



**A CONTRIBUTION TO ENTREPRENEURIAL SKILLS AND CHARACTERISTICS:
RESEARCH - ACTION APPLIED IN THE DEVELOPMENT OF GAMES FOR
ENTREPRENEURS**

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ABSTRACT

This research aims to analyze the development of a game that stimulates the evolution of entrepreneurial skills and characteristics in students and entrepreneurs who are willing to seek a new means of cognitive development. The game was built as a physical board, but in the future it must also have a technological form, using the internet. When playing with a die, there is a different challenge for each step. As the player moves from house to house on the board, the level of difficulty increases. The methodology used is exploratory research with an outline of action research. This type of research, according to Gil (2002), was recognized as something extremely useful, especially by researchers identified by “reformist” and “participatory” ideologies. Unlike other methodologies, he stands out for his mode of action that involves the entrepreneur and the different interested groups. In partnership with the company “Empreendi Na Rede” and Centro Universitário FEI, a research proposal developed by students and teachers. This research relates to the disciplines that study innovative methods of management, competitiveness and innovative theories in Administration. Practicing the theories presented in class, experienced through action research, developing a tool for entrepreneurs through playful games. competitiveness and innovative theories in Administration. Practicing the theories presented in class, experienced through action research, developing a tool for entrepreneurs through playful games. competitiveness and innovative theories in Administration. Practicing the theories presented in class, experienced through action research, developing a tool for entrepreneurs through playful games.

Keywords: Entrepreneurship; Board game; Skills.

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1. INTRODUCTION

Entrepreneurship derives from “to undertake”, in the Aurélio Dictionary to undertake means: “to deliberate to practice, to propose, to try; run”. In this way, entrepreneurship is the act of entrepreneurship.

According to Dornelas (2001, p.17), the entrepreneur is "the one who makes things happen, anticipates the facts and has a future vision of the organization". According to the concern with the creation of small companies and the need to reduce the death rates of companies that are high, it is confirmed that the Brazilian case study in the face of the economic scenario full of instabilities, companies had to create means to overcome the crisis. One way is to look for alternatives to increase competitiveness, reduce costs and seek the perpetuity of the market company.

In view of this entrepreneurial scenario and its importance, the study of entrepreneurship is also relevant, it was also verified, according to Perpétuo (2016) that the ludic way of learning is attractive, and that it is gradually gaining space. The author points out that “the more varied the ways you use your brain, the more complete the exercise is for him” (PERPÉTUO, 2016).

For this, a game was created that develops entrepreneurial skills and characteristics through action research.

The game used a physical board and a virtual game is expected later. Through qualitative and quantitative research with students from the FEI University Center and entrepreneurs who had the desire to seek a new means of development, raising the needs and pains of the participants.

It is proposed to the entrepreneur, that when playing, he can use a dice to know how many houses to walk, each house has a challenge, for example, initially solving a simple Sudoku or a Solitaire game or even making a quick decision for running a business. The degree of difficulty increases when the entrepreneur is able to carry out the activities. If the person wanted to do it in reverse, he would not be able or would have a high degree of complexity to carry it out.

In this project, the exploratory research methodology with an action research design was applied. Action research, according to Gil (2002), was recognized as very useful, especially by researchers identified by “reformist” and “participatory” ideologies. This methodology is different from the others, as it has the action that involves the researcher and

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the interested groups, in this case, the company “Empreendi na Rede”, which is a business development consultancy focused on innovative projects and ventures, in partnership with the Centro Universitário FEI with its students and teachers.

2. LITERATURE REVIEW

The research includes a study on entrepreneurship, observing some characteristics and factors that lead to entrepreneurship and the role of socializing agent. Next, there is the approach on competences, from their conceptualization, classification, emotional factor and to those aimed at the entrepreneur. Along with the review, there is an overview of the existing games, the types of games, the structure, the strategy that is found and the game theory.

“Playful activities are great for developing several characteristics essential to entrepreneurship” (ENTERPRISING UP, 2016). As well as language, memory, attention, perception and creativity.

David McClelland's Theory (1917-1998) is known as the Theory of Acquired Needs, Theory of Realization, Association and Power-RAP or Theory of Learned Need, or even Theory of Motivation for Success and / or Fear. This theory helps to identify the category that the person is in, because these needs pointed out by McClelland correspond to the highest levels of Maslow's pyramid and Herzberg's motivational factors (BOTTION, 2014).

