

**ANÁLISE DA PERCEÇÃO DOS SERVIDORES TÉCNICOS ADMINISTRATIVOS
ACERCA DA CULTURA EMPREENDEDORA NO CAMPUS X**

**ANÁLISIS DE LA PERCEPCIÓN DE LOS SERVIDORES TÉCNICOS
ADMINISTRATIVOS SOBRE LA CULTURA EMPREENDEDORA EN EL CAMPUS X**

**ANALYSIS OF THE PERCEPTION OF ADMINISTRATIVE TECHNICAL SERVERS
ABOUT THE ENTREPRENEURSHIP CULTURE ON CAMPUS X**

Apresentação: Comunicação Oral

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ABSTRACT

This document addresses the perceptions of IFPE's technical-administrative staff regarding the existence of an entrepreneurial culture on the Recife campus, addressing questions such as how such a culture is present in their daily lives? What measures are being taken to encourage and expand entrepreneurship? Or are any measures being implemented?

Questions were also raised about the importance of an entrepreneurial culture on campus, as well as what are the expected results of introducing such a culture into the daily lives of technical-administrative staff. To answer these questions, it is extremely necessary to acquire prior knowledge on the topic; therefore, in-depth research on entrepreneurship was conducted.

The aforementioned research did utilize several works by highly regarded authors in the field of entrepreneurship, as well as recent scientific articles that address the definition, characterization, contextualization, and presentation of key aspects of entrepreneurial culture. The nature of entrepreneurship in public educational institutions was also to be discussed, as well as its presence in the daily lives of technical-administrative staff, demonstrating its importance.

Finally, a search and research was conducted on existing public policies on the Recife campus aimed at developing, propagating, or disseminating entrepreneurial culture and its resulting outcomes, to better understand the current state of the campus regarding efforts to foster greater engagement with entrepreneurial thinking among its staff.

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Thus, after understanding the scenario in which the campus finds itself, it was necessary to conduct a public access survey with a large portion of the staff, with the ultimate goal of understanding whether the way in which advances in the entrepreneurial area are being worked on at IFPE Campus Recife is satisfactory in the perception of this public, in addition to understanding its real impacts.

Keywords: Entrepreneurship, Entrepreneurial culture, Culture

RESUMO

Este documento aborda as percepções dos servidores técnico-administrativos do IFPE sobre a existência de uma cultura empreendedora no campus Recife, abordando questões como: como essa cultura está presente em seu cotidiano? Quais medidas estão sendo tomadas para incentivar e expandir o empreendedorismo? Ou alguma medida está sendo implementada?

Também foram levantadas questões sobre a importância de uma cultura empreendedora no campus, bem como quais são os resultados esperados com a introdução dessa cultura no cotidiano dos servidores técnico-administrativos. Para responder a essas questões, é extremamente necessário adquirir conhecimento prévio sobre o tema; para isso, foi realizada uma pesquisa aprofundada sobre empreendedorismo.

Por fim, foi realizada uma busca e pesquisa sobre as políticas públicas existentes no campus Recife voltadas para o desenvolvimento, a propagação ou a disseminação da cultura empreendedora e seus desdobramentos, visando melhor compreender o estado atual do campus em relação aos esforços para fomentar maior engajamento com o pensamento empreendedor entre seus servidores.

Assim, após compreender o cenário em que o campus se encontra, foi necessário realizar uma pesquisa de acesso público com grande parte dos servidores, com o objetivo final de entender se a forma como os avanços na área empreendedora estão sendo trabalhados no IFPE Campus Recife é satisfatória na percepção desse público, além de compreender seus reais impactos.

Palavras-chave: Empreendedorismo, Cultura empreendedora, Cultura

RESUMEN

Este documento aborda las percepciones del personal técnico-administrativo del IFPE sobre la existencia de una cultura emprendedora en el campus de Recife, abordando preguntas como: ¿cómo se integra dicha cultura en su vida diaria? ¿Qué medidas se están tomando para fomentar y expandir el emprendimiento? ¿Se están implementando medidas?

También se plantearon preguntas sobre la importancia de una cultura emprendedora en el campus, así como sobre los resultados esperados de introducirla en la vida diaria del personal técnico-administrativo. Para responder a estas preguntas, es fundamental adquirir conocimientos previos sobre el tema; por lo tanto, se realizó una investigación exhaustiva sobre emprendimiento.

Dicha investigación utilizó diversas obras de autores de reconocido prestigio en el campo del emprendimiento, así como artículos científicos recientes que abordan la definición, caracterización, contextualización y presentación de aspectos clave de la cultura emprendedora. También se analizó la naturaleza del emprendimiento en las instituciones educativas públicas, así como su presencia en la vida diaria del personal técnico-administrativo, demostrando su importancia.

