

THE CAREER PLAN AND THE PARTICIPATION OF ADMINISTRATIVE TECHNICIANS AS INDUCTORS OF INSTITUTIONAL DEVELOPMENT: THE CASE OF A FEDERAL UNIVERSITY IN BRAZIL

O PLANO DE CARREIRA E A PARTICIPAÇÃO DOS TÉCNICO-ADMINISTRATIVOS COMO INDUTORES DO DESENVOLVIMENTO INSTITUCIONAL: O CASO DE UMA UNIVERSIDADE FEDERAL DO BRASIL

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ABSTRACT

The career plan of the administrative technician's staff of the Federal Universities seeks to stimulate the professional development by harmonizing the employee professional trainings with institutional development. The University, an institution that must correspond to society's desires and needs, has implemented the Development plan for the position career of the technical-administrative professionals in higher education, aiming to enhance the training, skills, and competencies process of its technical staff to carry out the Institution vision and mission. This paper aims to study the technical staff perception, regarding their participation in the management process of a public university in Brazil. The research started in 2016 in an institution composed of eight academic units. We collected data using a closed questionnaire with 19 questions, sent to 821 technical-administrative workers, getting a response rate of 32%. Results show career plan encourages self-development and how employees perceive themselves as reflective with a good education level, learning, and with a prime interest to take part in organizational management; however, they have not felt as taking part in decision-making actions that guide institutional development.

Keywords: Career. Institutional development. Participation.

RESUMO

O plano de carreira dos servidores técnico-administrativos das Universidades Federais busca estimular o desenvolvimento profissional, harmonizando as qualificações profissionais do servidor com o desenvolvimento institucional. A Universidade, instituição que deve corresponder aos anseios e necessidades da sociedade, implantou o plano de Desenvolvimento para a carreira dos cargos técnico-administrativos da educação superior com o objetivo de potencializar o processo de formação, habilidades e competências do seu corpo técnico para levar adiante a missão e a visão da Instituição. Este trabalho tem como objetivo estudar a percepção dos servidores técnicos quanto à sua participação no processo de gestão de uma universidade pública do Brasil. A pesquisa foi realizada em 2016 em uma instituição com oito unidades acadêmicas. Os dados foram coletados por meio de um questionário fechado com 19 perguntas, encaminhado para 821 servidores técnico-administrativos, tendo uma taxa de resposta de 32%. Os resultados apontam que o plano de carreira estimula o autodesenvolvimento e que os servidores se percebem como reflexivos, com bom nível de educação, aprendizagem e elevado grau de interesse em participar da gestão organizacional, porém, não se sentem sujeitos partícipes do processo de tomada de decisão que orienta o desenvolvimento institucional.

Palavras-chave: Carreira. Participação. Desenvolvimento institucional.

1 INTRODUCTION

A social institution is a place where there are practices, actions, and social interactions are fundamental to its organization and development process, either internally or externally. When we speak of organization and management, we do not intend to emphasize that the means prevailed over the ends, however, they must be harmonized to structure an environment of continuous synergy. In this understanding, the institutional aspects of a public university revolve around teaching, research, extension, social responsibility, professors, technicians, and students' performance as well as about the management, safeguarding the democratic and bureaucratic ethos of a public institution (NUNES; SANTOS; TOLFO, 2018).

The construction of a career plan that encourages professional development must align with the institutional interests that present many challenges, especially in the organizational complexity of a public university, both in terms of training and its relationship with professional performance, as well as in the aspect of strategies, tactical and operational actions of the public employee about the institution's interests (RODRIGUES; CARVALHO, 2019). In this sense, the administrative technician's role takes the support of the end and half activities, whose effective participation is crucial to foster the university's development (PINTO; KOSBY, 2018). A career development plan encourages the inclusion of subjects in institutional planning, aiming to achieve their goals. Little is known if a technicians' career plan is also an effective instrument for linking a professional to a function, which could transform it into a management instrument by meritocracy within these organizations (SOUSA JÚNIOR; LOPES, 2019).

