



Collaborative Project on Marketing and International Business among Public Universities

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Justification

The Plan Sectorial de Educación 2007-2012 (Sectoral Education Plan), identify in the objective number four, the importance of developed the integral education to make stronger the values, competitiveness and generate knowledge at classrooms and carry out the teaching with the support of the institutional environment.

Part of the strategy emphasizes the idea to perform professional projects with companies, to give the students the opportunity of practice their knowledge.

The Universidad Autónoma de Querétaro (2013) manifests in the vision from the Facultad de Contaduría y Administración, the importance to have students whose values, aptitudes, attitudes, abilities, skills and knowledge, take them to a real linkage with the society to satisfy their demands. In the mission is mention that the knowledge must generate, apply and diffuse not only through the study programs, also through the innovation and the interdisciplinary. Also based on the constructivist approach seeks that the student plays a more active part generating learning experiences (UAQ, 2013).

In the vision of the Instituto Tecnológico de Querétaro is accentuated the importance of the "Quality of its graduates in the fields of research, innovation and technological development, contributing to regional, national and international building" (ITQ, 2013). Certainly one way is through the interaction with economic and organizational environment even before the end of the career. It is a way of linking the educational environment with the business. Similarly, the mission noted that the training for those looking to study any of the careers is "the ability to investigate and implement high-impact technology on society" (ITQ, 2013).

This project represents the opportunity to be involved in a business community to permit the students not just find a practice experience and learn, also generate and share knowledge through the collaborative work in teams.

Record

"La Sabina Pewter", Company created by Mr. Javier Alcántara was founded in 1996 in San Miguel de Allende, Guanajuato, Mexico. Time later, in 2002 moved to the city of Querétaro, Querétaro where its market wider. The name was given to the company arose because in the place where the craft were working there was a ghost, called "La Sabina" which very often, appeared to the workers.

The project to develop, took the coincident subjects that imparting simultaneously in both institutions, marketing, in the Management Engineering Career and market research, in International Business Career. The teams work had to get a company or business set up to carry out collaborative project. The non-limiting example and work index was developed and agreed by the Masters: Alicia Prieto Uscanga (ITQ) and Ricardo Ortiz Ayala (UAQ) event coordinators.

Table 1 *Agreed Index for the Collaborative Project:*

	Internal analysis: <ul style="list-style-type: none"> • General information about the company • Philosophy (mission, vision, values)
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	<ul style="list-style-type: none"> • Products, customers, market
	External analysis: <ul style="list-style-type: none"> • Destination Country Report: • Culture • The economic environment • The political environment • The legal environment • Matrix SWOT of the Country
	Destination location details (Region): <ul style="list-style-type: none"> • Definition of the research problem and research plan • Results: demographics, market size, market profile
	Competitive analysis: competitive matrix or SWOT of the competition
	Company SWOT matrix
	Description of export/import product
	Segmentation Description
	Marketing mix (including strategies)
	Plan of action

Source: Compilation (2013)

Were formed nine collaborative teams that made the following activities:

- Mixed teams Universidad Autónoma de Querétaro- Instituto Tecnológico de Querétaro were formed.
- Four face meetings were conducted alternating headquarters, inviting teams that come together on their own and / or using social networks.
- A schedule of presentation of the results of projects, considering the two Institutions of Higher Education was established.
- Professors and Directors of both institutions were invited to witness the presentations and as appropriate, provide constructive criticism, participating as synod.
- Recognition for participating students and teachers, signed by the heads of both educational institutions is presented.

By consensus, the teachers invited to witness the collaborative projects made a distinction to four projects from their perspective were the best. One of these four was the project "La Sabina", which was developed by students: Karina Perez Ceron, Marlet Isamar González Martínez, Jessica Escobar Basaldua, Diana Ugalde Arely Garcés, Cristina Chavero Lizbeth Hernandez and Alicia Cornejo Quijano.

Problem Description

At the beginning it was believed that knowledge management was to capture important information and experience (Oudin, 2005), the term now refers to the process of propitiate the proper environment in which people can learn, create and share knowledge, collaboratively.

The university is an interesting world where students gain knowledge, although there is concern about how to implement it in the workplace. It is important to share the knowledge students have learned to understand their implications (Servin, 2005) and appreciate it as the most valuable resource.

Considering the model of knowledge given by Nonaka and Takeuchi (1995), arises the question: How knowledge of the market area is socialized in a practical issue as described?

General Objective



Describe how marketing knowledge is socialized, through a collaborative project.

Methodology

This research has the description of the way they are socialized marketing knowledge, in the case of a production company established in the city of Querétaro, Querétaro.

Type of research: is an approach to an analysis of qualitative interpretation for students who developed the project in conjunction with the business owner "La Sabina".

