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### **ENTREPRENEURSHIP AS A TOOL FOR REGIONAL ECONOMIC DEVELOPMENT, EMPLOYMENT AND INCOME GENERATION: ELABORATION OF METHODOLOGY FOR THE CREATION OF MICRO AND SMALL COMPANIES.**

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#### **SUMMARY**

This article aimed to create a crisis coping methodology based on entrepreneurship and the creation of local productive arrangements, this methodology concerns standardization for any productive activity. In the world economic scenario, we are experiencing a period of economic crisis with low growth in countries and the exhaustion of consumer markets. In the research, topics such as employability, entrepreneurship, Local Productive Arrangement and games of companies were approached, for consolidation of such methodology and mainly sought with it, to verify if the games of companies are an important tool in the formation of relevant entrepreneurial characteristics in young university students. Therefore,

**KEY WORDS:**Micro and Small Companies, Entrepreneurship, Local Productive Arrangement and Business Games.

#### **1. INTRODUCTION**

The world is going through a moment of intense transformation, the market environment is increasingly competitive and companies need to adjust to this market in order not to be extinguished, but the evolution in companies will only happen if those in charge of management do so, these people need to participate in management training that develop the skills and competencies essential for the current business management required by this market. 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", so there is a need to create experimental mechanisms to measure the potential of the entrepreneur,

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

The simulated 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.

However, we see the need to develop tools that integrate various forms of organizational constructivism to train entrepreneurs and prepare them for this competitive market. In this sense, our

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proposal in this article is the creation of a methodology focused on the entrepreneur's cognitive and pragmatic development through the combination of activities in public / private partnerships, with these activities of research, extension and business actions that enable these administrators to develop entrepreneurial managerial skills and competences, leaving behind traditional training and putting into practice a new teaching and learning methodology.

The figure of entrepreneurship is increasingly being explored in research in the business area, but researchers conceptualize as entrepreneurs people who have subjective qualities such as; know how to work in a team, be visionary, take calculated risks, often hiding that the entrepreneur must be the person who has business techniques, because, if this administrator does not have knowledge about business plans, preparing the sale price of products, management of positions and salaries, financial reports, this entrepreneur will never be able to keep his company in the market with his fictitious or “utopian” skills and competences.

However, research on entrepreneurship reports these individuals as people who can see opportunity where others cannot, and yet these studies insist on stating that they bring these birth characteristics, or that they are human beings different from others, and this is evidenced in various master's and doctoral research. However, if being an entrepreneur is an adjective acquired in a “genetic” or “magic” way, entrepreneurs would not need anything else to be successful. This methodology aims to develop these entrepreneurial characteristics in the participants and also follow through the incubation of companies the birth and development of micro and small open industries and still generate employment and do business guidance through scholarship scholars and through university professors business consulting partners in these companies. Thus, with the proposed methodology, these developed tools will serve as a basis for the formation of managerial skills and competences necessary for the development and maintenance of a company in the current market context.

Studies in the area of human resources attribute the development of skills and competences to managerial training and also affirm that for these to be successful they must be developed in a precise and dynamic way, so that they establish in their way of thinking a practical and market contextualization .

Business training promotes an interaction between learning in the affective and cognitive dimensions, providing an absorption of full knowledge, treating the person who participates in this training as a rational and emotional being. The use of business training allows a multidisciplinary view, giving the student the opportunity to develop a holistic view of the organizational structure.

Second, Keys and Wolfe apud Orlandeli (2001, p.05), in work developed through the evaluation of the application of simulated training in the teaching process in universities in the United States, there are advantages in the use of these; among them the greater fixation of the concepts presented in the training, when compared with the application of case studies and with traditional teaching methods, such as expository classes, used in isolation. Other advantages also stand out in the teaching of General Administration and, allegedly, in the future development of the professional life of the individuals who are involved in these learning processes.

That is why the development of this methodology is of fundamental importance for the creation of new micro and small industries and even in the long term in the creation of Local Productive Arrangements “APL” through the development of a new productive chain, oriented and created in an organized way, which in the future may be the basis for creating public policies aimed at regional development.

## 2. METHODOLOGY

The evolution of the global market scenario has given rise to the need to create methodologies capable of developing economic growth, through the generation of jobs and income, thus there is a need to break the entrepreneur's paradigm only by "birth" or "born" by doing other possibilities for creating

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entrepreneurs arise. Following this thought, we elaborated such methodology based on the development of entrepreneurial characteristics of entrepreneurs and new entrepreneurs. This guise refers to the ability of successful entrepreneurs to attribute to their behaviors and not to external factors, the causes of their successes or failures.

