governing body participates the three levels of government as well as representatives of society sectors.

Currently the National System of Higher Education Technology (SNEST) has 261 institutions in the country (see figure), of which 130 are decentralized technological institutes, 125 are federal technological institutes, four regional centers of equipment development and optimization optimization (CRODE), and two research centers: the National Centre and Technological Development (CENIDET) and the Interdisciplinary Center for Research and Teaching in Technical Education (CIIDET). The total student enrollment is of 491 165 undergraduate and graduate students across the country including the Federal District.

On July 23, 2014 (DOF) ceases to exist the Directorate General of Higher Education Technology SEP, to result in the creation of a decentralized body called MEXICO NATIONAL TECHNOLOGY where shaping of its coverage is as follows:

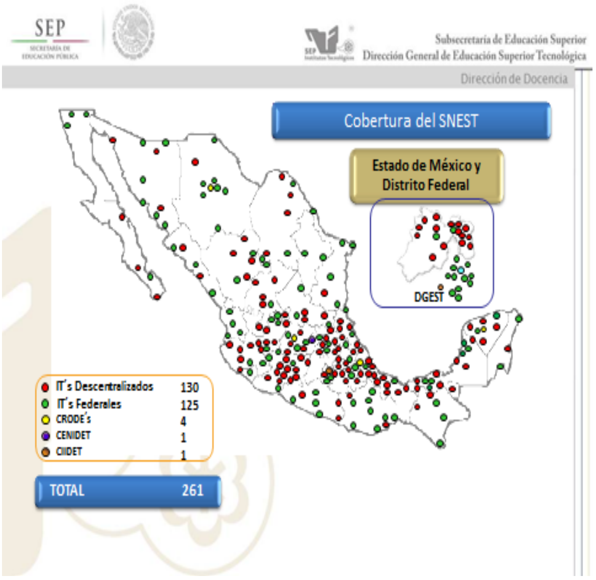


Figure 3. Coverage of the National System of Higher Education in Mexico. Source: Acosta-González (2011). Process design and curricular innovation skills.

The educational offer of the Technological Institute of Lázaro Cárdenas consists of 06 engineering programs: Computer Systems, Electronics, Electromechanical, Chemistry, Industrial and Engineering Management. 02 careers in the economic-administrative area: Administration and Accounting; make it necessary for the 107 teachers who form the teaching staff and are distributed in the various academic departments of the organizational structure depending on the professional profile of the degree in which they graduated. Student enrollment for these academic programs during the period from August to December 2014 is as follows:

Table 1. Student Enrollment by academic program in ITLAC.

CARRERA	NUEVO INGRESO		REINGRESO		TOTAL
	HOMBRES	MUJERES	HOMBRES	MUJERES	
Ingeniería en Sistemas Computacionales	68	30	181	81	360
Ingeniería Electromecánica	86	5	179	8	278
Ingeniería Electrónica	94	4	212	15	325
Ingeniería Química	31	34	94	93	252
Ingeniería Industrial	69	35	189	112	405
Ingeniería en Gestión Empresarial	39	71	65	157	332
Licenciatura en Administración	18	38	97	132	285
Licenciatura en Administración S.A.	35	55	70	114	274
Licenciatura en Contaduría	0	0	19	37	56
Contador Público	22	29	21	41	113
TOTAL	462	301	1,127	790	2,680

Source: Own calculations based on information provided by the student services department of the institute.

The Technology No. 56, initial name Technological Institute of Lázaro Cárdenas, was created as an extension of Tecnológico de Morelia from the efforts of the Foundation (Patronato) Pro-founding the Center for Advanced Studies in Lázaro Cárdenas, starting its activities 13th October 1987. It started offering Degrees in Chemistry and Electromechanical Engineering; with a population of 77 students in evening shift, made use of the facilities of the Center for Marine Technology Studies No. 16, located on the island of Cayacal provided by Ing. Marco Antonio Peña, and having as Coordinator Ing. Jorge Aguilar Pinion.

Since then the campus has grown and constantly improving to meet the expectations of students, industry and society demands. It has had a total of seven directors who have been in charge of the Technological Institute. Currently, the Ing. José Ángel Esquivel Tovar. At this time the Technological Institute of Lázaro Cárdenas, is located on an area of 26.60-27.01 hectares and is located between Avenues: Melchor Ocampo, Tariácuri and Narciso Bassols, the bypass in the city of Lázaro Cárdenas, Michoacán and borders with the Florida and Guacamayas ejidos and also is located 695 km. from Mexico City (short track) (See figure 4, map of location)

