

## RESEARCH ARTICLE

# The Profile of Management Students from UEPB- An Analysis in the Perspective of the Force of Entrepreneurship

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## Abstract

In recent studies on the subject, it is noticeable that universities have a concern for equipping students for become fully eligible for entry in the competitive job market, in which the issue of entrepreneurship becomes an important and recurring theme in discussions of insertion and professional training. This study investigated the entrepreneurial profile of the Management Course academics of a higher education institution. The survey involved the theme of entrepreneurship and the key skills and characteristics that the entrepreneur must have. It was characterized as a bibliographic research, in which was taking into account authors from the area. Data collection consisted of applying a set of interviews and a validated questionnaire, called MPP - McClelland to entrepreneurial profile, with 60 students. From the data collected and analysed, it was concluded that academics have entrepreneurial profile, with the average higher than the expected, especially in two points of the entrepreneurial profile: need of autonomy and willingness to take risks. In addition, it was possible to see that the institution promotes an incentive to entrepreneurship, seeking to graduate students with this profile, as it is a trend of the current job market.

**Keywords:** *Administrator's Profile, Entrepreneurship, Entrepreneurial Potential.*

## Introduction

Job market has undergone many changes in recent decades in experiencing a considerable change in the profile of graduates in the management course, guided by the competitive developments that the market took over. Therefore, we might ask what should be the guidance given to management students during academy? It is verified that jobs have been reduced and the business world no longer have the large corporations profile and has a massive presence of small and micro enterprises, which dictate the economy and the new market. Through this context, entrepreneurship is increasingly gaining ground and establishing itself as an alternative to the problems of the current global economy.

In other words, the analysis is focused on the possibility to reflect on issues that may identify alternatives that promote "the action of the young on their own destiny"<sup>1</sup> [1] and to what extent these alternatives may pass the definition of

content and knowledge promoted by the university and needed for employability.

This is an issue of great importance for future managers, as day-to-day we are faced with scholars who critically reflect on the role that the University plays in preparing students for the market to which they should be inserted. Equipping students in order to make them fit for entry into job market either as entrepreneurs, by creating their own occupations, or not, is the crux of this study.

The management course brings with it a strong connection with entrepreneurship, as managing and undertaking are complements to each other. Both are decision makers and the union of administration concepts with innovative characteristics of an entrepreneur, results in a professional model of success prepared to follow market trends.

This fact highlights the importance of investing in programs aimed at encouraging the development of the entrepreneurial profile within Colleges and

<sup>1</sup> "a ação do jovem sobre seu próprio destino" (DIB AND DIAS, 2003, p. 2)  
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Schools. In order to understand the insertion of the theme entrepreneurship in the IES-Institutions of Higher Education, it is essential to check if students are currently receiving an entrepreneurial education that facilitates to develop the entrepreneurial profile with their predispositions.

In this sense, the aim of this study was to analyse the entrepreneurial characteristics of the higher education student of management. In order to do this, it was necessary to identify personal characteristics, skills and behaviours of the respondents; identify the management course approach to Entrepreneurship; and investigate the advantages and disadvantages of it, used in university courses.

## Theoretical Framework

### The Entrepreneur

Entrepreneurship is understood, in this study, as well as Dib and Dias [1], "as a possibility for autonomy and management of any type of career (and not something exclusive to those who want to assemble their own business)"<sup>2</sup>.

The perspective indicated here is possible, because according to Dolabela [2], the entrepreneur can be seen as a "way of being and when identifying the mode of being defines the entrepreneur, regardless of the field in which it operates"<sup>3</sup>. Thus, in other words:

"Entrepreneur, in any area, is someone who dreams and seeks to transform it into reality [...] This notion covers all types of entrepreneurs – the one who work in the company, in the government, in the third sector, whether in employee, director, autonomous or owner position"<sup>4</sup> [2].