According to Psychologist McClelland, according to his theory, an entrepreneurial person is the one who uses Entrepreneurial Behavioral Characteristics - CCEs with certain frequency and intensity, in which they are composed of ten CCEs and they are divided into three groups (BOTTION, 2014).

The entrepreneurial individual has a motivational structure differentiated by the marked presence of a specific need: that of fulfillment. Searching for goals, activities that are challenging, “people driven by the need for achievement channel a lot of energy towards constant improvement and progress in their performances and achievements” (ALLEMAND1, 2011, p.4).

2.1 THE STUDY ON ENTREPRENEURSHIP

Entrepreneurship, according to Dornelas (2001, p.37) is “one that detects an opportunity and creates a business to capitalize on and on it, taking calculated risks”. He says that in the Brazilian case study, it came according to the concern with the creation of small companies and the need to reduce the death rates of companies that are high. Faced with the

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economic scenario full of instabilities, companies had to create means to overcome the crisis, looking for alternatives to increase competitiveness, reduce costs and remain in the market.

When these factors are observed, it is noted that the preparation of these new entrepreneurs was not always ready to start, in fact, a business, as they were living in the midst of an instability that needed greater training and access to information. Entrepreneurs were beginning to discover new areas, to take risks in new markets and innovative products. (DORNELAS, 2001).

The origin of the word “entrepreneur” comes from France and means “one who takes risks and starts something new” (DORNELAS, 2001, p.27). The entrepreneur is one who has different attitudes, goes beyond what an administrator does. Dornelas (2001) compares an entrepreneur to an administrator, stating that they share three main characteristics:

1. Demands;
2. Restrictions;
3. Alternatives.

The entrepreneur brings together a series of characteristics, generally focused on the initiative to create a business and “passion for what he does”. It also uses the resources it has at its disposal in a “creative” way in order to bring changes to the environment. Dornelas (2001) also adds that when taking the calculated risks, they also assume the possibility of failure.

2.2 SKILLS AND THE ENTREPRENEUR

2.2.1 WHAT IS COMPETENCE?

To encourage people to want to develop professionally, Dutra (2001, p.28) defines competence as a “set of knowledge, skills and attitudes necessary for the person to develop his / her duties and responsibilities”. The author also observes the fact that individuals are no longer evaluated by their positions, but rather by their trajectory, by the long-term view, with this the search for career development and individual growth.

2.2.2 CLASSIFICATION OF SKILLS

There are potentially competent people and others who are effectively competent. The common point to them is that they are within a category of competence, however it can be in more than one category. They are: technical, intellectual, cognitive, relational, social and

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political, didactic-pedagogical, methodological, leadership, business and organizational (RESENDE, 2000).

2.2.3 EMOTIONAL SKILLS

Emotional competences directly affect people's actions. In the following quote, the author's vision is clear: “When people feel intellectually challenged and emotionally secure, they are much more creative and innovative.” (RESENDE apud LEE, 2000, p.74).

2.2.4 THE SKILLS THAT NEED TO BE DEVELOPED

Among the competencies, there are some that cannot be left aside, as they serve for personal but also professional development. These skills are essential in people's lives, in addition to being required in a professional activity, (RESENDE, 2000) they are: emotional self-control, empathy, communication, flexibility and focus on results.

2.2.5 THE COMPETENCES OF AN ENTREPRENEUR

For an entrepreneur, he needs to have at least some characteristics that highlight this style configuration he has. These competencies can also be described in a way that is intrinsic to people, confirming what Allemand (2011) cited as characteristics: search for opportunity and initiative, demand for quality and efficiency, systematic planning and monitoring, commitment, persistence, taking calculated risks, seeking information, persuasion and networking, independence and self-confidence, and setting goals.

2.3 OVERVIEW: MOST KNOWN GAMES

Among the most well-known games is chess. Sudoku is known as that magazine game, as a pastime game. “Caça Palavras is a hobby that trains your perception skills” (SERAFIM, 2006). Improving perception can expand skills such as logical reasoning, concentration and memory. The game Solitaire, really lives up to its name.

2.3.1 GAMES: A LEARNING MEDIUM OF LEARNING

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The definition of a game for Gramigna is as follows (2007, p.3):

“The game is a spontaneous activity, carried out by more than one person, governed by rules that determine who will win. These rules include the duration, what is allowed and prohibited, values of the moves and indicators on how to end the game ”. (GRAMIGNA, 2007, p.3).

The author also adds that the game is a complement that is similar to an exercise in preparation for life.