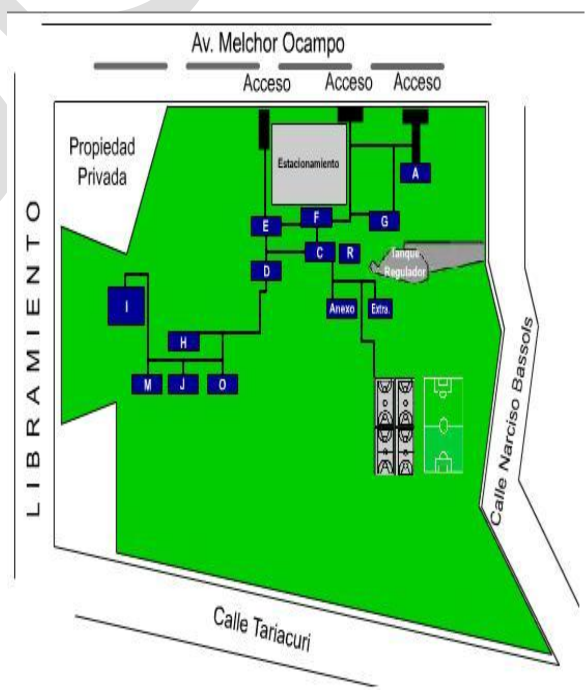
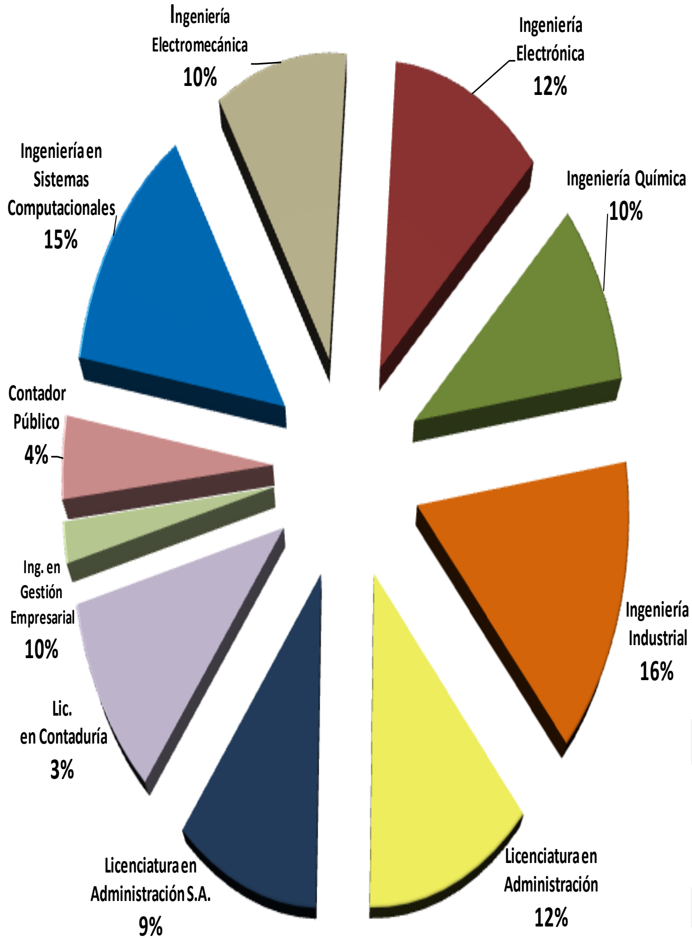


Figure 4. Mapof ITLAC location.
Fuente: Own elaboration based on the information given by the Planning Department of the ITLAC

The distribution of student enrollment in the period August December 2014 is composed as follows:

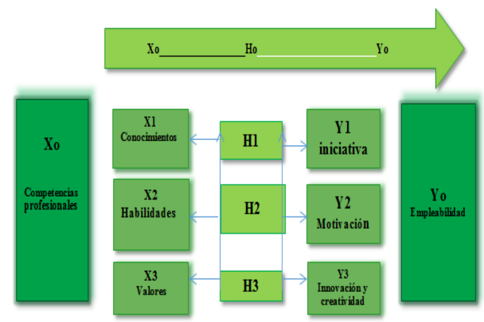


Graphic 1. Distribution of student enrollment by academic program.
Source: Own calculations based on data provided by the Department of School Services Institute.

VIII. METHOD

This research uses the mixed method to obtain a more complete understanding and analysis of the variables under study (see Table 2). First each variable is measured presumably related and by the other side, it analyzes how the variable is measured and how the perception manifests of the graduates of Engineering Management and employers of them in the city of Lázaro Cárdenas Michoacán. This analysis is based on the literature review, departing from the conceptualization of both. Also, data submitted by scholars and researchers professionals and national and international agencies are analyzed, explaining the phenomenon under study. Thisanalysis shows the incidence of a positive influence of skills on the employability of graduates from this professional profile.

Table 2. Deployment of variables, dimensions and hypotheses.



Sorce: Own elaboration.

IX. RESEARCH PROPOSAL

Once the literature review for the purpose of this research was conducted, a research is proposed. The skills are defined as the integral actions to identify, interpret, argue and resolve problems with integrity and ethical commitment, mobilizing different knowledge: being, doing and knowing (Tobon, 2010).The theoretical framework proposed is the model of entrepreneurship and networking (González Gálvez, 2008) which gives the opportunity to the Institute of Lázaro Cárdenas Michoacán Technological responding to the challenges posed by the society that requires the proposed new teaching models. These models are not limited to the training of employees, but they train professionals and entrepreneurs who start their own businesses (Didrikson, Arteaga, and Campos, 2004), with the primary purpose of framing self-employment as an alternative real solution to unemployment.

