

## Teachers' Entrepreneurial Profile: Case Study

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### Abstract

This article was prepared in order to investigate whether the teachers working in a Business Administration BA degree have an entrepreneurial profile, with the aim of finding whether such teachers are able to support the Pedagogical Proposal of the Institution to which they belong to in what concerns the requirement of the course and also the Pedagogical Proposal of the course itself. The methodological procedure adopted was the Documentary Analysis, i.e., a study that is based on documents such as books, statistic maps, journal articles and the procedure of a Case Study. The data collection technique adopted was also the Documentary Analysis plus a Survey-type questionnaire. As a result, the Research has shown that the teachers of said course do have an entrepreneurial profile that range from medium to medium-high, plus a good knowledge of Entrepreneurship Education, which can truly guarantee the Course Pedagogical Proposal.

**Keywords:** education, teacher training, entrepreneurship education

### 1. Introduction

In the current globalised world, the investments made for creating a job vacancy are becoming increasingly high, due to the huge investments in technology and capital. Both in the developing and developed countries, job vacancies have become scarce and Entrepreneurship Education has emerged as an innovative solution with an unsuspected potential for creating jobs and income.

In the Brazilian professional higher education, entrepreneurship has stood out and remained in evidence over the last decade, because it can enable students to grow socially, overcome employment crises and, at the same time, it has become the object of desire for young people seeking self-employed jobs.

This educational experience is provided by means of curricular discipline of the courses, by means of participation in extension courses or by means of participation in contests to foster entrepreneurship, such as the "Young Entrepreneur" sponsored by the Brazilian Micro and Small Business Support Service (SEBRAE).

The teaching of entrepreneurship occurs through the teaching of administrative tools, along with the preparation of a business plan that can create a new economic activity.

Brazilian society is promoting a strong social appeal to foster Entrepreneurship Education in Brazil, and so are other countries of the world. Many researches are aimed at providing tools for its operationalization and many activities focusing Entrepreneurship Education are being developed day by day.

To this end, this research has chosen as its basic question determining whether the teachers of a Business Administration Bachelor's Course, whose Institution Pedagogical Proposal (IPP) and Course Pedagogical Proposal (CPP) strongly stress Entrepreneurship, do have an Entrepreneurial profile.

Thus, this research aims at analysing whether the course teachers can adapt to the pedagogical needs of the IPP and the CPP of the Business Administration Course of the SENAC University Centre. In this context, the survey aimed at analysing the entrepreneurial profile of teachers who teach courses that strongly focus on entrepreneurship, i.e. the entrepreneurial profile and entrepreneurial teaching practice, based on how this profile and the teaching practices used by this team can be understood.

## 2. Theoretical/Conceptual Foundation

Entrepreneurship must be understood as a phenomenon; and the literature surveyed suggests two approaches: the first refers to entrepreneurship in the company, whose focus is on the characteristics of the company, usually referred to as small, with rapid growth and based on a network of relationships, and the second approach focuses on the characteristics of entrepreneur as a person (Fernald, Solomon, & Tarabishi, 2005).

For Hytti and O’Gorman (2004) the discussion on how to understand and define what an Entrepreneurship Education can be is connected with the theoretical debate on entrepreneurship and research on micro, small and medium-sized businesses (MSM’s), by focusing on what entrepreneurship actually is, i.e. on the one hand the question of survival and growth of MSM’s and, on the other hand, the person of the entrepreneur and the social and psychological characteristics that may lead him to behave as an entrepreneur

This research bias on the subject has been replaced by the focus on the entrepreneurial process and not on characteristics of individuals any longer. For Shane and Venkataraman (2000), entrepreneurship is seen as the discovery and exploration of opportunities.

According to this view, it can be seen that Entrepreneurship Education should not be directed only to founders of new businesses, but should also include more people in different ways. From this perspective, Entrepreneurship Education plays an important role in the development of the subject’s skills, abilities and attitudes in order for him to devote himself to the Entrepreneurship process.

The concept of Entrepreneurship continues to be polysemantic, notwithstanding how much time has gone by.

