

International Journal of Applied Institutional Governance

Volume 1 Issue 3

A light gray world map is centered in the background of the cover page, showing the outlines of continents and major islands.

Human Resources and Entrepreneurship Within the Economic Dynamism

Ana Martins

Management Division, Business Faculty, University of Glamorgan

Isabel Martins

Jean Piaget University of Cape Verde

Orlando Petiz

European Industrial and International Research Centre (NEEII), University of Minho

Javier Orosa Gonzalez

University of Coruña

ISSN 1747-6259

Abstract

During the last decade there has been a vocal discussion pertaining to economic growth. Nevertheless, a consensus has not been reached among the different studies and various authors. Moreover, while some focus upon the economic growth based on the traditional resources, others choose to highlight the technological changes, and others still pay special attention to the innovation phenomenon. The latter surpasses the technological change phenomenon to a large extent.

In light of the above, this paper endeavours to reflect, question and relate those factors on which hinge the importance of the human resources in the economic dynamism. Yet, in order for these HR, in effective terms, to become a strategic organizational asset, there is a need to verify whether the education that is supplied by the market does indeed perpetrate the entrepreneurial future capacity.

This analysis is related to the fact that we are experiencing the upsurge of a new economic reality, already labelled as an economy based on knowledge where learning takes on a fundamental role. Nevertheless, because the economic agents' reactions towards this new reality appear to be conflicting we shall endeavour to analyse the extent to which the perceptions' of the students are indeed influenced as a result of the responses of the Portuguese students taking Human Resource Management and Management degrees. The objective of this paper is to verify whether the aforementioned degrees do indeed instil dynamism within the minds of the assets of the future labour market so as to promote proactive and entrepreneurial behaviours. The findings seem to demonstrate that the reason for the weak existing entrepreneurial characteristics within the people, seem to be related to the course and the geographical as such.

Keywords: Education, Entrepreneurship, Training, Abilities, Innovation, Human Resources.

Introduction

Entrepreneurship is an essential stone in the development of society. Nevertheless, entrepreneurship is governed by a set of values amongst which are culture, leadership and change. According to our view of entrepreneurship, this paper will highlight a voyage through the various interrelated concepts. The link between HRM and entrepreneurship is highlighted in the very aim of our research. The latter serves to ascertain to what extent the teaching done by various professors instils an entrepreneurship culture and mindset in the students, which are instrumental in the HRM realm. There seems to be a link between the general culture of and those values related to the education system. In view of the fact that Portugal is part of a wider economic European context, we consider it be pertinent to analyse the realities of these two realities: characteristics of general culture and those related to the educational culture. According to this perspective, we endeavour to take into account some of the obstacles imposed upon this theme by the economic, social and cultural contexts. Hence, the variables that form part of this study, namely, openness of character, continuous learning, individual competitiveness, imagination-creativity, the person at centre. Thus this study serves to identify and establish, in potential terms, a comparative analysis between the three geographical distinct settings, namely, Portugal (two northern regions) and Cape Verde.

Culture, leadership and change: the basis of entrepreneurship.

Culture and leadership

There is a strong relationship between entrepreneurship and organizational change. However, such a process puts the Schumpeterian theory into practice which, in turn, was made famous Schumpeter, during the process of his *creative destructiveness*. Alongside this theory is the innovation perspective. Thus the author, considers that it is necessary to learn how to destroy learning and behaviours already created. Consequently change and a more aggressive behaviour are more coherent and noteworthy.

In this context the entrepreneur is a change agent because he “*takes on the reigns of conducting the new processes and new projects*” (Freire, 2000: 331, cited in Petiz e Correia, 2004). He can also be seen as the economic agent who internalized both the importance and the capacity of making decisions about the different perspectives, (Ibid.op.cit.), namely:

- The perspective of directing and making the people aware through strategic thinking
- The operational perspective which entails current, consistent and flexible practices
- The business and organizational intuition perspective dealing with both potential and real opportunities and threats.

According to this perspective, an entrepreneur faces responsibility for his actions, as well as the consequences thereof, leading to a predisposition towards change. This responsibility, however, is the result of the symbiosis of various contexts namely,

professional, personal and social. As far as the allocation of available resources, the decisions faced by the entrepreneur constructs are governed by efficiency (Herbert and Link, 1989). Some authors, as corroborated by Sahlman and Stevenson (1991), emphasise the capacity to identify and explore the opportunities in order to stress entrepreneurship and, thus, to construct strategies adapted to the particular situations.

Schein (1997:5) highlights the fact that leaders also change and create organizational culture while managers and administrators “live within them”. In accordance with Schein (ibid. op. cit.), and with which we also corroborate, leaders do indeed require to “recognize and do something about this situation. It is in this sense that leadership and culture are conceptually intertwined”.

Culture is sometimes applied in different contexts. The specific concept of organisational culture is created through the inequality of meanings. It is in this realm that Schein (1997:8-10) highlights critical issues which may be shared by the team and thus lead to consistency in organizational culture. In this context, Schein points out the following:

1. Observable Behavioural Norms 1
2. Group Norms
3. Espoused values
4. Formal philosophy 2
5. Ground Rules
6. Climate
7. Deep rooted skills
8. Thinking habits, mental models and/or linguistic paradigms 3
9. Shared meaning
10. Rooted metaphors or integrated symbols⁴

Despite the number of critical issues which Schein highlights in order to facilitate an understanding of organisational culture, he focuses on three major groups: i) artefacts (visible organisational processes, considered difficult to quantify and which have a high degree of subjectivity); ii) espoused values (strategies, goals, philosophies which are also seen as reasons for adopting these); iii) base of assumptions (values, perceptions, internalised subconscious feelings and thoughts).

Interaction occurs between these three abovementioned blocks if placed within a specific context. In this way, we understand culture as being an evolutionary process which presets a link between the culture of the organisation’s founder that associated with the experiences of the different members of the group, and which produces new values which, in turn, induces an adoption of culture. Therefore, we agree with Schein (1997:212) in that organisational culture is a process and not a goal. According to Schein (Ibid.) the founder conveys his ideas to the organisation; he is surrounded by a core group which shares this vision, and, in turn, other elements enter the organisation thus prompting the process of creating the history of the organisation. If this group

¹ For this purpose, the author uses language, customs and traditions as examples.

² The ideological principle, which serves as a guideline for *stakeholders*

³ Cognitive shared parameters which guide perceptions through the use of a common language among team members, which are also used as socialization processes.

⁴ Ideas, feelings and team images which develop as a form of self identification of the group.

manages to obtain important shared learning experiences this will gradually develop assumptions about itself and its environment allowing it to survive, grow and develop.

This view of organisational culture set out by Schein is related to Senge's (2001) view on profound change. Senge views leadership as an internal capacity inherent to the human community so as to prepare its own future sustaining of the very process of change. Furthermore, such a process is inexorably linked to the vision of leadership as is set out by Drucker (in Schein, 2001). Therefore, it is fitting for us to establish a relationship between leadership, vision and culture.

Culture and change

The issues of entrepreneurship, according to Kanter (2003), are related to the new criteria for a successful organization. It is within this context, that she emphasises the importance of intangible assets, which include concepts⁵, competencies⁶ and relationships⁷. These three factors give rise to another concept, 'power'⁸ as referred to by Kanter. Power stems from directing the intangibles, which are easily and depreciated. In order for power to be sustainable, it is necessary that it be fed with an entrepreneurial focus by stressing on learning and greater collaboration. It is within this perspective that innovative processes are launched which, in turn, nurture all objectives.

The underlying approach followed by all the authors under analysis, and many others who are not mentioned in this paper, is guided by the innovation processes, a concept which includes change. Hence, we share the opinion that this approach adds value to the overall analysis of the tendency and reinforcement of entrepreneurship.

