

What Are The Expectations Of Business Administration Students For Building A Career? The Case Of A University In Rio De Janeiro - Brazil

Marcello Calvosa¹, Isabela de Melo Franco², Ana Alice Vilas Boas³

¹(Departamento de Ciências Administrativas, Instituto de Ciências Sociais Aplicadas/ Universidade Federal Rural do Rio de Janeiro, Brazi)

²(Departamento de Tecnologia da Informação/ Instituto Federal do Rio de Janeiro, Brazil)

³(Departamento de Administração e Economia, Faculdade de Ciências Sociais Aplicadas, Universidade Federal de Lavras, Brasil)

Abstract

Background: The Academic Week SIGICar - Academic Week of Integration, Management and Career Insights is an extension action developed by professors and other actors from UFRRJ, Seropédica campus / RJ, Brazil. SIGICar was proposed as a space for dialogue and sharing of experiences among various professionals from UFRRJ and the labor market, guided by freedom of expression, to develop a critical sense and provide a responsible formation in the student of Business Administration and, by extension, in all guest students of the Institute of Applied Social Sciences - ICSA / UFRRJ.

Material and Methods: A survey was answered by 168 participants (n = 168), among Business Administration students of the institution, participants (n = 71) and future participants (n = 97) of the event. The research question was: Which formats, themes and career ideals could be offered to HEI students in the Business Administration course, so that their involvement is more participative and this extension action can promote a contribution in the students' professional and personal formation?

Results: In the construction analysis of the Business Administration student's career at UFRRJ, perception and metamodels parameters of archetype creation (models to be followed for career development) were analyzed, as evidenced previously. Students have high expectations regarding their career conduction, showing concern about its development and management.

Conclusion: The formats and themes to be offered in an extension event to promote the proper contribution in the professional and personal formation of students seem to oscillate according to four variables: face-to-face or distance learning modality; age of the student, time of professional experience and proximity or not from the place of the event to the participant's residence. And these factors should be taken into account in future proposals for extension events, whether at UFRRJ or at least in another institution that approaches the reality of Applied Social Sciences.

Key Word: Academic week; Career; University extension; Professional guidance; Teaching.

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I. Introduction

Interdisciplinary themes are fundamental to establish success in work and life in the 21st century, preparing students to enhance skills and competencies on information, employability, technology and professionalization, management and leadership, allowing them to improve and offer suitable experiences in their current or future work environment, in their human and professional development [1, 2, 3]. There are many contemporary challenges involving the transfer of skills, competencies and knowledge: the understanding of processes that tend to be increasingly digital; the use of virtual, multi-shared and fragmented communication; the dissemination and acceptance of social media; the increase of expressiveness of communities; and the increase of remote relationships between people [4, 5]. The new generation of students [individuals] seek, in a kind of unconscious 'program' of personal help, answers to processes of a social, economic and cultural nature, seeking to eliminate conflicts, to realize ideals, to coordinate contradictions, to establish relationships, to develop themselves, to be better prepared for new challenges and to be improved, differently from previous generations. In part because they are neither mirrored nor fully understood by theory(s) that support or represent their aspirations as labor generation and existential conflicts [6, 7], in part by the nature of current times, with an abundance of information, rapid changes in technology and social representation tools, and a new expressiveness, not yet measured or understood with the goal of making individual contributions on a different scale than previous

generations and their need to express opinions [1, 8], facts that justify being heard and analyzed as a group, in their yearnings and aspirations, during graduation.

No management theory seems to be adequate, so far, after analysis of current theories, to lead the millennial generation in an ideal way [9, 6]. On the other hand, when there is interaction with other people and with the world, even without a guiding theory, the experiences generated can contribute to develop an individual in a personal and professional way and allow a critical look towards the future, the world view and within oneself. We are beings under construction that, when properly stimulated, can have our wishes and needs met. The experience of entering, attending and living in a Higher Education Institution (HEI) can have a high impact in this sense, generating experiences, knowledge, practices, new friendships [10], systematic learning or not, social comparisons, formation of professional and life metamodels, which go far beyond professional training, triggering several transformations in this individual. The person entering a higher education course usually have some expectations about the difficulties that may arise throughout the course and also about the possibilities that the graduation can provide. Thus, by providing spaces for joint instruction, debate and reflection, their graduation trajectory can be better leveraged. With this vision, this work proposes to present and analyze an instrument for knowledge socialization, career mapping, and increased interaction between students (networking) and market professionals, as a way to prepare and develop them, through their full professional and personal formation. The SIGICar Academic Week - *Academic Week of Integration, Management and Career Insights* is an extension action developed by professors (through an academic team and a technical team), by organizers, by the UFRRJ Business Administration Course and by the Department of Administrative Sciences - DCAd of UFRRJ, Seropédica campus / RJ. However, it can be extended to the entire UFRRJ campi, to the academic community and to the distance learning Business Administration course of CEDERJ, through the Center of Development and Career Management Extension Program (DEGECAR).

Socially and culturally, which justifies the research question and the relevance of the project and the research, the students from public HEIs do not have many opportunities for qualification and interaction with professionals in the labor market or even with students from other periods, which can be a reference for their proper training, for reasons that do not fit, because it is not the focus of this work, develop such a discussion. Among other challenges to promote the integration of students and provide them with positive impacts in the direction of transformative changes, appropriation of new knowledge and identification of possible contradictions inherent in their career management, some of them have proven to be powerful: the conditions and restrictions of obtaining adequate public space, the undue dissemination of the event due to the scarcity of appropriate channels, the technological limitations of the public HEI itself, the lack of funds to pay for the arrival of professionals (read transportation or accommodation reimbursement), the time not given by the actors of the HEI itself, lack of engagement, interest and commitment of professors and students, etc. Another difficulty also lies in the scarcity of academic and scientific literature on extension experiences and, above all, analyses of projects and events involving an action such as an academic week. This was a motivating fact for the researchers and attests to the originality of the study.