The Ministry of Federal Administration and State Reform (MARE) started the State's less-bureaucratization project implemented a managerialism state paradigm in Brazil in 1996. On February 23, 2006, Decree No. 5,707/2006 passed ten years later, outlining the basic principles of Federal Government's personnel management, such as competency-based management, continuous training, and performance evaluation improving public organizations (MEDEIROS; DANTAS; ROCHA SILVA, 2017). Then, public institutions mobilized to implement institutional development plans, aligned with a positions' career plan for technical-administrative in higher education (PDIPCCTAE's), a plan prescribed by Law No. 11.091/2005 (BRASIL, 2005). At this university, this plan got implemented in 2007, and, at its core, an institution like a university, whose management is highly complex, should

enhance the training process, skills, and competencies of its technical staff to carry out the Institution mission and vision (OLIVEIRA; DANTAS, 2020).

Considering the new management paradigms, especially those linked to social management that serve as a parameter for an educational institution and which requires, as a central element, the democratic and participatory process of all social actors (CANÇADO; PEREIRA; TENÓRIO, 2015; TURÍBIO; SANTOS, 2017) we seek to answer the following research problem: do technical-administrative employees take part in decision-making at this University? To answer the research problem, a bibliographic review and a quantitative questionnaire were carried out with the institution's employees to understand their perception of participation in the University's management process. Thus, the general aim of this work is to analyze the technical-administrative staff's perception about their participation in the decision-making process of university management issues.

This paper has five sections, the first is the introduction; the literature review, which presents a discussion on the career plan of education technicians who work at federal universities; the chosen methodology; the research results, and the final considerations.

2 THE DEVELOPMENT PLAN FOR EDUCATIONAL TECHNICIANS IN BRAZILIAN FEDERAL UNIVERSITIES

A career plan must enable the individual and the organization's evolution in a harmonious organizational environment, which transmits security in the rules definition, which provides a more organic sense to institutional functioning. It can also provide a short, medium, and long-term view of the worker's functional life, enabling him to plan his development, considering his professional aspirations. The better the career plan, the greater the motivational factor involved and, the greater its ability to attract and keep talent (AZEREDO, 2019; SOUZA JÚNIOR; LOPES, 2019).

In this sense, the career and job plan is important because organizations use it to define the guidelines that conduct the Employee Training and Development Policy in their internal environment, joint with the organization development itself. Over time, the career plan of the technical-administrative employees in higher education has gone through several stages, reflecting a historical moment of each era in which was produced or reformed. Three decades later, since the first attempts to introduce more advanced mechanisms for job classification and evaluation, the current Career Plan of Technical Administrative Positions in Education (PCCTAE) has reached, which has significant differences from its predecessor: the Single

Plan of Classification and Remuneration of Positions and Jobs - PUCRCE (BRASIL, 1987; BRASIL, 2005).

The PCCTAE has made career management much more thought-provoking while agitating the public employee to go through more complex training stages. This aspect leads institutional management, especially the people management area, to rethink its interface mechanisms with this new employee profile, which is significantly more prepared as it progresses in its career (BRASIL, 2005).

The administrative technician who in this case is a public employee is in the highly complex context of the university with the primary function of operationalizing both the bureaucracy and, most times, the university “machine” management, with the Law, material, and inter-relational challenges. This activity imposes to ensure support for teaching, research, and extension's development and improvement, which are the reason for the existence of federal universities (RIZZATTI; RIZZATTI JÚNIOR, 2004).

An unremitting effort is a need to overcome the internal forces that limit the participation of the technical-administrative in building the university, given integrating the strategic, tactical, and operational plans in favor of the institution's ultimate objectives. (ROSA; CERRUTTI; GOMES; 2020).

Dealing with university entanglement is not a task for those who are ill-prepared, it is necessary to oppose the perverse logic faced, with a certain frequency, by the technical-administrative staff that prevails in the public administration: “who does nothing, do not make mistakes, and who does not make mistakes, cannot be held responsible”. Those who work hard can end up doubly penalized, and this generates dissatisfaction and does not contribute to the promotion of innovation (JANISSEK et al., 2017; OLIVEIRA; DANTAS; 2020).

Introducing the public employee in the complex university context does not happen in a disorganized way, therefore, it is necessary to have a key-mediator of the relationship between the employee and the university, which is embodied in the career plan, whose fundamental role associate with success in enhancing the employee's qualities in favor of the institutional goals (SOUSA JUNIOR; LOPES, 2019).

The legal framework that established the guidelines for structuring the Development Plan of the Members of the PCCTAE by Decree No. 5.825/2006 (BRASIL, 2006) defined competencies standards to be appropriated by the technical-administrative staff, to give them a strategic role in Public Higher Education Institutions (IFES), namely: their insertion as a

subject in institutional planning; the ability to build solutions to institutional issues; critical reflection on their performance concerning institutional objectives (MEDEIROS; DANTAS; ROCHA SILVA, 2017).