We also share the opinion that entrepreneurship is based on change. We can well ask what are the alternative and more viable ways of implementing it - how it fortifies the organization and how change is its sustainable base. Other issues arise, namely, those related to the forces which block implementation. These issues are wide ranging, complex and are interlocking. Therefore, within this scenario, we are of the opinion that it is possible to bypass such complexities through an attempt to answer the following questions:

- What does change imply?
- How to implement a change process?
- How to quantify the change results?

⁵ The author links this concept with the latest ideas, the designs and formulations of products or services which, in turn, created value for clients, thus highlighting customer loyalty.

⁶This refers to the ability to turn ideas into applicable forms of extremely high standards which, in turn, are to be used by clients.

⁷ Refer to the alliances within the core business promoting nuclear competencies which, thus, created added value for customers, thereby, opening doors and widening horizons for the organization.

⁸ Power tools include "information, resources and support." (Kanter, 1983:159). Power is derived from the capacity to dominate the intangible assets that leads to customer loyalty.

In order for change to occur naturally, there is a need to do away with the resistance blocks which are against it. This should not be done by decree nor through coercive imposition. It is much wiser to do so through the cultural angle. The less resistance blocks there are, the greater the possibility the employees' will give themselves entirely to the tasks at hand, as well as greater will be the levels of confidence in carrying out these tasks, and there will be also larger levels of information and knowledge sharing. Simultaneously, however, other values arise which may support the ethical culture of the organization, namely, tolerance and mutual respect. We are convinced that the bigger these values are the greater the gains will be for the organisation. In this way, there has to be total commitment of employees, albeit a controlled and guided one through the clear explanation of their responsibilities. In this case, change can be seen as an abnormal disturbance upon the organisation's stability. This "abnormality" is related to the disequilibrium strategy; in order for equilibrium to be created, the foundations need to be laid. This, however has to be ongoing as it a process and not a situation.

In this regard, business culture aims at uniting all its employees and, therefore, it can also be regarded as a linking channel of shared⁹ values. Thus, it "*complements the organisational structure in the creation of a system of relationships which promote integration and coordination in a company*". (Freire, 1997a:478, cited in Petiz e Correia, 2004). In this way the leader, in accordance with whichever type of leadership style¹⁰ he adopts, must set the example by acting as an agent of change. Thus, business culture has its roots in the structural side of business and is not led by the circumstances in that "organisational culture should present itself in an all encompassing and flexible form, which should be a unifying link between all individuals in the company during the course of time". (Freire, 1997a:475, cited *ibid.* op.cit.).

Innovation can be considered as being the business objective, thus "*strategy cannot be formulated by an elite and subsequently be implemented by the masses*" (Hamel, 1998a:51 cited *ibid.* op.cit.). Strategy must, therefore, leverage all the existing imagination within a company, and for this reason, the author states that "*instead of looking only at the financial return of the investments, managers have to bet on the emotional return of the investments, in other words, people are only prepared to get emotionally involved with their companies when they believe that the investment will have a return*" (Hamel, 1998a:52, cited *ibid.* op.cit.).

The abovementioned perspective set out by Hamel (1998a, cited *ibid.* op.cit.) is corroborated by Kanter (1998), Peters (1982), and Peters and Austin (1985). Whereas Kanter (1998:80) deems "the revolution to be an attack from top down upon organisational rigidity, to the restrictions and to traditions", Peters and Austin (1985), on the other hand, consider the revolution to be everything, adopting enthusiasm in favour of innovation through the revolution in the form of destruction; in this way these views corroborate to Schumpeter's magic vision of "creative destruction". The authors believe that businessmen must employ people who are 'crazy' and obsessed by renewal and revolution, hence the reason why they understand the word "destruction" to be the order of the day.

⁹ In Marques (2000:27), the author regards culture as a concept made up of "systemic, shared key values and beliefs".

¹⁰ In this context, we refer the reader to chapter 10 of the handbook, "*Strategia, sucesso em Portugal*", by Freire (1997a), Lisbon: Verbo, as well as, Appendix 10 of , "*Cultura Organizacional e Liderança*".

The “*revolution*” - evokes a ferocious attack on organisational rigidity - contends that change and learning work together; hence, Kanter (1998:81) justifies the fact that “that those companies that are willing to change, recognise that learning and training are no longer exercises to be done from top down, but everyone, including the CEO has to be ready to listen and to learn”.

All the hubbub around the concept of “visionary”, takes into consideration that the embryo of innovation is not to be found here, even though it is wrapped up into a spontaneous creativity (albeit this does not guarantee the sustainability of innovation itself). Mayer (1998:90), however, holds a different view, as he considers that “innovation can not be planned, therefore, it lives from creativity, intuition, spontaneity and from luck”. This is corroborated by Belasco (1992) who sees vision as a form of making a difference, as something which stimulates and inspires people, even though he is fully conscious of the deep need for it to be understood. He believes that language is a form of stimulation. It is within this realm that he is in favour of training through vision, stating that one should “stimulate managers through their consistent use of vision through training” (Belasco, 1992:210).

In this context, Santos (1997a:6, cited in Petiz e Correia, 2004) affirms that “managers and organisations need to prepare themselves to face the future; the answers cannot be found in anticipation nor in prediction, but rather in the creation and reinforcing of competencies. These are linked to generating factors we can well inquire about the alternatives and more viable ways of implementing it in future contexts; these can be systematized in the development of a strategic vision of organizational cohesion and the adoption of a competitive positioning”. Therefore, he is in favour of the human factor, wherein, he believes, the lies competitive difference. We concur with Santos (1997a:7, cited *ibid.op.cit.*) that “the individual is the only factor possessing self-sustaining characteristics which enable him to be dynamic and able to respond to the challenges in a change context”. Peters (1982) also holds with this view; for him the future is based on the foundations of constant change undertaken by everyone and this needs a dramatic rise in their capacity to accept the unstable. This factor leads us to conclude that flexibility is only achieved through the accountability of people.

However, organisational change is yet another type of change relevant in the business context. Both organisational culture and structure are thus placed in disequilibrium. We are, therefore, led to think that this type of change is relevant in the process of innovation, namely, at the social and organisational levels. They are crucial, as they lead to other types of changes and innovation, namely technological change, notwithstanding its incremental and radical position. In this way, we maintain that organisational change leads to other types of changes, previously designated as technological change.

The relationship between change and entrepreneurship

Despite the importance given to the above mentioned authors, others emphasise another view, thus relating entrepreneurship to new ideas and new perspectives with the notion of creating new opportunities. This approach views the concept of change as a way of motivating the entrepreneurship capacity. This approach is shared by Audretsch (1995). Others such as Dubini and Aldrich, (1991:306) view the concept of entrepreneurship as being inherently a network activity; a view also shared by us. According to Dubini and Aldrich, entrepreneurship is related to social capital. In turn,

Aldrich and Zimmer (1986), view social and cultural capital as being of utmost importance in the entrepreneurship activities.

The perspective of personal network is related to these theories, which is based on the premise that entrepreneurship is a social role imbedded in the social, political and cultural context. Therefore, entrepreneurship means searching for change, and can even be considered as embodying change itself. However, one cannot ignore the fact that the Entrepreneur is the instrument as well as the agent of change itself.

According to the above discussion we believe that entrepreneurship itself can be associated with the actual processes of change. There is a current debate in economic literature corroborating this view, namely, Dosi (1988), Dosi, Pavitt and Soete (1990), Drucker (1988; 1991), Metcalfe (1995), amongst others. However, Hofstede et. al. (cited in Audretsch :1995) are slightly more broad ranging in their analysis as they combine both entrepreneurial as well as economic variables with data emerging from cultural variables. We agree with this opinion whereby the level of entrepreneurship is dynamic as it takes both quantitative and qualitative variables into account, in order to identify performance and the level of entrepreneurship capacity.

There is yet another type of change which can be considered as being of utmost importance for the growth and development of business. These are the so-called “creative business” changes. This type of change is important as it embraces both the actual concept as well as the process of innovation as the embodiment of the actual change. The very process of innovation is nurtured by initiative and by business creativity – which holds the entrepreneurship stance.