2.3.2 STRUCTURING A GAME

For the structuring of the game there is a partial delivery, it can be developed by the design thinking method, for a visualization of what is happening in order to need adjustments, be more practical for changes. Organize the experiential learning cycle and, finally, perform a test, which can be a minimum viable product - MVP (GRAMIGNA, 2007).

2.3.3 THE STRATEGY BEHIND THE GAME

Bello (2014, p.15) questions: “Success is the goal. Winning is the goal. But how do you start playing? ”. To play indicates that it is necessary to learn what are the rules that dictate the game, the important thing is the preparation for changes. Therefore, the author says that one must be ready for transformations.

2.3.4 GAME THEORY

“Winning is not everything, but the effort to win is” (BELLO, 2014 apud ZIGLAR, 2014, p.197). The author adds that in order to win it is ideal to study the other winners and their techniques, maintain optimism, show humility and not abuse power when you have it. In addition to not being afraid to admit that you made a mistake or that you had failures. Bello (2014, p.207) states that “You are what you seek to be and do”.

3. METHODOLOGY

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In this project, an exploratory research methodology with an action research design was applied. Action research has been recognized as very useful, especially by researchers identified by “reformist” and “participatory” ideologies (GIL, 2002).

This methodology is different from the others, as it has the action that involves the researcher and interested groups, in this case, Empreendi na Rede in partnership with Dante Lopes, co-founder of the same and the FEI University Center with students and teachers .

The action research design involves searching for primary and secondary data and information. There is also a survey on what already exists in the market, to obtain the real unmet need.

Action research is the participation of the researcher in carrying out the research. According to Gil (2002), this type of research is recognized as very useful and the researchers classify it as "reformist" and "participatory".

i. Exploratory phase, consists of surveying what already exists in the market and the context: games for entrepreneurs / similar and entrepreneurship;

ii. Formulation of the problem: according to Gil (2002), we try to guarantee the problem that will be approached with greater precision and go straight to the focus. The problem here is: How to develop games for entrepreneurs or those interested in the business area ?;

iii. Construction of hypotheses: they must be expressed in a clear and concise manner, of a qualitative character (Gil, 2002). The hypothesis is to develop / create a game that contributes to entrepreneurial skills and characteristics;

iv. Seminar: meeting of the parties involved with the purpose of collecting contributions and having a discussion on the topic, from that moment on, guidelines for research and action are given (Gil, 2002). There are always meetings between the parties involved via videoconference and in person, seeking to align everything that can help the other;

v. Sample selection: delimit the research universe, an intentional sample is more suitable for action research. For this research will be selected people who are interested in entrepreneurship or who are already entrepreneurs, in an age range of 20 to 35 years and who want to have a tool to develop as a game;

vi. Data collection: The most usual is the interview, but a questionnaire is used, other techniques are participant observation and content analysis. In this work, a questionnaire with approximately 100 people and an interview with 10 people will be used. If possible also participant observation, when there is a prototype of the product;

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vii. Analysis and interpretation of data: discussion of what was found, with theoretical contributions. Based on what was found, a relationship will be made with theories of administration, entrepreneurship and psychology / human resources;

viii. Elaboration of the action plan: action planning aimed at addressing the problem that was the object of investigation. The action plan of this research will contain the objective that the game wants to provide people, the population to be benefited will be people between 20 and 35 years old who have a connection with entrepreneurship. These people have a consumer relationship with the products, Empreendi na Rede will offer the product to other companies and the Centro Universitário FEI will support the development of the game. There will be the formulation of how the game will contribute to the lives of these people: systemic vision, agility and persistence with the results, for example. Feedback means will also be made available for feedback on what has been provided. Execution will be used, which is a company tool to determine and give results parameters;

ix. Dissemination of results: dissemination externally to interested sectors. This work will be presented in partnership with the company Empreendi on the network whenever possible, for better communication of what was researched. It will also be presented at the Symposium when it is approved. When the game is released it will be published in the most used media by the target audience studied.

3.1 Viable minimum product

Developing a product requires testing to identify whether the product will be accepted on the market. Thus, the ideal is to test according to each stage of the process. The name given to these tests is a minimum viable product - MVP, MVP is a simpler version than what you want to launch. (REIS, 2012).

The MVP in this research serves as a way to test a final product: the board game. Having a test product is essential so that adjustments can be made as needed. In this way, the prototype that will be generated through the minimum feasible, will help the interaction of some people in the programmed Design Thinking Workshop.