Given this, the following research question was launched: - Which formats, themes and career ideals could be offered to HEI students, in the Business Administration course, so that their involvement is more participative and this extension action manages to promote a contribution in the students' professional and personal formation? The objective of this work was to identify, among UFRRJ and CEDERJ Business Administration students, which model was adequate, according to their perceptions, for the offer of an academic week that would be meaningful for their career building and personal development.

II. Theoretical Background

Professional Education and the HEI Students' Mental Model

Joining an HEI can be a transformative experience for a student, generating psychological repercussions and important experiences that can impact their academic success and level of professionalization, but also, other layers of life. The way the student will integrate and participate in activities in the context of higher education will make a difference in his/her professional training and psychosocial development [10]. The new generation of higher education students, born mostly between the 1990s and early 2000s, have as dynamic characteristics issues such as self-preservation values, the need to express their opinions, high competitiveness and individualism, on a larger and more significant extent than previous generations [2], in addition to a characteristic, already studied, to rely their initial career decisions and their development to others, such as a mentor, a professor or a manager [11], seeking leadership and influence models in their life planning [12].

Professional and Technological Education (PTE), according to the Ministry of Education and Culture [13] is "an educational modality provided for in the Law of Directives and Bases of National Education (LDB) with the primary purpose of preparing 'for the exercise of professions', contributing so that the citizen can insert himself/herself and act in the world of work and life in society". And they are composed of diverse and interconnected themes, among which work as an educational principle and integral formation stand out [14]. This

standardization, which presents itself as an educational modality, covers qualification and technical qualification courses, organized to provide the continuous and articulated use of studies. The PTE provides integration with the different levels and modalities of Education and the dimensions of work, science and technology, such as, for example, the articulation with the modality of education of young people and adults, in normative bodies, which can generate PTE from the ‘technical professional qualification’ to the ‘professional doctorate’, and constructions throughout life [13]. This shows the concern of the federal government, the main player in the formation of citizens, with the promotion and the necessary instruments for the construction of opportunities, dialogues, and the building of a mental model that allows the construction and the return to society of citizens capable of generating the necessary interface to interact in a complex professional environment with multiple opportunities.

Technological advancement, changes in society, cultural events, and governmental efforts themselves are transforming the dynamics of the teaching/learning process and the educational context. The proposed scenario for a participative higher education committed to new technological, social, and professional trends should present dynamics and opportunities to be attractive to the students of the new generations, with their idiosyncrasies, generating an environment of exchanges, availability of multiple modalities and platforms of professional education, avoiding frustrations, distances or psychological breaks and evasions. Educators must adapt to the new realities, needs, and circumstances in the name of a quality teaching/learning process, of responsibility and inclusion.

The students themselves, in a comprehensive and appropriate view, may be part of the process of building different learning spaces, aiming to discuss the articulation between educational technologies [15]. An educational technology does not necessarily involve and may have nothing to do with gadgets, virtuality and electronics. For [16], educational technology “consists in the development of proposals for actions based on scientific disciplines that refer to teaching practices that, incorporating all the means within their reach, account for the purposes of education in the socio-historical contexts that give them significance”. It is necessary to reflect on how and in what ways technologies, in an educational context, can present opportunities for teaching, learning, and contributions to the full education of the student. In this new relationship demanded by the new generation of students, the professor does not act (at least in the student's own mental model) as an informer or a repository of information and knowledge. Rather, the professor presents himself/herself (or should present himself/herself) as a facilitator, satisfying or leading the student to a curiosity, generating an insight [16, 11].

Knowledge starts to be built from understanding the new forms of communication and how value is produced and communicated. Technology presents itself as a means to generate knowledge and add interest. The role of the HEI professor according to the new mental model of the students is also changing. The professor should be the creator of learning environments and a facilitator of the knowledge acquisition process, no longer playing the role of knowledge relay. To better serve the teaching/learning process, the professor should have a posture of openness, humanity, be a stimulator, value the search and democratize communication and research, with interaction and interactivity [15]. Presenting results that meet the expected, [16], in his research, states that the constant use of technological resources in teaching activities allows the favoring of knowledge construction. And [10] point out that the professors' performance associated with the students' involvement in out-of-class academic activities favor the adaptation and the professional and personal development of the latter. Given all the above, the current challenges in education and the new demands on HEIs can be seen in Table 1:

Table no 1
Fifteen Main Current Challenges and Demands of Education in HEIs

1	Propose attractive environments and spaces of interaction for the collectivity of students
2	Establish and disseminate the technologies to be used in the knowledge construction relationship
3	Being a facilitator professor, not an informer
4	Generate career insights and instigate curiosity
5	Communicate value and meaning through actions and learning initiatives
6	Drive for joint personal and professional growth and development
7	Carry out mentoring
8	Develop a professional education process, with the participation of labor market and society actors
9	Allow the student to be part of the process of knowledge creation and articulation
10	Generate a space for the expression of opinions and desires, but that inhibits the individualistic character
11	Guide the student's competitiveness towards a professional or academic project
12	Foster the integration of students with other students, their HEI and other institutions
13	Build innovative teaching/learning processes
14	Stimulate the student to a fuller education, beyond teaching, involving opportunities for extension research
15	Interact with a students' mental model still under construction and not explained by theory that exhausts the subject or points in a reliable or majority direction

Source: Developed by the authors, based on [10, 11, 16, 2, 17, 15, 7, 8]

Table 1 exposes, in the authors' view, the contemporary challenges for professors and students, for the academic, citizen and professional formation of excellence, which should also attract external actors to the university for a matching of interests, expectations and opportunities [18, 19]. Although it is not classified as a policy or educational modality of PTE, projects and extension events, at first, seem to contribute or align with the new proposals and challenges of higher education in HEIs. Among other reasons, because of its fluidity, its temporality, its flexibility, and its introductory and socially contemplative character, in which its content, format, activities, entry or exit of actors, dynamics, and interactions can be easily changed and converted into more interesting forms and adapted to a specific audience.