However, change may originate within the actual market, through the changes compelled by the market. In order for this change to be implemented, however, it is necessary that the economic agent pay attention to the fluctuations which occur in the market. This implies taking into account human being’s specific characteristics in order to analyse the organisation internally as well as externally¹¹.

Both the notion and the importance of entrepreneurship have undergone profound alterations especially in the last decade. This is changing the face of the economic sphere. Given its contribution to change, entrepreneurship can be considered as an element of change both at the social as well as economic level.

In the dynamics of sustainable growth within the business context, one of the most important types of change is that which includes people and is thus known as “human change” or “human development”. This change seems to be strategic as it shakes the communication structures. The accent has to be placed on training in order for this communication to be efficient. Training, considered as being a form of developing the human brain, leads to the enrichment of the people, thus providing them with new perspectives, new visions, and new work practices. Within this perspective, lies yet another embryo for organizational and human change.

However, change may also arise due to the actual market changes. But, for this change to be implemented, it is important that the economic agents take heed of the fluctuations which are noticeable in the market. This implies taking into account the specific human characteristics, through the analysis of the organisation and its external and internal contexts. This is known as a SWOT analysis; it is also known as Porter’s ‘five forces’ analysis. The basic aim of this analysis is to implement strategies; thus,

¹¹ This combined analysis is undertaken by a SWOT analysis.

simultaneously allowing for the optimization of choices, which rely upon those aspects of management, such as subjectivity and intuition.

Innovative behaviour is related to change, as the latter can be understood as a form of innovation. But, what is important to know is how to conceive and to implement a change strategy. This should, however, be based on the leadership principles, as a continuous and controlled involvement of the employees.

The performance of companies can be seen and measured through a wide lens, amongst which are the following:

- Management capacity
- Growth capacity and sustainable development
- Capacity to enlarge market quotas, paying special attention to external markets
- Strategic management capacity

The change phenomenon and subsequently the innovation phenomenon are both linked to the abovementioned capacities.

Schumpeter advocates aforementioned theory of creative destructiveness. This is related to the desirable yet positive disequilibrium factors, from whence the Schumpeterian theory of creative destruction arises. However, we corroborated that, in order for this 'creative destruction' to occur it is necessary that the latter be based on entrepreneurship. This theory focuses on force and the importance of disequilibrium with a hint of the cause and effect processes of organisational change. This destructive creativity is underlined by the creative and entrepreneurial spirit of the businessman, which is supported by innovation, whatever the degree or type.

Empirical analysis

Methodology

The aim of our research is to reflect upon how potential learning effects in turn affect the entrepreneurship capacity of the student. The objective of this study is thus to ascertain the students' perceptions of the training they receive at the three universities. With reference to the methodology chosen, three institutions of higher learning, namely Jean Piaget University of Cape Verde, University of Minho and Lusíada University in Porto were used, whereby we randomly selected students in the Degrees of Management and Human Resource Management. The sample under analysis was randomly selected. Even though our concern was to survey the entire population of those degrees and years, this would be, however, unworkable and, therefore, we distributed the questionnaire to 400 students of which we managed to receive 160 answers. In view of the fact that 15 answers were less clear we decided to eliminate them in order to avoid bias on the analysis.

Therefore, our research totals 125 valid questionnaires for analysis. Moreover, the latter represents a 36.25% response rate which is considered as being reasonable and significant for our current research.

The questionnaire

The questionnaire was authorised by Prof. Simon L. Dolan, Catedrático de la Universidad Ramon Llull, Director of Research - IEL (Instituto de Estudios Laborales), ESADE Business School, Ramon Llull University, Avenida Pedralbes 60-62, 08034 Barcelona SPAIN.

In view of the fact that we are mainly conducting research on primary data we decided to formulate more generalised questions thus enabling us to infer beyond the concept of entrepreneurship. Thus, forty three wide-ranging questions were created. In accordance with the current research objectives we decided to select those which seemed most pertinent irrespective of the answers obtained. In the second stage of analysis it was decided to choose only five of these forty three so as to demonstrate a more cohesive and concentrated analysis. Moreover, age group and gender were also taken into consideration and analysed according to the selected five variables. These variables are thus: openness of character, continuous learning, individual competitiveness, imagination-creativity, the person at centre. These variables are described as follows:

i) openness of character – receptiveness to new circumstances, cultures, challenges. The respondent's perception of this dimension will, on the one hand, demonstrate the degree of sensitivity towards this dimension and on the other hand, convey the individual's perception of how the organization promotes a greater degree of entrepreneurial behaviour through this perception.

ii) continuous learning – enthusiasm towards enriching the individual's knowledge and know how. The respondent's perception, on the one hand, conveys the will to pursue the lifelong learning approach and to be imbued with this culture promoting entrepreneurial thinking, and on the other hand, the degree to which the organization nurtures this approach.

iii) individual competitiveness – person's ability to be demanding on him/herself and also in relation to the other colleagues/employees. The extent to which the individual has inner will and drive to search for challenging situations as well as the extent to which the organization instils this ability in order to promote a high degree of entrepreneurial behaviour.

iv) imagination-creativity: the link between entrepreneurial behaviour and the individual's capacity to introduce innovative ideas as well as the degree to which the organization enriches and promotes the individual's entrepreneurial thinking with reference to this capacity. This will enhance the individual's awareness and receptiveness towards organizational change.

v) person at the centre – the importance of the individual as well as individuality in the organization and its link to enhancing entrepreneurial behaviour on the part of the individuals.. The individual is viewed as an important contributing element thereby ensuring the survival and success of the organization is also stressed. The human side is enhanced as people are given more value and are no longer seen merely as a factor in the production process but are much more important than that. Thus we would further add that the human factor is much more important than other production factors –and so takes on such an important role.

Data presentation

1 Introduction

The data pertaining to the three different institutions was analysed using SPSS 11.5 for Windows; these three institutions all have very different cultures and are situated in very different geographic areas, entailing a population with specific characteristics albeit the data are not entirely comparable but we endeavoured to compare and thus identify a common base. We thus, opted for an analysis of each of the three institutions in order to conduct a comparative and general analysis.

2 Analysis of the individual at Jean Piaget University of Cape Verde

The first variable considered to be most pertinent was the 'Openness of character'. This decision stems from the fact that openness, attention and sagacity may lead to creating the characteristics linked to entrepreneurship. In this way, the results obtained in relation to variables, the genders and age groups, were as follows:

Openness of Character in personal life

| | | Gender | | Total |
|-----------------------|------------|--------|------|-------|
| | | Female | Male | |
| Openness of Character | of little | 1 | 0 | 1 |
| | some | 1 | 1 | 2 |
| | reasonable | 11 | 8 | 19 |
| | complete | 3 | 0 | 3 |
| Total | | 16 | 9 | 25 |

Table 1: Openness of Character * Gender Crosstabulation
(Source: the authors)

If one compares the questions according to the gender and age group, several differences emerge. The female gender is more tolerant and sensitive towards this question. It is not our aim to provide an answer to this issue but indeed it can be considered for future research. Due to our dissatisfaction with these results we pose the following question: can this be related to the patriarchal culture? If this is the case, it seems that the type of culture and social structure imposes certain rhythms upon the actual entrepreneurship mental model.

In relation to the limiting size of the sample, the age variable poses a difficulty to infer more reasonable interpretations. Moreover, it is evident that as age increases the openness to entrepreneurship decreases, and, therefore, it therefore does not produce the expected entrepreneurial awareness. This is most alarming.