For the individual there are the Entrepreneurship Education and the Education for Entrepreneurs and for society or community there are the entrepreneurship promotion campaigns and the entrepreneurial activities themselves.

From the point of view of the above-mentioned authors, the Entrepreneurship Education has three distinct goals: the first one is to understand what entrepreneurship is, by answering questions like, “what does an entrepreneur do?” “What is entrepreneurship?” “Why are entrepreneurs necessary?” “How many entrepreneurs does the country have?” “The second goal is to find how to have an entrepreneurial attitude and answer the question: “How to be responsible for your own learning, career and life?” The third is how to become an entrepreneur and answer the question: “Am I able to become an entrepreneur?” “How can one become an entrepreneur?” “How to run business?”

Another approach on the subject was developed by Stevenson and Jarillo (1990), whose understanding was structured when answering questions about what, how and when entrepreneurs do. Regardless of the approach that may be chosen in order to define Entrepreneurship, there is a consensus that an entrepreneur has an important role in order for the entrepreneurship effectively to take place. Being an entrepreneur requires specific aptitudes, skills, attitudes and values and such competencies may vary depending on the approach chosen. For Wilken (1979), the entrepreneur has to have an aggressive boldness and an intrinsic need for accomplishment; for Schumpeter (1982) the entrepreneur must be an innovator and risk-taker. For Stevenson and Jarillo (1990) an entrepreneur is someone who can identify and understand business opportunities and uses his negotiation, persuasion and strategic thinking skills to achieve his goals.

As a result, the understanding of Entrepreneurship is related to a wide range of skills and attitudes ranging from innovation, creativity, leadership, sense of initiative to network of relationships and passion, an approach that was adopted by Cardon, Wincent, Singh, and Drnovsek (2009), whose psychological and sociological analysis of entrepreneurship associates the entrepreneur with the “entrepreneurial passion.” This passion is understood as the positive feelings that one can experience by engaging in entrepreneurial activities, associated with roles that are significant for the entrepreneur’s own identity.

Currently, there is a wide variety of approaches to define and analyse Entrepreneurship. The theme has become a research topic not only for Economy, but also for Psychology, Sociology and Business Administration. Thus, Entrepreneurship is a human phenomenon related to a broad range of competences, skills and attitudes, which suggests that there is not any simple manner to analyse it and to know what can make a person an entrepreneur.

Kirö (1997), Hytti (2002) and Gibb (2005) stated that the skills, knowledge, behaviours and emotions associated with Entrepreneurship can be promoted and encouraged by means of learning and training, as can they be achieved by means of other activities such as leisure, sports and family environment activities among others. There is little consensus between authors about how entrepreneurial skills, knowledge and attitudes can be acquired; nevertheless, the idea that supports Entrepreneurship Education is that it plays an important role in strengthening those skills and attitudes and involving people therewith and in providing the knowledge needed for such activity.

The abovementioned authors have identified the knowledge, skills and attitudes that are associated with the behaviour of an entrepreneur and are shown below:

Table 1. Knowledge, skills and attitudes related to entrepreneurship (Source: Adapted from Kirö (1997), Hytti (2002), Gibb (2005))

Knowledge and Skills	Behaviour/Affective Attitudes
Skills needed for organising a new business	Creativity and innovation
Decision-making skills	Sense of initiative
Skills needed for developing strategies	Proactivity
Skills needed for finding resources	Independence
Full understanding of the economy	To be a risk-taker
Skills needed for seeing and seizing opportunities	To be persuasive and convincing
Challenges to the employer or organisation	Desire for being independent
Ethical values and corporative governance	Need for achievement
Skills at evaluating strengths and weaknesses	Boldness and courage
Skills at evaluating and taking risks	To be willing to face incertitudes
Skills at interacting with a relationship network	An open mind for opportunities and solutions
Proactive skills for managing projects	Assertiveness
Efficient representation and negotiation skills	Passion
Skills at working individually and in teams	To be visionary

When the studies on the theme entrepreneurship are analysed, we can see that Entrepreneurship Education has been much less researched than Entrepreneurship; the first studies on Entrepreneurship Education had a business bias, since the theme was seen as business studies, but as from the last decade, that view has developed and some authors started to research Entrepreneurial Education, its theoretical foundations, practical implications and result measurements.

