

## The Potential Entrepreneur Of Management Students At The Federal University Of Sergipe, Brazil

<sup>1</sup>Asminy Gonzaga Santos, <sup>1</sup>Adriano Santos Rocha, <sup>2</sup>Silva, Iracema Machado de Aragão Gomes,  
<sup>2</sup>Suzana Leitão Russo<sup>2</sup>

<sup>1</sup>Depto of Management, <sup>2</sup>Post-Graduate Program in Intellectual Property Science Federal University  
of Sergipe  
São Cristóvão, Sergipe, Brasil

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**Abstract:** Entrepreneurship is primarily a social phenomenon and is expressed in societies from relatively consensual values. The term entrepreneur is built around what is valued in a society. And the development of entrepreneurship can only happen around political leaders focused on valuing people and able to worry about the division of wealth generated by entrepreneurs (Filion, 1999). This paper aims to identify and analyze the entrepreneurial potential of students conclusive Course of the Federal University of Sergipe (Campus of St. Kitts / Brazil). The research is classified as descriptive, despite using a qualitative approach for tackling profile and finally, uses a quantitative approach because the processing was done by percentage data (frequency response). The universe is composed of 46 students and conclusive sample used was non-probabilistic accessibility and included 34 persons. The strategy adopted was the survey instrument and data collection was a questionnaire that corresponding to the potential entrepreneur has applied the methodology of self-assessment of entrepreneurial potential, which was the reference adopted Biagio (2012), from eleven requirements analysis, namely proactive before an opportunity, luck by replacing the estimates of risks, effectiveness activities, persistence, commitment, research, development and information, focus on goals, planning and control, ability to convince, innovation and self-reliance. To Biagio (2012), the entrepreneur is the person who sees opportunities where others see only threats. The socioeconomic profile of respondents was 24 to 29 years, men, singles, personal income up to USD 900, employees of private companies. As for the potential developer, it was found that most learners obtained a score of ideal potential, between 18 to 23 points, in large part the characteristics. The requirement analysis on innovation had the lowest score. Finally, the contributions were cited as entrepreneurial training course for the students' theoretical knowledge and changing behavior and attitudes. The survey showed the entrepreneurial potential of conclusive but shows the need for improvement in education focused on innovation to develop the creative capacity in existing innovative entrepreneurs.

**Key words:** Entrepreneurship, Potential Entrepreneur, Management.

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### INTRODUCTION

This paper studies the entrepreneurial potential of students conclusive Course of the Federal University of Sergipe (UFS). The methodology used in the reference article is the same adopted by Biagio (2012), which uses the self-assessment of the potential entrepreneur from eleven analysis requirements, namely: proactive before an opportunity, luck by replacing the estimates of risk, effectiveness activities, persistence, commitment, research, development and information, focus on goals, planning and control, ability to convince, innovation and self-reliance. Hirsch *et al* (2009), who conceptualize entrepreneurship along with Baron and Shane (2007) and Dornelas (2008) working issues of entrepreneurship education, and other authors with other approaches to the topic. The methodology was a descriptive about the potential entrepreneur, classified as qualitative elements of behavioral profiling and data analysis was performed using quantitative tools to share data (frequency) used a Likert scale, defined by BIAGIO, 2012.

### MATERIALS AND METHODS

#### **Theoretical Concepts:**

#### **Entrepreneurship:**

The theory of entrepreneurship development has its parallel in large part to the development of the term itself. According to Hirsch *et al* (2009), the evolution of this phenomenon occurred in five distinct periods. In the initial period Marco Polo defined the entrepreneur as an intermediary. In the middle Ages the term entrepreneur was used to refer both to the entrepreneur as an administrator. During this period, there was no association with the risk of entrepreneurship, this just happened, from the seventeenth century. In the eighteenth

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**Corresponding Author:** Suzana Leitão Russo, Post-Graduate Program in Intellectual Property Science Federal University of Sergipe São Cristóvão, Sergipe, Brasil  
E-mail: [suzana.ufs@hotmail.com](mailto:suzana.ufs@hotmail.com)

century there was differentiation of the individual entrepreneur that it was capital provider. Industrialization was one of the causes for such differentiation. Finally, in mid to late nineteenth century and early twentieth century there was a distinction between entrepreneurs and managers. The association of the entrepreneur as an innovator appeared only in the twentieth century.