In this context, it is visible that PCCTAE is a potential conditions inducer to enable the improvement of quality in the provision of the services, in compliance with institutional objectives; the continuous development of individual and collective potential; professional achievement as citizens; be an agent in the integration between organizational environments and different areas of knowledge; and, finally, its preparation for management activity development, such as the exercise of leadership functions, coordination, advice, and direction (JANSEN, 2015).

Indeed, the plan's structure merges the technical-administrative professional as a person who thinks and does, aligned with the logic of a modern and attentive state, especially to the desires of contemporary society, inserting it in discussions IFES policies. This attribute is in line with the vision of the authors Nascimento Martins and Lima (2013), for whom development and organizational renewal today, only make sense if they represent an attempt to give people a sense of true social participation.

The PCCTAE goes far beyond the structural issues inherent in a career, such as the list of positions, classification levels, and salary standards, it has brought progress in terms of people management. The principles and guidelines brought in the IFES led to a change in culture, strategies, and techniques that are still in full construction and that are not yet visible in all its dimensions (SILVA, L.; FADUL, 2011).

The structural changes induced by the PCCTAE occur slowly, but steadily, as the technical-administrative staff gets qualified. Since we base it on employees' training on long-term programs, it may take decades to feel the progress because the reflexes of the paradigmatic innovations are still underway (MARTINS; 2019).

3 METHODOLOGY

This paper results from a master's thesis, which analyzed the participation of technical-administrative staff in the management of a Brazilian public university. The present case study started in 2016 through documentary, bibliographic, and quantitative data research. The research sought to summarize the individual's interrelationship with the organization, starting with a historical analysis up of the most recent perspectives on the individual's position in the

working world. The essential foundations that influence organizations' behavior, such as structure, culture, politics, and power, were also analyzed. This analysis helped to understand how the technical-administrative employees interact with the University. The creation of the Brazilian university, its background, the university today, and its trends are also observed. This step was important for a deeper understanding of the management model of this university.

Besides the bibliographic research, we carried a documentary investigation to understand the aspects that make up the management model of the University. This research procedure, according to Fonseca (2002, p. 32), “uses more diversified and dispersed sources without analytical treatment, such as statistical tables, reports, official documents, legislation, resolutions, norms”. For this paper, the research data carried out through a questionnaire composed of 19 closed questions, applied to the technical-administrative employees of the University, considering all seven campuses and the rectory. In 2016, this institution had approximately 821 technical-administrative employees; while 262 of them agreed to answer the questionnaire, which is equivalent to 32%. The number of answerers from each campus was directly proportional to the total distribution of servers per campus. We made the questionnaire using Google Docs and sent it via e-mail to technical-administrative personnel for self-application.

Data analysis was performed using the Likert scale, whose intensity varied from 1 to 10, with 1 meaning minimum intensity and 10 meaning maximum intensity. According to Silva Júnior and Costa (2014), in multiple items' scales with reflective measurement to the construct, reliability is better in scales whose measured items with over 7 points, gaining in psychometric consistency, anchoring the extreme levels of agreement on the numerical limits, and leaving the remaining points as intermediate levels of agreement. This even allows you to use a larger number of points, such as 1 to 10 or 0 to 10.

However, to adapt the analysis to the Likert standard, the responses were grouped two by two, according to the model (Table 1).

Table 1 Likert Standard Analysis Adaptation Model

Question “x”:				
<i>Very Low Intensity</i>	<i>Low Intensity</i>	<i>Medium Intensity</i>	<i>High Intensity</i>	<i>Very high intensity</i>
1 e 2	3 e 4	5 e 6	7 e 8	9 e 10

Source: Silva Junior; Costa (2014).

Despite a series of criticisms and eventual denials of the very possibility of measuring certain variables (such as desire or pleasure, for example), measurement remains the viability mechanism for the development of empirical research associated with abstract constructs, particularly in the social and behavioral sciences. An advantage of this type of scale is the possibility of analyzing at least two dimensions: content and intensity (SILVA JÚNIOR; COSTA, 2014). Finally, the items in the questionnaire were crossed to expand the level of information that could provide reliable answers to the research problem. Data analysis was performed using the Statistical Package for Social Science for Windows-SPSS.