Finalmente, se realizó una búsqueda e investigación sobre las políticas públicas existentes en el campus de Recife, orientadas al desarrollo, la propagación y la difusión de la cultura emprendedora, y sus resultados, para comprender mejor el estado actual del campus en cuanto a los esfuerzos para fomentar una mayor participación del personal en el pensamiento emprendedor.

Por lo tanto, tras comprender el panorama actual del campus, fue necesario realizar una encuesta pública con un amplio porcentaje del personal, con el objetivo final de comprender si la forma en que se están trabajando los avances en el ámbito emprendedor en el IFPE Campus Recife es satisfactoria para este público, además de comprender sus impactos reales.

Palabras clave: Emprendimiento, Cultura emprendedora, Cultura

INTRODUCTION

The chosen methodology utilized in this research has as its establishing point the

understanding of the characterization of entrepreneurship culture, utilizing its origin and history, as well as its definition and characteristics, for the means of knowing its importance in the academic field, whether it be to the students, professors, or the technical administrative personnel. The latter being the focal point of view of this work.

In this sense, the chosen object of research is the Technical administrative personnel of the Federal institute of science and technology of Pernambuco, Campus Recife, with the purpose of obtaining a better understanding of the presence and relevance of the entrepreneurship culture in the eyes of these federal workers, whether it be its presence in their daily occupations or the lack therefore of and, in the later, their opinion on whether it should have a bigger presence.

It is understood that to correctly and efficiently identify the presence of entrepreneurial culture in the workplace of technical-administrative staff at the Recife campus, one must first clearly and objectively establish "what is entrepreneurial culture?", as well as its main characteristics, in this manner, It was now necessary for the student researcher to seek answers to their questions. Therefore, they should read and understand various scientific articles and books in search of references consistent with the direction of this research, so the next step is going to be diving into those concepts by reading articles and books of direct relevance to the theme presented here.

After gaining the necessary knowledge of the nature and history of entrepreneurship culture, it is necessary to comprehend the opinions of the technical administrative staff on the matter, this was achieved by utilizing an open questionnaire created of the objective of obtaining data on whether there is entrepreneurship culture present in the daily activities, and if so how does it present itself? Those questions were to be answered further in this work.

THEORICAL FUNDAMENTATION

The nomenclature "entrepreneurship" is one that took quite some time to get established, having its core ideas being utilized long before they had a name. The concept of "innovative destruction" demonstrates human nature and the need to invent, innovate and create and in this process to turn obsolete the former method. In his book "Theory of Economic Development - 1911, "Austrian economist and scientist Joseph Alois Schumpeter formulated the concept of destructive innovation by stating that "It is, however, the producer who, as a rule, initiates economic change, and consumers, if necessary, are 'educated' by him; they are, so to speak, taught to desire new things, or things that differ in some way from those they are accustomed to consuming". Thus, a strong correlation is created between the act of

innovation and creation and the development of new technologies and enterprises, emphasizing the need for change to occur for economic development to occur.

Some years later, in 1978, J. Schumpeter further associates entrepreneurship with innovation, stating that “The essence of entrepreneurship lies in the perception and exploitation of new opportunities in the business sphere; it always has to do with the creation of a new way of using national resources, in which they are displaced from their traditional use and subject to new combinations” (RODRIGUES, *et al*, 2008). In this way the concepts of entrepreneurship and innovation become intertwined and continue to develop even further, becoming present in the management of business, universities, and eventually reaching the day to day life of the technical administrative personnel.

The technical administrative personnel are public servitors of the federal government through the universities, so it becomes necessary to bring information about the history of entrepreneurship in the universities and in Brazil in general. Once those two historical occurrences are intertwined it becomes clear the importance the universities have in the advancement of any given society for its technological and innovation capabilities.

An formal and fundamental milestone in the Brazilian history of entrepreneurship beginnings in the 1990's by the foundation of the federal institutions SEBRAE (Serviço Brasileiro de apoio às micro e pequenas empresas), which stands for Brazilian Support Service for Micro and Small Businesses, and the SOFTEX (Sociedade Brasileira para exportação de software), which stands for Brazilian Society for Software Export. In these institutions the former is one of the most important and known institutions by the small business for the support it gives to start your own business, as well as consultancies for problems you might have to deal with, facilitating the permanence of small business and giving them the opportunity to thrive.