Nevertheless, it should be noted that the definitions of what is to be an entrepreneur does not stop here, because as warns Filion [3], the interest in entrepreneurship study is recent and:

"This is not about an academic discipline with the sense that is usually attributed to sociology, psychology, physics or any other discipline well consolidated. We refer to entrepreneurship as being, above all, a field of study. This is because

there is no absolute paradigm or a scientific consensus"<sup>5</sup> [3].

In practical terms for the research, given the diversity of definitions of what is to be an entrepreneur, it is assumed to be easier and timely, identifying entrepreneurs according to their behavioural characteristics. For this, Dolabella [2] based on Filion [3], provides a framework that advances in the understanding of what are those characteristics, since it not only emphasize the differences in behaviour regarding managers, but also shows the preference of entrepreneurs on the way to carry out their activities.

In order to accomplish the research, and as will be clearly shown in Table 1, two other features were added to the previously presented, namely: a job in which the remuneration is the main incentive *versus* a job in which personal satisfaction is the main incentive, and a job to provide security and stability *versus* a job that allows autonomy.

**Table 1: Manager and entrepreneur: activities.**

Manager	Entrepreneur
Tries to optimize resources to achieve goals	Establishes a vision and goals; then locate the resources
Operates within an existing structure	Define tasks and roles that create an organizational structure
Seeks for the acquisition of managerial and Technical knowledge	It is based on the self-generating image of vision and innovation; seeks to acquire the know-how
The key is to adapt to changes	The key is to initiate changes
The work pattern implies rational analysis	The work pattern implies imagination and creativity
Work centred on processes that support the environment in which it develops	Work centered in planning processes that result from a different view of the environment
Supported in the culture of affiliation	Supported in the culture of leadership
Focused on group work and group communication	Focused on individual development
Works on the development of both sides of the brain, with emphasis on the left side	Development of both sides of the brain, with emphasis on the right side
Develops standards for the search of general and abstract rules based on principles that can turn into business efficiency behaviours	Deals with concrete and specific situations; knows that an opportunity is unique different from others, and that should therefore, be treated in a specific way
Focused on the acquisition of know-how in the management of resources and the own specialization area	Focused on the acquisition of know-how to define contexts that lead to market occupation

Source: Dolabela [2].

<sup>2</sup> "como possibilidade de autonomia e gerenciamento de qualquer tipo de carreira (e não algo exclusivo àqueles que pretendem montar o próprio negócio)" (DIB and DIAS, 2003, p. 93).

<sup>3</sup> forma de ser e que ao identificar o modo de ser define o empreendedor, independentemente do campo em que atue" (DOLABELA, 2003, p. 35).

<sup>4</sup> "É empreendedor, em qualquer área, alguém que sonha e busca transformar seu sonho em realidade [...] Tal concepção abrange todos os tipos de empreendedores – o que atua na empresa, no governo, no terceiro setor, seja na posição de empregado, seja na de dirigente, autônomo ou proprietário" (DOLABELA, 2003, p. 35).

<sup>5</sup> "Não se trata de uma disciplina acadêmica com sentido que se atribui habitualmente a Sociologia, a Psicologia, a Física ou a qualquer outra disciplina já bem consolidada. Referimo-nos ao empreendedorismo como sendo, antes de tudo, um campo de estudo. Isto porque não existe um paradigma absoluto, ou um consenso científico" (FILION, 2003, p. 41).

Nevertheless, motivation is not sufficient to undertake. "It is necessary that the entrepreneur is prepared for it, that is, knowing business analysis, the market and himself/herself to pursue success with firm steps and knowing how to put luck in his/her favour"<sup>6</sup> [2]. Therefore, it is expected that companies reduce mortality rates by providing subsidies for the pre-entrepreneur who wants to start a business, through the business plan.

In addition, it is known that the contribution of purely technological knowledge on the product to the company's success, although is fundamental it corresponds to a smaller portion than the other factors related to market prospecting tasks, sales, distribution and communication of the existence and benefits of the product / service [2].