The new researches on Entrepreneurship Education aim at removing Entrepreneurship Education from the business area. The approaches taken by Kirö (1997), Hytti (2002) and Gibb (2005) have broadened the concept of Entrepreneurship Education and opened new ways for researches, especially in the pedagogical area of Entrepreneurial Education, as it is shown in the table below.

Table 2. Main approaches on entrepreneurship education (Source: Adapted from Kirö (1997), Hytti (2002), Gibb (2005))

Author	Definition	Comments on the	Knowledge and Skills	Behaviour/Associated Emotions and Attitudes
Kyrö (1997)	<p>Entrepreneurship Education deals with three components:</p> <p>a) autodidactic entrepreneur and his personal development;</p> <p>b) intra entrepreneurship with an entrepreneur and the organization's entrepreneurial behaviour</p> <p>c) External Entrepreneurship, doing business, start up a company</p>	<p>Entrepreneurship Education is approached at an individual level and in the several contexts which it involves</p>	<p>Skills related to autodidact entrepreneur, creativity and responsibility on self-learning; skills related to intra entrepreneurship cooperation and interaction; skills related to entrepreneurship and idea generation.</p>	<p>Motivation, self-confidence, cooperation; entrepreneurial awareness, positive attitudes towards business and entrepreneurship, positive attitudes towards changes.</p>
Hytti (2002)	<p>Entrepreneurship Education is defined with goals: a) to learn what entrepreneurship is; b) to learn how to be entrepreneurial and c) to learn how to be a businessman.</p>	<p>Entrepreneurship Education is seen according to its goals.</p>	<p>Knowledge of economy and business world, knowledge of what to be an entrepreneur means and its role in the economy and society, how to start up a business and run a business. Skill at being responsible for one's own learning, career and life</p>	<p>Motivation, self drive, entrepreneurial awareness, positive attitudes towards business and entrepreneurship, positive attitudes towards changes.</p>

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Gibb (2005)	The Entrepreneurship Education aims at learning on the behalf of entrepreneurs and learning about and by means of the entrepreneurs hip.	Approach based on the contents of entrepreneurship and on didactic methods	Skills needed for achieving goals, creativity, ability to find new opportunities.	Curiosity, individual responsibility, resilience, entrepreneurship deemed as a natural and positive choice of career.
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In spite of their different approaches, those authors agree on the goals of Entrepreneurial Education, and its main goals are:

- To train persons with the skills, knowledge and attitudes that can enable them to be responsible for their own learning, career and life, including the skills for responsible learning, self awareness, and attitudes such as self motivation, self confidence and individual responsibility.
- To enhance the individual's perception of the external world, the economy, the opportunities and changes in general.
- To promote and encourage the entrepreneurial, business and innovative behaviour.

Several skills and attitudes that refer to the Entrepreneurship Education are not specific to that kind of education, because they are also developed by other means of education that cannot be considered as Entrepreneurial Education.

It may be difficult to distinguish the Entrepreneurship Education goals from the goals of other kinds of education in some contexts, as well as the fact that, in spite of not being called Entrepreneurial Education, some kinds of education, for having common goals of promoting the skills and attitudes that refer to Entrepreneurial Education, are in fact a similar thing. This means that the Entrepreneurship Education is very often conceived in different disciplines as interdisciplinary competences; other times, it needs that its contents are developed in a specific discipline on the concept of Entrepreneurship.

### 3. Didactics in Entrepreneurial Education

The success of the implementation of Entrepreneurship Education directly depends on how it is used in the classroom. For Gibb (2005), it is necessary that the activities developed in the classroom lay emphasis on experiencing the concept and that classrooms have a proper environment for the teaching of Entrepreneurship, which, according to Gibb, must be safe and controlled places. It also necessary that the process of learning be flexible and interactive, based on a multidimensional construction of knowledge and that errors be an integral part of the teaching-learning process.