The latter institution, the SOFTEX, at first glance does not seem to be related to business or entrepreneurship at all, but it actually is intricately intertwined with the growth of the entrepreneurship culture in Brazil in the last decades. “The entity was created to bring the country's software companies to the international market through various initiatives that provide IT entrepreneurs with management and technology training”. (Silva, et al, 2009, p 27).

“It was through the programs created within Softex throughout the country, in conjunction with business incubators and computer science/IT universities and programs, that the topic of entrepreneurship began to resonate in Brazilian society. Until then, terms like “business plan” were virtually unknown and even ridiculed by small business owners”. (Silva, et al, 2009, p 27). It is clear the importance of the joint work of the universities and the

institution.

Once known the history of entrepreneurship in Brazil, it becomes a matter of understanding its importance to the work of the Federal Technical administrative personnel. “In the 21st century, PSI has emerged as a necessity for public administrators to deal with the new demands of an increasingly networked society, including in relation to public policies and services. In a highly changeable society it is fundamental to have creative and innovative personnel in Federal positions, especially in those in direct contact with the young minds of students that will shape our future and redefine our technologies.” (SILVA, *et al*, 2021). The universities, and by consequence their technological administrative staff, have the privilege of being capable of molding the minds of their students, in a manner at which those said students may go on to become highly innovative and creative individuals if given the proper tools.

But the very nature of the institution raises the question “Can one be an entrepreneur in a Public Federal institution?”. To be an entrepreneur one does not have to be in a private industry, “Among all the people working in public organizations, some exhibit distinct behaviors, which can be influenced by their positions and sectors of activity, as well as by the individuals themselves, who are called entrepreneurs. Thus, taking initiative, generating ideas and innovations, taking calculated risks, acting with leadership and commitment are some entrepreneurial behaviors that everyone potentially possesses, and these behaviors can be stimulated and developed to a greater or lesser extent depending on the mindset and interests of government officials or public administrators.” (SILVA, *et al*, 2021).

So it 's become clear that the technical administrative staff can be entrepreneurs, but what benefits would be gained by implementing and incentivising the entrepreneurship culture?. It would become possible to do and improve on various problems, such as “Mitigate social problems and inequalities; improve the quality of public services in the city; replace traditional ways of dealing with public issues that do not yield good results with more efficient and effective ones; meet pent-up demands in the municipality or region, etc.”, (SILVA, *et al*, 2021).

“The thesis of the Triple Helix refers to the affirmation that the interaction between Universities-Industry-Government is the key to innovation in a knowledge based economy and society. The origin of highly known technological companies, such as Google, Lycos or Genentech, among others, have as a common trait their origins in universities”. (SAKAR, *et al*, 2014, p.85). The university and, by consequence, its Technical administrative staff are of extreme importance to the development of new technologies and innovation in the technological society, being one of the three fundamental pillar of development to a nation

and its economy and science.

METHODOLOGY

The nature of this research is one of a bibliographical exploration, having a multitude of highly esteemed authors as its base, as well as exploratory and field search. In this manner, it is executed an extensive bibliographic examination for it to be determined the definitions and characteristics of the subject in question, by utilizing free open source tools such as "Google Scholar" for the purpose of the search, and consequential, study and analysis of an ample set of relevant academic researches.

In this manner this research began by utilizing the free open tool "Google Scholar" for the purpose of searching and reading a multitude of academic articles that are of relevance to this work. This tool in question is a subdivision of the highly famous internet browser "Google", but having as its distinctive quality the fact that the results consist of scientific articles, pieces of books publications and scientific magazines papers by redirecting the user to websites of scientific manner. This, accompanied by the fact that the "Google Scholar" is accessible to all of those who have access to the internet in a free manner, has made "google scholar" the optimal choice as an information source.

The process of searching for the relevant articles and books in the "google scholar" tool utilized words such as entrepreneurship, history of entrepreneurship, entrepreneurship in Brasil, what is entrepreneurship?, entrepreneurship in universities, entrepreneurship to technical administrative personnel, entrepreneurship to public federal workers, history of entrepreneurship in public departaments, etc... as research parameters to obtain the information presented on this work. Once realized the reading and comprehension of the themes and concepts necessary to the successful realization of this work, it becomes possible to begin the analysis of the perception and comprehension of the technical administrative workers as far as the concept of entrepreneurship is concerned, as well as the perception of its presence or lack thereof in their day to day life.

