Preparing Managers for NGOs: a Field to be Explored

Dr. Victor Cláudio Paradela[1],Dr. Murillo de Oliveira Dias[5] Kamila Barbosa de Assis[2], Joana Aparecida de Oliveira[3], Rafaela Knaip Alves da Fonseca[4],

Vice-Chief from Departamento de Ciências Administrativas, Universidade Federal de Juiz de Fora – UFJF[1];Departamento de Ciências Administrativas, UFJF[2,3,4;]Coordinator and Professor Fundação Getulio Vargas – FGV[5]

Abstract

This article discusses the challenges involved in preparing managers to act on non-governmental organizations (NGOs). The survey was conducted in the undergraduate degree in business administration from Universidade Federal de Juiz de Fora (UFJF) and assumed that training offered had been directed to this type of organization, restricting private companies. In a first step, students were interviewed, rising social representation of NGOs for they held, the perceptions about prospects of work in the third sector and how they felt able to act on it. Then teachers were interviewed, seeking to stand up if they approach adopted in the disciplines providing covers the specifics of this type of organization and how they have been worked on the possibility that students in them will act professionally. It was noted then that on the part of students, there is a great unknown about the possibilities of action on NGOs, which is perceived only through volunteering and not the professional work of the administrator. Regarding teachers, key findings point that little or no attention has given training to these organizations and that either has spurred students to them think like the field. Discussion and recommendations for future research complete the present article.

Keywords: *Third sector; NGOs; Teaching administration*

I. INTRODUCTION

Non-governmental organizations (NGOs) have grown in importance in the Brazilian society, expanding practice areas and involving an increasing number of people in the activities performed. These institutions have conquered a notorious space due, among other factors, the growing concern with issues related to social issues, which has involved a large number of projects performed and resources used. Left, then, to be a form of paternalism and became entities capable of influencing the social development of the country.

As a result of the expansion and diversification of activities that develop, these organizations began to take on a whole new level of managerial challenges. Sometimes mobilizing many people, funders, managers, staff, and volunteers, and moving massive financial resources, become more complicated than many private companies. It is observed, however, that this increased complexity has not been accompanied, in desirable levels, developing theories adapted to their peculiarities or the training of qualified personnel to address the specificities management involved. Administrators, more directly focused on the science of management, little have been prepared to take on the challenges inherent to the NGOs, not only by the almost absence of disciplines that prepare to manage them but also by the lack of vision. This could be an exciting option in terms of the labor market. This type of organization represents an opportunity for those who want to combine your career with the ideals of Justice, committed to the pursuit of the common good. The current framework has hindered; however, the use of that potential.

These were the assumptions of research the results of which are presented here, which had as general objective to identify the perceptions of students and professors of an undergraduate degree in business administration on the possibilities of professional performance of administrators in nongovernmental organizations and how much education offered is suitable for this type of institution. The study was carried out in the course held by the Federal University of Juiz de Fora, having been interviewed their students and teachers. The mapping of the social representation of NGOs maintained by students, since the direct perceptions and behaviors of social groups that support. Other questions, presented to both groups surveyed, sought to raise if the subject interviewed perceive the potential of those organizations such as labor camp and how the course studied has provided adequate preparation for this purpose.

The article, which presents the main results achieved, is divided into five sections, including this introduction. The next highlights the theoretical framework adopted. Then, are the methodological path chosen? Are then exposed and analyzed the results obtained in the field. Finally, we present the conclusions to which it was possible to get.

II. LITERATURE REVIEW

The third expression sector that designates the private organizations of public interest began to be expanded after crises and wars that have generated a need for social movement in favor of the marginalized population (Albuquerque 2006). According to Pressburger (1996), after the second world war, European countries, sensitized with the hard events, contribute to the development of their former colonies. However, due to the complexity of relations between Nations, was necessary for the creation of cooperative organizations linked to civil society as a solution to the transfer of government resources, without connection to the State. It was in this context that the NGOs, which represent an essential part of the so-called third sector (Pressburger, 1996; Melo, 1997).