Continuous Learning in personal life

(Unit of analysis)

| | | Gender | | Total |
|---------------------|------------|--------|------|-------|
| | | Female | Male | |
| Continuous Learning | little | 1 | 0 | 1 |
| | some | 2 | 0 | 2 |
| | reasonable | 10 | 8 | 18 |
| | complete | 3 | 1 | 4 |
| Total | | 16 | 9 | 25 |

Table 2: Continuous Learning* Crosstabulation
Source: (Authors)

As far as this variable is concerned we shall analyse it in terms of the following criteria: the majority of the population opts for the choice “reasonable”, the male respondents weigh 72% which is high in spite of the female responses weighing 62%. This connotes that reasonable is linked to the classification of this variable is considered as being sufficient as opposed to being “complete” which is linked to being ‘very good’. However, while the female responses demonstrate a tendency to an equal distribution through all the criteria, the male responses on the other hand, tend to be concentrated on the opposing positive poles. This can thus be indicative of the major difference between genders. Thus, it seems to be evident that the need for continuous learning is present amongst the entire population regardless of gender.

Individual competitiveness in personal life

Count

| | | Gender | | Total |
|----------------------------|------------|--------|------|-------|
| | | Female | Male | |
| Individual competitiveness | little | 2 | 2 | 4 |
| | reasonable | 12 | 5 | 17 |
| | complete | 2 | 2 | 4 |
| Total | | 16 | 9 | 25 |

Table 3: Individual competitiveness* Gender Crosstabulation
Source: (Authors)

This variable moves away from the previous one, in that both genders focus on “reasonable” - which coincides with the average of the variable, this is shown by the 75% of the female responses and 55,5% male responses. Thus, these results indicate that individualism adopts a prominent role in the entrepreneurial context. This contradicts the theory which focuses on cooperativism and collectivism. With reference to age, regardless of the age group, the results indicate a reasonable value weighing 58,82%, If we join the answers “complete”, we confirm that the combined percentage adds up to 68% which is highly significant.

Imagination and Creativity in personal life

Count

| | | Gender | | Total |
|----------------------------|------------|--------|------|-------|
| | | Female | Male | |
| Imagination and Creativity | some | 2 | 3 | 5 |
| | reasonable | 8 | 4 | 12 |
| | complete | 6 | 2 | 8 |
| Total | | 16 | 9 | 25 |

Table 4: Imagination and Creativity * Gender Crosstabulation

Source: (Authors)

In general, the responses in relation to the imagination and creativity of the respondents demonstrate that 68% are in favour of “reasonable” and some 32% are in “complete” agreement. In the analysis of gender, the male respondents predominate and comprise 78% of the findings while the female respondents total 63%. The age group demonstrates similar findings.

Person at the centre in personal life

Count

| | | Gender | | Total |
|------------------|------------|--------|------|-------|
| | | Female | Male | |
| Person at Centre | some | 2 | 2 | 4 |
| | reasonable | 8 | 6 | 14 |
| | completeh | 6 | 1 | 7 |
| Total | | 16 | 9 | 25 |

Table 5: Person at the centre* Gender Crosstabulation

Source: (Authors)

This variable presents surprising findings but which were to be anticipated given the nature of the socio-economic reality and the weak infrastructure at their disposal. In general, 72% reveal “some” agreement as opposed to 28% which are in “complete” agreement. The findings obtained according to gender are even more enthusiastic in so far as 89% of the male respondents attribute “some” agreement in comparison to the 62% of the female respondents. In terms of the latter female findings, as opposed to the male findings, there is more concern in demonstrating the importance of this variable in that 38% of female respondents are in “complete” agreement. There are no divergences concerning the behaviour of the age groups.

3 Analysis of the individual at University of Minho

Openness of Character in personal life

Count

| | Gender | | Total |
|--------------------|--------|------|-------|
| | Female | Male | |
| Openness of little | 0 | 1 | 1 |
| Character some | 19 | 4 | 23 |
| reasonable | 24 | 16 | 40 |
| complete | 16 | 10 | 26 |
| Total | 59 | 31 | 90 |

Table 6: Openness of Character * Gender Crosstabulation
Source: (Authors)

We are of the opinion that the findings concerning this variable are of interest as the total number of respondents which show “reasonable” and “complete” agreement reach 73%. This demonstrates that variable’s importance. Comparing the behaviour of the male with the female gender the findings are somewhat different, even though these exhibit “reasonable” and “complete” indicators, as 84% of the males consider it as being of importance and 68% of females share the same opinion. This can be analysed as a personality trait inducing aggressive behaviour. In terms of age group, the behaviour is similar.

Continuous Learning in personal life

Count

| | Gender | | Total |
|------------------------|--------|------|-------|
| | Female | Male | |
| Continuous Very little | 1 | 0 | 1 |
| learning little | 1 | 1 | 2 |
| some | 13 | 5 | 18 |
| reasonable | 31 | 21 | 52 |
| complete | 13 | 4 | 17 |
| Total | 59 | 31 | 90 |

Table 7: Continuous Learning* Gender Crosstabulation
Source: (Authors)

The findings from this variable are similar to openness of character in that 77% of the respondents consider it to be of importance. These findings allow us to assess the respondent’s need for continuous learning. In analysing the behaviour according to gender we are aware of the existence of a great percentage of females, 75% who consider this variable to be of utmost importance, and the 81% of male respondents are indicators which can be considered as being extremely high. Another issue which we consider of importance is the fact that 70 of the 90 respondents (78%) are in the age group between 19-22 years old.

Individual Competitiveness in personal life

Count

| | | Gender | | Total |
|----------------------------|-------------|--------|------|-------|
| | | Female | Male | |
| Individual Competitiveness | none | 0 | 1 | 1 |
| | Very little | 4 | 1 | 5 |
| | little | 8 | 2 | 10 |
| | some | 22 | 13 | 35 |
| | reasonable | 17 | 10 | 27 |
| | complete | 8 | 4 | 12 |
| Total | | 59 | 31 | 90 |

Table 8: Individual Competitiveness * Gender Crosstabulation
Source: (Authors)

Due to the findings obtained in the previous variables, we decided to divide this variable in three sections. The first, made up of “none”, “very little”, and “little”; the second section made up of intermediary values such as “some” and the third section, which includes the maximum values of “reasonable” and “complete”. If we ignore the second section we are aware that in general terms only 18% of the respondents answered “little” agreement in contrast to the 43% which we find in the third block. These findings allow us to conclude that the population under analysis can not be considered as being individualistic and instead is in favour of cooperation and of group work, which is a relevant finding.

In terms of age group, the findings do not have any elements worth mentioning.

Imagination and Creativity in personal life

Count

| | | Gender | | Total |
|----------------------------|-------------|--------|------|-------|
| | | Female | Male | |
| Imagination and creativity | Very little | 0 | 1 | 1 |
| | little | 2 | 2 | 4 |
| | some | 15 | 8 | 23 |
| | reasonable | 28 | 17 | 45 |
| | complete | 14 | 3 | 17 |
| Total | | 59 | 31 | 90 |

Table 9: Imagination and Creativity * Gender Crosstabulation
Source: (Authors)

We were once again surprised by these findings, as 69% of the respondents consider this variable as being of utmost importance, and only 6% of the same population give it assess it as being “very little ” and “little”. In an analysis of the findings of the behaviour between male and female we conclude that there are positive behaviours, the male responses total 65% whereas the females are 71%. We can infer that the data arising from this specific variable demonstrate that the courses taught contribute in some way enrich the mind leading towards greater levels of entrepreneurship. In terms of age group, the findings do not have any elements worth mentioning.

Person at the centre in personal life

| Count | | Gender | | Total |
|----------------------|-------------|--------|------|-------|
| | | Female | Male | |
| Person at the centre | None | 2 | 0 | 2 |
| | Very little | 2 | 1 | 3 |
| | little | 13 | 4 | 17 |
| | some | 20 | 12 | 32 |
| | reasonable | 15 | 13 | 28 |
| | complete | 7 | 1 | 8 |
| Total | | 59 | 31 | 90 |

Table 10: Person at the centre* Gender Crosstabulation
Source: (Authors)

An analysis of these findings shows that the highest scale of the responses constitutes 40%, these being “reasonable” and “complete”. However 36% of the respondents are average, these being “some”; whereas, 24% of the findings are concentrated in the “none”, “very little” and “little”. Although these values are of less quality in comparison to the rest of the variables, they do nevertheless demonstrate that there is a desire to avoid placing the person at the centre of the issues. However, we insist in the need to improve these indicators. If this, however, does not occur, it may well neutralise the potential capacities highlighted in the remaining variables. In terms of age group, the findings do not have any elements worth mentioning.

