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### **ENTREPRENEURSHIP: CHARACTERISTICS, SKILLS AND SKILLS.**

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#### **SUMMARY**

This study aims to identify and analyze the main characteristics of successful entrepreneurs cited by the main authors in the area, it also sought to study the main concepts about skill and competences, to associate them with entrepreneurial characteristics, so we can identify possible means for development of these skills and competencies for training future entrepreneurs. Topics such as, entrepreneurship, entrepreneurial characteristics, entrepreneurial managerial skills and competences were addressed, where it was sought to verify whether these skills and competences can be developed and their importance in the market scenario, and also the importance of these in the formation of entrepreneurs. We also highlight, that entrepreneurship has long been treated as a theory based on abstract and innate characteristics, which ends up hampering the emergence of tools aimed at training entrepreneurs. In view of the fact that an entrepreneur is born if this is really a characteristic acquired by genetic variables, soon there will be nothing to be done, but if they are treated as skills and competences they can be developed. We concluded with this study that it is possible to provide the training of entrepreneurs based on the development of skills and competences, the means and the use of tools and methodologies widely used in the business environment, such as training and others, which are quite effective for this purpose. In view of the fact that an entrepreneur is born if this is really a characteristic acquired by genetic variables, soon there will be nothing to be done, but if they are treated as skills and competences they can be developed. We concluded with this study that it is possible to provide the training of entrepreneurs based on the development of skills and competences, the means and the use of tools and methodologies widely used in the business environment, such as training and others, which are quite effective for this purpose. In view of the fact that an entrepreneur is born if this is really a characteristic acquired by genetic variables, soon there will be nothing to be done, but if they are treated as skills and competences they can be developed. We concluded with this study that it is possible to provide the training of entrepreneurs based on the development of skills and competences, the means and the use of tools and methodologies widely used in the business environment, such as training and others, which are quite effective for this purpose.

**KEY WORDS:** Entrepreneurship, Skills and Competencies, Entrepreneurial Characteristics.

#### **1. INTRODUCTION**

The world is going through a moment of intense transformation, the market environment is more and more competitive every day, and companies need to adjust to this market in order not to be extinct, in (IEDI, 2011, p.3), it is observed that “the pace of change

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is not just reflected in spending. The dynamism creates another environment, stimulates private investment, changes cultures and behaviors, induces risk, puts the economy in contact with the world and rewards success ". According to Baron (2011) these factors that cause change generate new opportunities with the potential to generate economic value and development at different economic levels, so the individual who identifies these opportunities, uses the available resources creatively and assumes the risks can be defined as an entrepreneur .

However, the evolution in companies will only happen if those in charge of management do so, the managers, these they need to participate in management learning cycles, which develop the essential and necessary skills and competences for the current business management required by this market, the current need of the entrepreneurial market is for entrepreneurial managers. According to Mendes (1997, p.05), "companies have been going through a great process of transformation and evolution, but individuals need to evolve to accompany these companies".

For Portela et. al. (2008, p.21), "small units are a source of employment, fostering innovation and a driving force for business dynamism", thus giving rise to the need to create experimental mechanisms to train people in situations that are similar to those experienced in business practice . In this sense the question that needs to be answered is: How to train this entrepreneurial manager for this new business market?

In this context, business training emerges, a tool widely used in courses for executives and in classrooms for management courses and related areas, with the aim of teaching the business world and how to make decisions in real market situations.

The trainings are developed through a theoretical business environment containing market scenarios, seeking quick and accurate decision making, which is extremely necessary to introduce a future entrepreneur in the business world. According to Santos (2003), simulated trainings allow scenarios to be developed in laboratories that are often difficult to formulate in practice, due to the consequences that an attitude taken wrongly can cause, thus providing the participants in these trainings with new experiences. They can, therefore, be used as an additional tool in fixing organizational learning.

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In this sense, Bitencourt (2005) and Freitas and Brandão (2006) emphasize the relevance of the learning process, after all, there is no development without learning, and this constitutes a necessary evolution in the acquisition of skills. In this way, the learning cycle is seen as a generator of competence and knowledge as the resources acquired in these cycles, and both are determinant for economic, market competitiveness and participation in various dimensions of social, cultural and political life.