4 RESULTS AND DISCUSSIONS

The Decree No. 5,825 / 2006 (BRAZIL, 2006), which establishes the guidelines for the development of the members of the career plan, strengthens the strategic role that is attributed to technicians, breaking with the Taylorist logic of a server involved in mechanical assignments and limited to mostly operational activities.

At the time of the research, the university under study had 821 technical-administrative employees distributed in seven academic units, with 262 civil employees agreeing to answer the questionnaire which is equivalent to 32%, being 51% male and 49% female, distributed in the campus units: A1 (14%), A2 (3%), G1 (7%), M1 (3%), P1 (25%), T1 (4%), PN1 (7%) and in administrative headquarters R1 (37%). The people participation who responded by the academic unit has a similar proportion to the number of technicians assigned to each of the University's administrative units. Regarding the level of classification in the Career Plan, 134 (51.1%) of the respondents are from level E (higher education), 118 (45%) from level D (high school and vocational education), and 10 (3.8%) level C (elementary school). Although there are 18% more level D employees than level E, their participation was higher in terms of the number of answered questionnaires. The technician's distribution regarding who answered the questionnaire by the length of service obeyed the following order: 32% from 1 to 3 years of work, 13% from 3 to 6 years, 27% from 6 to 9 years, and 28% from 9 to 12 years activity at the University.

Given this general characterization, we observe that most of the answers bases on the largest academic/administrative units (A1, P1, and R1) and those that present greater complexity in their management. When analyzing the data related to the technical-administrative employee's careers with higher education (TAEs) at the University, we see that

76.25% of them who are in the D classification level have training above the minimum training required to enter the position. Although no level D employee has yet reached the last stage of career training, the doctorate, 8.12% have already reached the penultimate level (master's degree) and 41.25%, the previous one (specialization).

Among the level E employees, 83.43% have training above the minimum required to enter the career, and those who have already reached the last level (doctorate) do not reach 1%, which shows that the university, for a long period ahead, should make efforts to continue supporting the training of its technical employees, and, above all, to develop mechanisms so that they can use the knowledge gained in favor of institutional development.

The institution's staff is still young, so we can say that there is already a progressive search for the training and that there is still a long way to be followed by technicians until they reach the last level of their career.

The first technical-administrative staff joined the University in 2004 and the PCCTAE was created in the following year, so in a short time, the Career Plan had a powerful influence on the daily lives of employees and the Institution. But would the interest in training also occur in an older university, whose employees had spent a good part of their careers in a previous plan, would also have the same motivational impulse for training and, therefore, the interest in qualifying would not be in function of the PCCTAE?

A study carried out at the Federal University of Alagoas, by Oliveira Toledo (2018), whose aim was to analyze the influence of motivational factors in the search for training after the PCCTAE implantation revealed that 88% of the employees sought to qualify only after the creation of the plan. This shows that the current career plan was a driving factor for the staff to qualify because of the incentives they provide in a long term, not only in cash but also motivated by the expectation of their insertion in the more complex issues of the University.

Another relevant aspect is that administrative practice has shown distinction between the levels of classification C, D, and E that, at first, are like markers for the occupation of functions when they enter the University, but over time they lose part of their meaning, and since the Institution has employees whose entry requirement was high school (D), but they qualified and today have a higher instruction than some employees who have higher education (E). In addition, employees with secondary education, even though they do not have a higher training, may have a profile that makes them have greater functional resourcefulness than

higher-level employees. Indeed, there is a tendency to play a more relevant role in the institutional context.

The questionnaire data show that 72.7% of those who responded (adding the percentages of medium to very high intensity) feel that they are active subjects and participants in the management process. We found a similar pattern when asked if they felt encouraged to give ideas about strategies and decisions in their work, when 79.8% answered yes, at a level that also varied from medium to very high intensity.

Despite feeling integrated into the management processes, 81.5% said that the power authorities limited their participation in the work activities, the vast majority of technicians have the perception that it is possible to advance further in their institutional issues. This limitation translates into an obstacle to the full exercise of the technical function in the political and strategic dimension that the career plan seeks to induce. One of the major factors that lead to this limitation feeling is that the University concentrates the formulation of its fundamental policies and guidelines in the circle of its central leaders, leaving little scope for dialogue with other instances (KJELDSEN; HANSEN, 2016).