For Santos, Lopes and Claro (2009), entrepreneurship is a personal characteristic, as many studies about the personality of entrepreneurs conclude that the success of the venture is related to the behavior of these individuals.

Filion (1999) defines the universe of entrepreneurs based on three lines of thought: the Economists, the school of behavioral and personality traits. As for the theory of economists thinkers of this current associate enterprising individuals to innovation that leads to development. Regarding the behavioral theory, thinkers began studies on characteristics of entrepreneurs, such as persistence, creativity, leadership and internality. As for the school of personality traits, which occurred during 20 years of the last century; but no identifiable scientific profile that it could identify with any certainty the potential entrepreneurs.

In turn, Dornelas (2008) presents the characteristics that successful entrepreneurs possess: they are visionaries, they know decisions are individuals who make a difference, you know to maximize the opportunities are determined and dynamic, are dedicated, and are optimistic passionate about what they do, are independent, and build your own destiny, get rich, although not the main purpose of them, because they believe that money is a result of the success of their business, are leaders and team builders are well-connected are organized, plan, possess knowledge, take calculated risks and create value for society.

Hirich *et al.*, (2009) conceptualize the entrepreneur as complete as that of Filion. They define this individual also based on three lines of thought: the Economists, psychologists and some businessmen. For economists, the entrepreneur is one who gathers factors as resources, labor, materials, among other assets in order to make their value greater than before, but also one that performs innovations, changes and a new order.

For psychologists, the entrepreneur is one who has the need of the following factors: to experience, to accomplish, to achieve something and finally, perhaps to escape the authority of others. For some businessmen, the entrepreneur is a competitor and can be an ally, it may be a customer or even someone who both creates wealth for others as well, finding ways to best utilize resources, reduce waste and produce future jobs other people will be satisfied to achieve. In designing Biagio (2012), the entrepreneur is the person who sees opportunities where others see only threats.

#### **Potential Entrepreneur:**

An instrument used to measure the potential entrepreneur is the Carland Entrepreneurship Index (CEI), the result of extensive research on entrepreneurship conducted by professors Jim and Joann Carland (1996). It consists of a self-response composed of thirty-three affirmations in pairs, in the model of forced choice, indicating, therefore, through their preferences and personality, where the respondent is as an entrepreneur. The greater or lesser presence of the four elements as personality traits, propensity for innovation, risk and strategic posture in an individual, puts it in line with the scale CEI in three tracks: microentrepreneur (0 to 15 points), macroentrepreneur (26-33 points) and entrepreneur (16 to 25 points) JÚNIR and GIMENEZ, 2004.

The Coefficient of Entrepreneurial Capacity (CEC) is an instrument used to detect entrepreneurship, validated through conventional parametric statistical procedures. It is a questionnaire developed by Likert scale, composed of 40 statements that describe situations in which people interviewed must indicate the intensity of agreement assigned you for each item. Of the 40 claims, 15 are related to entrepreneurial characteristics, 15 and 10 to the anti-entrepreneurs undifferentiated characteristics. Entrepreneurs are considered individuals who have a high score of items and entrepreneurs in low anti-entrepreneurs. People who have the inverse situation is classified as anti-entrepreneurs. When scores are low for entrepreneurs and anti-entrepreneurs, individuals are classified into groups of undifferentiated, PEREIRA and COSTA, 2006.

The MSI / McBEER is an instrument that is based on studies of McClelland and runs in Brazil by SEBRAE seminary EMPRETEC. It consists of 10 constructs and 55 variables, and of these, five serve as correction factors and are distributed in: finding opportunities, commitment, efficiency demand, take risks, targets, persistence, persuasiveness, planning, search information and independence and self-confidence. The answers are in line with the 5-point Likert scale, with 1 = never, 2 = rarely, 3 = sometimes, 4 = usually, and 5 = always (BARRETO *et al.*, 2006).

Another tool is to Kristiansen and Indarti, which sought to identify and compare the characteristics of students from Indonesia and Norway. The questionnaire consists of two parts, the first personal information about the respondent and the second an analysis of entrepreneurial profile. It consists of five constructs and 15 variables. The elements analyzed are: need for achievement, locus of control, self-efficacy, availability of resources and intention to undertake. The answers are distributed through a scale ranging from 1 to 7 points, and the 1 = strongly disagree and 7 = strongly agree (BARRETO *et al.* 2006).