Extension Actions as Support and Incentive to Education Initiatives

HEI professors face several challenges in trying to propose and achieve an attractive and quality education system, which involves, among other issues, the student's own current lack of interest [14, 7]. It is not an easy task to create, with a limited amount of resources, isolated initiatives, lack of support from the institution itself (in some cases), scarcity of inputs, among other factors, an attractive and stimulating environment for students. It is not up to the HEI professor to "teach", because learning in adults is an individual and voluntary process – the student must first want to learn, in order for the process to be started. However, it is possible and appropriate for the professor to generate interest, stimulate it and communicate value in the knowledge that has come to be circulated in the classroom or in another way. For [16], the professor should help:

"The student to challenge rules, discover new patterns of relationships, improvise and even add new details to other works, making them innovative and differentiated, thus adding to their learning" and, also, "lead the educational process, as they have practices of producing information and network dissemination, systematically and critically building knowledge."

[20] point out in their research that experiential learning and critical reflection are mechanisms most likely to result in behavioral changes that promote a student's career transition and effectiveness, for example, into an effective professional. In this line, [10] highlight that non-mandatory academic activities can occupy an important place and be a strategy for the adaptation of HEI students to the new reality and experience in which they are now involved: university life. The extra academic activities require and highlight a responsible character, stimulate the student's interaction with other students and with professors, present research and extension projects, make it possible to get to know new realities, and motivate the students in relation to academic life. In this sense, it is found in the extension actions, within the scope of a HEI, space, opportunity and flexibility for the proposition and suggestions of initiatives that can give freedom to professors of decisions about educational and technological implementation. Extension, in general, is the interaction of the university with society, in which the former transmits academic-scientific knowledge and the latter transmits life experiences. The extension actions must seek to solve existing problems of interest and need of the society, expanding the relationship of the latter with the University. They may involve actions of awareness, training, dissemination of information, technology and culture, consultancies, issue of reports, among others. According to the [21]:

"[...] the University Extension is mainly based on participatory methodologies, in the investigation action format (or action research), which prioritize innovative methods of analysis, the participation of social actors and dialogue" and that "The first guideline of the National Extension Plan concerns the inseparability between teaching, research and extension, it 'reaffirms the University Extension as an academic process'. In this perspective, the assumption is that extension actions acquire greater effectiveness if they are linked to the process of training people [...]" (National Policy of University Extension).

Extension actions should contain information about their relevance and arguments that justify them, motivation for their implementation, and expected impacts. In a successful extension action, both academy and society learn, interaction increases the development of both, establishing a virtuous cycle. With this view, [22] advocate that extension projects, lectures, contact with trade associations, holding academic or scientific weeks are practices that should be common in undergraduate courses and add value to all participants, besides welcoming new students. [16] argues that interactivity between theory and practice, involving students and professors generates possibilities for knowledge circulation, reduce learning barriers, allows effective and positive communication, promotes valuable paths, and generates quality education.

In this sense, [15] shows that an innovative and well accepted pedagogical vision establishes a relationship of affinity with students, seeking to know them, their tastes, future vision, and encouragement of participation, opportunities that are in evidence in extension actions. Extension actions within an HEI environment can develop a critical view of the theoretical knowledge learned throughout the course, as students "measure" their knowledge, skills and attitudes with competencies brought from outside their academic environment, by market professionals, professors from other HEIs, professors or agents who are in the HEI itself, but who do not live academically with these students, because they hold administrative positions or are from other courses. There is also a social gain in networking and a cultural gain in getting to know new realities, knowledge, and worldviews. The participant may have a more contemplative and deeper look at his or her profession, society, or oneself.

The object of study of this proposal and the vision contained in this paper was the analysis of an extension project with an aggregated event called SIGICar - *Academic Week of Integration, Management and Career Insights*, a recent extension action, instituted in 2020, through the DEGECAR Extension Program – UFRRJ's Center for Career Development and Management. Its proposition also involved generating a space for career building, skills needed for a full academic training, and increased employability, especially for UFRRJ and CEDERJ Business Administration students.

Academic Week in Business Administration: the SIGICar case

Academic Week is an extension action that has as its primary objective to generate greater integration among professors, students, market professionals, and the academic community in general. It can present activities with emphasis on teaching, interactivity, and training, such as: lectures, round tables, forums, seminars, symposiums, case studies, dynamics, presentation of research and extension projects, among other initiatives, through scheduled activities. Such activities are taught by the proponent HEI's professors and guests (former students, market consultants, managers, representatives from various segments, professors from other courses or other HEIs, professors who hold administrative positions, etc.). It has a central theme and a defined location, usually within the proposing HEI. Some work in a mixed format, between face-to-face and virtual activities, which pleases a large portion of the current generation of students. Its activities are planned through a pedagogical proposal defined by the organization of the event. It can (and should) have the participation of the institution's own students in its conception and organization, including actors external to the university [18].

The SIGICar Academic Week is an event held to replace the previous format, seasonal, promoted eventually and without the adhesion of most of the faculty of the Department of Administrative Sciences (DCAd-UFRRJ). In this new format, the project's proponents, the DCAd's professors, together with the course's Student Directory and with the Coordination of the Business Administration Course, propose and promote, with external guests, alumni, market speakers, professors from other institutions, and representatives from public and private organizations, themes and applications of subjects related to Business Administration practices and to the career development of its students. The event is free and directed to students of the daytime and nighttime Business Administration courses and to students of the distance learning modality in Business Administration of CEDERJ, a consortium of the State of Rio de Janeiro in conjunction with the public universities of Rio de Janeiro, although extensible to the entire academic community, especially for students of the Institute of Applied Social Sciences – ICSA-UFRRJ.

All its initiatives were disseminated in person by the coordination of the course, in lectures promoted by the DEGECAR Extension Program, in mailings to current and former students, and through social networks. In each of the three editions evaluated, the target of the investigations of this work, the event attracted between 90 and 130 students per edition, among the more than 2,000 invitations made per edition, through all initiatives. Among its objectives are: to increase the students' interaction with each other and with the professors, to spread the studies in the area of Administrative Sciences, to disseminate frontier scientific and academic knowledge with the disclosure of research and current research projects at DCAd, to increase the students' employability, to help in the construction and development of careers, to publicize internship opportunities, among others.