For Seikkula-Leino (2007), there are several didactic activities for the Entrepreneurial Education: Cooperative learning, *Problem Based Learning* (PBL) or learning based on problem solving, individual or group works, projects, learning by doing, role playing, learning journals, individual classes, small business, technical visits and in-classroom lectures.

Find below the Table that relates didactic activity to knowledge, skill and attitude needed for Entrepreneurial Education:

Table 3. Entrepreneurship education skills, knowledge and attitudes related to didactic activity (Source: Adapted from: DG Education and Culture, 2011)

Didactic Activity	Knowledge	Skills/Attitudes
Learning by doing		Self motivation, risk taking, resilience
PBL–Learning Solving Problems	by Responsibility for learning	Self motivation, risk taking, resilience
Cooperative learning	Self awareness	
Workgroup–PEER	Cooperation	
Projects	Cooperation	Motivation, entrepreneurship deemed as a natural and positive choice of career.
Role playing	Creativity and innovation	Sense of initiative
Small Businesses	Knowing how to open and run a business	
Technical Visits	Knowledge of economy, business world and entrepreneurship	
Lectures in School	Knowledge of economy, business world and entrepreneurship	Positive attitudes towards business, entrepreneurship and changes.

According to what Seikkula-Leino, Ruskovaara, Ikävalko, Mattila, and Rytköla (2009) stated and were corroborated by Hytti and O’Gorman (2004), they use several teaching methods in the classroom, but the methods that are more often used are still the more traditional ones. As reported, the methods in decreasing order of use are: traditional educational methods, business simulations, practical workshops, advice and tutoring, business implementation, technical visits, games and competitions and practical training.

This was not found only in Entrepreneurial Education, but also in the methods used in schools in general, since it was found that, regardless of the course taught, teachers tend to use much more traditional methods in spite of attaching importance to the use of creativity in the classroom (Joint Research Centre, European Commission, 2010).

In terms of didactic materials used in the classroom by teachers, regardless of the course or activity given, the research shows that the use of textbook as the resource of choice for teachers (80% of the respondents) and the ones who use it more are teachers with little experience; more experienced teachers tend to use textbooks less.

The dependence of Entrepreneurship Education on a broader educational context and how Educational Institutions assimilate Entrepreneurship Education into its environment and working structure and operation are also discussed herein. The research conducted by the Joint Research Centre (2010) shows that there is resistance to changes. Those institutions usually have an environment based on control and hierarchy. This environment is not only in disagreement with the goals of Entrepreneurial Education, but also prevents the implementation of a number of pedagogical activities that would favour the achievement of such goals, in addition to contribute to a learning environment where compliance is rewarded and divergence and innovation are discouraged or punished.

Another aspect that must be considered in implementing Entrepreneurship Education is the definition of a clear and broad set of results. This is usually based simplistic approaches from the business area, where the success of Entrepreneurship Education is measured by how many incipient companies are created in the universities (Wilson, 2008).

#### 4. Entrepreneurship Education and Teachers’ Training

The successful implementation of Entrepreneurship Education depends on teachers and the didactics applied in the classroom. While a teacher’s role in this case is of utmost importance, the training of this very teacher cannot be underestimated. This teacher must learn and be sensitized by Entrepreneurial Education. For Gibb (2005), Educational Institutions must be considered as entrepreneurial organizations, their classrooms as entrepreneurial places and their teachers as entrepreneurs.

Fayolle (2008) observes that the recruitment of teachers should be considered and carried out from a perspective of plurality, thus avoiding the monolithic researcher-teacher profile, and leaving room for the entrepreneur-teacher or for businessmen. The view that Entrepreneurship Education is also facilitated by teachers

that are entrepreneurs is corroborated by Hindle (2007, page 116, own translation), according to his report:

[...] In my opinion, the teacher would be a serial and multilingual entrepreneur, who would stand out internationally, whose multiple bankrupts would just lead him to renewed determination and final success as a leader of many enterprises of high growth and highly ethical, internationally outstanding [...]