Thus, we see the need to develop tools focused on the teaching of entrepreneurship, which enable administrators to develop entrepreneurial managerial skills and competences, leaving behind traditional training, putting into practice a new teaching and learning methodology. For this, it is necessary to know the main entrepreneurial characteristics and identify how to work them as Skills and Competencies, in order to lead them to a new guise of teaching / learning with the objective of training entrepreneurs who will contribute to the generation of new businesses, strengthening the generating new jobs and income.

In this sense, the relevance of this theme for the academic society and mainly for the entrepreneurs is due to the fact of studying the entrepreneurial skills and competences and their possible forms of learning, thus contributing to the elaboration of future learning methodologies and the formation of successful new entrepreneurs. .

Therefore, the research problem is to identify the main successful entrepreneurial characteristics and, through these, intensify studies on entrepreneurial skills and competencies that serve as a basis for the creation of entrepreneurial training methodologies. It also aims to elaborate a bibliographic discussion of the main characteristics, skills and entrepreneurial competences essential to business success, based on several authors, among which we highlight: Filion, Schumpeter, Dolabela, McClelland, Hoffman, Lundstron and Stevenson, Aldrich, Hockerts , Gerber, Bruce, contemporary authors who contribute to the scientific debate on the topic in question.

## **2. METHODOLOGY**

The type of research used in the elaboration of this article was exploratory, According to Mattar (2008), exploratory research "aims to provide the researcher with greater knowledge

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on the topic or research problem in perspective", can be used when one wants to reach the objectives. following objectives:

- Familiarize and raise knowledge and understanding of a research problem in perspective;
- Assist to develop a priori available information related to a conclusive research problem to be carried out or in progress;
- Assist in the development or creation of research questions relevant to the intended objective;
- Assist in determining relevant variables to be considered in a research problem;
- Classify concepts;
- Assist in the design of the final research project;
- Check if similar researches have already been carried out, which methods were used and which results were obtained;
- Establish priorities for future research.

In view of the presented, exploratory research was carried out on scientific articles, master's dissertations and doctoral theses, on entrepreneurship, history of entrepreneurship, entrepreneurial characteristics, business training and people development, aiming at greater familiarity with the posed problem, to meet the main objective of the article, which is to verify if entrepreneurship can be characterized as behavioral skills and competences and from this to be developed through specific methodologies.

To meet the objective proposed in the article, updated theoretical references found in internationally qualified management journals, in addition to banks of dissertations and theses from universities that are references in the study of the subject in question, were addressed.

### **3. THE APPROACHES OF ENTREPRENEURSHIP**

The use of the term entrepreneurship comes from the English word "gambling", which comes from the French, *entre-preneur*, which in the 12th century was used to describe the one who takes risks, According to Portela, et. al. (2008, p.24), "even before the French Revolution Cantillon, R. (1931), was the first to recognize the crucial role of the entrepreneur in economic theory", he gives this example, as he states that when renting a lot of land and promising to pay a rent to the owner even without knowing about future production is to be at risk, that is, Cantillon according to the same authors translates the entrepreneur's central economic function, configuring uncertainty as an inherent factor in the market.

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Still for Portela, et. al. (2008, p.25), JB Say in 1821 popularized the term at the beginning of the 19th century, referring to people who generate wealth by transferring resources from low productivity markets to high productivity markets as entrepreneurs.

For Dolabela (1999, p.43 and 44). From the 1970s and the mid-1980s, there was an interest in the study of entrepreneurship, largely due to the end of traditional employment, the restructuring of large companies, and the impact of the technological revolution, followed by the science and information revolution. . These factors have made the study of entrepreneurship a necessity and a theme that is highlighted today.

According to Hoffman (2007), the recognition by analysts and economists that the entrepreneur and entrepreneurship are a powerful driving force for economic growth, technological innovation in the generation of jobs and income in a given region, has been going on for a long time, however it was the Since the 1990s, the phenomenon of entrepreneurship has come into focus in newspapers and academia. According to the author, this interest was due to the need to understand the reasons that led some entrepreneurs to succeed and others to fail.

For Lundström and Stevenson (2005), the importance of the theme is growing every day due to its importance for the economic growth of the globalized world, the authorities of the countries are elaborating tax benefit laws and creating lines of financing at low cost which this is increasingly facilitating the growth of enterprises in the world.