For the purposes of obtaining those information about the perception of the workers in particular, realizing that those perceptions are subjectives by nature, it is natural to opt for the realization of an open access questionnaire that makes it possible to obtain direct and conclusive answers to the questions in the theme. This questionnaire was widely divulged by utilizing social media platforms, such as whatsapp, and emails addressed directly to administrative personnel of the Federal institute of science and Technology of Pernambuco, campus Recife, as this is the location with the intent of it being answered and further

distributed to those who want to share their thoughts on the theme of entrepreneurship, seeing as the questionnaire was of free access to all of those technical administrative personnel who may want to partake in the research.

The questionnaire addressed the perceptions of the technical administrative personnel as far as the entrepreneurship culture in their work day to day life is concerned, utilizing simple and direct multiple choice and open ended questions to obtain a multitude of data to analyse. It was open to answers for two months, having been answered by twelve interested individuals from the “campus Recife” of the federal institute of science and technology in this time, representing approximately 12% of the total number of staff present on the campus.

Then the received data was comprehended and analysed by the student researcher, for the means of gathering a better understanding of the theme in question, concluding the work by understanding and demonstrating the results obtained , as well as the justifications and explanations based on previous relevant academic research, necessary for the complete grasp of the conclusions and data here demonstrated.

RESULTS AND DISCUSSION

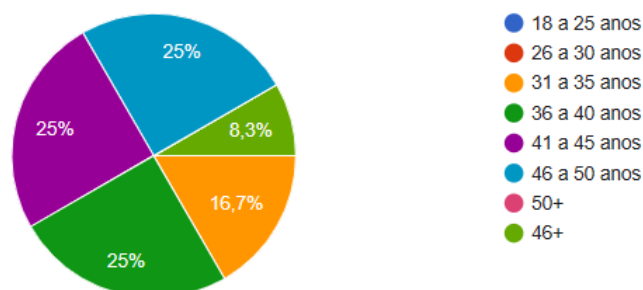
To avail the results it was necessary to comprehend that the questionnaires were conducted in Portuguese, as that is the official language of the country of Brazil where the research is being conducted. As such, the questions presented in the formulary photographs are in Portuguese, but there is an adapted version of each question and its alternatives in English for the answers to be understood by the general readers.

The results are based on the questionnaire divulged to the technical administrative staff at Federal Institute of Science and Technology of Pernambuco, campus Recife. In the following there are pictures of the questionnaire, with the adaptation of the questions to English and its alternatives. Then the answers were shown and explained as well.

Figure 01: Data collection, sample identification.

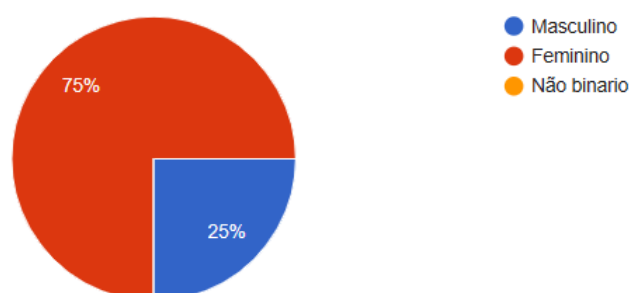
Qual sua idade ?

12 respostas

 Copiar gráfico

Qual gênero voce se indentifica?