The meaning of this idea implies that teachers' training is for the Entrepreneurship Education to adopt new paradigms and pedagogical models, which can impart the skills and attitudes that can be used by teachers in order to achieve this model. Therefore, the teachers' training should have the following goals:

- To foster the development of the training teacher with the skills and attitudes that are essential to Entrepreneurial Education, such as: motivation, creativity, autonomy; the future teachers should promote these attitudes to their students and this action can only be carried out if the teachers themselves are convinced of its benefits.
- To increase training teachers' knowledge of Entrepreneurial Education, its goals and methods; they need to understand the concepts of Entrepreneurship and Entrepreneurship Education so that they can develop a positive attitude towards Entrepreneurship.
- To teach training teachers the specific skills and knowledge for implementing Entrepreneurial Education. Those should learn in practice how to combine several methods used in Entrepreneurial Education, which means that the future teachers would be comfortable when working in any learning environments such as: classrooms, external activities and communal works.

Seikkula-Leino's (2007) and Seikkula-Leino et al.'s (2009) studies found that the awareness and understanding of Entrepreneurship Education have increased in the group of teachers at the same time as their attitudes towards the theme have become more positive. Concurrently, the difficulties that students experience to define the basic concepts of this manner of Entrepreneurial Education, which they confuse with their practices, have become evident; besides, these students also can hardly realise the difference between the results and goals of such methodology, and in general, the lack of understanding about the strategies and the *curriculum* of Entrepreneurship Education is also evidenced.

In its turn, the report of the Joint Research Centre, European Commission (2010) says that the teachers' training is based more in contents than in a pedagogical development that could make the implementation of Entrepreneurship Education possible. In this view, Hytti and O'Gorman (2004) said that the most efficient learning methods are the active educational methods, in which the students have an active role in their learning and the teachers have a role of facilitator or mentor. In such situation, the authors stress the difficulties the teachers have for balancing the roles of "facilitator" and "teacher".

## 5. Case Study

The Case Study aims at describing and identifying situations and in this study a Survey type questionnaire answered by the teachers of the Business Administration Course and Business Administration Course with major in International Trade of the SENAC University Centre, Santo Amaro campus in São Paulo, SP, was used, in order to research what the initial and final training of the teachers were and how their entrepreneurial profiles were, according to the SEBRAE Entrepreneurial Profile Questionnaire, besides how they understand and put into practice the Entrepreneurship Education.

In this study, data were collected by means of an Entrepreneurial Profile Questionnaire, provided by the SEBRAE, which was adapted from a questionnaire used by McClelland (1972). For Walter et al. (2005), McClelland's (1972) theory is based on psychological motivation and is one of the few tools for data collection that can measure entrepreneurs' behavioural features.

McClelland (1972) sorts out entrepreneurs in three groups: The first group includes entrepreneurs with achievement features: to seek opportunities and initiative, perseverance, to take calculated risks, to demand quality, efficiency and commitment. The second group include entrepreneurs with power features: independence, self confidence, persuasion and contact network. The third group includes entrepreneurs with planning features: To seek information, goal setting, planning and systematic monitoring.

This data-collecting tool was made up by 85 questions of the standard SEBRAE questionnaire, which aims at profiling the respondents' entrepreneurship as well as how they understand Entrepreneurship and Entrepreneurship Education. In the personal interview, they were first asked open questions that were recorded and afterwards the respondents answered an entrepreneurial profile questionnaire. Each interview and questionnaire collection lasted an average of 47 minutes and the total time for the interviews was around 33

hours.

The questionnaire used has three different parts: The first qualifies the entrepreneur's gender, training phase when graduating and post training, meaning post-graduation in its different options. The second part is made up by 85 questions whose answers can range from 1 to 5 in the Likert (1932) Scale. And the third part is made up by 5 open questions.

This tool for data collecting is made up by several statements. The respondent is asked to grade each statement on a 1 to 5 scale. The grades express the respondent's behaviour, since 1, the lowest grade, means that the respondent fully disagrees with the statement, while 5, the highest grade, means the respondent fully agrees with the statement. The intermediary positions or grades express the degree of partial confidence in the statement. The final score identifies the intensity of each of the sixteen entrepreneurial behaviours. At the end, a table including a structured sequence of additions and subtractions was built, which would prevent a biased reasoning of a respondent (Likert, 1932).