In Brazil, the relevance of this theme is also due to the global economic crisis experienced in 2008 that generated a massive number of mass unemployment across the globalized world, multinational institutions ended up feeling more deeply the weight of this crisis due to having as a punctual source of revenue, the financial transactions of multi-countries, opening the national market for micro and small companies and for entrepreneurship in need.

Segundo Martins, C. et. al. (2014), O empreendedorismo é a mola propulsora para o desenvolvimento econômico e principalmente para o desenvolvimento das micro e pequenas empresas, segundo os autores, é preciso reconhecer que as MPE's necessitam de uma atenção especial. E, para suprir essa atenção necessária, são utilizados vários sistemas e mecanismos

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que induzem a criação de empresas inovadoras. Geralmente por meio de Polos, Parques, Distritos Industriais, Escolas de Empreendedores, Centros de Inovação, entre outros mecanismos de indução e suporte.

However, despite this wide discussion, there is still no consensus on the exact definition of entrepreneurship, Aldrich (2005), reports that the term entrepreneurship has had different meanings during these years, today the term has as main focus to differentiate innovative entrepreneurs from entrepreneurs that are not innovative.

Hockerts (2006), redefines entrepreneurship as the perspective of creating new opportunities and the process of creating new business organizations. Even with the differences found in the various studies regarding the definition of the term, it is noted that these works have something in common because they distinguish the entrepreneur from other people due to their ability to innovate and understand how to deal with changes and opportunities. Thus, we will work in this article on the entrepreneurial concepts and characteristics present in research that report the singularities of successful entrepreneurs.

### **4. ENTREPRENEURSHIP, ENTREPRENEURSHIP AND THE SUCCESSFUL ENTREPRENEURSHIP CHARACTERISTICS.**

According to Degen (2011), creative destruction generates new products, services, production methods and the market, this causes the existing structure to be subverted and there is the creation of something stronger than the previous one; the entrepreneur being the main agent of this process. In this philosophical context, we understand that “successful entrepreneur” is not the one who starts his enterprise purely and simply, but the one who opens a company and generates jobs, income, increases his share of capital, pays taxes correctly, keeps the work environment clean and organized, plans and monitors the execution of what was planned, that is, we consider successful entrepreneurs to be those who make organizational management worthwhile in their enterprise.

For Portela, et. al. (2008, p.29), “several authors, including Stevenson and Sahlman (1987) and Philipsen (1998), deny that entrepreneurship is defined as a personality trait. They

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see it as a practice, or rather, as a consequence of behaviors that vary over time and are oriented towards the organization of factors of production in an economic unit ”.

In Gerber (2004), we can verify some characteristics of this successful entrepreneur, according to the author he is an innovator, the great strategist, the creator of new methods, the holder of a creative personality, who turns possibility into probability. Scott and Bruce (1987), propose greater amplitude to the word "entrepreneur", associating it with a person whose decisions directly determine the fate of the company, whether that person assumes all control or all risk.

For Schumpeter apud Dornelas (2001, p.37), "the entrepreneur is one who destroys the existing economic order by introducing new products and services, by creating new forms of organization or by exploring new material resources". Therefore, the entrepreneur is responsible for generating wealth, generating employment and income in an economic region, so he cannot be seen as an innate being, with abstract and subjective characteristics.

For Delmar and Davidsson (2000), among the main characteristics of successful entrepreneurs are the attitude, the will to innovate in their enterprise, the conduct of the people management process in a captive and friendly way, the vision of the future and the planning to long term.

It is noted that the concepts are congruent when they say that the entrepreneur is a different individual from the others, possessing “entrepreneurial characteristics”, plus all these characteristics are subjective, and attribute the theme of entrepreneurship to the abstraction of the different and special human being by nature and end up for forgetting that he will need to go back to “real life” and manage his enterprise. So, what would be the characteristics common to successful entrepreneurs, that is, what are the prerequisites of a successful entrepreneur?