4. ACTION RESEARCH

The elaboration of the game is divided into two stages. The first stage is the gathering of ideas of how the game and experience can be in an Empreendi workshop on the Network

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named Validation Rocket Woman, exclusive for the female audience. Empreendi has a methodology that assists with contributions from mentors for the evolution of the project idea, this methodology is "Execution". An important tool of the methodology is the rocket, fundamental to start drafting the project idea.

The second stage is prototyping, which is carried out based on the planning in the previous stage. This type of participation in the creation and idealization process is action research. This chapter permeates the Execution methodology of Empreendi na Rede and its main tool, participation in the workshop and the game creation report.

This chapter includes an analysis of an approach for recognizing entrepreneurial and non-entrepreneurial people with regard to the themes: entrepreneurship, skills and games. After this first survey, a Design Thinking Workshop took place in order to add more ideas to the game and there was a second analysis to understand some points that are important for the game to work.

Finally, there is the "How to play?". If there is a game, it requires rules, they were written according to ideas that came up at the Design Thinking Workshop. Thus, this chapter relies on the organization of ideas from the board game model until the construction of the MVP, presented at the end of this research.

4.1 RESEARCH DATA

The elements that make up the data of the first stage of the research is the explanation of the method. The main reference on the content covered was provided by the founder of the company who contributed to the evolution and realization of the game.

4.2 EXECUTION METHODOLOGY

The "Execution" is an "agile methodology created with the support of Fundação Dom Cabral". There is an influence of apprenticeship schools such as the established ones: industry, agile, design and design, and contemporary ones: andragogy and accelerated learning. It can be applied in startup selection, project acceleration, business modeling, test and MVP design, risk management and due diligence.

4.3 THE ROCKET TOOL

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The rocket is a tool that helps in modeling the project, as well as business. It consists of 13 pieces that build a rocket, each piece has its meaning (LOPES, 2017): solution, attributes, benefits, differentials, exclusivity, side effects, customers, trigger, regulation, market, entries, exits and approach.

4.4 PARTICIPATION IN VALIDATION ROCKET WOMAN

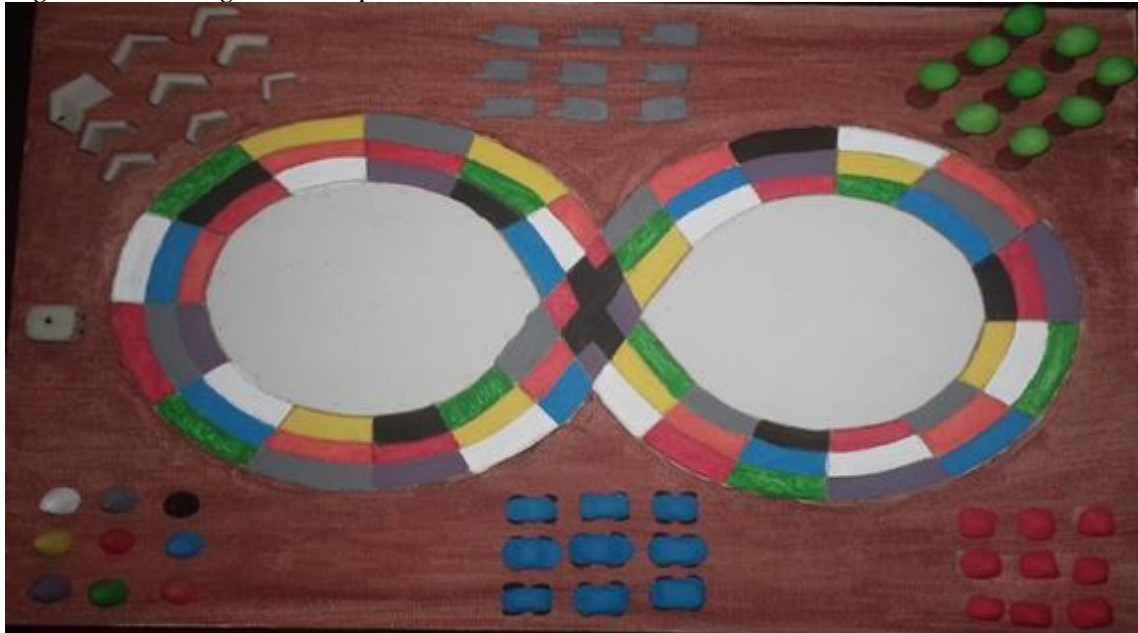
On July 29, 2017, the Validation Rocket Woman (VRW) event held by Empreendi na Rede took place at Espaço do Empreendedor, in the city of São Paulo. During the event, participation in the game development project of this research was provided. This participation can also be described as action research, since those involved in the research participate directly in its development. At the event, the question of death was raised: Do students recognize that they need to develop some skills?