In designing Santos (2008), the potential entrepreneur is composed of the following elements: intent to undertake, opportunity, persistence, efficiency, information, planning, goals, control, persuasion and relationship network. The main elements are:

- Intention to undertake: the intention of owning your own business, whether it be getting another person or creating your own business.
- Opportunity: having the ability to leverage common situations not to start new activities or businesses, paying attention to what happens around and from there, to detect people's needs or market.
- Persistence: the ability to stand firm in the pursuit of success, overcoming obstacles along the way and ability to differentiate stubborn persistence, assuming errors and know redefine goals and strategies.
- Efficiency: the ability to do things correctly and if there is need, promoting the rapid changes to adapt to changes occurred in the environment, but also operationalize ways to do things better, faster and cheaper, the ability to create or use procedures to ensure that work is completed on time and lastly, how to take action to solve problems before they happen.
- Information: the willingness to learn and acquire knowledge will show interest in new information on the scope or even beyond, is aware of all the internal and external factors that are related to the organization or company, willingness to seek help from experts on technical or trade.
- Planning: believe in planning as an important factor in defining goals and objectives.
- Control: the ability to monitor the implementation of plans prepared, keep records and use them in the decision process, check the achievement of results and make changes and adjustments whenever necessary.
- Persuasion: is the ability to influence people to perform tasks or actions that achieve the goal of achievement and the ability to persuade and motivate people, lead teams and stimulate them using the right words and actions to influence and persuade.

Veit et. al (2009) compared the profile of the potential entrepreneur (PPE), that consists of eight elements: strategic competence, risk, innovation, formal planning, dedication, relationship, analytical thinking and researching authors challenge as McClelland (1961), Schumpeter (1982), Carland (1996), Timmons (1998), Filion (1999) and Mintzberg (2001). In view of McClelland (1961 apud Veit *etal.*, 2009, p.12), the potential entrepreneur is formed by factors like running calculated risk, planning, persistence, commitment, information and ultimately, achievement.

In the design of Schumpeter (1982 apud Veit *etal.*, 2009, p.12) are indicated as risk factors, innovation and profitability. As for the vision of Carland (1996 apud Veit *etal.*, 2009, p.12), the following factors are cited: strategic posture, propensity to risk, innovation and achievement. Regarding the design of Timmons, Veit *etal.* (2009), are presented as elements of uncertainty, creativity, business plan, charisma, knowledge and motivation. In view of Filion (1999) are pointed imagination, vision and persistence in designing and Mintzberg, Veit *etal.* (2009) are cited strategy, uncertainty and opportunities.

Studies suggest that there are characteristics, ways of acting and thinking that favor the emergence of people with greater entrepreneurial spirit, able to succeed even in a business where others fail, achieve success in areas for which they were formed at school, or with which are not directly associated for most of their lives. This difference is called the entrepreneurial potential, SEVEGNANI and HOELTGEBAUM, 2010.

Santos, Caetano and Corral (2010) classified the construct of entrepreneurial potential first systematizing the main distinguishing psychological characteristics of the entrepreneur, which relate to four main dimensions: psychological skills, entrepreneurial motivations, management skills and social skills. Besides these four dimensions, have eleven sub dimensions: innovation, emotional intelligence, resilience, desire for independence, economic motivation, vision, ability to mobilize resources and to lead, entrepreneurial self-efficacy, communication skills and persuasion and, finally, to develop a social network. These dimensions and sub dimensions contribute decisively to the emergence of entrepreneurial potential.

Research on entrepreneurial intentions and activities of university students presented in the study report Global University Entrepreneurial Spirit Students' Survey (GUESSS), organized by Lima *etal.* (2011) with the objective of helping to improve and support activities associated with entrepreneurship education offered by institutions of higher education in Brazil. The results concerning the intention of career showed that 30.3% of respondents intending to work in both large companies as soon as you graduate and 14.6% claim to be official. In the international study, the percentages are 26.2% and 10.0% respectively. However, in the case of career interest for five years after the completion of studies, we identified a significant increase in those who want to have their own business (40.5%) or purchase third-party business (9.3%) or take account of the family business (3%).

As for different items, such as the motivation for creating a business was 'building a business that my children can inherit.' According to the Brazilian respondents the most attractive sectors for undertaking were: health services (12.3%), wholesale and retail trade (12.1%), consulting in law, tax, or other administration (11.6%) and communications or information (9.8%) and the area that elicited less interest in Brazilian students was the agriculture, forestry and fishing businesses (1.4%).