Table 1: Diverse Approaches to Entrepreneurship

DATE	AUTHOR	CHARACTERISTICS
1848	Mill	Risk tolerance
1917	Weber	Origin of formal authority
1934	Schumpeter	Innovation, initiative
1954	Sutton	Search for responsibility
1959	Hartman	Search for formal authority
1961	McClelland	Willingness to take risk and need to achieve

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1963	Davids	Ambition, desire for independence, responsibility and self-confidence
1964	Pickle	Human relationship, communication skills, technical knowledge
1971	Palmer	Ability to assess risks
1971	Hornaday and Aboud	Need for achievement, autonomy, aggressiveness / initiative, power, recognition, innovation, independence
1973	Winter	Need for power
1974	Borland	Internal control
1974	Liles	Need for achievement
1977	Gasse	Moved by personal values
1978	Timmons	Self-confidence, motivated by goals, accepts moderate risks, control center, creativity, innovation
1980	Sexton	Energetic, ambitious, optimistic
1981	Welsh and White	Need for control, ability to delegate responsibility [is not centralizing], self-confidence, incurs moderate risks
1982	Dunkelberg and Cooper	Oriented to growth, professionalization and independence

**Source: Differentiating Entrepreneurs from Small Business Owners: a conceptualization. Academy Management Review, n. 2, p.356, 1984.**

Within this perspective, we realize that entrepreneurship is fundamental for the good functioning of the economy as a whole; the successful entrepreneur generates jobs, income, moving the market process. However, it is essential to discuss the matter in a more pragmatic way, aiming to mold or train people aimed at entrepreneurship and success in the market. For this, we will study the managerial skills and competences that are required by the market and associate them with the characteristics of entrepreneurs. successful, with the objective of discussing their training.

## **5. CONCEPTUAL NOTIONS ON ENTREPRENEURIAL SKILLS AND COMPETENCES**

In a market scenario of high competitiveness, companies seek at all costs to raise the quality of the manager, preparing them to carry out today's actions and anticipate future situations. In this way, the management of competences and skills make up the strategic management of people in a competitive environment as being an innovative and intelligent way to satisfy demands of organizational environments, aiming to remain in the market or enter others.

In this market environment, we highlight the MSEs that, according to Martins, C. et. al. (2014), these organizations comprise a considerable 60% of the 94 million jobs generated



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in Brazil. However, despite the large number of companies and the potential for job creation, these represent only 20% of participation in the Gross Domestic Product (GDP). This type of company is still responsible for enhancing technological and export innovation.

So, to stay in this game, companies, especially SMEs, need to understand the strategies that the competition uses in the market and at the same time create their own strategies to win the disputes for staying in it. According to Castro, Rosental and Araújo (2007, p.38), "organizations realized that building and operating the company of the future successfully depends on training their managers". So, it is not enough to just invest in financial resources, in ready and generalized programs: it is necessary to question and rethink the company itself and its processes, involving all agents interested in designing their own path.

In Siqueira, WR et.al. (2014), to ensure the sustainability of companies in the market, it is necessary to seek alternatives, and training for innovative and entrepreneurial behavior is one of them. In SMEs, the entrepreneur is seen as a decision maker regarding innovation, thus assuming responsibility for the results. Thus, it is necessary to know the personal characteristics of the individual capable of taking the company to sustainability and development.

Thus, companies have to adjust to the new times, characterized by competition and competition from the local market on a global scale. This factor is mainly due to the technological expansion that brings markets together at a global level and interferes in the way of operating and producing goods and services, under the risk of not remaining competitive and being eliminated by the competition.

According to Zarpellon (2014), the institutional matrix directly influences countries' economic performance in two main ways: reducing transaction costs and reducing transformation (or production costs, which together add up to total costs). However, with the advent of globalization and technological changes, there are constant changes in scenarios, and it is becoming increasingly important for organizations to reassess and readjust their processes to make reality modified by external variables in opportunities for new ones. business or improvements to existing ones.

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Thus, organizational structures change and have a lower number of hierarchical levels to minimize costs, streamline processes and increase the quality of products and services available. According to Dorigon CA et. al. (2015), when it comes to innovation, organizations can use this factor to develop competitiveness in new products and services provided by changing their concepts. As for process innovations, in recent years, according to the same authors, significant changes are noticed in production and distribution methods, and when productivity increases, the organization has a cost advantage over its competitors.

In the view of Stewart (1998), given the revolution in which society is living, it is impossible to predict with certainty that new forms of work and prosperity will emerge, as everything is a surprise. The only predictable thing is that the success of a knowledge-based economy depends on new skills and new types of organizations and management geared towards people with an entrepreneurial vision who seek to develop their ability to resolve surprise situations in a positive way.