4. Analysis of the individual at Lusíada University in Porto

Openness of Character in personal life

| Count | | Gender | | Total |
|-----------------------|------------|--------|------|-------|
| | | Female | Male | |
| Openness of Character | some | 0 | 5 | 5 |
| | reasonable | 10 | 6 | 16 |
| | complete | 5 | 4 | 9 |
| Total | | 15 | 15 | 30 |

Table 11: Openness of Character * Gender Crosstabulation
Source: (Authors)

This variable shows data similar to those of Cape Verde. On a general level 70% of the answers pay little importance to this variable, hence the answers to the topics of “some” and “reasonable”, in contrast to the 30% of the answers which are in effect in “complete” agreement. If we analyse the data according to gender we can ascertain that they show similar behaviour seeing that 27% of the male answers are in “complete” agreement in contrast to 33% of the female respondents.

In analysis of the age group it is evident that the respondents in the age group 25-30 are seen to be more negative than the others. If we take into account that this group is in the peak of their productivity, than this indicator is somewhat alarming as it shows that the people don't have an open mental model, one which is based on cooperation, dialogue and listening to others.

Continuous Learning in personal life

Count

| | | Gender | | Total |
|---------------------|------------|--------|------|-------|
| | | Female | Male | |
| Continuous Learning | little | 2 | 0 | 2 |
| | some | 1 | 4 | 5 |
| | reasonable | 7 | 7 | 14 |
| | complete | 5 | 4 | 9 |
| Total | | 15 | 15 | 30 |

Table 12: Continuous Learning * Gender Crosstabulation
Source: (Authors)

The general behaviour of the respondents is similar to that of gender. Thus, in a general analysis it is visible that 30% of the respondents are in “complete” agreement. However, 23% of that same population are in “little” agreement. If one adds a part of the percentage referring to those indecisive respondents but who answered “reasonable” we ascertain that this percentage will rise, this therefore, can be seen as an alarming indicator. It may be an indicator of a reduced aggressive entrepreneurial and business behaviour.

In terms of age group, there is little to highlight except that those between 26 and 27 years old tend to react in a more negative manner.

Individual Competitiveness in personal life

Count

| | | Gender | | Total |
|----------------------------|------------|--------|------|-------|
| | | Female | Male | |
| Individual Competitiveness | none | 1 | 0 | 1 |
| | little | 1 | 0 | 1 |
| | some | 8 | 6 | 14 |
| | reasonable | 3 | 7 | 10 |
| | complete | 2 | 2 | 4 |
| Total | | 15 | 15 | 30 |

Table 13: Individual Competitiveness *Gender Crosstabulation
Source: (Authors)

This variable shows a significant distinction between genders. The male respondents seem to be more sensitive to this variable. This can be seen by virtue of the fact that 60% of the population giving it maximum weight, at the level of “reasonable” and “complete”. This is in direct contrast to 33% of the female gender. However, in general term and for the set of categories which are “none”, “little” and “some” this represents more than 53%. In face of these percentages we can infer that this variable of individual competitiveness is indeed relegated to a second plane. In terms of age group, there is little to highlight.

Imagination and Creativity in personal life

Count

| | | Gender | | Total |
|------------------------------|------------|--------|------|-------|
| | | Female | Male | |
| Imagination and criatividade | some | 3 | 3 | 6 |
| | reasonable | 9 | 7 | 16 |
| | complete | 3 | 5 | 8 |
| Total | | 15 | 15 | 30 |

Table 14: Imagination and Creativity* Gender Crosstabulation
Source: (Authors)

This variable we find that only 27% of the respondents show “complete” agreement. In terms of an analysis according to gender we ascertain that the male sector gives a weight of 33% to “complete” agreement whereas the female sector gives 20%. In accordance with those percentages we are of the opinion that the population suffers from a deficit of creativity and imagination and thus does not allow for the revitalization of the entrepreneurship capacity. In terms of age group, there is little to highlight.

Person at the centre in personal life

Count

| | | Gender | | Total |
|--|-------------|--------|------|-------|
| | | Female | Male | |
| Person at the centre in the organization | none | 3 | 1 | 4 |
| | Very little | 2 | 0 | 2 |
| | little | 3 | 1 | 4 |
| | some | 4 | 4 | 8 |
| | reasonable | 1 | 7 | 8 |
| | complete | 2 | 2 | 4 |
| Total | | 15 | 15 | 30 |

Table 15: Person at the centre* Gender Crosstabulation
Source: (Authors)

The behaviour of the different genders is surprising. Whereas the male gender does not pay importance to the responses “none”, “very little” and “little”, giving these a weight of 13%, the opposite gender gives the same category a weight of 53%. On the other hand, those categories most answered at the level of “some”, “reasonable” and “complete” have a weight of 87%, this is in direct contrast with the weight of 47% given by the female gender to these categories, Therefore, we find a great difference between the genders. Even though the findings of the females are high they are nevertheless considered to be much lower than those of the males, who believe they should be the centre of attraction. 67% of both genders are in favour of this issue. We are of the opinion that herein resides one of the major problems in energizing the entrepreneurial capacity. We can infer that herein resides one of the main stumbling blocks which energizes the entrepreneurial capacity. In terms of age group, there is little to highlight.

5. Analysis of the individual in the organization at University Jean Piaget of Cape Verde

Openness of character in organizations in Cape Verde

Count

| | Gender | | Total | |
|---|------------|------|-------|----|
| | Female | Male | | |
| openness of character in the organization | Little | 2 | 0 | 2 |
| | Some | 3 | 1 | 4 |
| | reasonable | 11 | 7 | 18 |
| | complete | 0 | 1 | 1 |
| Total | | 16 | 9 | 25 |

Table 16: Openness of character in the organization * Gender Crosstabulation
Source: (Authors)

In general, with reference to this variable, it can be stressed that 76% responded “reasonable” and “complete” agreement while 24% chose “little” and “some”. In view of these responses we can conclude that there is some concern in relation to this variable. This can be a positive indication. There is nothing relevant to include in relation to the age group.

Continuous Learning in organization

Count

| | Gender | | Total | |
|-------------------------------------|------------|------|-------|----|
| | Female | Male | | |
| continuous learning in organization | little | 1 | 0 | 1 |
| | some | 4 | 2 | 6 |
| | reasonable | 8 | 7 | 15 |
| | complete | 3 | 0 | 3 |
| Total | | 16 | 9 | 25 |

Table 17: continuous learning in the organization * Gender Crosstabulation
Source: (Authors)

The positive values relating to this variable are situated at the level of “reasonable” and “complete” agreement. While the remaining 28% responses lie in “little” and “some” importance. We are confronted with a particularly relevant indicator in the realm of continuous learning. When a comparison is established between the genders and age groups, there are no great behavioural differences in this variable.

Individual Competitiveness in the Organization

| Count | | Gender | | Total |
|--|------------|--------|------|-------|
| | | Female | Male | |
| Individual competitiveness in the organization | some | 5 | 2 | 7 |
| | reasonable | 10 | 6 | 16 |
| | complete | 1 | 1 | 2 |
| Total | | 16 | 9 | 25 |

Table 18: Individual competitiveness in the organization *Gender Crosstabulation
Source: (Authors)

In general terms, the respondents demonstrate that they are in “some” and “reasonable” agreement with this variable as 92% of the population conveys a less convincing response as opposed to the remaining 8% who are in “complete” agreement with the variable in relation to the variable’s importance. Moreover, the analysis of gender, we identify some difference albeit it is not considered notable. In this way, 89% of the male respondents are unfavourable towards this variable which is in opposition to the female responses which total 94%. These responses are equally weighted amongst the choices within the variable. Thus, in general we understand that the attribution of the lack of importance to this variable, lends itself towards absorbing the obstacles of entrepreneurship. This results from the fact that the individual is not conscious of this variable and this lack of consciousness leads to the lack of awareness of the need for the individual to participate within the organization.