Students of the Engineering in Business Management at ITLAC as a potential entrepreneurs whose skills must be developed and implemented during their undergraduate studies at the school, to generate their own business and thus counteract the widespread problem of unemployment that exists in our country, considering that they already have the knowledge required to discharge their professional profile.

Entrepreneurs aree creative and innovative part, not only in business creation, but in the creation of new forms of production, management and product generation. The true function of the entrepreneuris to take initiatives and innovation. The role of the leaderis to act on the motivation (Schumpeter, 1984). The corporate culture provides the framework of values that shape the production and utility activities and is providing valuative framework tha test abolishes the sense of a system of relationships between the characteristics of organizations called companies and their main actors, entrepreneurs and administrators (Vargas, 2007).

Prepared

Table No. 3: Methodology for enterprise network model

Step 0	Knowledge of enterprise networks: In this stage, the entrepreneur knows generalities as their rationale, functioning, benefits and responsibilities of networking. The product of this step is an entrepreneur sensitized on the issue, likely to develop the vision of creating a company to enter into a corporate network.
Step 1	Purchase of motivation and business idea: In this stage the entrepreneur is seeking stimuli and objectives to create a business (Mitton, 1989). When he envisages the creation of a company within a network, the entrepreneur must analyze the personal motivations that may have to be linked up to a stage where relationships, not only trade, but fundamentally personal, and which seeks to build bonds of trust, solidarity and cooperation. If the entrepreneur does not have personal skills for teamwork and conflict resolution, nor cares develop, at this stage may discover that it is insufficient motivation to create a sustainable business in a network and desist from it. But if, on the contrary, he has enough motivation, he will go ahead in its efforts.
Step 2	Validation of the idea: this stage is perhaps the most important. It serves the entrepreneur to evaluate different business ideas and discard some that are impossible to achieve.Gibb (1988) proposes a series of questions that can help in this task What exactly is the idea? Would it work? Are clearly identified the need that has to meet? Is it legal? Is it possible to enter the market? Etc.
Step 3	Identify resources needed: At this stage, the entrepreneur must identify in detail the resources; time, quality, materials, suppliers, consumers and business scale in the case of the creation of an independent company and isolated. In the case of a company network, the entrepreneur must have very clear how this is made, how it works, how are their relationships, what are its main products, technology, equipment, employees, strengths and weaknesses, regional economy and employment generation, potential to add value to the products generated in the region.
Stage 4	Negotiating entering the market: this stage seeks to create and implement the business plan; including negotiating with banks (capital), with employees (labor), suppliers (raw material) and distributors (distribution channels).
Step 5	Birth or creation of the company when the company is one hundred percent dependent of an isolated Entrepreneur of resources and time and especially its social human capital (Anderson and Miller, 2003). If it is necessary to develop a network of operating contracts to guarantee it.
Step 6	Survival: this stage is the consolidation of the business, to an independent and separate company. This process involves the financial control of flows, market development, and stabilization of the learning process of their employees. The survival of a company in the network depends on the vision of the entrepreneur and the relationships of trust, solidarity and cooperation to be built since the creation of the company. At this stage the members of the network must constantly make an analysis of solidarity and equity, to ensure long-term coexistence.

Source: Own creation. Adapted from Gibb (1983: 53)

To use this model, the entrepreneur must seek information to follow each stage. Perhaps this information is sometimes impossible because there is no public or private entity conducting such studies in the region or sector in which the entrepreneur attempts to create the company. The advantage is that at present there are entities who try to form or create networks, as they are the future of the region, especially for small and medium enterprises.

X. CONCLUSIONS

The concept of employability becomes very relevant in difficult times being experienced in the country where unemployment prevails, the economic crisis and insecurity. When asked in the scientific literature the existence is observed of a set of competencies that enhance the likelihood that graduates find employment. The conclusions obtained are very significant within which one can point:

A. Improving employability through skills development of graduates in Engineering Management from ITLAC to turn to improve the competitiveness of society as a central objective of the education system, so that employability is conceptualized as a personal competence.

B. The rulers are also responsible for forming a framework for learning the skills for employability and for development and employment growth, assuming adequate procurement rules, based on the protection of the unemployed, career plan, and the promotion and development processes within companies.

C. The higher education institution must ensure the integration and labor mobility of graduates of this professional profile. So it is important to conduct a review of curriculum proposals, teaching resources offered, identify requirements and demands of the labor market so that their educational provision is consistent with the conditions and needs of the modern world, seeking to have its graduates with the right skills to function in society and become an active part of progress of regional and national development.

D. In times of crisis like the one currently being experienced in the country, graduates of this professional profile professionals have the ability to establish small businesses in person or networks associated with innovation, as an instrument through which companies are born, grow and consolidate assuming the management of these workers themselves. It is necessary to encourage this type of formulas both from the education system through the development of projects and participating in programs for entrepreneurs, and from public administration through policy implementation, especially through financial support and business incubation from school.

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