Regarding the perception about the offer of courses and activities related to entrepreneurship was seconded by Brazilian students the following: no offer of technological resources and research for 83.8% (eg, library, internet), knowledge on entrepreneurship in general (65.4%) and business plan (62.3%). Moreover, there is little basis for contact with potential investors (25.8%), provision of funding for start-ups (25.3%), mentoring programs and guidance for entrepreneurs (22.4%), or area reference person for questions and support for entrepreneurship (17.4%).

The Brazilians were less knowledgeable than students in the sample as the international offering four types of activities, they were: mentoring and coaching programs to entrepreneurs (58.0%), base contact with potential investors (54.6%), funding for business start-ups (51.5%) and workshops / networking with experienced entrepreneurs (41.5%).

### ***The Teaching Entrepreneurship:***

According to Cunha and Neto (2005), from the years 1980, began a movement for entrepreneurship, as the researchers noted the need to form a professional who not only know about your area, but they also knew how to manage your own business. It was necessary to turn on the knowledge product or service offered by the University.

In the point of view of Dolabela (2008), there are two prerequisites for the teacher who aspires to take the theme entrepreneurship into the classroom. The first is being willing to face the challenge of introducing new content and new teaching processes and to overcome the obstacles that inevitably present themselves to those who want to innovate. The second is to have both the availability and the will to establish links with elements such as the market, companies and entrepreneurs, the environment where they have the knowledge domain are transformed into wealth.

In view of Francium *etal.* (2008), "in entrepreneurship education, exceedingly, teachers need to understand the motivations of the students, and then tailor the teaching methodology, which needs to be differentiated and relevant to the subject."

The first course on managing small businesses was created by Harvard Business School. In New York City, Peter Drucker taught entrepreneurship and innovation. Three years later, the University of Colorado there was a conference on small business development and as a result came the International Council for Small Business (ICBS), the largest association dedicated to research in the field of entrepreneurship. Finally, in 1978, the Babson College located in Boston, founded the Academy of Distinguished Entrepreneurs (Pardini and Santos, 2008). Second. Greatti *etal.* (2010), the teaching of art undertaken in universities was introduced in 1953.

In the case of Brazil, Mello (2011) states that the project fell academic pioneer the School of Business Administration of São Paulo / Fundação Getúlio Vargas (EAESP / FGV) through the creation of new business discipline, in 1981, taught in the Course Administration Specialization for Graduates (CEAG), by Professor Ronald Degen.

In the Management course of Federal of University of Sergipe, according to Resolution CONEP No. 04/2000 by which it is governed discipline Initiation Business is offered to students of morning shift at 7th period and the night shift in the 9th period and totaled at the end the semester a course load of 60 hours and 04 credits. The course provides students with theoretical background and practical and has the following menu, namely importance of creating business for the national economy, the role of the entrepreneur, the entrepreneurial characteristics, identification of business opportunities, national system to support small and medium enterprises, role and services of the local agency, credit lines and financing, legal aspects for the formation of companies, preparation of business plans, feasibility studies, marketing and finance.

Regarding practice, discipline seeks to teach students to develop a business plan: introductory aspects, market analysis, marketing plan, operational plan, human resources plan and financial plan. In the introductory aspects, students define elements such as the company's mission, industry, legal form and partners' capital.

In market analysis study are defined as aspects of the industry, customers, competitors and suppliers. In this topic students assess the sector chosen for the purpose of identifying whether it is increasing or not. Have customers, competitors and suppliers are identified in order to assist in the further realization *swot* Analysis, which contains elements of the internal environment: strengths and weaknesses and the external environment elements: threats and opportunities.

As for the marketing plan, students define elements as major products and services, price, location of the business, promotions and marketing structure. Have to realize the operational plan, students established factors such as layout (physical space of the company), production capacity or commercial service, innovation and operational processes. Upon human resources plan, students establish criteria such as number of staff, the position he will occupy each employee and the salary of each, ie, the human resource plan required by students to establish criteria for the planning job and salary. Finally, the financial plan requires identification by the students of elements as estimated profit and profitability, net present value, cash flow, taxes, investments, costs and breakeven point. At the end of the completion of the business plan the student is able to identify whether or not it worth buying or selling a particular company through a review of each of the planes that compose it..

Therefore, entrepreneurship education in UFS aims to contribute both theoretically through knowledge of aspects related to the individual entrepreneur and the phenomenon of entrepreneurship, and through the practice through the development of a business plan as the basis in the future if a student wishes to manage their own business.