4.5 GAME PROTOTYPING PROCESS

The second stage consisted of building the game. The game was designed with a model that was not purely traditional. Its format is on a board, but the drawings on the board are not like chess, checkers or games of this style. The idea of the design came from symbols and colors, because each color has a meaning and association.

To compose the game pieces were made with dough for biscuit: trees, houses, cars, books and cell phones, which represent, respectively, sustainability, as well as low liquidity material, as well as high liquidity material, education and technology. Data was also prepared, as shown in figure 1.

Figure 1: Board game with pieces and dice



Source: Elaborated by the author, 2017.

5. DATA ANALYSIS

5.1 ANALYSIS OF RECOGNITION ON THE TOPICS: ENTREPRENEURSHIP, SKILLS AND GAMES

The gathering of information about the recognition on the subjects covered in this research took place between the 20th to the 30th of October. The means of collecting questionnaires was through social media: e-mail, Facebook and WhatsApp, and in person in three Administration classes in the 5th, 7th and 8th semesters, on the São Bernardo campus of the Centro Universitário FEI.

The research target was 100 answered surveys. Disclosure reached 140 people, but only 79 were willing to respond. Therefore, this was a risk taken from the beginning, and it has materialized. The reason may have been: not being attractive, people's lack of time and not understanding what was being proposed.

5.2 DESIGN THINKING WORKSHOP

On November 6, 2017, a Design Thinking Workshop took place on the campus of the FEI university center. The Workshop had the objective of using the Design Thinking

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methodology for the participants to contribute to the construction of the rules of the game, once the board and pieces were already ready.

5.4 ANALYSIS OF THE PERCEPTION OF PARTICIPANTS IN THE DESIGN THINKING WORKSHOP

When the entrepreneur is in a leadership position and has activities that require a high degree of complexity for analysis, he should make activities less tiring. If the leader shows the importance for the business, people will be more engaged, in addition to spreading activities, it already reduces the stress caused. Another tool that can be combined is the use of Design Thinking, as it brings everyone to build the business, giving everyone the opportunity to show their ideas.

A different point identified in the survey is that only 20% find a game attractive as a means of development, the others still bet on tools and activities. They do not see the game as a tool that can be inserted in an activity. When they think of games to develop something in themselves, they expect it to be intuitive, dynamic, reflective and to have mistakes in reaching solutions. In other words, exactly like an environment parallel to the professional scope that has all these characteristics.

5.5 HOW TO PLAY?

a) First: players choose the pins that represent them and receive the value of 1500 (to make the transactions) and are informed that when they pass through the starting point they will receive part of the value of the product, being: one lap receives value from the car, two laps receive cell phone and book, and three loops receive from the tree and house;

b) Second: the die is rolled to find out who starts so whoever takes the highest number starts, in case of a tie, the die is rolled again;

c) Third: the game starts in the middle of the board and the player already chooses a color he wants to start and receives a color chip, the die is rolled, the number he indicates will be crossed and he will arrive at a square;

d) Fourth: when he gets home, the player will choose a color and receive the color token, with which he will be directed to choose a card with three existing possibilities;

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e) Fifth: knowing that you have the option to buy, improve or invest, each has a range of products - buy: home, car or cell phone; improve: book, house or tree; invest: tree, book, cell phone or car - which you must choose, so you choose and pay for it;

f) Sixth: the other players will also make the moves, in case of falling in the same house, there will be a negotiation between the parties, respecting the limit of double the value of the product;

g) Seventh: the pieces are over, the game is over, and the individual counting of products and color cards begins;

h) Eighth: the card indicating the bonuses is read and the bonuses are distributed; therefore, whoever has the most points wins the game, and the association of colors with profiles is also read: entrepreneur, entrepreneur in transition and conservative.

So, these are the rules of the game. The ideal for this game is to have a mediator, as he will have access to the rules that are not known by the players. In addition to acting as a company that has all the products and sells and needs to receive, but knows that it has to return to buyers at certain times a certain amount of value.

6 FINAL CONSIDERATIONS

The development and closure of this research had the assistance of Centro Universitário FEI and advisor Patrícia, in addition to Empreendi na Rede through its founder Dante Lopes. This partnership made it possible to reach the data to conceive this scientific research, in which it made possible the creation of a board game.