Thereof, the following question arises: How to teach entrepreneurship? The authors Filion [3], Dolabela [2] and Dornelas [4] unanimously agree that talking about entrepreneurship and education means to channel the knowledge to better perform the potential of each one, and it requires a specific pedagogy as in entrepreneurship what is primordial is the know-being, that is, how a person defines himself or herself and how he or she defines his/her relationship with the environment. "Entrepreneurship is generally learned by the transmission of values, by osmosis and by contacts with an entrepreneur; in short: by exchanges of knowledge for those who practice it"<sup>7</sup> [3].

That is, the education needs more fundamental dimensions such as the definition of oneself and learning leadership, which implies several knowledge that go beyond business practices.

However, it is Dolabela [2] who clarifies a teaching methodology of entrepreneurship, although it is directed to basic education. According to the author, the pedagogical dynamics is given by the action that integrates the two entrepreneurial learning cycles: the structuring dream and its realization task. "By engaging in the dream task, the individual will be considering the adequacy between the dream, everything around it and his/her own self"<sup>8</sup> [3].

"As the dream, the self and the environment, undergo changes and change permanently; thus, the construction of knowledge is dynamic, which lends pedagogical force" [3]. In order to do this, the person will seek in a self-sufficient way, to deepen knowledge about himself/herself and about the dream environment, increasing his/her awareness of the world and others.

### The Course of Entrepreneurial Spirit

The phrase: "we need more entrepreneurs in this company" is a very common complaint externalized by high-level executives, frustrated by the lack of individual initiative, risk acceptance and introduction of new products in their companies. The fundamental problem is that the true entrepreneur would not last long in most of the large companies. Nevertheless, many large corporations persist in believing that an entrepreneurial spirit could actually energize its team.

Creating a path of Entrepreneurship in an established corporation is, however, a significant deviation. First, members of the work team must have awareness of a great individual profit opportunity, based on the creation of something with unique value. The trajectory is characterized by high-risk situations and high earnings -besides the opportunity to participate in what the enterprise is becoming. People in the trajectory of the entrepreneurial spirit are typically energized by a dynamic and growing market, a large individual earning potential and a unique opportunity to build something that will be "theirs". They make use of a high degree of independence either in the way they exercise their position or when they make the decision to be owners of their own businesses. As employees or as owners, the results that they aim at are linked to the larger aspirations of the organization.

### Entrepreneurship and the IES

As reported by Ferreira and Matos [5], there was a distance between the business sector and the IES until the end of the 1980s. Over time and globalization, technological innovations have gained paramount importance for organizations, contributing to the union of higher education and business community and thus, changing the professional teaching model in the country. Higher education has been increasing in the number of students, confirming the thesis of being increasing the number of professionals in the job

<sup>6</sup> "É necessário que o empreendedor esteja preparado para isto, ou seja, que conheça formas de análise do negócio, do mercado e de si mesmo para perseguir o sucesso com passos firmes e saber colocar a sorte a seu favor" (DOLABELA, 2003, p. 33).

<sup>7</sup> "Empreendedorismo se aprende geralmente pela transmissão de valores, por osmose e por contatos seguidos com um empreendedor, em suma por trocas de saber com aqueles que o praticam" (FILION, 2003, p. 15).

<sup>8</sup> "Ao envolver-se na tarefa de realização do sonho, o indivíduo estará ponderando a adequação entre o sonho, tudo o que o cerca e o seu próprio eu" (FILION, 2003, p.16).

market, although this does not guarantee that these professionals are well prepared. We live in a time in which technical training is not enough anymore. Thereof, the entrepreneurial training is a key to opening up new possibilities for the professional and the society [6]. The higher education courses should contribute to the training of professionals with entrepreneurial skills, that is, that are able to play their role of innovative teaching that goes beyond the transfer of content. The traditional approach to teaching has been replaced by the entrepreneurial approach models [7]. Dolabella [3] states that all levels of education, from early childhood education to higher education should invest in teaching practice of entrepreneurial skills, as they are fundamental to exercise any profession, which further reinforces the understanding of Moran [8], that change will happen at the time when educational institutions develop brave students that are determined to innovate and take risks, who are not afraid of the unpredictable, as safety and autonomy is the result of many decisions taken.