12 respostas

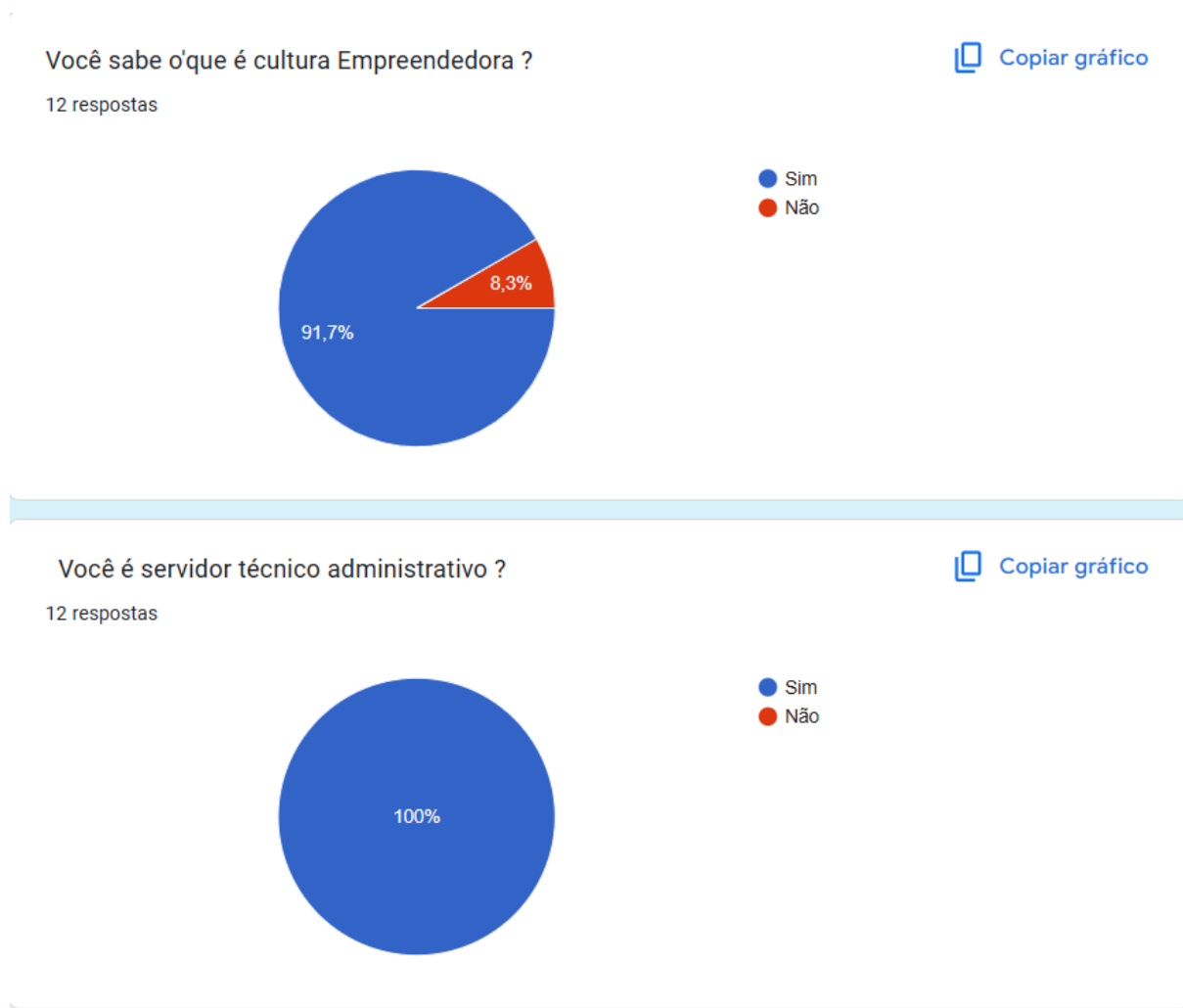
 Copiar gráfico**Source:** Own (2025).

In this first figure the questions asked are to better identify the nature of the participants, so naturally the questions are “how old are you?” and “which gender do you identify yourself as being?”, with the former question having 18 to 25 years ; 26 to 30 years ; 31 to 35 years; 41 to 45 years; 46 to 50 years; and 50+ years as its options. The latter has more straightforward answers, having masculine, feminine and non-binerie as its options.

By those results it is clear that there are none participants between 18 to 25 years old (blue); and also none between 26 to 30 years old (red); 16.7% (yellow) are 31 to 35 years old; 25% (darker green) are 36 to 40 years old; 25% (purple) are 41 to 45 years old; 25% (lighter blue) are 46 to 50 years old. There are none that are older than 50 years old.

The majority of the people identify as female, being 75% (red) of the answered. 25% identify as male. There were no non-binery people.

Figure 02: Data collection, sample identification.



Source: Own (2025).

In this second picture were two questions presented, the first being “do you know what entrepreneurship culture is?” with its options being “yes” and “no”. The next question was “Are you technical administrative personnel?”, once more having “yes” and “no” as its alternatives.

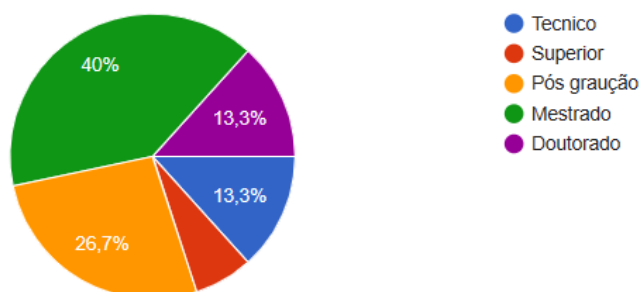
Most of the answers, 91.5% (blue) to be precise, affirm what entrepreneurship culture is, with 8.5% (red) don't know. All of the respondents are technical administrative staff.

Figure 03: Data collection, sample identification.

Em qual escolaridade você se encaixa?