In relation to the age, albeit there seems to be a similar behaviour in all age groups, we observe that the respondents between the 22 and 23 years old, are, in turn, essentially discordant.

Imagination and Creativity in the Organization

| Count | | Gender | | Total |
|---------------------------------|------------|--------|------|-------|
| | | Female | Male | |
| imagination in the organization | little | 2 | 0 | 2 |
| | some | 3 | 3 | 6 |
| | reasonable | 9 | 6 | 15 |
| | complete | 2 | 0 | 2 |
| Total | | 16 | 9 | 25 |

Table 19: Imagination in the organization * Gender Crosstabulation
Source: (Authors)

This variable represents an identical behaviour as the abovementioned variable of Competitiveness as 92% of the respondents demonstrate little agreement towards this variable. The remaining 8% convey their complete agreement towards this variable.

A comparison of the genders demonstrates that in general terms there is some divergence as the male respondents choose to exclude the extreme classifications. In this way, the opposite genders attribute more weight, namely, 26%, to these extremes

in equal proportions (13%), to “little” and to “complete” agreement. In relation to age, we highlight the 23 year old age group who responded negatively.

Person at the Centre of analysis in the Organization

Count

| | | Gender | | Total |
|--------------------------------------|------------|--------|------|-------|
| | | Female | Male | |
| person at centre in the organization | None | 1 | 0 | 1 |
| | Little | 3 | 1 | 4 |
| | Some | 1 | 3 | 4 |
| | Reasonable | 8 | 5 | 13 |
| | Complete | 3 | 0 | 3 |
| Total | | 16 | 9 | 25 |

Table 20: Person at centre in the organization * Gender Crosstabulation
Source: (Authors)

This variable seemed to be of great importance. 64% of the respondents noted they were in general agreement, contrary to 36% of the responses which attribute little importance and distribute the responses to “none”, “little” or “some”. A comparison of the genders leads us to confirm that, even though the male responses exclude “nothing” or “complete” agreement, 56% of the respondents choose “reasonable”. On the other hand the female responses choose to answer all categories. However, the two most answered categories are “reasonable” and “complete” which reaches 69%. From the above analysis, we can infer the traces of individualism, as a success factor for entrepreneurship are evident. In terms of the age group, the behaviour is identical.

6 Analysis of the individual in the organization at University of Minho

Openness of Character in the Organization

Count

| | | Gender | | Total |
|---|-------------|--------|------|-------|
| | | Female | Male | |
| Openness of character in the organization | Very little | 3 | 1 | 4 |
| | little | 1 | 2 | 3 |
| | Some | 19 | 9 | 28 |
| | reasonable | 15 | 13 | 28 |
| | complete | 21 | 6 | 27 |
| Total | | 59 | 31 | 90 |

Table 21: Openness of Character in the organization* Gender Crosstabulation
Source: (Authors)

As far as gender is concerned there are different behaviour patterns. In a general sense the female respondents are in agreement as 36% show a “complete” agreement with the variable. In contrast with the male respondents, these do not go above 19%. However, in general terms, 39% of the respondents provide a negative answer and 39% show “little” or “some” agreement. According to our interpretation this may signify that openness of character may be an obstacle to the entrepreneurship dynamics.

Continuous learning in the Organization

| Count | | Gender | | Total |
|---|-------------|--------|------|-------|
| | | Female | Male | |
| Continuous learning in the organization | none | 1 | 0 | 1 |
| | very little | 4 | 1 | 5 |
| | little | 6 | 5 | 11 |
| | some | 21 | 13 | 34 |
| | reasonable | 17 | 9 | 26 |
| | complete | 10 | 3 | 13 |
| Total | | 59 | 31 | 90 |

Table 22: Continuous learning in the organization *Gender Crosstabulation
Source: (Authors)

The male respondents continue to attribute less importance to continuous learning, as reflected in fact 10% of the respondents are in “complete” agreement while 33% of the same respondents disagree or simply show “some” agreement. On the other hand, the female sector, demonstrates a less favourable position as 32% of the respondents are in “complete” agreement. However, there is yet another disagreeing indicator which demonstrates that 27% of the respondents is in favour of “some” agreement.

In terms of age, we can verify that 31% of the respondents are in low agreement with the levels, namely, “little” and “some”. But, if we verify the age group we can infer that there is some concentration in the responses among the 19-23 year olds from which the response tendency is inverted.

In view of the above findings, we share the opinion that such a situation stems from the low level of intellectual and physical development. Thus, as the years go by, the people are more receptive to the needs and the importance of continuous training.

Individual Competitiveness in the Organization

| Count | | Gender | | Total |
|--|-------------|--------|------|-------|
| | | Female | Male | |
| Individual Competitiveness in the organization | none | 1 | 0 | 1 |
| | Very little | 4 | 1 | 5 |
| | little | 6 | 5 | 11 |
| | some | 21 | 13 | 34 |
| | reasonable | 17 | 9 | 26 |
| | complete | 10 | 3 | 13 |
| Total | | 59 | 31 | 90 |

Table 23: Individual Competitiveness in the organization *Gender Crosstabulation
Source: (Authors)

This variable demonstrates that, regardless of gender and age, there is an entrenched worry in relation to the categories of “some” and “reasonable”. In this way, this variable seems to convey little importance in relation to the respondents in analysis.

Thus, if collegiality is considered to be one of the strongest components of entrepreneurship, then how can the responses be interpreted? In view of these results, we are convinced that the course syllabi of the Management and Human Resource Management Degrees are not launching the roots for entrepreneurship.

Imagination and Creativity in the Organization

Count

| | Gender | | Total |
|--|--------|------|-------|
| | Female | Male | |
| Imagination and creativity in the organization | | | |
| Very little | 2 | 0 | 2 |
| little | 3 | 1 | 4 |
| some | 16 | 7 | 23 |
| reasonable | 22 | 20 | 42 |
| complete | 16 | 3 | 19 |
| Total | 59 | 31 | 90 |

Table 24: Imagination and Creativity in the organization* Gender Crosstabulation
Source: (Authors)

In terms of the gender behaviour we can verify that 68% of the respondents consider that this variable to be interesting and very interesting. However, the female sector continues to attribute more attention to it in view of 27% of these respondents are “complete” agreement in contrast to the male respondents in this category which total 10% . It is here that we encounter yet another diverging aspect between the genders, regardless of age group, which can be considered significant in terms of the behaviour analysis.

Person at the centre in the Organization

Count

| | Gender | | Total |
|--------------------------------------|--------|------|-------|
| | Female | Male | |
| Person at centre in the organization | | | |
| none | 2 | 0 | 2 |
| Very little | 3 | 0 | 3 |
| little | 7 | 6 | 13 |
| some | 27 | 12 | 39 |
| reasonable | 14 | 11 | 25 |
| complete | 6 | 2 | 8 |
| Total | 59 | 31 | 90 |

Table 25: Person at the centre in the organization * Gender Crosstabulation
Source: (Authors)

With reference to this variable, it is considered strange that 80% of the respondents should demonstrate their agreement. Thus, seeing that this variable considers the

person as being the centre of importance, this may indeed lead to the concentration of power. This concentration does not however facilitate the sharing of power which can lead to a negative impact upon the organization’s performance in the future.