Therefore, the methodology will be focused on the development of behaviors, that is, the whole philosophy in question is focused on the entrepreneur's internality. In this way, it tends to aim first of all at the participant's new behavior aimed at the development of self-responsibility and its influence in relation to their achievements at any level. We still seek to deepen the teaching / learning issue, where it is believed that this process will only be concluded if there is a change in the participant's actions.

For this, the development of the methodology is divided into 5 (five) phases:

- The first one, where the program's management committee will be created, containing as actors Universities, private initiative and public entities, both must have common interests in the development of the Local Productive Arrangement;
- The second phase is the selection process via public notice of the scholarship holders who will participate in the program as well as the companies that will be incubated;
- The third phase is the training process for the scholarship holders “Junior consultant training” and “Entrepreneur training methodology” and entrepreneurs approved in the selection process for “Entrepreneur training methodology”;
- The fourth phase is the process of financing incubated companies and incubati<sup>97</sup> companies, with personalized assistance from the junior consultant "scholarship studen each one will be responsible for monitoring the management of each incubated company;
- The fifth phase is the creation of the Local Productive Arrangement through the inclusion of new small industries. Where there will also be the creation of a data center for sharing knowledge and qualified information on the territory covered by the APL, constantly evaluating its social, political, economic, environmental and cultural vectors; Strengthening the articulation of a public-private cooperation network; Productive organization of priority sectors and promotion of training and service level; Creation of favorable business environment based on good practices and support of specific programs aimed at Local Development and differentiated financing; Creation of a network of APL support and development management agents; Creation of integrated APL actions such as seeking financing, joint purchasing, communication, among others; Conducting an annual forum to carry out stock balances, projection of scenarios; identification of potentialities, opportunities, leadership, threats, among others.

Therefore, the methodology is divided into phases where each has its functionality very well defined. The training phase is developed based on learning cycles with the use of group dynamics with an internalized approach, texts and daily debates and a company game developed exclusively to meet the Local Productive Arrangement specific to each public notice, which generate tasks that are charged every day of the course, focusing on learning for the here and now. There are also the discussion cycles of the previous days focusing on its main points, management mechanisms such as: cash flow, sales price formation, strategic planning, as well as sources of bank financing are also part of the training.

The suggested methodology to be successful in its application will have to count on a team of committed and qualified instructors. In order to be part of this framework at first, the professional needs to participate in a “public notice” contest that has the criteria of curriculum evaluation and examining board with points specifically focused on the project. After the candidate's approval, he / she needs to participate in the instructor training workshop as a student and will be evaluated by the program coordinators, based

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on his / her overall score, if positive this candidate should still participate in the methodology transfer course.

With the transfer, this professional will be accompanied in a first course by the program coordinator in his first class, this coordinator responsible for monitoring will be called an educational consultant, will be evaluated as a training instructor and this phase is still part of the evaluation of the instructor who will only have autonomy to from your second course, if you pass this stage. This criterion is one of the points of the methodology's quality process.

The training has a modern and dynamic content, there are 08 (eight) modules designed with the focus of 10 (ten) CCE's, to better measure the reaction of the participants and aiming at the absorption of the content. The methodology is divided into 3 (three) phases: realization (search for opportunity and initiative; persistence; taking calculated risks; commitment; demand for quality and efficiency); planning (systematic planning and monitoring, seeking information and setting goals) and; power (persuasion and network, independence and self-confidence), this content is always updated through the feedback of those who participate in it, the table below shows the systematic of the 08 (eight) modules.

TABLE: ENTREPRENEURSHIP TRAINING TRAINING BASED ON SIMULATI<sup>98</sup>  
COMPANY GAMES

No.	MODULES	DAY
1	Opening / Dialog	01
2	Identification of Entrepreneurship by Need and / or Opportunity in Participants	02
3	Exercises, Group Dynamics and Experiences aimed at training Entrepreneurs	4/3/05
4	Studying and developing the main entrepreneurial skills and competences;	
05	Studying the main business management tools and computer network business game simulation	07/06/08/09/10/11/12/13/14/15 16/17/18/19/20
06	Studying Local Productive Arrangement	
07	Setting up my enterprise	21/22/23/24
08	Studying the business incubation philosophy and closing the seminar	25/26/27/28/29