III. Material And Methods

The Business Administration courses at UFRRJ have about 420 students, at the Seropédica campus, in the face-to-face modality. And the 2020.I and 2020.II editions were essentially aimed at face-to-face students, so that there would be a learning curve and the organizers could, over time, foresee, organize and plan the appropriate ways for more contemplative editions and open to a larger audience. The 2021.I edition has already had a wider dissemination, directed with many efforts also to the academic community, other partner institutions, and to the students of the distance learning modality. This research covers these last three editions – all carried out during the COVID-19 pandemic. A previous scientific article involving only the 2020.I edition was published at a scientific event in Business Administration. However, the results of the comparison of the two works did not show so many changes.

An electronic Google Forms form was made available through the coordination mailing in a survey format, inviting all students to participate in the Academic Week. Despite a great stimulus and reinforcement for participation both in the academic week and in the participation in this research, only 71 distinct students participated in the targeted research in the three moments, involving the period between March 2020 and August 2021. About 45 students participated in two or more SIGICar academic weeks and responded to the survey two or three times. But these questionnaires had to be discarded, so as not to create a bias in the proposed research. Some analyzed factors that justified the low participation rate may have been the beginning of the instability generated by the global pandemic of COVID-19, the uncertainty whether the academic period would start at the federal universities, and the psychological and emotional impact of the pandemic itself on the academic week participants who were encouraged to participate in the research.

Another survey was stimulated and carried out with future members participating in SIGICar, so that the results could be compared and point to a shared direction for the elaboration of the next editions of this extension event. This second sample was composed of 97 Business Administration students from UFRRJ (Seropédica campus). Thus, the total valid sample considered for the purposes of this research was 168 students, divided into two strata: participants and future participants of the SIGICar academic week, between face-to-face and distance learning students. The research had a qualitative character, so that one could understand a set of meanings, the motives and aspirations of the selected sample, representative of a population of students and interested parties. This is intended to better understand processes and phenomena [23], as well as to help direct future efforts and resources. It also dealt with the deconstruction of the technical and behavioral characteristics linked to the characters and personalities admired by the students, in addition to a descriptive statistic on socio-demographic and academic data. Finally, to complete the scope designed for the qualitative approach, a Content Analysis was promoted, aiming to interpret and generate inferences about the students' opinion and perspectives on the observation objects of the academic week and career building, among SIGICar participants and non-participants [24].

IV. Discussion

Table 2 points out the main characteristics of the SIGICar Academic Week participant sample (all students of face-to-face modality of Business Administration at UFRRJ):

Table no 2
Characteristics of the SIGICar Academic Week Participant Sample

Gender	Female		Male		Total	
		41 (57,7%)		30 (42,3%)		71 (100%)
Sample age (in years)	Mean	Mode	Mean	Mode	Mean / Mode	
	24,4	20	26,1	22	25,6 / 20	
Professional experience (in months)	Yes	No	Yes	No	Yes	No
	13 (32%)	28 (68%)	21 (70%)	9 (30%)	34 (48%)	37 (52%)
	Mean		Mean		Mean	
	22		40		31	
Career moves to achieve professional goals	Mean	Mode	Mean	Mode	Mean / Mode	
	3	3	4	3	3,4 / 3	

Source: research data.

In Table 2, the characteristics of the sample of Academic Week participants are: this sample consists of (i) mostly single, Brazilian and childless (64%); (ii) belong to the undergraduate course of Business Administration (100%); (iii) reside in the State of Rio de Janeiro (96%); (iv) had not participated in an academic week (92%); (v) have little professional experience, mainly, expressed in supervised internships or informal work professional experience; (vi) have not exercised management, coordination or leadership activity (93%). Nineteen respondents (27%) are in the first or second period of the course, and most of them, 34 respondents (48%) are in the third or fourth period, showing that adherence to the academic week occurs mostly among students in the first cycle (or half of the graduation). It is noteworthy that because the event is virtual and has a higher concentration of activities in the evening, the student being inserted in the labor market, theoretically, would not hinder his participation.

One finding, through a consideration, was that the organizers perceived low student participation and involvement in the evening programming, with great emphasis and support for the afternoon activities. A set of information gathered in the survey allowed us to show an idealized or unstructured view of the participants' interaction with the labor market and career planning.

Figure 1 presents the desires of SIGICar participants regarding their career projection after graduation.

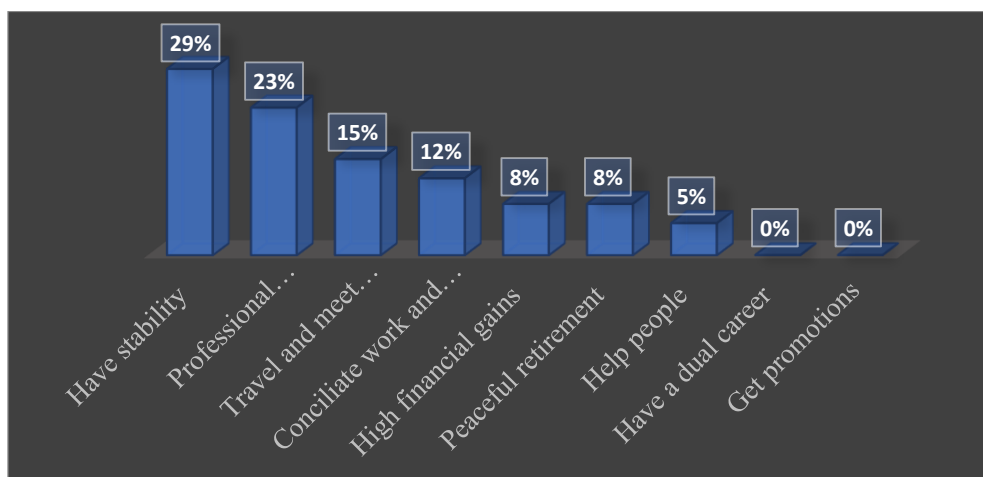


Figure no 1 - Desires of SIGICar participants regarding their career
Source: research data.