In Brazil, according to Falconer (1999), the third sector started to gain more strength from the years 1970, utilizing social movements. NGOs, for your time, have grown a lot since the 1980 and assumed a role of great prominence and popularity after the United Nations Conference on environment and development, known as ECO-92 (Fletcher, 2005) and with the support of the World Bank that presented as substitute for government action in the sphere of social development-linked (Souza, 1992). An example of this is the fact that the Brazilian Association of NGOs (ABONG) have received funding from several donors, such as the Inter-American Development Bank (IDB), to explore the possibility of establishing a Community Foundation in Brazil to support the consolidation of these organizations (Garrison, 2000).

Chan et al. (2015) highlight that, between the decades of 1960 to 1980, most of the countries of Latin America were under military regimes, marked by the maintenance of vertical forms of sociability and low public participation policy. The democratization that came next has brought new opportunities for the participation of society in the search for a resolution of their main problems, which were aggravated by crises experienced in acting, with the weakening of the welfare state model (Brodhead, 1992).

DeLuiz et al. (2016) highlight another critical role played by NGOs after democratization: the mediation between collectives of individuals organized and the State apparatus. In countries with a political system consolidated, such as little Brazil, that role is of particular importance given the deficiencies found in the traditional mechanisms of political representation. Such organizations, however, were well beyond the channeling of social demands, also acting directly in the provision of services of collective interest.

In this context, Merege (1997) points out that, due to the critical role played by organizations of the third sector, there is agreement about the possibility of generating a society less conflicted. To reduce the gap between the demand and supply of social services and allowing the creation of new ways of work. Several are, however, the needs that need to be met so that NGOs can play in containing the relevant social role is expected of them. According to Feichas (1995), during the Decade of 1990, these organizations have had to face some challenges: i) pass the micro to the macro, contributing to the economic and social development more broadly; II) pass the logic of private management for a more characteristic of the public sector, and shall act in a transparent way and iii) past the resistance to motion, namely, an action against the State and the market to an active participant.

This meant that there was a growing need to recast the managerial models, since, typically, the management of these organizations occurs and amateur. As highlights Tachizawa (2002), this fact was due mostly to the fact that the qualification possessed by most professionals working in the field of the third sector focuses only on the technical aspects related to the temporary position, like health care, for example, generating thus a concern for management training.

Tam (2005) points out that the third sector entities cannot dispense with the pursuit of efficiency in the conduct of essential functions of management: planning, organizing, directing and controlling, as classical definition of Henri Fayol, a pioneer of systematic studies of the management. As well as other types of organization, must also be concerned with the financial balance to which, however, shall be increased in the case of NGOs, political and social sustainability, and therefore more complex the challenges faced.

According to Da Silva Pereira et al. (2013), another feature that should be highlighted in social organizations is that, in General, work on projects with deadlines and well established resources and the need for rich interaction between people, and public sectors external. This management model has been widespread, private organisations, how efficient and conducive to the achievement of objectives.

Merege (1997) pointed out several characteristics possessed by NGOs make differ substantially administrative logic typical of private companies. Although knowledge of management built for a particular type of Organization (companies, in this case), can be transferred to other, this movement cannot be done without *mutatis mutandis*.

Among the favorable aspects that are usually found in the management of non-governmental organizations highlight the tendency to maintain a performance focused on the needs of the public served, and flexible. Mr. garrison (2000) highlights the ease that NGOs are demonstrating to keep flexible and interconnected networks bringing together similar

organisations and other social actors.

It is worth noting that the qualification for the job of managers needs to be specific to the particulars presented by these institutions. This fact is because NGOs have distinct characteristics of commonly experienced in the public or private sectors. Therefore, caution is required with the transfer of administrative methods of enterprises to non-profit organizations, not to generate losses the characteristics of these disorders and institutions (Merege, 1997). Therefore, it is necessary to leverage these peculiarities and values to potential workers, since they are facing a transformative social action and not engaged in administering in the classic sense (TAM, 2005).

Jaeger and Fernandes (2011) highlight that higher education has a role of great social Jaeger and Fernandes (2011) highlight that higher education has a role of great social relevance: to train professionals who are not only technicians, acting also as citizens who put themselves at the service of the community and seek to build a society fairer. The action on NGOs represents a way to reach that goal.