## Methodology

This paper presents empirical-descriptive approach, which aims to describe the behaviour, characteristics or features of phenomena [9]. We tried to identify the existence of behavioural characteristics of management students from the State University of Paraíba - UEPB.

It is characterized as quantitative, and it is oriented to measure phenomena with collection and analysis of numerical data, through statistical tests [9]. Data collection took place from 20 to 31 October 2014, being the primary type. The subjects of the research were students of the aforementioned course, and the choice of subjects was made randomly and through accessibility.

The data collection instrument - structured questionnaire - was elaborated from the ten (10) more frequent features in McClelland model [10]. The questionnaire was divided into two groups: the first sought to identify characteristics of the Social, Cultural and Economic profile of the students (04 questions), and the second aimed to evaluate the existence of the characteristics of entrepreneurs (55 questions)

The questionnaire consisted of statements that propose a self-reflection of the respondent, using a Likert 5-point scale, based on qualitative reasoning of intangible evaluations [11]. The score

range for each statement indicates the extent to which the subject presents entrepreneurial behaviour, as follows: 1 - never; 2 - rarely; 3 - sometimes; 4 - usually; and 5 - always.

From this, the instrument was evaluated based on content validity, on the understanding of the questions by the respondents and on the redundancy and reliability of the scales. In the final version, the instrument had 59 questions, divided in the two mentioned groups (see Table 2). Data were tabulated and submitted to simple statistical analysis through Excel 2010.

**Table 2: Blocks of questions regarding entrepreneurial characteristics**

Block	Questions	Behavioral characteristics
01	01, 15, 23, 34, 35 e 38	BOI – Searching for opportunities and entrepreneurship
02	02 e 24	PER – Persistency
03	03, 11, 14, 25, 36, 42, 47, 48 e 50	COM – Commitment
04	04, 26, 29, 32, 33, 37 e 43	EQE – Quality of demand and efficiency
05	05, 16, 31, 44, 45, 46 e 49	CRC – Taking calculated risks
06	06, 17 e 28	EM – Goal Setting
07	07, 41, 51 e 52	BI – Searching for information
08	08, 13, 19, 30 e 40	PMS – Systematic Planning and Monitoring
09	09, 18, 21 e 22	PRC – Persuasion and Networking of contacts
10	10, 12, 20, 27, 39, 53, 54 e 55	IA – Independency and self confidence

Source: Elaborated by McClelland (1972) [10].

## Results Analysis

At this stage of the paper, the aim is to present the analysis of the collected results, after applying the questionnaires to the student body from UEPB management course and after interviewing them, in November 2014. It was commented and objectively described in order to meet the objectives initially proposed in this study.

It should be noted that the quantitative data obtained from the primary collection using McClelland model has its own methodology of calculation and adjustment, in which seeks to measure the behavioural events and avoid, by means of a correction factor, a self-assessment overly condescending.

## Presentation of Sampling Data

From the 60 answered questionnaires, none were discarded. Hereinafter, it will be described the students frame composition of UEPB management Course in the year 2014. The students interviewed were chosen by accessibility.

**Table 3: Distribution of respondents according to the year they are attending in management course.**

Quantity of students (UEPB)		Year of Study
25 students	42%	1st Year
20 students	33%	4th Year
15 students	25%	Last Year

Source: Data collection from November, 2014.

It can be seen that 42% of surveyed students are enrolled in 1st year, as they are more present in university due to the higher volume of classes and availability; 33% are advanced students in the course, who are preparing to graduate and 25% are students who are in graduation stage, and they are more difficult to be found at the university, since they already has their internship and alternate schedules of study.

***Socio Cultural and Economic Profile of the Student***

With regard to civil status (Table 4) 79% of students are single, compared with 19% who are married. It is noteworthy that only one respondent, totalling 2% of students, is divorced, which certainly represents a very young population for the survey.