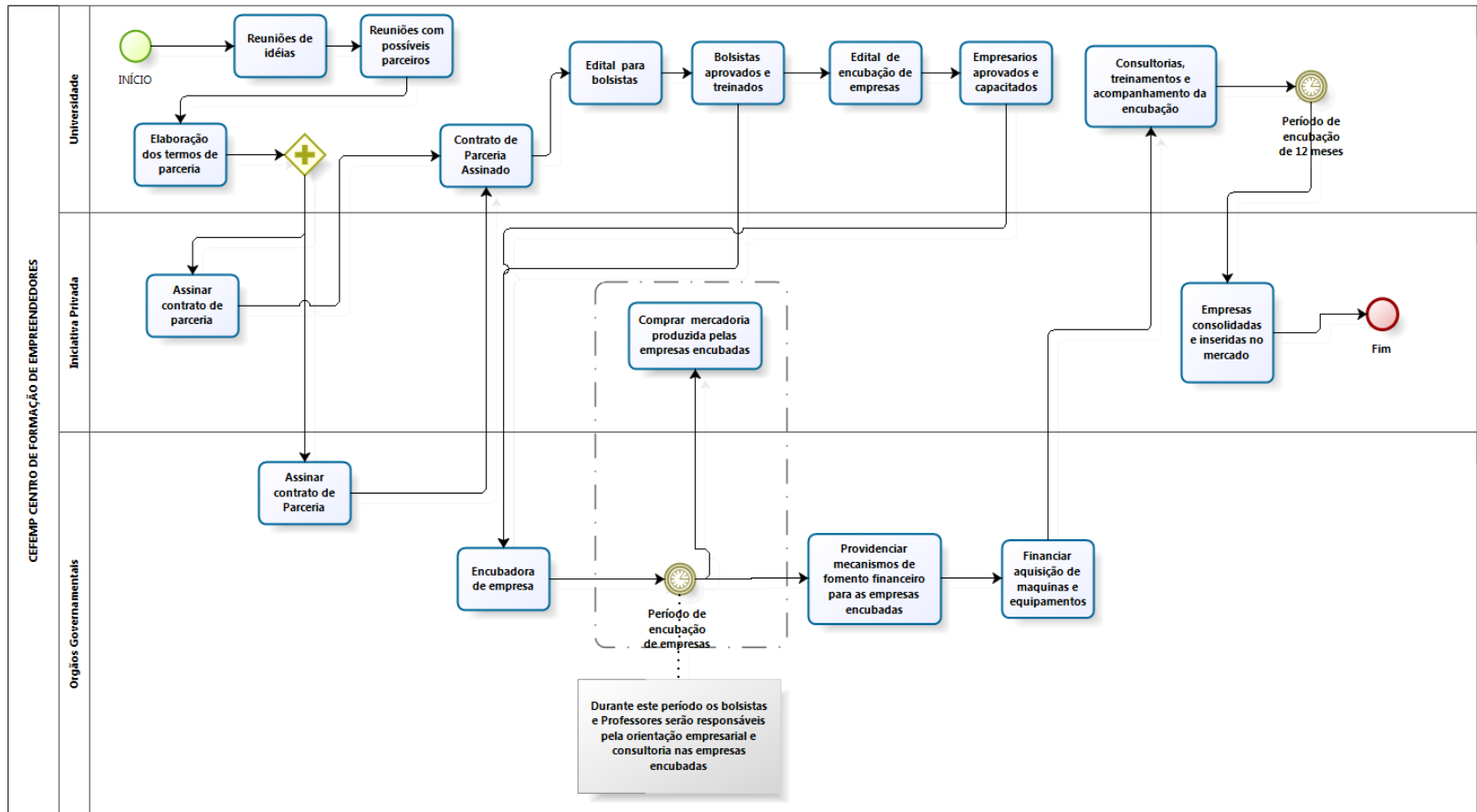
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**Source: Elaborated by the Author.**

The following figure shows the process flow of the methodology:

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FIGURE: DESCRIPTIVE FLOW OF THE METHODOLOGY



SOURCE: Prepared by the author

### **3. THEORETICAL FOUNDATION**

#### **3.1 ENTREPRENEURIAL SKILLS REQUIRED FOR SUCCESS IN LOCAL PRODUCTIVE ARRANGEMENT**

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

In this game, companies need to understand the strategies that the competition uses in the market and at the same time create their own strategies to win the dispute for staying in it. According to Castro, Rosental and Araújo (2007, p.38), organizations realized that successfully building and operating the company of the future depends on the training of their manager. It is not enough to 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.

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.

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 an economy based on organizational competence through knowledge, skills and attitudes to reach new types of organizations and management aimed at people with an entrepreneurial vision who seek to develop their ability to solve surprise situations in a positive.

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 attitudes that elevate the skills developed from the exchange of experiences between the members of the organization. Competencies are associated with the skills that an individual has in certain activities. Every individual has competencies, however, some develop and others do not, meaning that each one in essence seeks or does not improve it.