This confirms when compared to the other question, which asks whether they call the technician to propose solutions for the University, even if it does not correlate with its sector. The questionnaire showed, in a range from medium to very low intensity, that 69.4% of employees have little opportunity to exercise more comprehensive participation, which concerns issues that are outside their functional environment.

To a large extent, this low level of technical-administrative participation in issues that do not directly concern their daily activities is a consequence of the University's rigid organizational hierarchical, vertical, pyramidal structure, which would not offer conditions of flexibility and functionality to meet environmental changes, confining the employee to an operational hesitation that ends up impoverishing the organizational dynamism (KJELDSEN; HANSEN, 2016; LODI, 1970). The technical-administrative employees interviewed showed great interest in participating in The Federal University of Tocantins (UFT) administrative issues, even when these do not directly concern their sector. Only 8.4% of the answers showed low or very low interest in participating in the general University administrative questions, the majority want to take part actively in the management processes.

It happens, however, that most of those interested employees do not find space because of the established organizational pattern, so without mechanisms that allow their

participation systemically, giving up management to formally established managers, it's an eminently Taylorist movement. There is a potential "inhibited" of individual competencies, many of them developed by the career plan induction waiting to be used in the significant University issues, therefore, it is necessary to create fluid mechanisms that make this participation workable (RODRIGUES; CARVALHO, 2019).

When asked about their level of interest in participation, they showed they would be interested in participating in the management processes, not only at the operational level, but 85.5% answered that they have a high or extremely high interest in participating in institutional development and at the strategic level. At this level, the concept of man, society, education, and management is decided that the institution will pursue in its history, the objectives are determined, and the strategies are established (CHANLAT, 1996). It is through the participatory process, especially at the strategic level of decision-making, that the individual perceives and experiences the social function of his institution, in an anti-alienating and motivational process that, if well conducted, can bring benefits to both individual and the institution (MORGAN, 1996).

In this perspective, it is visible that shared university management guarantees the political commitment of its actors, expanding the general commitment to achieve the objectives, gathering knowledge, skills, attitudes, and emotions at a cause's service in a more cooperative way, by conviction, leading to the improvement of the general aspects of the management processes (GEMELLI; FILIPPIM, 2010).

Another aspect investigated was the probable impact of the recognition of individual merits and competencies in the organization: 94.7% of the responses declared, at a high and extremely high level, that a management process that considers the merits and competencies of the technical-administrative employees would create a truly participatory change environment. Participation is one of the most important themes of organizational theory and practice, whether as a central concept or as a social technology, it is not only morally recommendable, but it reduces alienation, increases motivation, ensures efficiency, productivity, stimulates harmony, and enriches the personality (HAMMOND et al., 2015; MENDONÇA, 1987; VAN DER KOLK; VAN VEEN-DIRK; TER BOGT, 2019). People must be able to influence the decisions that affect them and have a participatory model that promotes the individual to increasing levels of decision-making participation, which can be one way to overcome most organizational conflicts. When referring to participatory

management, Gonçalves et al. (2017), Turíbio and Santos (2017) state that it improves productivity because of the high motivational index created by the conscious involvement of the parties in established objectives. Regarding the expansion of technicians' collaboration, the research showed that most of them will take part at the strategic and/or tactical level and 72.7% answered that they would be highly or extremely willing to leave their routine to discuss the major topics of interest to UFT, through participation in events, work groups or management committee, for example.

In environments where staff's training levels are high, but, conversely, activities attributed to it do not provide challenges and proportional responsibilities, there is a gap between the capacity and the real use of intellectual capital in the work process, generating an underutilization that needs to be addressed. Mutually, if the staff's intellectual capital is inferior to the needs of the organization, the staff's training must be provided. In both scenarios, when very accentuated, need to be corrected to avoid, in the first case, demotivating workers, and in the second, the procedures' distraining and unproductiveness at work. In the first case, technicians' participation in the limiting activities of their sector could prove to be a viable alternative to generate motivation and improvement of the level of services provided (SILVA, A.; BARROS, 2018).

Understanding technical-administrative staff's perceptions regarding motivation, recognition, participation, and functional preferences bring fundamental elements for understanding the reflexes of the management model adopted by the University in the life of the technical employee. Relating these issues to others, such as workplace, length of service, sex, and level of classification in the career plan can provide more accurate information, which may reveal other important nuances for the organization's management.