The author also reinforces that knowledge becomes a valuable asset when this entrepreneur creates a useful order based on general intellectual capacity, knowledge allows to be described, shared and explored among all elements of a company to build skills and competences developed based on the exchange of experiences among the members of the organization. Competencies are skills that an individual has in certain activities. Every individual has skills, however, some develop and others do not, meaning that each one in essence seeks or does not improve it through teaching / learning techniques.

Lautenschläger and Haase (2011), state that there are aspects of entrepreneurial skills and competences that can be easily taught and others that are not. As an example, the authors cite Skills and competences such as creativity, innovation, pro activity, decision making and risk propensity, according to them these are aspects that are not yet adequately supported by appropriate teaching methods. For Honig, Peterson & Limbu, Ruskovaara, students of entrepreneurial education should maintain a pedagogical line more focused on practice through workshops focused on the formation of entrepreneurial skills and competences, as most appropriate for the teaching of Entrepreneurship.

For Ieda, Eugênio and Barros (2008, p. 36), “competence is associated with doing something well, we are linking this concept to action and result ideas (...) following this

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reasoning, competence is related to performance, someone's behavior and the quality of that performance ”.

Also according to the same authors (2008, p. 49), to discuss competence for a certain term, such as entrepreneurship, “one must diagnose - what they need to know, know how to do and know how to be, taking into account account that such knowledge should support organizational competencies so that they can materialize ”.

To develop skills it is necessary, first of all, to recognize them. And this is an exercise for which we were not trained. All our training is focused on deficiencies. What is perverse in this system is that few people know how to recognize their talents, their abilities. What do you do better than everyone else? Does it effortlessly? Do you love doing it? And how to use this skill professionally? These are difficult questions for those who have been trained to think only about what they don't know and shouldn't do.

A skill is a developed talent. It is a potential in which you invest, train, improve, and find a practical and recognized value application. So talent is the basis of our skills, but it only gains importance in our results if there is an investment planned for its development and use.

How to develop skills? The basis for developing skills is in talent identification. Focus back very well, re-train your instincts and perceptions. If an individual is good at a subject or subject, he or she will have to invest more time in studying the subject.

According to Rocha ELC & Freitas FAA (2014), In the context of entrepreneurial training, the expected behavior of the undergraduate student meets the knowledge, skills and attitudes that make up the entrepreneurial subject. Thus, the proposed teaching-learning objectives should lead the student to be able to: become aware of what entrepreneurship is, be creative, be innovative, discover an opportunity, plan and open a new business, make predictions, assume risks, persist, deal with conflicts, acquire self-control, learn from decision-making, mistakes and successes, work as a team, form a network of contacts and manage the business in a sustainable way.

Thus, all efforts to build knowledge through skill, attitude, in short, competences should be focused on their development. With the constant evolutions in the Administration,

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competence became not only more to know how to do, but to know why to do it, in the Table below we identify this contemporary form of this discussion.

Table 2 - Contemporary view on the concepts of Competence

Competencies have three dimensions; the so-called CHA: Knowledge, skill and attitude.		
<b>Knowledge</b> it is the only competitive differential that cannot be copied or imitated, as the actions resulting from it are the result of the combination of knowledge and personal talent.	<b>Ability</b> talent to transform acquired knowledge into practical actions that result in improved performance.	<b>Attitude</b> of the three pillars of competence, the attitude is the only one that is innate and personal. It does not depend on knowledge or skill. People are what they are, due to their history, character and personal values.
Competence is also divided into two types: Personal competence and Organizational competence.		
<b>Personal Competence</b> it is related to the knowledge and skills that the individual has, added to the level of readiness, the attitude.	<b>Organizational Competence</b> it is related to what an organization actually has. It depends on the levels of competence of people, the management of processes and the technology applied.	

**Source: Adapted by the Author**

As the table shows, it is easy to see that the combination of these two aspects is what will in fact make the big difference for the development of the profile of the entrepreneur to the business market.