Process: information gathered will be analyzed and classified, to see the convergence of opinion on the way they were socialized knowledge.

Material resources: required resources are bibliographic, communication, internet and video.

Theoretical

According to Nonaka and Takeuchi (1995), tacit and explicit knowledge are not separate, but complementary entities. There is an interaction and exchange in the creative activities of human beings. The basic assumption is based on human knowledge is created and expanded through social interaction between tacit knowledge and explicit knowledge. This interaction is called knowledge conversion by Nonaka and Takeuchi. This conversion is a social process between individuals and is not confined within an individual. Through this process of social conversion, the tacit and explicit knowledge are expanding in quantity and quality.

In the website of Red Ilce (2013) states that network collaborative projects call for participants to join efforts, skills and abilities through a series of collaborative work and interactions that allow them to achieve together a common purpose, intent is to organize and lead the interplay between student teams to share ideas and reflections on various topics.

Figure 1 *Four forms of knowledge conversion*



Source: Nonaka y Takeuchi (1995)

From the figure above, it follows that if knowledge is created by the interaction between tacit and explicit knowledge can apply four types of knowledge conversion: 1. Tacit to tacit, we call = socialization 2. Tacit to explicit = externalization 3. Explicit to explicit = combination 4. Explicit to tacit = internalization (Nonaka and Takeuchi 2005).

- Socialization: from tacit to tacit

To share experiences, creating knowledge as shared mental models and technical skills. "Apprentices work with their teachers and learn a trade, not through language but through observation, imitation and practice." The key to knowledge is tacit practice.

- Externalization: from tacit to explicit



Is a process in which tacit knowledge becomes explicit and takes the form of metaphors, analogies, concepts, hypotheses or models. The externalization observed in the process of creating concepts and is generated by dialogue or collective reflection.

- Combination: from explicit to explicit

It is a process of systematization of concepts with which a system of knowledge is generated. Individuals exchange and combine knowledge through different media such as documents, meetings, telephone conversations or social networking.

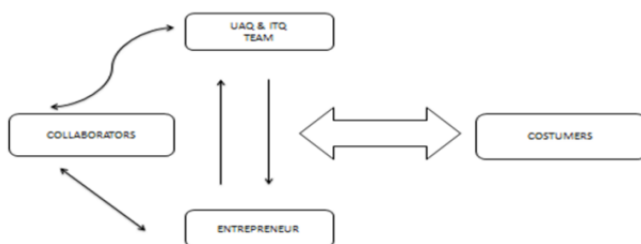
Internalization: from explicit to tacit

This process is related to the "learning by doing". For the creation of organizational knowledge is given, it is necessary that tacit knowledge accumulated at the individual socialize with other members of the organization, thus starting a new spiral of knowledge creation.

Results

Initially in the approach with the company owner, the frame of reference was presented showing what is "La Sabina" its values, its products, consumer focus and expectations are presented. It was at this time and because of the opening of the entrepreneur, who gave the team freedom to assume leadership in the analysis and proposals. Thus the interaction that makes this project is represented as follows:

Figure 2 *Interaction of the elements in the project "La Sabina".*



Source: Compilation (2013)

During collaborative work highlights the contributions of the following activities:

- Creation of mission and vision. This was a missing activity in "La Sabina", was considered different opinions from the team members and then the final idea was presented to the employer, having acceptance of these.
- SWOT Analysis. This is an activity that the employer had already done several times, therefore the previous information from the entrepreneur and the information derived from the analysis group was shared, resulting in a new matrix where it was determined that the company has the expertise to settle in the national and international market because of the several years since was founding, plus it has the knowledge and experience necessary to enter any market stability.
- Exploratory study of the market made up of students from both institutions to know the level of knowledge of the concept and of the "La Sabina". This study also showed indicators for proper placement Pewter handmade product, which was rescued through qualitative studies made to 35 persons from Querétaro knowledgeable of this craft gave a broad recommendation, considering that achieved success abroad.



- d) The First sent in the form of samples. As a team was taken the decision to suggest the entrepreneur, sending abroad a sampler pack first to observe the impact of the product and depending the success, launch the Pewter in a massive way.

Conclusions

Socialization or tacit knowledge sharing was reflected the when conjoined people as individuals and members of two university organizations make different cultural environments, from the moment students met and exchanged views on the task entrusted to them. There was the need to express ideas and explore options for the study of organizations for the research that was made, this also considering factors such as availability and time of each member. Later the team members, shared explicit knowledge of the subjects learned marketing and market research, when the team meets with the business owner, to gather information and analyze market research results, strategies to raise to the problems identified, also, socialization provided when preparing the exhibition project for the synod of both institutions.

This experience allowed, appreciate the applicability of the four forms of knowledge conversion and especially the socialization phase in collaborative projects.

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