The third stage contains five open questions for identifying what the respondent's understanding about Entrepreneurship Education is, how that type of Education is formalised and practiced in the focused Institution, what the result obtained is and what methods have been adopted.

The research population was the teaching body of the Business Administration Course and of the SENAC University Centre, Santo Amaro campus and the Business Administration Course with major in International Trade, and the sampling was made by means of a census.

The research population is finite, and made up by 42 teachers.

The Place where the Research took place: SENAC University Centre [Centro Universitário SENAC] – Santo Amaro campus

SENAC (National Service for Commercial Training) was created by Decree Law No 8621 of 10 January 1946, with the aim of training employees for commercial activities of both goods and services by means of organizing schools for such in the entire national territory. Since then, SENAC has been developing and improving its activities. In 1989, SENAC has created the Hotel Management Higher Education Course, based on which the SENAC higher education schools were created and currently form the SENAC University Centre.

The Institution Pedagogical Proposal (IPP) of the SENAC University Centre (2005) specifies that a participative education of high quality needs to enable the creation of mechanisms for people to have a broader critical vision of the world; to participate in public life; to defend their rights and broaden them; to enter and remain in the work world by means of a quality performance and entrepreneurship when ethically assuming their social responsibility, to preserve the environment and to care for individual and collective health.

The Institution is large and wide-ranging, including 59 physical units in Greater São Paulo and interior of the Sate do São Paulo and three other campuses (Santo Amaro, Águas de São Pedro and Campos do Jordão), and provide students with several courses. There are eight thousand five hundred and sixty-two (8,562) Graduation students; seven thousand seven hundred and forty-six (7,746) Post-Graduation students; one thousand eight hundred and ninety-four (1,894) extension course students; seventy-two thousand four hundred and sixty-six (72,466) students in the Technical Courses and two hundred and twenty-six thousand eight hundred and forty (226,840) students in Non-degree Courses. These data are from year two thousand and twelve (2012).

In all courses offered by the institution three themes are considered as interdisciplinary and as transversal themes in education: Social responsibility, environmental responsibility and entrepreneurship. These themes can be found in the courses under different forms, i.e. as disciplines, integrated projects, class plans and pedagogical practices.

The IPP (2005) specifies that intention when it defines its mission goal and vision of the future an Education that emphasises the learning for developing competences, citizenship and autonomy, where the development of entrepreneurial spirit and initiative can be found beyond operational mastery of technological know-how and appreciation for the work culture.

Among those, the Entrepreneurship can strongly impact the institution with the aim of creating an entrepreneurship culture. SENAC, through its courses of Entrepreneurship Culture and Entrepreneurial Attitude Course, has trained more than two thousand teachers and deployed the Virtual Entrepreneurship Community, whose aim is to provide an environment for the exchange of experiences about the theme Entrepreneurship (Correia, 2011).

Both in Technical Courses and Higher Education courses, modules and disciplines were implemented in which

students can plan their future business by using tools such as CANVAS and BOTA PARA FAZER, which are important facilitating tools in Entrepreneurship Education. SENAC has also developed international partnerships with *BABSON UNIVERSITY* and with the *TEAM ACADEMY* for developing and training of teachers and students.

In a transversal and interdisciplinary way, several meetings, seminars and workshops have been organised in order to disseminate entrepreneurial culture and also to implement internal Entrepreneurship contests, such as “CONEXÕES” and “EMPREENDA!” programmes. It also took part in international Entrepreneurship contests such as the GMC (*GLOBAL MANAGEMENT CHALLENGE*) and, with the aim to show students the practice; it has also created and developed junior businesses.

The Business Administration Course has started its activities in July 2008 and until today, has already trained its third class; the Business Administration Course with Major in International Trade has started its activities in 2009, and until now only one class has been trained. Both courses last one semester and both provide Entrepreneurship as a discipline in their curricula, and their Integrated Projects focus on the entrepreneurship issue.