Thus, it is essential that people have opportunities for new learning to become able to create mechanisms, develop tools, innovate in techniques and have new ideas to build knowledge and skills that lead the entrepreneur to success. In this sense, Amaral and Vilarinho (2007, p.35), emphasize that:

[...] Learning becomes a valuable tool at the service of the worker, in the process of creation and innovation, and is not restricted to school systems; nor is it the privilege of formal education systems. It runs through the entire life trajectory and happens in any space, including the work environment.

It is understood that the entrepreneurial profile required by the market scenario favors creativity, interactivity, flexibility and continuous learning. The individual must build knowledge related to his aptitudes and cultural experiences in the search for a better performance and greater efficiency around new and modern activities to achieve success in the results.

## **6. TYPES OF ENTREPRENEURIAL SKILLS AND THEIR RELATIONSHIP WITH SKILLS**

For the conceptual approach to entrepreneurial competencies, we must start the philosophical contextualization by the quote from Lima MAM & Ferreira PMJ (2011), who argue that, to approach competence, we must understand its notions and limits, from the perspective of human formation as being a historical and often contradictory process, in which the subjects become aware of themselves and their social relations. Also according to the same authors, the crucial point of the new competences must be manifested in the worker's capacity and willingness to assume the autonomous and collective management of the production process and of life.

Therefore, based on everything that has been discussed in this article with regard to new market demands, it is understood that competence-based management is extremely relevant because of the possibility of managing and evolving human capital, which transforms capital entrepreneur and makes the company more and more competitive. In addition, the opportunity for growth awakens the need for entrepreneurs to invest in their self-development by pleading for new markets that require higher levels of competence.

According to Lima MAM & Ferreira PMJ (2011), in the 1990s, the globalization of capitalist activities and the search for competitiveness took root, leading to the decisive alignment of human resources policies with organizational strategies, which implied the need for inclusion in organizational practice of the concept of competence, as the basis of the people management model. However, despite the new reality, many entrepreneurs are not yet prepared for new processes and resist change, in addition to that, they fear that the more prepared, the more fierce the fight for market share.

Therefore, the form of competence development, the instrument used to prepare these entrepreneurs to be effective actors and interact in this new reality are challenges of the new times for companies and must be assimilated and processed by corporate education in order to

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obtain the necessary information. necessary responses to the growth and development of companies. In the view of Castro, Rosental and Araújo (2007, p.38);

People training is one of the critical success factors for the survival of companies in these new times. Transforming people into proactive people who can dare, take calculated risks, seek solutions to old problems and be available for continuous learning is the great challenge of a new market that is emerging.

It is worth emphasizing that the question that competence is not only related to the degree of qualification of the informal or formal entrepreneur, but rather, their correct decision-making capacity to solve problems and not to create even bigger problems. Competencies can be defined in three different main types. According to Santos PA (2011), The first refers to the skills obtained through formal education, training and professional experience, which are called technical skills and are limited to the level of awareness of the existence of technical principles underlying the performance of tasks relatively simple and repetitive.

Also according to the same author, the second type of competence refers to behavioral competences and are those that make it more likely to succeed in performing certain activities because the person knows how to use them, that is, put into practice the skills learned and developed, regardless of the form of acquisition. Behavioral skills are related to the person's personality characteristics, they can be developed through social interaction and experiences within different groups, as well as they can be obtained and improved through training and self-development.

Among the behavioral competencies are the intellectual ones, which make it possible to think strategically to recognize and define problems and seek alternative solutions to prevent risks and work on changes. They also make it possible to apply, disseminate and exchange knowledge among the members of an organization. Another behavioral skill is the ability to communicate and feedback. We can mention the capacity for flexibility for negotiating and managing conflicts, interpersonal relationships and teamwork.

Continuing with the author's thinking, the third type of competence refers to organizational and refers to the capacity for global understanding of the business in which the professional acts with a focus on quantitative and qualitative objectives, having the ability to influence the behavior of their followers in sense of winning the commitment and support of

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all members of the organization for the credibility that it passes on. Organizational competence allows the management of time, resources, the ability to plan, organize and manage the team effectively, through entrepreneurial, bold, creative and innovative behavior.

According to Novick (2007), “we may not be competent at all all the time, but we can develop skills for what we are not yet competent at. Skills bring skills to life ”. Given the above, it can be inferred that the individual is competent when he seeks, acquires and uses knowledge to perform a certain task well, that is, he must have and know how to use the skills developed throughout his life through learning and experience, to resolve a complex situation.