**Table 5: Distribution of respondents according to age group.**

Up to the age of 25 years	61%
Between the ages of 26 and 30	22%
Between the ages of 31 and 35	10%
Over 35 years old	7%

Housing was an important issue observed in this study, since in the student profile was clear that the vast majority, 70% lived with their parents, which shows a degree of financial dependence on them. This factor will be important to compare if those who are financially dependent do or do not have a smaller entrepreneurial index in relation to those who represent 18% of the students interviewed, who live with their spouse or partner and are independent, in addition to face the budget of a family, as shows Table 6 below:

**Table 6: Distribution of respondents, according to a house Condition.**

Lived with their parents	70%
Lived with their spouse or partner	18%
Lived with relatives or relatives' friends	9%
Lived alone	3%

Source: Data collection from November, 2014.

Finally, it was proposed to research the issue of students' participation in family income. The data collected showed that the majority of respondents

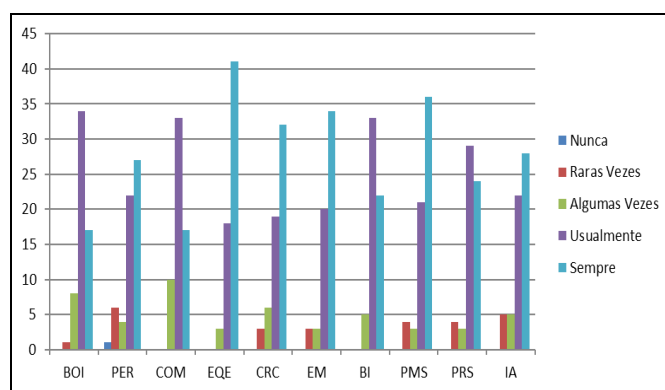
work and depend on their family's income, or work without receiving support, being responsible for it, which represented almost half of the respondents. The other majority of respondents do not work, especially those under the age of 25, and have their expenses financed by parents or family.

**Comparison of Entrepreneurial Characteristics according to McClelland Profile for the Management Students from UEPB**

First, the enterprising student profile was analysed in the management course, focus of this study, allowing an analysis of their behavioural characteristics according to the studies of McClelland [10].

Graphs 1 and 2 show in the vertical, the graduation of scores from the applied questionnaire, which ranges from 1 to 5 for the answers, in which 1 = never; 2 = rarely, 3 = sometimes, 4= usually and 5 = always .

In the horizontal axis of the graphs, it is presented in short, the ten characteristics (dimensions) resulting from McClelland's research, which are: BOI (searching for opportunity and initiative), PER (persistence), COM (commitment), EQE (requirement of quality and efficiency), CRC (calculated risks), EM (goal setting), BI (searching for information), PMS (systematic planning and monitoring), PRC (persuasion and networking of contacts) and IA (independence and self-confidence).



Source: Data collection from November, 2014.

**Graph 1: Distribution of respondents, according to the student entrepreneur profile**

The questionnaire with 55 questions in this study, based on the model advocated and developed by McClelland, sought to measure the students' entrepreneurial potential from a multitude of factors directly related to their daily lives and their activity [12].

Conforming to Lopes [13], McClelland and his collaborators were the first to develop behavioural training programs for entrepreneurs. The questionnaire aforementioned, used in the application of this model base, and had 55 closed questions that aimed at identifying the ten behaviours described by McClelland as entrepreneurs: searching for opportunity and initiative; persistence; commitment; demand for quality and efficiency; taking calculated risks; setting goals; searching for information; systematic planning and monitoring; persuasion and networking of contacts; and independence and self-confidence.

As outlined above, the result of data processing obtained in the survey, conforming to Graph 1, shows a score above 15 points in all entrepreneurial behaviour characteristics, which indicates an important self-assessment in the category of entrepreneurial performance advocated in the study of McClelland.