When analyzing Figure 1, it can be seen that the lack of income and expectation about the first formal job may have contributed to the variable ‘have stability’ appearing in first place. Traditionally, because it is a sample with more Generation Z individuals, variables such as ‘travel and meet people’ and ‘high financial gains’ usually appear among the first choices [25]. Another factor linked to the variable considered primary among the sample elements, seems to meet “the most pressing concerns of the Business Administration student, which are the fear of becoming unemployed or not knowing what direction to take after graduation” [11, p. 201]. The variable ‘professional fulfillment’ appearing with a high percentage in second place is within the expected parameters and usually appears among the first options, despite the fact that the Business Administration student relegates their initial career decisions to a third party, such as a mentor, professor or manager [26, 27].

In order to evaluate the professional education initiative and its execution technology by the Academic Week participants themselves, the survey contemplated variables that measured the predilection of fundamental and relevant points of its realization (from the 2020.I edition) for the next editions, aiming to help the composition of new editions.

The main results are shown in Table 3:

Table no 3
 Participants' Evaluation of the SIGICar Academic Week

Proposition	Percentage
I found the content totally suitable for an academic week	97%
I found the format and schedule ideal for an academic week	94%
The speakers were punctual and were present, allowing interaction with the audience	82%
The quality of the speakers totally met my expectations	65%
I think an academic week with afternoon programming is appropriate, preferably	65%
I participated in up to 60% of the activities I wanted to participate	64%
The types of activities fully met my expectations	48%
The scheduled activities (except for the lectures) fully met my expectations	44%

Source: research data.

According to Table 3, in the students' evaluation of SIGICar's program and execution, summing up the three editions, the content, format, and program of the academic week were the parameters most approved by the students, along with punctuality and commitment established by the speakers. These were the major hits and highlights of this extension event. On the other hand, the lowest approval rates focused on the types of activities offered by the event and the scheduled activities (some of them required a more active posture from the student, with interaction and exposure, such as workshops and dynamics). However, the lectures, apparently the modality most approved by the students, concentrated around 70% of the teaching-learning methodology used. With a consideration, in the form of criticism to the whole group of professors and students, it is also the one that allows a more passive (or totally) posture from the students.

The respondents, explained by the fact that most of the sample were from the initial periods of the course and were not inserted in the labor market, would like the activities and lectures to be concentrated, if not only, at

least in a majority way, in the afternoon. In practice, the scheduled activities did not have good adherence of the participants, and some were cancelled due to lack of public, a guideline that will serve to help in the composition of the next scheduled activities offer, in the next SIGICar editions, such as the revision of the themes to be offered, format, and period of the day of their realization.

According to the survey, the participants of the SIGICar Academic Week expect to find the following themes in the lectures, seminars, and activities scheduled for the next editions: labor market and career of the future administrator, business management and entrepreneurship, leadership and professional guidance, curiosities about the academic area and post-graduation studies, financial market, and economics, in that order. For all participants, SIGICar achieved its qualification objectives. Among them, 57% have the interest that in the next edition the themes “labor market” or “career management” will be highlighted. The Content Analysis performed with the sample of participants recorded, among other opinions, the frequency count (unit of meaning to be coded corresponding to the segment of content to be considered as the base unit) and the material exploration (to enable interpretations and inferences, in an analytical way, regarding the textual material collected) – corpus [24, 28] for a better understanding of the instructional capacity of this professional education initiative. In a reductionist and simplified way, its main points were registered in Table 4:

Table no 4
Main points of the Content Analysis directed to SIGICar participants

Question Content	Frequency Count	Context Unit
About the interest in speakers external to the university, especially organizational managers	22	“[...] we have already heard the professors in class”. “[...] it would be interesting to bring lecturers from outside the Business Administration course”. “[...] I would like future employers to speak up to us and bring internship opportunities”.
About the afternoon or evening being the most suitable time for SIGICar activities	18	“[...] I am working in the afternoon period”. “[...] the lectures were a little late and unfortunately I could not attend all of them for this reason”. “[...] as I work, it was tiring to follow every day in the evening”. “[...] in the evening, I schedule to stay with my family”.
About non-participation in different types of activities and in scheduled activities	11	“[...] I do not like it when I have to express myself in public”. “[...] I am embarrassed when they call my name”. “[...] no material was shared to better prepare us for the activity”.
About not participating in activities that I would like to participate	8	“[...] activities at late hours are bad for those who live far away”. “[...] some professors kept their classes”.
About the highest concentration of activities in the format of lectures or seminars	4	“[...] could have different formats of activities, besides mainly lectures”.

Source: research data.

On Table 4, the inference and interpretation of the main passages of the Content Analysis condense the opinion and communicate that the organization of the event should make some activities more flexible and adapt itself, as far as possible, so that this portion of the public is better contemplated and attended to for new editions of the event. It was perceived that the organization of the event should, if possible, bring speakers from outside the university, especially from outside the Business Administration course to deliver lectures and other activities. Mainly, market managers. This creates a real challenge for the current scenario of higher education [29] and for the organization of the event, which currently does not count on financial support, funding, or development activities from any external agency or from the university itself. And, in several moments, it runs the risk of innovating, planning, and conceiving new opportunities without the support of the proper public policies [30], in some past cases, costing from the own pocket of the organizer(s) the fuel and a symbolic dinner for the kindness of an external speaker connected to his/her network of relationships to accept the invitation (appeal) from a university professor. As organization guidelines, in order to try to meet the expectations of this group, it will be analyzed the feasibility, if possible, of offering the instructional material in advance and sizing activities in the afternoon for students of a certain professional cycle and in the evening for more mature students, already inserted in the labor market and with more consolidated careers. Some apparently antagonistic results in the content analysis may be the result of the partial participation of most students who attended in one day, but in another, with a different configuration, did not have access. Therefore, there was some difficulty in evaluating the event as a whole.