12 respostas

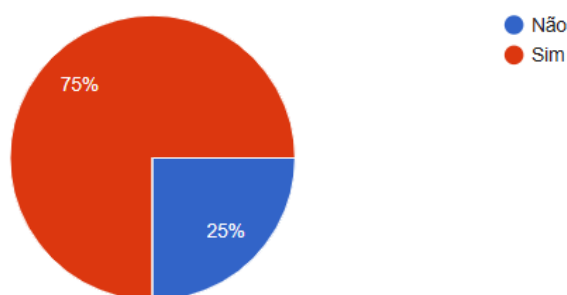
 Copiar gráfico



Você tuam em alguma atividade relacionadas com estudantes em atividades de Pesquisa e/ou Extensão?

12 respostas

 Copiar gráfico

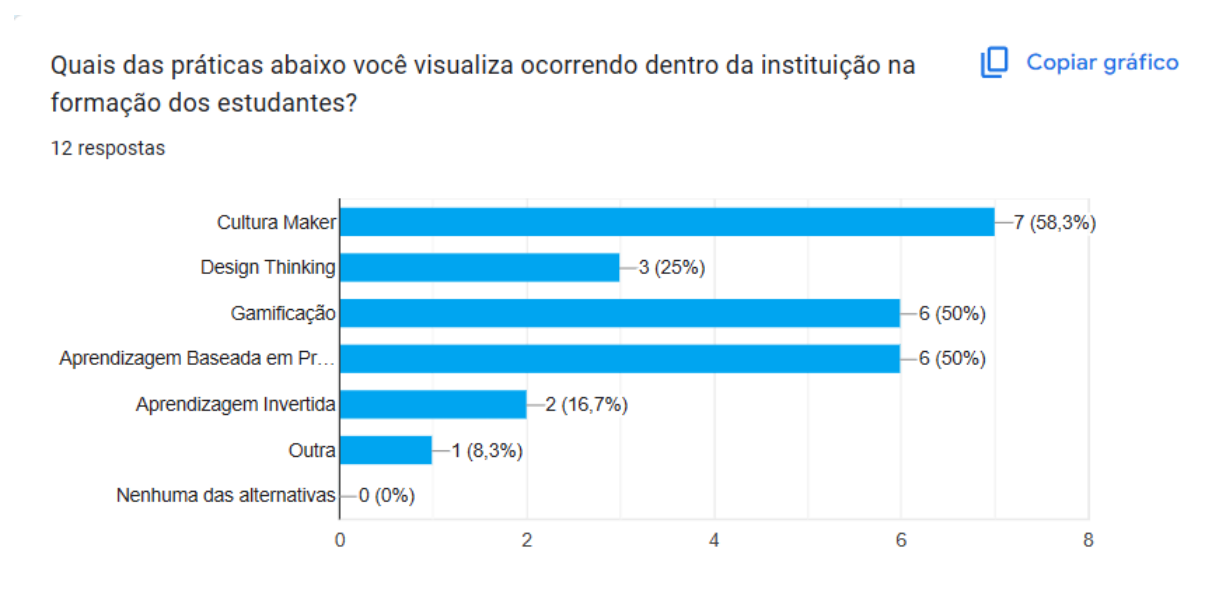


Source: Own (2025).

In this third picture the questions being asked were “What is your level of education?”, with those options being "technical"; "graduate"; “post graduate”; “masters degree”; and “doctored”. Then it was asked “Do you participate in any activities related to students in Research and/or Extension activities?”, the possible answers being “yes” and “no”.

When it comes to education level, master’s degree (green) is the highest with 40%, followed by post-graduate 26.7% (yellow); doctored 13.3% (purple); Technical 13.3% (blue); and finally graduated 6.7% (red), 75% percent (red) of the interviewed say they do participate in some activity related to students in Research and/or Extension activities, 25% do not participate(blue).

Figure 04: Data collection, sample identification.



Source: Own (2025).

The next question was “Which of the practices below do you see occurring within the institution in student education?”, this time allowing multiple answers, its alternatives being “maker culture”; “Design Thinking”; “gamification”; “Project-Based Learning (PBL)”; “inverted learning”; “others”; “none of the above”.

To this question the participants were allowed to select multiple choices. From the top of the graphic, item by item, the answers were: maker culture 58.3%; Design Thinking 25%; Gamification 50%; Project-Based Learning (PBL) 50%; inverted learning 16.7%; Others 8.3%; none 0%.

Figure 05: Data collection, sample identification.

Algum outro método não mencionado acima é usado, cite qual?

7 respostas

Não
Método ou prática listada acima ?!
Produtos: como organização de eventos
-
Incubação de empresas
hackathons
Sala invertida.

Source: Own (2025).