The perception of the third sector as an alternative to labor camp could also serve to ease the difficulties of professional insertion of the administrators. How to highlight Andrade, Sharma and Patnaik (2013), the job market found by graduates of the Brazilian universities presents itself increasingly unstable, demanding and fluid, reflecting observed changes in global society. However, the Administration courses, in General, little emphasize the aspects related to the training of managers for these organizations. Questions regarding the way in which it is given to the training of administrators end up being constants, as demonstrated by Pinto and Salume (2013). Another highlight is the fact that the direction unique to the management of private companies, especially large ones, highlighted by Iizuka (2014). There are few subjects relating to other types of organizations, which also deserve attention due to their particularities.

Management in pritave companies in Brazil have experienced similar challenges, for instance Netflix (Dias & Navarro, 2018), VLT Carioca (Dias & Teles, 2018), Dudalina (Dias et al. 2014, 2015), Heineken (Dias, 2018).

Past research supports the assumptions adopted, exposed in the introduction, and reinforced the relevance of that is sought a better understanding of the reasons that lead to the formation of targeting administrators to work in NGOs. The following are exposed the methodological procedures followed in the research.

III. METHODS

A qualitative approach conducted the research since it favored the perception of the subjects interviewed. Featured a constructivist, ontological orientation being developed according to the interpretive approach. Based on the classification proposed by Vergara (2014), the survey was characterized, concerning the purposes, as descriptive, because it presented the views and perceptions raised without seeking to establish cause and effect relations and applied, considering that addressed a subject of reality. About the media, using the same taxonomy can be classified as literature, for having involved the construction of a theoretical framework that suited her; in the field, since they were carried out interviews with members of the universe researched and case study, focused on precisely the case of UFJF.

As already noted, the survey sought support on Social Representations theory, originally formulated by Serge Moscovici, psychologist born in Romania, he became a naturalized French and developed the career in that country. Having as a source the studies developed in the PhD, Moscovici published the book LaPsychanalyse: Son image et son public (Moscovici, 1961), which soon achieved great repercussion, becoming in the years following one of the predominant approaches to the Social Psychology in Continental Europe.

The social representations can be defined as forms of socially established and shared knowledge with practical guidance and competing for the construction of everyday reality for a particular social set. The representation of a given object does not build in isolation; clear information that, concerning the other, the experience with that object contributed to the subject (Jodelet, 2001). Being dynamic, they produce behaviors and influencing relationships, including actions that change each other. Are not mere opinions about something or images of an object. Are true theories constructed collectively, the interpretation and construction of reality (Moscovici, 2004). This theory proves to be, therefore, an important option to researchers in the field of administration, because it facilitates the understanding of social manifestations and the processes of individual and collective choice.

Data collection, said, at first, with interviews with the students of the course studied, starting with the technique of free evocation of words, being asked to say what came to mind when they heard the term "NGO". By means of this technique, it is possible to map the social representation of a particular object of study, the NGOs in the case. Then, asked respondents to establish a hierarchy between the words spoken by assigning "1" that he considered more closely related to the concept of "NGOS", "2" for the second most important, and so on. This procedure is relevant to the

identification of the central core, which represents the most important part of representation (Vergara, 2006).

After the words free evocation, were presented to respondents four open questions, whose After the words, free evocation was presented to respondents four open questions, whose themes and responses are displayed in the section that presents the results obtained. Sought, in this stage, conducting a census, and all students, of course, invited to participate. Not all were interviewed, however, for various reasons, such as incompatibility of schedules and the fact that some students do not attend more classes. Thus, of the 347 students enrolled in course, 194 students were interviewed.

In the following step, the teachers were interviewed, restricting research to those who teach the subjects directly related to vocational training. Such a choice was due to the specific interest in investigating as has been given to preparation for work in NGOs. To these similar questions were formulated to presented to students, also open, focusing on how the disciplines and the course are directed to work in non-governmental organizations.

The next section presents the main results obtained. To maintain the confidentiality of the responses, the respondents are identified by the number of the interview conducted (A1, A2 ... for students and D1, D2 ... for teachers).