Finally, regarding the variables of interest for the employability of the Business Administration students from UFRRJ, their career construction and the necessary competencies for the formation of an effective management, according to their perceptions, the most expressive results were: (i) the main characteristics that a student needs to possess are: to exercise leadership, to know how to communicate, to be organized and efficient,

in that order; (ii) the main characteristics that a manager needs to possess are: to have empathy, to be focused and organized, to have knowledge, and a good interpersonal relationship, in that order; (iii) the singer Anitta was the main personality mentioned by the group, as a model of business and career management, while Apple was the most admired company. The researchers sought to compare the experience of the academic week participants with the expectations of future SIGICar participants. In this way, the entire previous path was retraced with the new sample. Coming up next, Table 5 points out the main registered characteristics of the future participants of the referred academic week (64% of the distance learning students of Business Administration at UFRRJ, the CEDERJ students):

Table no 5
Sample characteristics of the future SIGICar participants

Gender	Female		Male		Total	
		58 (60%)		39 (40%)		97 (100%)
Sample Age (in years)	Mean	Mode	Mean	Mode	Mean / Mode	
	30,7	24	37,2	29	33,7 / 24	
Professional experience (in months)	Yes	No	Yes	No	Yes	No
	41 (71%)	17 (29%)	32 (82%)	7 (18%)	73 (76%)	9 (24%)
	Mean		Mean		Mean	
	9,1		15,2		12,0	
Career moves to achieve professional goals	Mean	Mode	Mean	Mode	Mean / Mode	
	3	2	3	3	3 / 2	

Source: research data.

When analyzing Table 5, some characteristics of this sample are: (i) Brazilians (100%), mostly married (52%), and without children (61%); (ii) belong to the Business Administration course (100%); (iii) 45% are enrolled until the fourth period of the Business Administration course; (iv) 49% have already previously participated in an academic week; (v) 11% have another complete undergraduate or graduate degree; (vi) most of them live in the state of Rio de Janeiro (93%); (vii) 28% believe that their immediate manager would participate in a future extension event at UFRRJ, if formally invited by the organizers; (viii) 76% have professional experience with an average of 12.0 years of occupation in formal positions in the labor market; (ix) 24% are currently managers or have been on another occasion. A relevant consideration about this data is that in this sample, unlike the other, many distance learning students (about 60% of the sample) participated as respondents.

This caused the average age, professional experience, and career maturity to increase. These facts, taken together, show a more realistic sample view of the labor market and a better understanding of a targeted professional education program and its educational technologies involved in planning and executing an extension event, when compared to the other.

The analysis of Figure 2 allows to record the desires of future SIGICar Academic Week participants in relation to their career projection after finishing the Business Administration course.

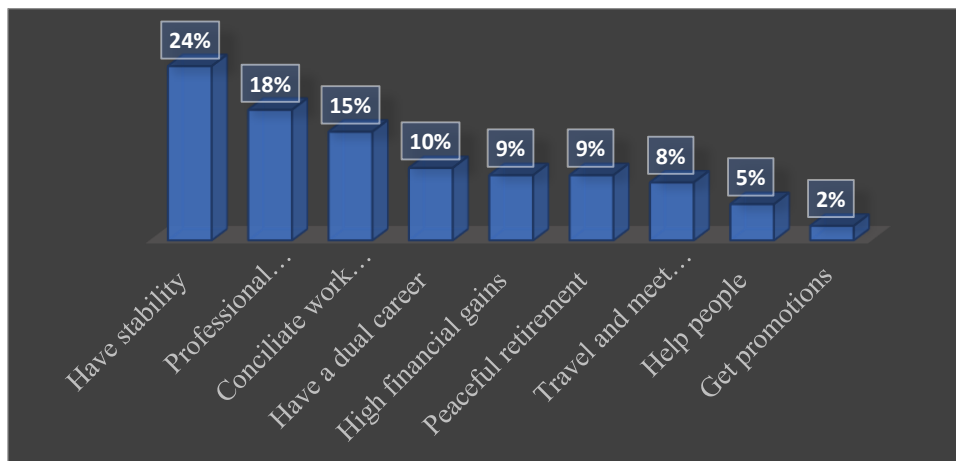


Figure no 2 - Desires of SIGICar participants regarding their career

Source: research data.

The first two variables in both samples remained the same, despite an average age difference of 7 years between the samples and 10 years of work experience. Perhaps the differences between the samples of age, professional experience, and placement in the Business Administration course are not so significant as to reflect distinct aspirations in life or career planning when compared to other researches. The main difference is in the variable ‘have a dual career’, which in the sample of future participants appears in fourth place of interest (while in the participants’ sample it appears in eighth), a more common point in individuals with already consolidated careers and managers (or people with major organizational development) [8]. Contrary to the literature, the sample of future participants belonging to Generation Y seems to place little importance to a rapid promotion and career projection [25].

In order to evaluate a proposal for professional education and its execution technology to meet the desires of a future participating public (in the following editions of SIGICar), the research contemplated variables that measured the predilection of fundamental points for the realization of new editions of the academic week among future participants.

The main results are shown in Table 6:

Table no 6
Intentions about participating in a future edition of SIGICar

Proposition	Percentage
About the speakers, the ideal would be a proportionality between course professors and market professionals	90%
About a future participation in the academic week, my wish would be to participate if not in all, at least 75% of the proposed activities	84%
The scheduled activities should take place virtually	70%
A three-day-long schedule would be ideal (the current format is four days long)	66%
The program should mainly promote lectures, internship opportunities and market speakers	55%
The main way to instruct in the academic week should be through lectures given with the public interaction	39%
The scheduled activities should take place in person and in the afternoon	30%

Source: research data.