From this perspective, it can be said that skills and competences complement each other and that one is linked to the other. However, the fact that you have skills does not mean that you are competent, but in order to be competent it is necessary to have skills.

According to Bordoni (2008), skills are related to action and depend on knowledge, while competences presuppose the application of skills through mental operations and the use of appropriate attitudes to perform tasks and to acquire knowledge. According to the author, skills are related to "knowing how to do" and skills to "knowing in action".

Thus, it is not enough to have the knowledge and know how to do something. In order to be competent, it is necessary that with the possession of certain skills the person is able to put them into practice at any time of their journey for concrete solution of problems and situations.

For Novick (2007), the productive work activity depends on new knowledge so that one can act in a creative, critical and thinking way, aiming to act and adapt quickly to the changes that occur, not only in the market scenario, but in all spheres of However, knowledge alone does not represent competence, it is necessary to use knowledge in decision making. It is in this context that the technical skills of workers must be associated with the ability to make decisions and adapt to the new situations that occur in the competition process and the company's will is external.

It is worth emphasizing that the promotion of the development of the skills and competences of individuals is a characteristic of the era of knowledge management, which can be defined as the set of activities aimed at promoting organizational knowledge, enabling

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organizations and entrepreneurs to be able to any circumstance uses the best information and the best knowledge available, with a view to achieving organizational objectives and maximizing competitiveness. Therefore, it is important that managers know how to identify and disseminate the knowledge that already exists in the organization, stimulating the production of new knowledge.

### 7. CONCLUSIONS

Currently, we can see greater concern in workshops aimed at teaching entrepreneurship with the purpose of training entrepreneurs active in the business market, going beyond the theoretical knowledge of the subject, according to Lautenschläger & Haase, (2011), the teaching of Entrepreneurship has presented a range heterogeneous forms in its pedagogical process. Two different areas have led to entrepreneurial education, thus diversifying their respective pedagogy. While one area addresses entrepreneurship education, the other focuses on entrepreneurship education.

In this sense, after studying the bibliographic references described in this article, we conclude that it is possible to develop works in the behavioral field to measure with entrepreneurs to what extent these characteristics can be portrayed as being born or innate, considering that we can perceive during our research bibliographic that such attributes can be conceptualized as skills and competences and, therefore, they can be developed through business training tools, immersions, dynamics, experiences, or simulated games in computer network.

According to Boyles, (2012), entrepreneurial training has a multidisciplinary characteristic. To achieve the different objectives, it is necessary to draw up a teaching plan that adapts the pedagogical methodology to the context of the expected learning.

We also emphasize that the very environment where such "entrepreneurial" people grew up and lived together since their childhood, may directly influence their behavior and tendency to become a successful entrepreneur in the future. For Boyles (2012), in this perspective, different options of methods, techniques and resources are found in the literature



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as a way to promote the teaching-learning process of entrepreneurial training, including based on the experience, day to day and environment of the entrepreneur.

We also highlight that success in the business market is linked to skills and competencies focused on the perfect competition market, managerial and financial skills, leadership and management with people, ability to make decisions based on data analysis and ability to manage through organizational processes .

According to Santos, PA (2011), the theme of entrepreneurial skills and competences constitutes an important category of studies in organizational behavior, on which there seems to be growing interest on the part of organizations and researchers. Also according to the author, the concept of entrepreneurial skills and competences has become a discourse for the need for changes in the areas of the study of entrepreneurial behavior and its importance for the development of organizations, being taken as a solution to several problems.

Thus, in order to be a successful entrepreneur, it is necessary to have real skills and competences, feasible that are required by the market, characteristics of success, without which they end up leading such entrepreneurs to fictitious activities that often lead to the closure of enterprises and the great philosophy that to be a successful entrepreneur it is necessary to have broken other businesses two or three times.

Therefore, we conclude that entrepreneurship can be studied as entrepreneurial skills and competences and from this theory appropriate methodologies can be developed to train them for the market scenario of perfect competition, these entrepreneurs are responsible for transforming the economy of cities, states, regions and countries, therefore the importance of treating this topic as objective, feasible activities and no longer as a subjective theory or as inactive characteristics of people genetically different from the majority of the world population.

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