**Methodology:**

In this article, the instrument used to assess the potential entrepreneur was to Biagio (2012), and consists of requirements analysis as proactive before an analysis, replacement of luck for estimates of risks, effectiveness activities, persistence, commitment, research, development and information, focus on goals, planning and control, ability to convince, innovative and self-confidence.

The author's conception on each requirement is as follows:

- Proactivity before an opportunity is the ability that the entrepreneur has to do things before being forced by circumstances, identifying opportunities and turning them into new business, or even proposing innovative solutions.
- Replacement of luck for risk estimates is the ability to evaluate alternatives and calculate the risks of each, acting in ways that are minimized or kept under control. This also means taking on challenges and answer for what took.
- Effectiveness activities: is the personal commitment to do things cheaper, faster and better, seeking satisfaction or exceeding the standards of excellence, whether on price, delivery or performance of the product.
- Persistence: is a way to behave always believing in the possibility of overcoming a significant obstacle that other people seem to be insurmountable and in order to overcome a challenge. The entrepreneur acts repeated or changed their strategies without ever leaving your larger goal.
- Commitment: the entrepreneur spends sacrifices himself personally or extraordinary efforts to accomplish a task, collaborating with subordinates and, in some cases, taking the place of them to complete a task, and when you meet deadlines, the entrepreneur does not give way to weariness, leisure or friends; becomes a real stubborn until you reach your goals.
- Research, development and information: search for information with personal commitment, namely research on customers, suppliers and competitors, is vital for any business to succeed, best way to make a product and consulting experts to commercial or technical knowledge are obtained.
- Focus on goals: the delimitation of challenging and achievable goals and that has a personal meaning important.
- Planning and control: it consists in assuming a future situation and outlines the ways to achieve it. The action plan includes the largest division of tasks into subtasks, stipulating deadlines, making constant and systematic review of the plans, taking into account the results and uses the records for decision making.
- Ability to persuasion: creating a network of business relationships, making people switch their agents to assist you in achieving your own goals. It is noteworthy that all great entrepreneurs stood out for presenting this characteristic of highly developed form.
- Innovative: the entrepreneur always looking for new ways of doing things, and in that quest, breaks paradigms, almost accepted as law by most individuals.
- Self-confidence: it is the path that provides the performance.

Each feature includes five questions in which the respondent assigns scores from 1 (if never behave that way) and 5 (always behave that way), totaling analysis for each requirement of 25 points. This work is descriptive insofar proposes to identify the potential entrepreneurial of students of the Course of Management of Federal University of Sergipe. It is classified as qualitative and quantitative in that it requires interpretation of the elements that characterize the entrepreneurial potential and content because statistical graphs were generated by presenting arithmetic tabulation of the data.

The universe was composed of students and sampling conclusive, accessibility, consisted of 74% of the total. The strategy used in this research was the survey. The data collection instrument was a questionnaire depicting the categories and elements of analysis that formed the basis for this research, in accordance with Table 01.

According to Vergara (2009), it is important to be treated as informing the data, justifying why such treatment is adequate for the purposes of research. In this article, the data analysis was performed according to the score ara assessing the potential entrepreneur described by Biagio (2012), presented in Table 02 versus data obtained in the field in order to identify the entrepreneurial potential of conclusive.

**Table 1:** Categories and elements of analysis

DIMENSIONS	CATEGORIES	ELEMENTS OF ANALYSIS
PROFILE	Profile of Students	Age Gender Marital Status Income Current status of work
POTENCIAL	POTENCIAL ENTREPRENEUR	Proactivity before an opportunity Replacement of luck for risk estimates Effectiveness activities Persistence Commitment Research, development and information Focused on goals Planning and control Ability to convince Innovator Self-reliance
CONTRIBUTION	COURSE CONTRIBUTION	Knowledge Behaviors and attitudes
Source: Authors (2012)		

**Table 2:** Scoring for assessing the potential entrepreneur

Score range	Interval	Analysis
until 17 points	$X \leq 17$	Below ideal
18 -- 23 points	$18 \leq X \leq 23$	Ideal
above 23 points	$X > 23$	Above ideal
Source: Adapted de Biagio (2012) by authors.		

Biagio (2012) notes that the maximum value to be obtained in each behavioral characteristic of the entrepreneur' is 25. An ideal situation is the respondents get a score between 18 and 23 points for each behavioral trait. Those who are under 18 will have to practice the features to be developed. Those who obtain more than 23 points have the characteristic excess.