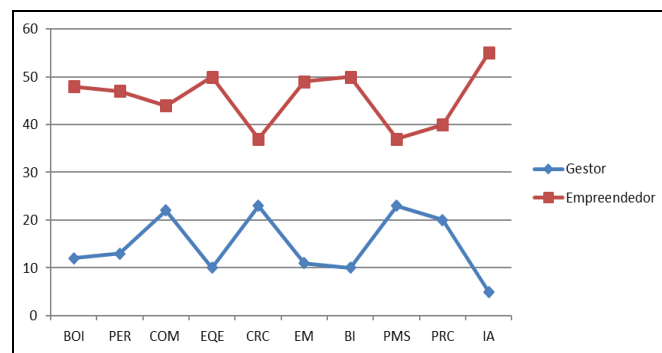
According to Hoeltgebaum [14], scores above 15 points in the behavioural characteristics, like the ones raised in this study, indicate a significant entrepreneurial profile.

Therefore, when a score above 15 points in all entrepreneurial behaviour characteristics is observed, it is possible to make an important parallel between the profile identified through the student questionnaire and the entrepreneurial spirit, which has a manager profile as will be verified when observing Graph 2. Then, it will be possible to see it as the accomplisher type, conforming to Miner [15] when he typifies the four types of entrepreneurs.

Corroborates this statement what teaches Filion [3] when stating that entrepreneurs "integrate, assimilate and interpret these behaviours, and this is reflected in the way they act and build their businesses"<sup>9</sup>. This point of view is also followed by McClelland [16], since he believes in the possibility of perceiving an entrepreneurial role model based on the beliefs and practices, and believes that business exists to reproduce this model.

In this graph, it is possible to observe in the alignment with the entrepreneur scores the prevalence of the features: searching for opportunity and initiative, persistence, demand for quality and efficiency, setting goals, searching for information, and independence and self-

confidence; showing that most of the answers characterize the entrepreneurial profile.



Source: Data collection from November, 2014.

**Graph 2: Distribution of respondents according to comparative responses with the entrepreneur and manager profile.**

It is noteworthy that the standard deviation of Graph 2, above, shows values between 1.5% and 2%, over the six strongest characteristics, similar to the research of McClelland [16], when the author mentions that these are features that, by the average, was evinced as the most aligned with the entrepreneurial profile and the profile of managers, showing that there is a significant value dispersion in relation to the averages.

The four characteristics that almost equalized in the line frequency of Graph 2 show that both profiles: the entrepreneur and the manager have demonstrated commitment to work.

What is surprising is that both the entrepreneur and the manager seem to present the characteristic of taking calculated risks, which is a surprise since engaging in a risky situation, even a calculated one, is equivalent to a true entrepreneurial attitude. It is noteworthy that there was a high response rate of students who are starting the course and therefore, are not yet familiar with all the management issues raised by the administrator's job.

With regard to planning and systematic monitoring, both profiles assume this characteristic, certain that both the manager and the entrepreneur should plan and verify systematically whether the plans are being put into operation so that it can minimize, for example, structural problems of the companies, such as absenteeism.

Persuasion and network of contacts, is a modern feature and its degree of intensity is what defines the assumed profile: the entrepreneur or the manager. It is noticed that when the persuasion that the employee develops in the company

<sup>9</sup> "integrar, assimilar e interpretar esses comportamentos, e isso está refletido na maneira como agem e constroem suas empresas" (FILION, 1999, p. 10)

represents the acceptance of others with the leadership profile in a moderate way, it conjectures the manager.

Nevertheless, when there is leadership through the persuasion of all the employees to perform tasks according to the risk behaviour assumed by the entrepreneur, it indicates the entrepreneurial attitude.

Finally, it is noteworthy that in order to answer the questions, it was held a series of crosses with the variables that characterize the demographic and socioeconomic profile of the students and groups, according to professional goals. None of these crossings evinced a variable that characterizes any of the groups. There are no major differences between the groups, neither for gender, nor marital status, nor age, nor by the type of participation in the family income.

When Dolabella [2] states that it is important that entrepreneurship values are disseminated between the key actors in the local community, so that in the process of economic development, small and medium enterprises - PME are not a second-class option, but take a priority position, we can see, from the educational point of view for entrepreneurship, that it do not matters to discuss whether entrepreneurship will be the second, the first or the last option, but rather whether the student has freedom of choice, manifested in the process of building a world as its own execution space [17]. Although what is observed is that the choice of entrepreneurship, in the majority of cases, constitutes the lack of freedom of choice. In this regard, GEM [18] points a percentage of 55.4% of those who choose to set up a business for necessity.