IV. RESULTS

In the first step, mapped, as explained in the previous section, the social representation of NGOs maintained by students. Only three categories, then commented constituted the central nucleus. The fact that they are few indicates, as Ferreira (2005), that the representation in question is well consolidated, there is a great cohesion of ideas regarding the phenomenon investigated by the Group researched.

The category "help/solidarity" was a higher frequency of citation. The high importance that the concept presented on social representation studied demonstrates that students surveyed relate more with NGOs providing support to needy people or vulnerable groups than as stock promoters for the consolidation of fairer social conditions, as defending several of the scholars mentioned in theoretical framework.

The category "social action" brought together several expressions related to contribution to a fairer society, such as: "do good", "good deed", "social" and "community service". Once again, the view that NGOs have the main objective of helping people, playing thus a paternalistic role.

The third category, "volunteer work", was singled out as the most important by the largest number of respondents. One of the students (A40),

stated that "people do this without expecting anything in return." Despite look natural the memory of volunteer work that, in fact, represents an important dimension of NGOs, it would be desirable that students perceive these organizations as well as a field conducive to professional performance.

Was asked, then, if they had already been thinking about working in NGO management. Of the 194 respondents, 62 said yes. When asked about why, however, it was found that 8 of these referred to volunteering. The A38, for example, said that "I think it's nice for being a gift of time" and the A74 stated that "it's nice to do good without receiving anything in return." That is, reality only 54 students thought, in fact, to act professionally in an NGO. Among those who claimed never to have thought, many justified by the fact that one needs to have something to keep, indicating that one seeks voluntary work.

The following question was asked what are the main advantages and features that an NGO is Manager. The results are displayed in the following table.

Table 1: Facilities management in NGOs

ADVANTAGES AND FACILITIES	Fi
Offer contribution to society	35
Lower pressure for results	26
Ease in managing people, more motivated	25
Government incentives and financing of companies	24
Less bureaucracy, greater flexibility and freedom of action	23
Personal development opportunity	18
None	16
Personal achievement	15
Status and social recognition	10
Do not know	6

The answer of highest frequency, related to the social role played by NGOs, can be regarded as predictable, given the nature of these organizations. Soon after, as it turns out, the claim of lower pressure for results. In comments made by students who offered this reply was slightly highlighted the idea that, in private companies, the search for profit has generated very high stress. It is therefore not a benefit in itself but rather a contrast to another type of organization considered worse. Also, oft-quoted in people management is seen as arising from supposed goodwill of those who work in this kind of institution.

The A148 stated that "all work of their own free will", revealing a vision, shared by several other interviewees, that the performance in NGOs is always related to good intentions and not a professional choice. Government incentives and support of companies was an idea related to an alleged facility for fundraising which, however, who knows more than the reality of social organizations, you know that does not occur. The following response demonstrated a perception that management models adopted are

more flexible, less bureaucratic. Some have claimed that it is easier to work in less structured organizations like the A32 who stated that the Manager doesn't have to have a very deep knowledge, because these organisations do not have any management support ". This is another idea that the NGOs are unprofessional and that work on them developed is amateur and on the basis of goodwill.

Opportunity for personal development was related to the possibility of learning, but some said clearly that it would be just a bridge to other works, such as the A137 who stated that "the manager gains valuable experience for future works." Personal achievement was related to the feeling of doing something useful to society, perceived by respondents as something ennobling. Although it achieved less frequently, the perception that working in an NGO gives status. According to the A96, "won admiration and recognition" and the A119 stated that "with a reputation for good person with credibility". Three students spelled out that such work would be good for the curriculum and would facilitate the obtaining of other jobs later, once the companies value who has social sensitivity.

The next question addressed the problems and difficulties that students thought that NGO managers needed to face, being obtained the answers shown in the following table.