The analysis of the Course Pedagogical Proposal (CPP) of the Bachelor’s Degree in Business Administration specifies in its general objective the idea of training professionals with “entrepreneurial behaviour, who can exercise creativity and innovation in order to make their own enterprise the development of projects within the organization where they work viable” (CPP, 2011).

The IPP also establishes that the teachers to be hired shall have profiles and practices which are in accordance with the pedagogical proposal:

[...] The constitution of a group of teachers is an activity simultaneous with the training of the learning group. The teachers’ selective process shall be regulated and carried out by an effective and systematized set of means. The hired professionals, whose competence must be guaranteed, need to be integrated with this proposal and course plans and pedagogical proposals, as well as the continuous and systematic follow up, besides the pedagogical development aimed at the recommended methodology [...] (Pedagogical Proposal, 2005, page 14)

The analysis of the Profile of the Bachelor in Business Administration of the same CPP shows the intention of the course to train a professional who can be recognised by his entrepreneurial attitude, ethics and systemic vision and with a sustainable approach in his decision making. This goal is well described in the Bachelor’s Profile:

[...] To exercise the entrepreneurial behaviour through creativity and innovation, proactivity and initiative, persistence and self confidence, commitment, self learning, the continuous pursuit of excellence, capacity of taking calculated risks and result focus, thus making it possible to identify opportunities and turn them into exits; [...] (CPP, 2011 page 17)

Thus, it is materialized with the seventy-two-hour discipline of Entrepreneurship, Innovation and Creative Economy in the third semester of the course, discipline which is also in the other courses of SENAC University Centre.

In addition to this discipline, there are the Interactive Projects, with their own schedules and evaluation, as a regular discipline and affecting the grade of other disciplines in which students develop practical projects such as creation of new products and businesses and internationalisation of businesses in the ambit of entrepreneurship and analysis and implementation of a Non-Governmental Organisation in the ambit of Social Entrepreneurship. The students are also encouraged to take part in business plan contests such the programme called *Conexões* and the programme *Empreenda*.

The results of the data collecting of the teachers’ Entrepreneurial Profile of the analysed courses are shown in the Table 5 below.

Table 5. Entrepreneurial characteristics of teachers (in percentage) (Source: Authors)

Characteristic	Low	Medium	Medium-High	High
Initiative	0%	83%	17%	0%
Opportunity seeking	3%	67%	31%	0%
Persistence	3%	75%	22%	0%
Opportunity seeking	3%	69%	28%	0%
Agreement Oriented	0%	64%	36%	0%
Goal Oriented	6%	53%	42%	0%
Quality demanding	0%	61%	39%	0%
Performance of Agreements	0%	61%	39%	0%
Systematic Planning	6%	67%	28%	0%
Problem Solving	6%	69%	25%	0%
Assertiveness	6%	83%	11%	0%
Self Confidence	6%	83%	11%	0%
Moderate Risks	8%	89%	3%	0%
Influence Strategies	8%	69%	22%	0%
Monitoring	6%	56%	39%	0%
Concerns with Financial Management	6%	56%	39%	0%

In general, the survey of the entrepreneurial profile of the teaching body of the Bachelor's Degree Course in Business Administration of SENAC University Centre showed that teachers have an Entrepreneurial profile ranging from Medium to Medium-High, according to the Institution Pedagogical Proposal. By means of cross reference of the entrepreneurial profiles with the characteristics of sex, age, initial training and post-graduation training, it was found that the teachers with high entrepreneurial profile were male, with ages ranging between 30 to 45 years, with master's degree or specialists in business administration or engineering; on the other hand, it was found that the professionals with low entrepreneurial profile can be of either sex, with ages above 45 years, who have studied social sciences or mathematics, with master's degree or specialists in the area of original training.

The third part of the *Survey*-type questionnaire used in field research is made up by five open questions and was meant to comprehend how teachers would understand the following items: What are the goals for Entrepreneurship teaching; how Entrepreneurship teaching is specified in your class plan; how do you put Entrepreneurship into practice in the classroom; what were the results obtained with the Education for Entrepreneurship and what active Teaching Methods do you use.

What are the goals you have for teaching Entrepreneurship?