This fact corroborates the survey data, since it was found that the majority of respondents, approximately 65%, were characterized as young population who live with their parents, 70%.

## Final Considerations

The entrepreneurial attitude is increasing market share and taking a prominent position in the debates and economic policies, in developed countries and developing countries. This thought arises mainly as a consensus about the fact that entrepreneurship is a fundamental part of the development and growth of an economy.

In this sense, the analysis of the profile of the students from UEPB management course in Campina Grande, Paraíba, especially regarding the first and last year, aimed at investigating

whether they had the required characteristics to be an entrepreneur, according to their way of acting towards the current reality. Therefore, it was found that from the point of view of employability, the entrepreneurial characteristics was represented by 42% of students surveyed, who were in the 1st year, associated with 33% of students who were already in advanced stages of the course and were preparing to graduate, which represented 75% of the total respondents who have characteristics of entrepreneurs.

An important issue that was considered was housing, since in the profile was clear that the vast majority, 70% of them lived with their parents, which shows a degree of financial dependence. However, this does not necessarily imply that they do not have entrepreneurial characteristics; more careful analysis indicated that they actually exhibit these characteristics.

We used a questionnaire with 55 questions, in which was taken into consideration for this study, the characteristics of entrepreneurs based on the model advocated and developed by McClelland, which measures students' entrepreneurial potential from a multitude of factors directly related to their daily lives and activities [12].

Among the ten behaviours described by McClelland as entrepreneurs, we have: search for opportunity and initiative; persistence; commitment; demand for quality and efficiency; taking calculated risks; setting goals; search for information; systematic planning and monitoring; persuasion and networking of contacts; and independence and self-confidence.

All answers were above 15 points in all entrepreneurial behaviour characteristics, which indicates an important self-assessment in the category of entrepreneurial activities presented in the study McClelland.

This study left us significant lessons; especially on the importance of better disseminate the features that make the manager a true entrepreneur, needing to develop a spirit of leadership toward other employees. In addition, we recommend that these values are widespread, especially among students who have just initiated the course and are still forming their intellectual concept. When Dolabella [2] states that "it is important that entrepreneurship values are disseminated among the main actors from the local community, so that in the process of economic development, the PMEs are not a second-class option, but take a priority

position"<sup>10</sup>, we can see from the point of view of entrepreneurship education, that it does not matter to discuss whether entrepreneurship will be the second, the first or the last option, but rather whether the student has freedom of choice, that is expressed in the process of building a world as its own execution space [17]

Another important aspect is the subjective nature of entrepreneurship education issue. The university does not have in its curriculum a political-pedagogical project aimed to entrepreneurship education, then how it is possible to explain the entrepreneurial characteristics found in students, if not through the idea that learning entrepreneurship goes beyond the limits of the university and that this culture is already widespread in society, beyond the notion that each one carries its own way of working their dream in the face of the paths that are offered or identified in an attempt to accomplish it.

These are questions that need to mature. It is known that it still endures the employment culture, but it is also true that for the creation and maintenance of business a political-institutional apparatus is necessary, and Brazil is still far from being able to offer it. An example of it is the amount of taxes, the complication for paying them, the difficulty to open and close companies and the difficulty to the banking system and finance access, for instance. Thus, it is necessary to critically rethink the issue of employability being sure that this survey rose further questioning.

Therefore, it is recommended the realization of new studies (comparison profile among students at the beginning and at the end of the course, comparing the profile found in other universities that present a project aimed to entrepreneurship and comparing the local situation in other states) as a way to elucidate the issues that were raised in this study.

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<sup>10</sup> "é importante que os valores do empreendedorismo sejam difundidos entre os atores centrais da comunidade local, para que, no processo de desenvolvimento econômico, as PME não sejam uma opção de segunda categoria, mas assumam uma posição de prioridade" (DOLABELLA, 1999, p. 31).



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