Thus, in view of the fact that the responses “none”, “very little”, and “little” do not go beyond 20%, we can infer that both genders represent an identical tendency and attribute equal importance to individualism in the realm of entrepreneurship. In this way, this demonstrates the way to sustain and nurture the entrepreneurial capacity. On the other hand, taking into the age group into consideration, it can be inferred that the behaviours are similar which thus leads to the need for structural change in the thought processes.

7 Analysis of the individual in the organization at Lusíada University in Porto

Openness of Character in the Organization

Count

| | | Gender | | Total |
|--|-------------|--------|------|-------|
| | | Female | Male | |
| Openness of character in organizations | Very little | 0 | 1 | 1 |
| | some | 3 | 5 | 8 |
| | reasonable | 9 | 6 | 15 |
| | complete | 3 | 3 | 6 |
| Total | | 15 | 15 | 30 |

Table 26: Openness of Character in the organization* Gender Crosstabulation
Source: (Authors)

On the one hand it can be inferred that the differences in behaviour are similar in relation to both genders. On the other hand, the response tendency orients itself towards valuing the variable as 70%, thus classifying this variable, in general terms, due to the responses being in “reasonable” and “complete” agreement. This fact is somewhat astonishing. In terms of the age group, the level of relevant physical maturity, however, continues to be expressed through the less positive responses, such as, “some” and “reasonable”.

Continuous Learning in the Organization

Count

| | | Sexo dos inquiridos | | Total |
|---|-------------|---------------------|-----------|-------|
| | | Feminino | Masculino | |
| Continuous learning in the organization | Very little | 0 | 1 | 1 |
| | little | 1 | 2 | 3 |
| | some | 3 | 3 | 6 |
| | reasonable | 9 | 6 | 15 |
| | complete | 2 | 3 | 5 |
| Total | | 15 | 15 | 30 |

Table 27: Continuous Learning in the organization* Gender Crosstabulation
Source: (Authors)

It is astonishing that 33% of the respondents are against the importance of continuous learning in the institution as opposed to 17% which is “complete” agreement.

Individual Competitiveness in the Organization

Count

| | | Gender | | Total |
|--|------------|--------|------|-------|
| | | Female | Male | |
| Individual competitiveness in the organization | none | 1 | 0 | 1 |
| | little | 1 | 0 | 1 |
| | some | 5 | 5 | 10 |
| | reasonable | 6 | 6 | 12 |
| | complete | 2 | 4 | 6 |
| Total | | 15 | 15 | 30 |

Table 28: Individual Competitiveness in the organization* Gender Crosstabulation
Source: (Authors)

In general terms, 60% of the respondents demonstrate that they are in favour of the individual competitiveness. This percentage appears to contradict the entrepreneurial capacity. We share the opinion that if the individual creativity is not collectively diffused, shared and matured it will not present positive effects. However, the fact that this behaviour is shared by both genders is also considered strange.

Imagination and Creativity in the Organization

Count

| | | Gender | | Total |
|--|------------|--------|------|-------|
| | | Female | Male | |
| Imagination and creativity in the organization | none | 0 | 1 | 1 |
| | some | 4 | 4 | 8 |
| | reasonable | 9 | 4 | 13 |
| | complete | 2 | 6 | 8 |
| Total | | 15 | 15 | 30 |

Table 29: Imagination and Creativity in the organization* Gender Crosstabulation
Source: (Authors)

This variable is considered to be one of the base elements for the construction and actual building of the entrepreneurial capacity; albeit some disquiet stems from the findings obtained. In general terms this is due to fact that the respondents attributed an average importance. However, as we analyse the genders we verify that the male respondents have a greater tendency towards imagination and creativity compared to the females as 40% of the male findings focus on “complete” agreement as opposed to the 16% of the female findings. However, in general terms, this variable is not valued by all. This allows us to infer that entrepreneurship is not nurtured through the findings obtained in relation to this variable. In an analysis according to the age groups we verify that the behaviour is similar even though a lower importance is given by the older respondents.

Person at the Centre in the Organization

Count

| | Gender | | Total |
|--|--------|------|-------|
| | Female | Male | |
| Person at the centre in the organization | | | |
| none | 1 | 0 | 1 |
| Very little | 1 | 0 | 1 |
| little | 2 | 1 | 3 |
| some | 7 | 7 | 14 |
| reasonable | 2 | 5 | 7 |
| complete | 2 | 2 | 4 |
| Total | 15 | 15 | 30 |

Table 30: Person at the Centre in the organization* Gender Crosstabulation
Source: (Authors)

This variable produces some dissatisfaction in relation to the findings because in general terms, 83% of the respondents are in favour of its importance. The categories “complete”, “reasonable” and “some” agreement represent 83% of the findings. In this way, the remaining 17% of the findings represent the levels of “none”, “very little” and “little” which lead us to infer that individualism starts to be highly adhered to and which then becomes an obstacle in the entrepreneurial production in Portugal. A few differences were encountered in an analysis of the findings according to gender. The male findings reveal that 93% are in “complete” agreement with this variable, in the categories of “some”, “reasonable”, “complete” agreement while the female findings represent 73% in this variable. The negative responses add up to 27%.

In general, different levels of entrepreneurship are related to the behaviour differences and which, in turn, are more evident in the female findings. The latter shows a greater tendency and sensitivity towards entrepreneurship.

The behaviours are identical in terms of the age groups as there are no divergences in relation to the abovementioned factors in analysis.

Conclusion

Despite the fact that we consider those findings pertaining to Jean Piaget University of Cape Verde as being negative, on deeper analysis we are able to conclude that these are in accordance with the social and economic environments of that area and thus these findings may well not be as surprising as originally thought as these are close to the findings obtained for the Lusíada University in Porto. The less reasonable findings we gathered are indeed many and this is irrespective of the geographic positioning of the respondents. This issue may well be reflected in a less positive behaviour and through indicators of extremely low productivity. Our concern was mainly to ponder upon some qualitative variables with immediate impact and which reflect on the quality of performance of the economic agents. We highlight the creativity and imagination variable as an example, which are not highly valued, and if the lack of predisposition to mental openness is added to this, the result will be a decrease in cooperation and reduced predisposition towards the sharing of knowledge. We consider entrepreneurship as being the foundation for the dynamic factors that sustain aggressive competitiveness. In view of these general findings the economic agents continue to display traits of passive behaviour, which impose difficulties upon the more dynamic traits.

All the findings from the University of Minho demonstrate highly attractive indicators in comparison to the two other universities, namely Jean Piaget University of Cape Verde as well as Lusíada University in Porto. The findings of the University of Minho demonstrate that they are apparently more consistent and more favourable. However, we cannot categorically state that its respondents are necessarily more entrepreneurial than the others. It seems obvious that the curricula taught exert an influence upon the capacity of sculpturing the personality of the students.

An analysis of the organizational environments which form part of this study, and in accordance to the answers given, we are aware that there is a reduced attractiveness and diminished tendency towards entrepreneurship on the part of the institutions as such.

Therefore, it is our opinion that the reduced awareness of entrepreneurship, as well as other more aggressive and dynamic behaviours in the quest for alternative answers of growth and of subsequent development and which are directly related to the actual institution are lacking. However, seeing that the institution is composed of a set of elements, amongst which are professors and scientists, we believe that there must be an alignment in the entrepreneurial behaviour. The students show a great deficit in those variables which are at the basis of our analysis, namely, "happiness", "friendship", and "collectivism", but we are aware that responsibility cannot, however, be placed entirely upon the given situation.

According to the systemic analysis focused upon by Senge, albeit other thinkers such as Lewin, Drucker, Kanter have also written extensively about this, and with whom we also corroborate, we thus consider ourselves as being interdependent agents, who are in constant interaction in the search of economic synergies. In this context, either we are considered as being the raising agent of change, or it is our opinion that change, be it organisational, social and individual, will be difficult to implement. Thus, even if some change is likely to occur, it will not be consistent and, therefore, it will produce negative externalities of entrepreneurship on which the society is so abundant and which forms the basis of our criticism.