## RESULTS AND DISCUSSIONS

This study is classified as qualitative and quantitative in that it requires interpretation of the elements that characterize the entrepreneurial potential content and statistical graphs because they were generated by presenting arithmetic tabulation of the data. This work is descriptive insofar proposes to identify the entrepreneurial potential of students conclusive Course of Management of FUS, Campus São Cristóvão, composed of 46 students, 22 of 24 to the day shift and night shift, according to the Department of Management Academic (DMA, 2012).

Depending on the research objectives, we chose to survey as a strategy for data collection, using a questionnaire consisting of 62 questions, divided these into 3 parts namely: the first part consisted of 5 questions related to the profile of the respondents (range age, gender, marital status, personal income and current status of work), the second was based on the model of Biagio (2012) and consisted of 55 questions related to the potential entrepreneur. The last part, continha2 questions aimed at identifying how the Course Management contributed to the formation of entrepreneurial students through knowledge, behavior and attitudes.

The pretest was conducted in March 2012 with three students conclusive. As a result, the two issues pertaining to the third part of the questionnaire had to be changed in order to better adapt them to what the study sought to identify. The questionnaire was then seeking access to all 46 students both personally and through email and other social networks. However, the response rate obtained was not 100%, ie 34 responded, thus representing a response rate of 74%.

The results from the first part of the study are presented below:

**Table 3:** Profile of Students

Elements	Analysis
Age	70.6% have between 24 to 29 years
Gender	59% male
Marital Status	79,4% were singles
Personal Income	65% to UD 900
Current Status of Work	67% work in private companies or other status (student, intern or volunteer Scholar)
Source: Field survey, 2012	

The second part of the study is presented below: The second part refers to the potential entrepreneur and key considerations are: impairment had the highest score, before a proactive opportunity, luck by replacing the

risk estimates and confidence scores were similar. Furthermore, students presented conclusive characteristics of effective activities, persistence, and focus on goals, among others.

**Table 2:** Self-assessment of entrepreneurial potential

CATEGORIES	%		
	Until 17 points	18 --- 23 points	Above 23 points
Proactivity before an opportunity	29,4	70,6	-
Replacement of luck for risk estimates	29,4	70,6	-
Effectiveness activities	26,5	67,6	5,9
Persistence	35,3	64,7	-
Commitment	17,6	76,5	5,9
Research, development and information	14,7	55,9	29,4
Focused on goals	20,6	64,7	14,7
Ability to convince	38,2	58,8	2,9
Innovator	58,8	38,2	2,9
Self-reliance	20,6	70,6	8,8
Source: Field survey, 2012			

The third and last part of the survey is presented below: In this part, we sought to identify how the Course Administration contributed to the formation of entrepreneurial conclusive through aspects such as knowledge, attitudes and behavior. As contributions, to the formation of entrepreneurial of the students were cited the theoretical knowledge and changing behavior and attitudes. The majority (55.8%) of respondents cited as the theoretical contribution, 35.7% of students answered as technical knowledge contribution and 9.5% of respondents said that the course did not help.

Regarding questions about behavior and attitudes, responses were divided as follows: 44.1% say that the course contributed to the extent that favored the emergence of skills and competencies associated with leadership and negotiation skills, 29.4 % said the course did not contribute and 26.4% reported that the course helped develop entrepreneurship, whether through activities in the classroom or advice that may be developed in the university through the Management Junior Enterprise (MJE ).

### **Conclusions:**

With this research it was found that most conclusive of the Management Course of Federal University of Sergipe showed entrepreneurial potential, given that ten of the eleven requirements analysis discussed, the ideal score was found. However, in only one, which is the characteristic 'innovation' showed low score. Regarding knowledge, it was detected that the majority of respondents pointed to the contribution knowledge taught in the classroom by teachers, and the second alternative was converging with the technical knowledge of the purposes of the course Institution.

Less than half the contribution conclusive cited as the emergence of skills and competencies associated with leadership, negotiation skills and entrepreneurship development. The profile of respondents is defined aged between 24 and 29 years old, male, single, with income of up to USD 900 and, finally, the current status of work, it was found that most conclusive works private companies.

With the conclusions, the survey showed the entrepreneurial potential of conclusive but shows the need for improvement in education focused on innovation to develop the creative capacity in existing innovative entrepreneurs.

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