The questionnaire showed that 92.7% of the staff showed they prefer to work in a flexible administrative environment, which allows greater creativity, interaction, and participation. However, only 51.1% showed they perform extraordinary activities, which require alternative solutions and learning, and 48.9% reported that most of their work at the Institution relates to repetitive activities, with little need for creativity. These numbers show there are still adjustments to be made to the management model, to make work more motivating for many technical and administrative workers. The matrix organizational model, adopted by the University, which is pyramidal and vertical, generates a series of obstacles, as it obstructs flexibility and an innovation environment. The main negative point of this model

is that, when highly specialized individuals are restricted to a single sector, their talents end up being monopolized and underutilized. The rigidity of this model also stimulates power disputes because of the confusion of roles and ambiguity, disputes by the best specialists and conflicts, when it is not clear who reports to whom, generating insecurity and stress, says Robbins (2009).

Although 63.2% of employees pointed out that they have access to managers, at a level that varies from high to very high, this access has not reversed employee involvement with professional challenges that involve the organizational context concerning issues external to its sector environment. This limitation imposed by the current management model ends up inhibiting the evolution of the individual and the organization towards a more harmonious, participatory, organic, and functional environment, helping to reduce the motivational factor involved. The organizational model implemented has become a barrier so positive aspects foreseen in the Career Plan can promote the desired effects.

Another preponderant factor, when considering technical-administrative participation expansion in the Institution's strategic context, is the quality, which will be as high as the more qualified the individual is. The training process has the role of unlocking the individual's potential, such as improving skills and knowledge to make him/her able to collaborate in institutional goals achievement, as stated by Ferreira (1989), besides the emancipatory bias, consequence of the reduction alienation.

The data shows that 480 technical-administrative employees level D, 76.25% went through some progression by training, and the 332 technicians, level E, this percentage rises to 83.43%. Therefore, it means the University has a technician staff relatively prepared for better complexity actions than when they entered the Institution. Looking at the increasing training levels, fostered by the progression possibilities provided by the career plan and internal incentives such as person training license, scholarships, and University's programs, skilled staff is gradually progressing, and most times possibilities go beyond the universe of needs inside the sector. In an organization such as a federal university, where management processes need to operate at a high level because of their complexity and their fundamental role in social development, allowing the prevalence of underutilization of employees is an inconsistency undesirable if we consider that the Brazilian State could not provide satisfactory responses to society's expectations regarding the provision of public services (BRESSER-PEREIRA, 2018).

The research showed an emphasized underutilization at the University, showing a defect in its management model. When asked if the institution has provided conditions for the individual to use the gained knowledge in training courses (undergraduate, specialization, master's degree, and doctorate), 51.1% of the answers showed that this occurs at a level of medium to very low intensity. Training and qualifying are highly desirable, but they will not add value if the institution does not have a management model that allows the individual to put into practice the newly gained knowledge, under the pressure of generating great frustrations, as observed by Xavier (1996). Lima (1996) points out invitation takes part in decision-making processes, and challenges presented by new tasks may be the object of great satisfaction.

Employee motivation is another key factor for performance. When we consider the levels of motivation intensity, 57.46% of the level E declared they have high or highly motivated. The level D index rises to 59.31% and level C to 60.26%. It is possible to verify that the lower the classification level there are more motivated employees. Meanwhile, when the employee has a higher education level, they want to perform more complex activities. Hence, the E-level employee may be less motivated than other levels because he/she cannot perform more challenging and more exciting activities concerning his/her potential. This statement gains more relevance when we observe that 92.7% of the answers show employees prefer to work in a flexible environment, allowing greater creativity, interaction, and participation. However, 48.9% of them perform repetitive activities, with little need for creativity.

If this means a trend, it becomes a worrying factor for management, because the more qualified the employee is, the greater his sense of limitation to the University's authority powers, which can lead to a progressive general demotivation phenomenon and a drop in income and quality of services provided to society. According to Magalhães et al. (2006), it can even contribute to discouraging employees from undertaking new training courses, as there seems to be no point in making this effort when it is perceived the impossibility of applying what they have learned.

The questionnaire data show these employees enter the University with an expressive level of enthusiasm that probably motivates them to seek participation in the issues they believe they can contribute. This willingness to take part collectively with the lack of channels

that allow their participation may lead these employees to feel limited by the instances of power (SOUSA JUNIOR; LOPES, 2019).