References

ACS, Zoltan J. and David B. Audretsch (eds.), 1993, *Small Firms and Entrepreneurship: An East-West Perspective*, Cambridge: Cambridge University Press.

ALDRICH, Howard, 2000, "Learning Together," National Differences in Entrepreneurship Research," in Donald Sexton and Hans Landstrom (eds.), *Handbook of Entrepreneurship*, London: Blackwell Publishers, pp. 5-25.

ALDRICH, Howard E. and Catherine Zimmer, 1986, "Entrepreneurship through Social Networks," in Howard E. Aldrich (ed.), *Population Perspectives on Organizations*, Uppsala: Acta Universitatis Upsaliensis, pp. 13-28.

ALMEIDA, Paul and Bruce Kogut, 1997, "The Exploration of Technological Diversity and the Geographic Localization of Innovation," *Small Business Economics*, 9(1), 21-31.

AUDRETSCH, D. B., 1995, *Innovation and Industry Evolution*, Cambridge: MIT Press.

AUDRETSCH, David (2002), *Entrepreneurship: A Survey of the Literature*, London, Institute for Development Strategies, Indiana University & Center for Economic Policy Research (CEPR), July 2002.

AUDRETSCH, David B. and Roy Thurik, 2002, "Linking Entrepreneurship to Growth," OECD STI Working Paper, 2081/2.

AUDRETSCH, David B. and Roy Thurik, 2001, "What's New about the New Economy? Sources of Growth in the Managed and Entrepreneurial Economies," 2001, *Industrial and Corporate Change*, 10(1), 267-315.

BELASCO, James, A. Teaching the Elephant to Dance. Empowering change in your Organization. London: Century Business

CHIAVENATO, Idalberto (1994), *Administração: Teoria, Processo e Prática*, 2ª Edição, São Paulo, McGraw-Hill.

DALF, Richard (1999), *Teoria e projecto das organizações*, 6ª edição, Rio de Janeiro,

LTC – Livros Técnicos e Científicos Editora, SA.

DUARTE, Helena (2003), "Dinâmicas de Empreendedorismo e Inovação", in *Empreendedorismo e Inovação Tecnológica: Plataformas para o Desenvolvimento Regional*, Braga, Tecminho e Universidade do Minho, pp. 35.39.

DUBINI, Paola and Howard E. Aldrich, 1991, "Personal and Extended Networks are Central to the Entrepreneurial Process," *Journal of Business Venturing*, 6, 305-313.

FOELSTER, Stefan, 2000, "Do Entrepreneurs Create Jobs?" *Small Business Economics*, 14(2), 137-148.

HOFSTEDE, G. (1991), *Cultures and Organizations. Intercultural Cooperation and its Importance for Survival. Software of the Mind.* London: Harper Collins Publishers.

HOLMES, Thomas J. and James A. Schmitz, Jr., 1990, "A Theory of Entrepreneurship and its Application to the Study of Business Transfers," *Journal of Political Economy*, 98(4), 265-294.

KANTER, Rosabeth Moss (2003), "Thriving Locally in the Global Economy", *Harvard Business Review*, August, Vol. 81, No.8, pp. 119-127.

KANTER, Rosabeth Moss (1983), *The Change Masters.* London: International Thomson Business Press.

MILLÁN, Antonio Leal (coord) (1999), *El factor humano en las relaciones laborales*, Madrid, Ediciones Pirámide.

Organisation for Economic Co-Operation and Development (OECD), 1998, *Fostering Entrepreneurship*, Paris: OECD.

Organization for Economic Co-Operation and Development (OECD), 2000, *Employment Outlook*, Paris: OECD.

PETERS, Tom and Waterman, Robert, H. Jnr. (1982). *In Search of Excellence.* London: Harper Collins.

PETERS, Tom and Austin, Nancy. (1985). *A Passion for Excellence. The Leadership difference.* London: Harper Collins.

PETERS, Tom. (1989). *Thriving on Chaos.* London: Pan.

PETIZ, O. e Correia, I. (2004), *As pequenas e médias e empresas e o empreendedorismo: que realidade.* Universidade do Minho, Paper não publicado.

ROBERT, Michel e CORDEIRO, René (1997), *Estratégia de Inovação de Produtos, pura e simples: como o Processo de Inovação Estratégica ajuda a sua empresa a ultrapassar os concorrentes*, Lisboa, Difusão Cultural.

SCHEIN, Edgar (1997), *Organizational Culture and Leadership.* 2nd ed. California: Jossey-Bass.

SENGE, Peter (1992), *La Quinta Disciplina: El arte y la práctica de la organización abierta al aprendizaje*, Barcelona, Granica.

SENGE, Peter (2001), *The Dance of Change. The challenges of sustaining momentum in learning organizations.* London: Nicholas Brealey.

STACEY, Ralph (1998), *Pensamento estratégico e gestão da mudança*, Lisboa, Publicações Dom Quixote.

UHLANER, L.M., A.R. Thurik and J. Hutjes, 2002, "Post-materialism as a cultural factor influencing entrepreneurial activity across nations," ERIM Report ERS-2002-62-STR, Erasmus University Rotterdam.

Appendix 1

The questionnaire was authorised by Prof. Simon L. Dolan, Catedratico de la Universidad Ramon Llull, Director of Research - IEL (Instituto de Estudios Laborales), ESADE Business School, Ramon Llull University, Avenida Pedralbes 60-62, 08034 Barcelona SPAIN, (+ 34) 93 280 6162 Ext. 2483 or 3749 ; Fax (+34) 93 204 8105, Email: DOLAN@ESADE.EDU
c.v.: www.arrakis.es/~dolan/dolancv.html

QUESTIONNAIRE: Dolan y Garcia DpV43 © 2004

A continuación, se le presenta una lista de 43 valores. Al contestar, piense hasta qué grado estos valores *realmente* gobiernan su vida personal y la institución en la que trabaja. (Nota: No existen buenas o malas respuestas, simplemente marque el dígito (de 0 a 5) que refleje lo que usted piensa.)

Valores o principios de acción que *realmente gobiernan* y configuran el día a día en...

| | Mi vida personal | | | | | La institución en la que trabajo | | | | | | |
|--------------------------------------|-------------------------|-----------|---|---|--------------|---|---|---|---|--------------|---|---|
| | nada | | | | por completo | nada | | | | por completo | | |
| 1. Alegría | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Amor-sensibilidad | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Apertura mental | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Aprendizaje práctico continuo | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Armonía estética | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Aventura-valentía | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Calidez | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Coherencia | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Competitividad individual | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Comunicación eficaz | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. Confianza ("creer en") | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. Cooperación-compañerismo | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 13. Cuidado de la familia | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 14. Dinero-supervivencia material | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 15. Disfrute emocional | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 16. Eficacia de resultados | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 17. Empatía emocional | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 18. Equilibrio entre trabajo y vida | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 19. Ética profesional | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 20. Felicidad (búsqueda de la) | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 21. Flexibilidad adaptativa | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 22. Generosidad-compartir | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 23. Humildad | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 24. Idealismo-utopía | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 25. Igualdad (no-discriminación) | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 26. Imaginación-creatividad | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 27. Integridad-tener palabra | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 28. Justicia -responsabilidad social | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 29. Persona como centro | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 30. Libertad-iniciativa | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 31. Orden-organización | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 32. Pasión-ilusión | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 33. Pragmatismo-realismo | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 34. Profesionalidad técnica | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 35. Respeto a los mayores | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 36. Respeto al entorno natural | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 37. Sacrificio-austeridad | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 38. Salud | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 39. Seguridad-prudencia | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 40. Serenidad | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 41. Simplificación de procesos | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 42. Sinceridad-transparencia | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 43. Tenacidad-paciencia | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| SEXO: | | F (_____) | | | | M (_____) | | | | | | |
| IDADE | _____ | | | | | | | | | | | |
| LOCAL DE RESIDENCIA | _____ | | | | | | | | | | | |