Table 2:Difficulties of management in NGOs

PROBLEMS AND DIFFICULTIES	Fi
Difficulties in obtaining financial support and resources	128
Difficulty in managing people	23
Prejudices and lack of credibility	18
Unprofessional management	7
None	6
Low remuneration	5
More complex management	5
Bureaucracy and restrictive laws	3
Are not managed for results and have lower pressure	2

As it turns out, the issue is perceived by most as the quintessential problem of work in NGOs, which makes sense and represents a major challenge. The second problem with the highest number of citations, the difficulty to manage people, refers mainly to the restrictive vision manifested by respondents who, as already noted, think only in volunteer work. The A49, for example, stated that "it must be difficult to work with non-remunerated". The attention also the significant number of people who claimed to be prejudice in relation to working in non-governmental organizations. The A69 stated that "people who are in the NGOS are not seen as just as good as those in private companies.

The A109 said that "it is not a job valued". On those who responded that the management tends to be unprofessional, points out that it does not

consider that the degree of professionalism adopted depends, fundamentally, the Manager himself. Low pay is a claim that seems to make sense, but that is not an absolute truth on a very restrictive labour market as the current. More complex management was related to the fact that there are political issues involved and the need to gain social legitimacy, that perception is consistent with the reality of this kind of institution. Ever more restrictive laws and bureaucracy demonstrates ignorance of the fact that, from a legal point of view, the social organizations are treated at private companies, there are no legal limitations. Finally, the two students who claimed not to be nice to work under pressure and recovery of results revealed that share the view, widespread in business management, which is pr. ..

The last question asked: "to what extent do you consider that the course offers adequate preparation to act in the management of NGOs? Why? " As well as in the other, were not here offered preliminary options of answers, which, after categorized, were as exposed in Figure 1.
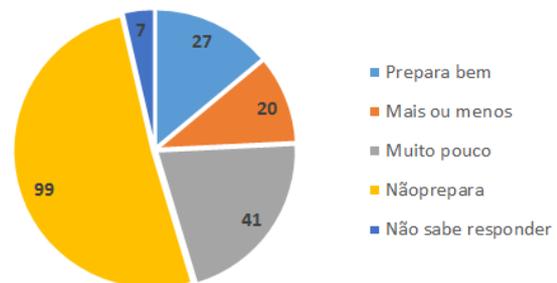

Figure 1: how much the course prepares to manage NGOs

As it turns out, most students consider that the course offers no preparation for the management of NGOs. Almost all who gave that answer commented that realize that training is geared only to private companies. Some said that the curriculum does not cover specific disciplines and others put the responsibility on teachers, as, for example, the 116, who said "the teachers do not show interest in moving it to students."

Those who consider that prepares very little quoted, in your majority, which in some subjects are made general comments but there is no further elaboration. Some have cited that there should be mandatory courses on this topic, noting that there are only a few electives that cover.

Both those who gave answers classified as "more or less" as those who claimed that prepares said the General training of administrator is enough to act in any type of organization. That is, it is not a specifically targeted training and the possibility of adaptation, by the student, learning about organizational management in General to the universe of NGOs. The A7, for example, said that "Gives a good basis, because ONG is considered as a

company, then taught management practices are sufficient. In this same direction, A140 said: "Yes, because the NGO does not differ much from private company. It also has costs and expenses, for example, and also has an image to uphold "the A146" Yes, because in both (private enterprise and NGOs) require the same ". It is, however, a perception that may be fairly questioned since, obviously, there are significant distinctions between traditional management models a company deprives.Após a conclusão da pesquisa com os alunos, passou-se à investigação com os professores. Ao todo foram entrevistados 20 docentes do curso, que representam o total dos que atuam nas disciplinas de formação profissional.

The first question formulated, was asked to what extent the interviewees considered that the course offers adequate preparation for students who act professionally in the management of NGOs. The results are in the following figure:
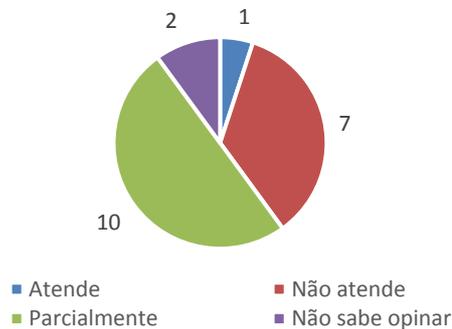

Figure2: preparation for managing NGOs

In comparison with what was raised among the students, the teachers have a vision a little more favorable, because the answer most often was "partially". Not really, however, cannot say that teachers consider the appropriate preparation, because only one of the respondents replied that meets. The D8, in answering that the course meets partially, explained that "there are no specific disciplines and dissemination of the course in this specialty and you should have more teachers engaged in this area". Three of the teachers stated, however, that the curriculum change that occurred in the year 2015, already provides for disciplines in the area, bringing new spaces for the public area and third sector and believe that the changes will form a professional more plural.