For Maria H. Araújo and Rochel M Lago (2005, p. 36) competence is associated with doing something well, we are linking this concept to the ideas of action and result (...) following this reasoning, competence is related to performance, someone's behavior and the quality of that performance.

Still 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 that such knowledge should support organizational competencies so that they can be realized.

Therefore, a skill is a developed talent. It is a potential in which you invest, train, improve, and find a practical and recognized value application. Therefore, 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 identifying talent. Return the focus to fine, retrain 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.

People express their knowledge through skill, attitude, in short, their skills. The word competence was first used in the Middle Ages to define those who, in the courts, had the knowledge to appreciate and judge certain issues. Over time it started to qualify the person who is able to perform a certain activity.

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Since Taylor, being competent has become a big differentiator in the job market. At that time, competence was more related to technical skill, that is, knowing how to do something well.

With the constant evolutions in the Administration, competence became not only more to know how to do, but to know why to do.

Competencies have three dimensions:

**1. Knowledge** 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.

**2. Ability** talent to transform acquired knowledge into practical actions that result in improved performance.

**3. Attitude** 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.

Competency is also divided into two types:

Personal competence and Organizational Competence.

**1. Personal Competence** it is related to the knowledge and skills that the individual has, added to the level of readiness, the attitude.

**2. Organizational Competence** it is related to what a certain organization actually has. It depends on the levels of competence of people, the management of processes and the technology applied.

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; neither 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. Therefore, competence becomes “the set of knowledge, skills, behaviors and aptitudes that enable a greater probability of obtaining success in the execution of certain activities” (FAGUNDES, 2000, p.06).

Despite the new reality, many entrepreneurs are not yet prepared for new processes and resist change, and, moreover, they fear that the more prepared they are, the more heated the fight for market share. Therefore, the form of skills 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 obtain the 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.



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.

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 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 the person with certain skills be 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 society 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 the entrepreneurs must be associated with the ability to decide and adapt to the new situations that occur in the competition process and the company's will is external.

### **3.2. TEACHING / LEARNING PROCESS IN THE FORMATION OF ENTREPRENEURIAL SKILLS**

Certain educators define the act of teaching as, technically directing learning, concluding that the art of teaching results in the process of learning. Thus, if the teacher teaches, and the student does not learn, the process did not occur, leaving the only alternative to reformulate teaching techniques. According to Ferreira (2000, p.62), “education is a word that concerns both the process of teaching and the results that are obtained in this process. Learning, on the other hand, means acquiring a new form of behavior or modifying a previous behavior ”.

For Ferreira (2000, p.62), learning is the “process by which education takes place (sic), that is, the process of acquiring habits of action or operating habits”. In Sauaia (1997, p.14), experiential learning works simultaneously with three important aspects: “cognitive learning, development of technical and behavioral skills, and finally transdisciplinarity”.

Thus, we can verify that it is unanimous, in the opinion of education professionals, that the learning process needs to motivate students for activities. Traditional education (student, blackboard, teacher) has been challenged and needs to undergo changes. Increasingly, educators are being asked for new ways of disseminating knowledge. Students, with the new media, are increasingly aware of their educational purpose, forcing these teachers to use new technologies (video games, computers and internet sites). However, teaching people with no marketing experience who have just entered the University is a difficult task.

To endorse the subject addressed, we will mention studies by Robert F. Mager in the area of Educational Psychology cited by Pessôa and Filho (2001, p.140), where they determine three categories of learning, to which the teacher must give priority so that the objective is Reached. First, "the student must absorb the content cognitively or within the field of knowledge, second, this student must also modify the way of acting, thinking, transforming his attitudes through the absorbed knowledge and finally must absorb new skills".

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In the behavioral scope, Pessôa and Filho (2001, p.140), discriminate the different levels of learning identified by Fela Moscovici<sup>2</sup>:

- Cognitive level (information, knowledge, intellectual understanding);
- Emotional level (emotions and feelings, tastes, preferences);
- Attitudinal level (perceptions, knowledge, emotions, and predisposition to integrated action);
- Behavioral level (performance, and competence).

Thus, the author argues that the psychotherapeutic process addresses the emotional and cognitive levels through laboratory work that encompasses not only mental but also affective activity.

With regard to experiential or practical learning, according to Gramigna (1993, p.11), the experience would be the initial activity or the game of companies itself; there is also the report, which is the part where the participants tell their experiences and share their feelings; processing, which is the phase in which the participants analyze the facts that occurred in the training; generalization, in which the group makes its analogies to the real market world; and the application, which is the closing of the process.

Thus, it is observed that teaching is not a simple process, but rather a set of activities that requires: planning, guidance and control of the training participant's activities.