Considering participation shows the level of involvement with the organization, data shows the University provides conditions for these individuals to express their creative potential through their active collaboration in the management processes limited to their sectors. Even with harnessing the employee's potential only to his sector, this reality still has the potential to be improved, as a not-insignificant contingent of 27.1% still feels little or very little participatory.

According to McGregor (1980), this majority involvement creates opportunities under conditions, so people can influence the decisions that affect them, exercising everyday actions to achieve goals of mutual interest and sharing the results. The University has been relatively successful in reducing the differentiation between those who plan and those who implement, those who think, and those who perform and suffer consequences, reducing functional alienation regarding the specific environment employees perform their functions (sector).

This participation feeling puts managers in a more comfortable position when they need to implement organizational changes because, as stated by Marcelino (2018), the perception of participation facilitates administrative modernization experiences, allowing more immediate results.

Other relevant data observed by the research were that the employees are motivated, most of the time, working at the University. The motivational intensity reached 83.6%, in the spectrum that varied from medium to very high intensity. Only 7.7% of employees showed they were very unmotivated with their work at the University.

This aspect has particular value, as it has a direct impact on productivity. According to Robbins (2005), motivation generates intensity, direction, and persistence at work. Individuals dissatisfied in their activities enter a state of discouragement and apathy leads to reduced productivity, with direct damage to those who depend on services: society. As for the employees who claimed to be very unmotivated, the University must try to understand the causes of their frustrations and seek solutions to reverse this situation, searching to avoid its expansion (SOUSA JUNIOR; LOPES, 2019; OLIVEIRA; DANTAS, 2020).

An organization with a dose of the “incubator culture” according to Trompenaars (1994), based on the central idea of evidencing individual satisfaction, with a tendency to be more personal and democratic, aiming at releasing people from routine, reducing automation

time, and stimulating creativity, where the hierarchy is minimal, with leadership not being imposed, but conquered, it could be a promising path for the University.

5 FINAL CONSIDERATIONS

The principles and guidelines brought by the PCCTAE can induce a culture change, strategies, and techniques in the IFES that have not yet been felt in all its dimensions. The slow but constant may cause this change training process of its technical and administrative staff. If we consider that something based on employees' training on long-term programs, it may take decades before the reflections of the guidelines presented by the plan will be fully felt.

The technical-administrative staff is doing their part, stimulated by the career plan and pursuing their personal development, they have embarked on an intense training process. About the level D technicians, 76.25% already have education above the minimum training required to enter the career, and at level E this number reaches 83.43%.

Considering the University had, at the time of this research, only 13 years of effective implementation and the vast majority of employees joined after its first years of operation, there is an intense hunt activity for functional training. This increases the University's urgency to improve its management model so they integrate, in the most organic way possible, the present and future human potential.

Technicians showed they want to express qualities and competencies, whether to feel useful to relate in an enriching environment with others or to overcome frustrations in life, maybe to take part in the recognized fulfillment through work that corresponds to their personality, their talents, and desires. This involvement might lead to a feeling of gratification and pleasure at work, paving the way for many institutional signs of progress.

The technical-administrative staff wants to take part in the University management processes in a more comprehensive way. The research results are encouraging, and the employee's profile aligned with what the literature points out as the worker profile who has a well-developed critical-analytical capacity to his position in the work world, who wants to be an active subject in the institutional development daily life, having the right to have a speech in the decisions of your group and multipurpose in functions. The technical-administrative staff presents themselves as reflective individuals with a good level of education and ample

learning power, highly desired ingredients for the qualified institutional development process experience.

Most technical-administrative staff have a high education level has an interest in participating in organizational context at all levels as they believe that a management process, considering merits and competencies, would create a genuinely participatory environment change, following the tendency, according to Penteadó (1996), that University management will become shared, creating opportunities for citizenship and democracy exercise.

Finally, considering the research data, the Institutional Development Plan's PCCTAE allows personal and organizational development, yet, by itself, does not guarantee the technical-administrative greater participation in management, since the current university management model is a limiting factor for the transversal participation of the technical-administrative employee, besides their sector.

To complement the information, qualitative research techniques could have been used, such as semi-structured interviews, so that we could better observe what the administrative technicians think about their role and participation in university development. This is a limitation since the answers show only the perception and do not leave any scope for other interpretations and inferences.

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