It can be seen, in the examination of Table 6, that the future participants of the SIGICar Academic Week expect to participate in activities with the professors of the course and with market professionals, and wish to support most of the scheduled activities. However, they seem to reject activities that contemplate the participation of the public in an active way. Probably, because they are proportionally and absolutely more involved in the labor market, they also seek more instruction, qualification, and opportunities with job offers, with low interest in internship offers.

This sample valued the following themes to be contemplated in future lectures, seminars, and scheduled activities: professional planning; career management and labor market; financial market; new scenarios and post-pandemic market; and people and business management, in that order. The main organizations cited as relevant to be invited to participate in an upcoming event were: AMBEV, Coca-Cola, Microsoft and some small companies. For this group, the well-known personalities who express an ideal management or leadership model are Silvio Santos, Luiza Trajano and Bill Gates. And the most admired competitive market-oriented companies at the moment are: Google, Amazon and Magazine Luiza, in which they would like to work.

Table 7 presents the main points about the Content Analysis promoted among the future participants of the academic week:

Table no 7
Main points of the Content Analysis directed to future SIGICar participants

Question Content	Frequency Count	Context Unit
About the desire to support the proposed activities in future academic weeks	34	“[...] we are in need of inclusion activities”. “[...] will the activities serve to discount complementary hours? If so, I want to participate and I know my class will too”. “[...] can topics of interest to students be suggested? I think that way students would be more interested”. “[...] they have to be on flexible schedules so that working students can participate”.
About the interest in speakers from outside the university together with professors	29	“[...] because I am from the distance learning, I do not know most of my professors”. “[...] it would be a good opportunity to do an activity with the whole class and the professors of the course”. “[...] employment opportunities could be addressed by market professionals in the lectures”. “[...] market professionals can offer a different view of the labor market than professors”.

On whether scheduled activities should be face-to-face or virtual	20	“[...] I cannot focus on virtual activities”. “[...] must be virtual, to save travel money and time”. “[...] I prefer virtual, but with the release of class by the professors”. “[...] I am already used to virtual activities because I am a distance learning student and I think the future will tend towards more activities in this way”.
About the afternoon or evening being the most suitable time for SIGICar activities	20	“[...] I work full time”. “[...] I will only participate if it is in the evening”. “[...] in the afternoon is better because it frees the student to go home earlier” “[...] if it is in the afternoon I will not participate”.
About non-participation in different types of activities and in scheduled activities	9	“[...] I am ashamed to speak in public”. “[...] I think the person himself/herself should choose in advance whether or not he/she would like to speak”.
About participation in different types of activities and in scheduled activities	9	“[...] I would like an incentive to learn with the help of the class and be able to express myself, since distance learning is very lonely”. “[...] the activities with interaction cheer us up”. “[...] I have no problem when asked to speak in public”.

Source: research data.

About Table 7, the inference and interpretation of the Content Analysis main passages condense the opinion and communicate the students' desire to participate and support the proposed activities, the didactics presented and the mixed choice of lecturers and facilitators of the activities between course professors and market professionals.

A relevant consideration is that the distance learning students do not have face-to-face contact (and often not even virtual), only remote through asynchronous activities with their course professors. This generates a curiosity and interest in greater interaction with this group. Future participants coming from the face-to-face course tend to seek more complementary and extension activities in person in relation to those coming from distance learning. Also, they seek activities in the afternoon if they are in the initial periods of the course. On the other hand, distance learning students prefer virtual activities, regardless of the period.

The distance learning students seek more activities with interaction when compared to face-to-face students, but this variable is more related to the student's age. Isolating the age variable, it is noticed that older students with more professional experience are in the group that has less difficulty interacting, speaking in public and being questioned.

Sample Findings and Trends

In order to better offer an extensionist event that would be meaningful and valuable to Business Administration students, the participants and future participants (n=168) were asked about the main topics of interest for the content composition of a future edition of SIGICar.

The results, when all the interests were added up together, were: professional planning; career management and labor market; business management and entrepreneurship; financial market; leadership and professional guidance; and curiosities about the academic area and postgraduate studies, in that order. The knowledge of these interests should help to compose the elaboration, the distribution of themes, and the invitations to professors and market professionals for the next editions of the extension event.

In the construction analysis of the Business Administration student's career at UFRRJ, perception and metamodels parameters of archetype creation (models to be followed for career development) were analyzed, as evidenced previously. Students have high expectations regarding their career conduction [27], showing concern about its development and management [31].

To perform the deconstruction of the technical and behavioral characteristics linked to the characters and personalities admired by the students, after the Content Analysis in open and free expression questions, synonyms were grouped and paired (lexical criterion of grouping syntagms by analogy) in the results treatment stage, inference and interpretation [24] to generate a collective communication of the sample about such object of observation.

The main findings can be seen in a simplified view in Table 8:

Table no 8
Total Sample Perceptions (n=168) about their Career Construction

Propositions	Results	
Main features present in an effective business administrator:	1 ^a	Exercise leadership
	2 ^a	Communicate well
	3 ^a	Be organized or efficient
	4 ^a	Have empathy
Competencies required to build a successful career as a business administrator:	1 ^a	Have the ability to lead
	2 ^a	Know how to work in a team

	3 ^a	Promote change
	4 ^a	Improve communication
Relevant competencies to build your own career:	1 ^a	Know how to communicate
	2 ^a	Develop leadership
	3 ^a	Decrease the level of anxiety
	4 ^a	Have technical knowledge

Source: research data.

On Table 8 it can be noted that exercise and develop leadership and communication are among the main competencies and career aspirations for the UFRRJ and CEDERJ Business Administration students. This confirms the archetypes cited by both samples as metamodels of Business Administration exercise, admittedly, as good communicators and business leaders in their branches of activity. Other factors cited such as promote change and have technical knowledge show the traditional values and concerns of Generations Y and Z about their career construction, with the sample having a relative positioning that meets the specific literature on the subject. Know how to work in a team is a value more characteristic of Generation Y than of Generation Z. It may have appeared as a strong value in the sample due to its average age or issues involving the pandemic period in which the research was conducted. Generally, even in Generation Y, it appears as a median value, due to the more individualistic nature of this working generation.