In the field of technical studies, new teaching technologies are needed to attract the attention of these participants, and show them in market practice how the theories are applied. An example of simulated practice is business training, which has its evaluation based on the theory of experimental learning, and has a positive impact during the process, since it can be structured, according to Orlandeli (2001, p.04), mainly, in order to “develop and stimulate the emotional, proposing quick and accurate responses, in a safe manner, giving participants a global view of an organization and even making it appear in the participants with a competing instinct”.

According to Lopes (2002, p.04-05), computerized business training can be used to train professionals, and highlighting the levels of specialization, this statement is based on the effectiveness of this cognitive methodology to develop important skills in the administration area companies. Hoffmann (207, p.13), states that this tool involves cultural functions, conceptualizing games from companies such as:

(...) a voluntary activity or occupation, exercised within certain and certain limits of time and space, followed by freely agreed rules, but absolutely mandatory endowed in itself accompanied by a feeling of tension and joy, with an awareness of being different from everyday life.

So teaching using business training would involve engaging people in simulations that encompass real-life factors in the business context, giving them the opportunity to interact in groups and acquire simultaneous and collective knowledge, making this type of training a primary tool in management education. business.

According to Lopes (2002, p.04-05), “business training or simulation (multimedia or experience) is easily accessible, especially at university centers, so it is necessary to use this tool as a support for higher education in courses administration”.

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<sup>2</sup>MOSCOVICI, Fela. Interpersonal development: group training. 5th. ed. São Paulo: J. Olympio, 1996. (USA, NJ: McGraw Hill, Inc., 1992.)

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We can highlight as the main advantage of using this tool in higher education, the fact of bringing to the classroom a context close to the business reality that these students are preparing to manage, for Pessôa and Filho (2001, p.141),

(...) the training of professionals who have the opportunity to simulate on the computer the context of the company and the business environment, highlight the relevant variables and their equation, define possible strategies and receive, almost immediately, the results of months or years of future projection of the evolution of the business ... The student not only finds himself in the position of executive that defines the direction of his company by his decisions, but he immediately sees the results of those decisions and feels intimately the mistakes and successes, in a systemic and dynamic view of its entire business and environmental context.

The training with the objective of forming entrepreneurs, because it also involves a simulation, offers a range of information to the participants, giving the opportunity to get to know the various sectors of the organization in a holistic panorama, without burdening the company or teaching / training institution.

Thus, simulation through business training requires the participant's dedication and application of knowledge, courage and daring, skills necessary for them to absorb the content covered. The content covered by training that uses simulations of companies, or copies the organizational routine attracting the attention of participants who are looking for practical knowledge. We can highlight the competition between people, as they simulate a marketing chain interacting with: price formation, marketing, planning and decision making, requiring logical and precise reasoning.

### **4. RESULTS**

We can, through this methodology, affirm that, among the companies created from this work, for being a structured methodology and of opening a company in a conscious way, meeting the requirements of quality management, that their companies generated more jobs and income, being that, possibly due to the high index of knowledge acquired, these companies are formally opened, which facilitates future financing. We also highlight the probability of a low mortality rate due to the planning made in the pre-opening period and the monitoring and incubation of the same. We should also note the evolution in entrepreneurial thinking that the group that will participate in the methodology will obtain, and the generation of jobs, income and the strengthening of the economy in the medium and long term.

### **5. CONCLUSIONS**

In view of the presented, and based on the study of works aimed at researching the formation of entrepreneurs through entrepreneurial training, and also the profile of the graduates of these trainings, based also on studies focused on the results of entrepreneurs after entrepreneurial training, we believe it is assumed that people who participate in entrepreneurial training are more likely to be entrepreneurs than people who do not participate in this type of training.

Even those from other backgrounds that are not focused on entrepreneurship, even those that do not have as much initiative or proactivity, even those who do not know how to work as a team, or do not know how to listen, even those who have no brilliant ideas, or who didn't excel at school, or college; More participated in training with the objective of training entrepreneurs really after the entire educational process, they become familiar with concepts and simulated practice, which tend to become important differentials when they seek opportunities in the market, either as employers or as employees, start to undertake sustainably and with good chances of success.

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Still because the suggested methodology is a complete method of training entrepreneurs, containing business guidance, consultancy, financing, incubation and formation of a productive arrangement, with experience of business activities, containing concepts, rules and organizational criteria, like all business training with objective of training entrepreneurs found in the market, the work contributes to a favorable evaluation, as an important tool for training and development of entrepreneurs, and points out that it could be used more frequently in public policies aimed at regional economic and financial development not only in Brazil as in the world.

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