The analysis of the answers to that open question showed the following results: of the 42 respondents, 24 related the goals for teaching Entrepreneurship; 5 respondents said that they did not know it or have never thought about it or have mixed what the teaching of Entrepreneurship is with the Entrepreneurship discipline; on the related goals 12 respondents have associated the question with competences, skills and attitudes, 8 respondents have associated the question with the knowledge and 1 respondent has associated the answer with the training of the teacher.

The most mentioned competences were: innovation, research, planning, encouraging initiative, ability to take risks, change ideas into business, independence of decision making, entrepreneurial skills, and creativity.

How is Entrepreneurship specified in your Course Pedagogical Proposal (CPP) and in your class plan?

The analysis of the answers to that open question showed the following results: Of the 42 respondents, 30 respondents have recognised the Entrepreneurship in the Curricula of the two courses that have been analysed, as well as the Transversal Theme and Education Strategic in the focused Institution and 12 respondents could not answer the question. These results show that in spite of all efforts of the Institutions to foster Entrepreneurship Education there are still teachers that do not know the Institution Pedagogical Proposal and the Course

Pedagogical Proposal. This unfamiliarity can result from the turnover of course teachers and new entrants, and in the future those data can be researched again.

How do you put Entrepreneurship teaching into practice?

The analysis of the answers to that open question showed the following results: Of the 42 respondents, 36 respondents have given examples of how to put into practice the Entrepreneurial Education, 2 respondents could not answer the question and 4 answered by telling how their daily personal practice is (these are businessmen). The respondents that have given examples of Entrepreneurship Education practices have relate the case study practices, dynamics, *problem based learning* (PBL), practical tasks, simulations.

What results have you obtained with the education for Entrepreneurship?

The analysis of the answers to that open question showed the following results: Of the 42 respondents, 32 respondents stated that they have gotten positive results, 8 respondents stated that they have not obtained any positive results, one answer was ambiguous and one answer was associated to Intraentrepreneurship. The respondents that stated that they had positive results have listed students who opened their own businesses, who won entrepreneurial contests, and students who were more active and dynamic.

What are the active teaching methods that you use in your discipline?

The analysis of the answers to that open question showed the following results: of the 42 respondents, 36 respondents use active methods (methods that operate by pulling students out of an inertial attitude and encouraging them to adopt an active attitude); and 6 respondents stated that they use only traditional methods such as expository classes and seminars, among others. The respondents given examples of active methods and listed the practices of case study, dynamics, *problem based learning* (PBL), practical tasks and simulations.

## 6. Conclusion

The proposal of this work was to determine whether the teachers of a Business Administration Bachelor's Course, whose Institution Pedagogical Proposal (IPP) and Course Pedagogical Proposal (CPP) strongly stress Entrepreneurship, do have an Entrepreneurial profile or not.

The aim of this work was to analyse whether the course teachers can promote the IPP and the CPP of the Business Administration Course of the SENAC University Centre. The didactics question and the teachers' training in Entrepreneurship Education whose main concern is the use of active methods were addressed in this work.

The case study has resulted in an average profile that range from medium to medium-high of Entrepreneurs in the teaching team of both courses. Most of them have a degree of business administration or engineering; half of them have also a master's degree. I believe that due to this training and the continuing training programmes of the focused Institution, the aim of having a team of teachers who strongly emphasize Entrepreneurship can be achieved.

In respect of the didactic practices in the classroom, a high percentage of teachers do use common Entrepreneurship Education practices; just few of them still do not understand well Entrepreneurship Education and its practices.

It must be pointed out that the continuity of studies on the theme is very useful, and it is worth proposing as an idea for future studies the analysis of how students perceive the entrepreneurial profile and the teachers' entrepreneurial didactics.

It was concluded that Entrepreneurship Education needs to be operated by the involvement of teachers and teaching institutions when carrying out changes in their environment and their teaching practices in order to change society and when using planning and action currently in order to build their future; those ideas need to be the motto of a transforming Education for a country. And this target can surely be reached faster by means of an Entrepreneurship Education in partnership with an Entrepreneurial Teacher

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