V. Conclusion

The SIGICar extension action was proposed as a space for dialogue and sharing of experiences among the various actors of the UFRRJ and the labor market, guided by freedom of expression to develop a critical thinking and provide a responsible qualification to the student of Business Administration in face-to-face and distance learning modalities. But extensible to all the invited students from the Institute of Applied Social Sciences – ICSA / UFRRJ and to the academic community.

The attention given to the research question of the work and the guiding objective of the research involved the following conclusions, respectively: the formats and themes to be offered in an extension event to promote the proper contribution in the professional and personal formation of students seem to oscillate according to four variables: face-to-face or distance learning modality; age of the student, time of professional experience and proximity or not from the place of the event to the participant's residence. And these factors should be taken into account in future proposals for extension events, whether at UFRRJ or at least in another institution that approaches the reality of Applied Social Sciences. Other variables did not offer significant oscillation: gender difference, marital status, having or not having children, race difference (by the criteria established by the Brazilian Institute of Geography and Statistics – IBGE, according to the specific question on the electronic form), or socioeconomic status. Based on the findings, to achieve the work objective and better answer the research question itself, the conclusions were divided into two groups with two distinct macro-orientations: a group that had already participated in one or more editions of SIGICar (therefore, with experience and critical sense about the format, content, teaching-learning methodology, tools used and the academic week proposal) – Group 1; and a group that had never participated in any edition of SIGICar (therefore, with expectations and anxieties about the event, in relation to their career construction) – Group 2.

Group 1 – SIGICAR participants – has the main markers: face-to-face teaching; the lowest comparative age group; the shortest time of professional experience; and the shortest comparative distance from the venue to the participant's residence. They have the following characteristics: younger, single, and childless people in the earliest periods of the course when compared to the other group; they have not participated in any academic weeks before; they have little professional experience; their career orientation mainly involves having stability, being professionally fulfilled, and traveling and meeting people; they have great anxiety about their professional future; they approve the format, content, and schedule of the academic week held; they reject the variety of scheduled activities offered; they seek a more passive posture as participants; they prefer that future editions of the event be limited to the afternoon; they seek themes that prepare them for entering the job market or for postgraduate studies; they prefer speakers from outside the course they are taking; they believe that the necessary competencies for a student to be a skilled professional involve exercising leadership, knowing how to communicate, lowering anxiety levels, and for a manager to be effective, it involves having empathy, being focused and organized, having knowledge and good interpersonal relationships; they listed the singer Anitta as the main role model in business and career management, and the company Apple as the most admired. It seems that their metamodels of famous business personality and company are among those widely reported in the media, and are related to their consumer aspirations. Therefore, they are influenced by a more distant and abstract management model.

Group 2 – Future SIGICAR Participants – has the main markers: distance learning; the largest comparative age range; the longest time of professional experience; and the greatest comparative distance from the venue to the participant's residence. They have the following characteristics: 12 years of professional experience; less need for career moves to achieve their professional goal; their career orientation mainly involves having stability, being professionally fulfilled, and reconciling work and family (a natural selection, due to having a higher proportion of married people and parents); they would like to have course professors and market professionals as speakers in similar proportions; they indicate the desire to participate in many proposed activities, in a virtual way; they seek the variety of schedules activities offered; they do not show rejection towards an active posture as a participant; they seek further instruction, qualification and opportunities with job offers, with low interest in internship offers; they believe that the required competencies for a student to be a skilled professional involve exercising leadership, knowing how to communicate, and having technical knowledge, and for a manager to be effective, it involves having the ability to lead, knowing how to work in a team, and promoting change; they listed Silvio Santos and Luiza Trajano as main role models in business and career management, and the companies Google and Amazon as the most admired. It seems that their metamodels of famous business personality and company are among the most experienced and discussed in professional environments, and are related to management models closer to the organizational reality and its business interaction. Therefore, they are influenced by a closer management model, designed in the long term.

For a future edition, the SIGICar organizers intend to review the data and information of the research to have the opportunity to offer an event that reaches out, that has expressiveness and representativeness for the students and the academic community. Therefore, they will try to adapt themselves to the main requests and considerations. Also, they will try to organize a schedule and a programmatic content with specific indications of best use for the participants, which better describes the type of activity, the methodological proposal, the possibility of interaction in the activity, the biography of the facilitator/participant, the suggested schedule and the activities classification by the criteria of teaching modality and professional experience. The authors believe that this set of practices can be extended to other extension experiences or to other institutions. With this, it is estimated that future extension actions will help in greater retention, sense of belonging and identification of students with the course; directing research and extension actions; improvement in the academic performance and better administration and self-management of the students' own career.

Students often direct their expectations in search of advice, guidance and insights to third parties, such as mentors, market professionals or professors, who can point them into a direction, even after graduation. Initiatives such as extension projects, educational projects, and technologies in education, when guided and housed within an appropriate methodology prove to be, at least at the beginning of their career, necessary for the composition of the student's career. Students long for “leaders” and mentors who can help them solidify a path to follow, when at first the path seems murky and without proper perspectives.

Future research should be conducted with new samples of the Business Administration course. If in a public education environment, to seek a confirmatory or contradictory bias on the current research. Another opportunity will be to compare the results of the reality of a public undergraduate course with a private course. Further research may also be carried out with other undergraduate courses, or directed to the essentiality of university extension in face of the current and urgent discussion about the students' perception of the extension curriculum. As “bitter” experience of the organizers in the three editions offered by SIGICar, the numbers show that about 5% of the students had some participation in the event (at least one achievement among the about 20 to 25 activity offers) and about 2% participated in the survey, among all the guests. As a discussion, we understand that the theme of extension can and must be better researched, investigated, offered and divulged in the sphere of scientific research and in the exercise of university extension itself. Therefore, as authors, we place ourselves available to support new research initiatives, such as those mentioned above, for example.

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