In this research, bibliographic references were presented on three macro themes: entrepreneurship, competence and games. The objective of the research was to create a game that developed entrepreneurial skills in students of higher education. The limitation of the work occurred in gathering ideas for the construction of the rules, the creation of the board and its pieces themselves were easy to elaborate.

Confirming the justification of this research that the themes are recent and plausible of changes and adaptations. The complexity and expansion of the themes is still something to be deepened, not only by entrepreneurs, but by administrators, engineers, psychologists and people managers.

From the research carried out, it was noted that there is little literature on the themes, in the sense that they deal in an aligned way. Each author uses and creates new nomenclatures, acronyms to determine the same subjects, it would be ideal to use a more standardized

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language, this is justified in treating them as methodologies or standards created by each one, but which express the same ideas.

An example is the individual's participation methodology (GRAMIGNA, 2007), which treats as an operational and innovative method something that is similar to the build-measure-learn cycle (REIS, 2012). If there were a unification of ways of dealing, the literature would be found more assertively.

The skills of the target audience studied were common, in most authors, which confirms that the entrepreneur is listed through 10 important skills.

The theme of games is not yet treated as a tool for gyms and companies alike. The game brings the idea of fun and sometimes even a waste of time. However, the game trains people in many categories without realizing it as points of persistence, focus on goals, risk control and independence in actions. The strategy is allied and created simultaneously, that is, the individual develops logical and analytical reasoning in the face of decision-making situations.

The methodology applied to this research brought proximity and interaction with the game creation process, so that it understood and participated in actions that require contact, such as the Design Thinking Workshop and application of the “Execution” methodology at Validation Rocket Woman, with mentoring of people from different areas of society.

The Validation Rocket Woman event brought great directions to the research, such as defining the target audience and existing game models that would help in the creation process. Participation as an entrepreneur made the idea of action research more evident with involvement in the project and approaching people who know the topic.

The quantitative research on the recognition of people for the topics covered in this research indicated that if there was a tool that would help to develop skills, most people would like to have it. In addition to admitting that their difficulties and skills they wish to develop are related to creativity and innovation. This is a point to be explored in classrooms and the board game can be used in class as a tool.

The Design Thinking Workshop did not reach the desired number of people, as well as the quantitative research. However, these people brought different views on how to do, new ideas and reflections about the game, adding to the research. The opportunity to drive in partnership with Professor Patrícia added to personal and academic development.

The qualitative research revealed that, although among a small sample, the group of competences that most list as important is part of achievement competencies. In addition, they see rewards and punishments as a way of learning and motivating them to continue. The game

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was understood as a differentiated tool that should be added to the classrooms, for the reason of being within a context.

This research brings innovations by developing a game in the format of a board with the infinity symbol and pieces instead of cards. It went from the digital idea to the real world. The association of colors and the representation of the pieces were extremely important for the construction of this study, which has innovation as its essence.

It is believed that in this research, it is possible to bring students closer to the topics covered and make them more involved with the lessons, if used as a lesson tool. When analyzing the quantitative results, it was observed that the pieces have no control over their time and admit that they have difficulties. Although they place the blame on time, they wish to have more time, it is clear that if you have more time, you will have more tasks to do.

The creativity factor was a point of relevance in the research and surprise. Because this factor was not imagined to be so important in the respondents' lives. As well as the discussion around creating the rules of the game at the Design Thinking Workshop.

In the end, the study provided elements for the development of the board. Research should be valued for further studies that derive from teaching and entrepreneurship, the entire generation of value that it brings with it is important to improve this area that has a gap.

It is recommended that the themes that permeate entrepreneurship, skills and games, a constant update from digital media to academics, focusing on deepening knowledge and modeling new possibilities for games.

Despite the material used in the construction of the theoretical framework of this research, it is important to continue studying the concepts and theories. However, the next steps for this research are to continue improving the board and its rules, in addition to the moves and try to predict possible situations. The research suffered from the time limitation, since it did not have 12 months to complete, due to the end of the research student's course in December 2017, so it was prepared within 9 months.

Due to Empreendi na Rede expanding its business for entry to colleges, it is plausible to continue the research not only at Centro Universitário FEI, but in other academies as well.

The next steps for the research student are to continue the line of research as a way of identifying new adaptations to the game and insertion in the virtual environment to reach a larger number of people. Knowing this, the student as a way to continue the research, gets closer to these macro themes through Symposium and Seminars.

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Therefore, the board game has been developed, but has not yet been tested in the classroom. It is easy to manipulate and understand, so it is understood that it will be attractive and considered as a tool.

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