In this fifth picture the questions were “is there some method not mentioned above? If so, which is it?”, with the answer this time being an open ended one, allowing the person to write whatever they desire.

The answers were “no” and its variants; “Products: such as events organization”; “business incubation”; “hackathons”.

Figure 06: Data collection, sample identification.

Quais são as principais características da cultura empreendedora que você percebe dentro do campus?

12 respostas

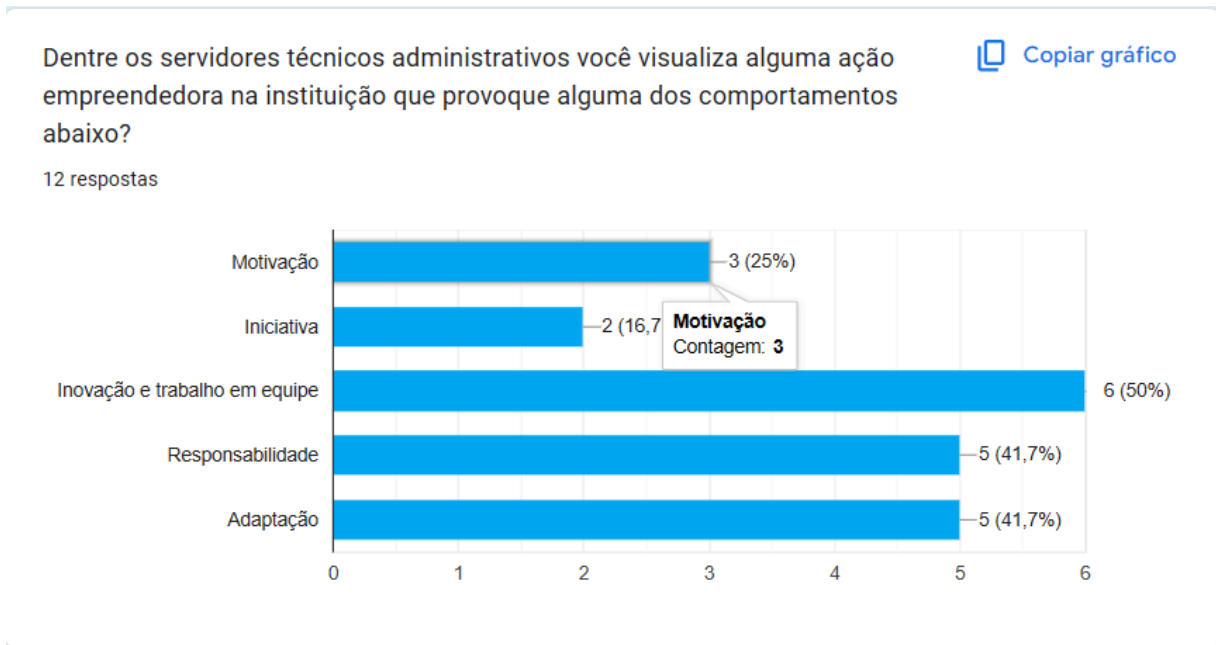
- Ouçø falar de alguns projetos de pesquisa relacionados a cultura empreendedora
- Não vejo muita. Vejo ações dos professores de Adm
- Em projetos de extensão
- Em projetos específicos de pesquisa e extensão.
- Fornecimento das Bolsas de incentivo.
- Projetos ligados a inovação e trabalhos específicos com mulheres!
- Possibilidade de se utilizar dos espaços e estrutura organizacional para promoção de seus projetos
-
- PENSAMENTO CRIATIVO: Laboratórios do tipo maker sendo implantados. PENSAMENTO CRÍTICO: Trabalhar a disciplina de empreendedorismo nos cursos. CULTURA DA INOVAÇÃO: estimular os

Source: Own (2025).

Then the next question was “What are the main characteristics of the entrepreneurial culture that you perceive on campus?”, the answer being once more open ended.

The answers here were variations of “extension projects”, “Possibility of using spaces and organizational structure to promote your projects”, “juniors business”. “Maker labs being implemented. “Incorporate entrepreneurship into courses”, “Encourage students to create startups and participate in startup competitions”.

Figure 07: Data collection, sample identification.



Source: Own (2025).

In this seventh picture the questions were “Among the technical and administrative staff, do you see any entrepreneurial action in the institution that causes any of the behaviors below?”, with its alternatives once more allowing multiple answers, “motivation”; "Initiative"; "innovation and good group work"; "responsibility"; “Adaptacion”.

Figure 08: Data collection, sample identification.

Se marcou alguma das alternativas acima, por favor, nos explique quais são essas ações.

11 respostas

Docentes, Discentes e Técnicos Administrativos possuem controle de frequência, responsabilidades de entrega e necessitam trabalhar em equipe para sanar as dificuldades encontradas no campus,. Faz-se necessária a motivação constante de todos para diliblar os empasses e dificuldades do desenvolvimento da educação no país, principalmente devidos aos déficits e cortes de gastos
Não
Atravez de alguns projetos de extensão se desenvolve muito uma responsabilidade e comprometimento dos estudantes e obtendo muitos conhecimentos sobre empreendedorismo.
Controle de frequência.
Marquei por ser obrigatório para continuidade do preenchimento. Não visualizo ações do tipo.
Observo professores pesquisando e inovando em sala de aula a partir de suas práticas pedagógicas, como projetos de pesquisa e extensão que exaltam a posição e o trabalho de mulheres na sociedade.
A evolução do entorno nos obrigada a adaptar o trabalho aos novos sistemas. A cultura organizacional é

Source: Own (2025).

The very last question in the formulary was “If you checked any of the options above, please explain what these actions are.”, being an open ended question. The answers were “I observe teachers researching and innovating in the classroom based on their pedagogical practices, such as research and extension projects that exalt the position and work of women in society”, “Through some extension projects, students develop a great deal of responsibility and commitment, and they gain a lot of knowledge about entrepreneurship.”, “Faculty, students, and administrative staff have attendance control, delivery responsibilities, and need to work as a team to overcome challenges encountered on campus. Constant motivation is essential to overcome the obstacles and difficulties in the development of education in the country, mainly due to deficits and spending cuts.”.

The participants have mostly between 31 and 50 years, most of them having masters, postgraduate or doctorate degrees. They demonstrate that there is a presence of innovative and creative ideas, many times related to entrepreneurship culture in their daily occupations, and also are keen on the belief that the entrepreneurship initiatives need to be expanded and incentivised for there to be an advancement of technology and society in general.

CONCLUSION

The entrepreneurship culture is relatively recently known by all the people, being first exclusively present in the business and in economy and administration universities classes primarily in the United States then globally, but then rapidly growing and becoming pivotal to the technological advancements that occurred in the next century. The process of creation, followed by innovative thinking and desire to make something new, brought multiple inventions, processes and ideas to life. Those ideas were then utilized by the majority of its intended consumers, until someone developed a new method, machine or process that was more efficient, or economical, or innovative...

That process is known as the innovative destruction proposed by Schumpeter, the natural cycle driven by the entrepreneurs and their ideas that most times makes obsolete the old method and brings something never seen before to the light. That being said, the presence of this culture and way of thinking started to show up on the public spaces only recently, but it is fundamental to understand that all the fields of work, studies and research benefit greatly from having its concepts as its pillar to develop.

In this sense, the technical administrative staff benefit immensely from having contact with innovation and entrepreneurship, as in this process most people develop very desirable traits, such as creativity, responsibility, good group work..., making the presence of the

entrepreneurship culture fundamental for the complete growth of any given industry or enterprise. Seeing as Universities represent one of the three fundamental pillars described by the Triple Helix theory, and one of the most prominent features of an educational institution is to create the minds of students that are independent, creative and innovative, it is natural to those institutions to be the one to push society towards creation and innovation.

To be possible for universities to be centers of entrepreneurship and all it represents, it is necessary for its components to be available to chance, innovation and creativity, making the technical administrative staff absolutely fundamental to the possibility of expansion of entrepreneurship culture. From the collected data, it is possible to say almost all of the Technical administrative staff know what entrepreneurship culture is, and all of them can see at least one entrepreneurial action in the institution occurring, whether it be design thinking, maker culture, or other.

But even though there already is a presence of entrepreneurship culture, there is not enough in the eyes of the technical administrative staff, with some of them affirming that there are few projects and extensions programs on the theme, and there are aspects and ideas that have not yet been explored. They still see room for improvement by suggesting hackathons, juniors business and other measures to develop the entrepreneurship culture on the most varied ideas.

The technical administrative staff already sees some of the effects of entrepreneurship in practice, crediting the entrepreneurship culture by good traits developed, such as motivation, initiative, innovation and good team working, responsibility and adaptability, while believing that there still is room for improvement left. These views make the process of innovation and creation more approachable and beneficial to all, and demonstrate the importance of continuing to improve on those projects and initiatives to innovate.

In the end, the technical administrative staff can already see some of the projects and initiatives on the matters of entrepreneurship, and consequently their overwhelming positive effects, but they believe there is a long way to go yet, wanting to work on those even more.

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