Among the seven respondents who answered that the course does not prepare, the D4 has stated that "the training is geared towards the private company"; the D16 said "the course provides some information, but not at the level required to be NGO Manager" and the D13 claimed that "has no vocation for it. The current faculty, by itself, is geared for business management; little, little discussed and if

you know very little. " Regarding this last talk, however, that two of the teachers had a preparation in this area, because one of them focused on in your dissertation and another in your doctoral thesis.

Compared to those who did not know opine, it is worth highlighting the D3, which stated that "don't know about the others, but in refers to him, work process management that fits anywhere", believing that your subject has applicability in any context. Fell, however, in contradiction, having stated that doesn ' t know a vote with respect to NGOs.

The D10 was the only respondent who answered that the course meets the needs. To explain your position, says "be a market opportunity and career students". Not entered, however, in more detail about the formation or any other aspect that could support your opinion. Thus, it was not clear why the assertion that there is a proper preparation.

The second question was raised if the respondents included, in the disciplines in which ministered some content specifically geared toward the management of NGOs. It was found that the majority of respondents (12 people) said they did not discuss. Two of the respondents, the answer why not mention questions about the subject, showed disregard the reality of NGOs or not have proximity to this subject. Two other teachers highlighted that, although not approach the subject in the classroom, there are students who are interested in and seek on their own on the subject. The D13 stated that "students do work directed to NGOs, but not 2%, and even those who do work show complete ignorance. Choose an NGO because it was where appeared a chance to investigate ". The D19, on the other hand, said "had targeted NGOs TCCs guidelines".

It is noticed that there is interest from some of the respondents who responded do not have approach the subject incorporates it somehow in theirregular courses. Such teachers have expressed a desire to get more on this subject to the school environment, whereas it is a fact to be discussed in more depth than it really is, and think to treat you in the next courses.

In contrast to previous, four of those interviewed claimed to broach the subject in the classroom. The D1 said he's had a chance to give a subject related to the topic and that "has a taste for thematic and went to your master's thesis". On the other hand, another respondent stated that already included the subject in a discipline, however, with regard to NGOs, believes that "requires a more specific debate, because it is a collective management logic, alternative business management". In contribution, the D16 said, in one of its disciplines, "must demonstrate that the third sector is more competent to comply with certain social missions, but does so at the level of information and no training.

With respect to those who answered "partially", four teachers said they approached the subject as case studies or as quoted by D7, in one of its disciplines "it is still possible that students can illustrate social cases". The teacher D11 mentioned that "practical projects in which students develop research, including companies of the third sector and NGOs often appeared as case". Another Professor (E10) stated "encompass every opportunity as an example".

The next issue sought to know if at any time the teachers have discussed with the students the possibility to act professionally in NGOs. Half the respondents said yes, 8 stated that no and 2 partially. The D14 said no debate, but consider a good point to be discussed. Already the D4 declared that debate, however, addresses other possibilities of professional performance, such as trade unions. Those answers destoaram, however, than was raised among the students who indicated, in great majority, have not discussed this subject in the classroom.

The fourth question asked what would be, in the perception of those interviewed, the facilities and advantages, being mentioned as follows:

Table3:Features and advantages of NGOs

CATEGORY	Fi
Cooperation	5
Professional development	4
Motivation	4
Defense of a cause	3
Don't see amenities	2
Obtaining resources	2
Higher than the private management	2
Volunteer work	2

Note that the category "cooperation" was at the top of the advantages presented by respondents. The E14, one of which quoted this advantage, pointed out that the cooperative movement is manifested by the "sense of unity in a question in the Group of people who are not just for the paycheck, are the cause defended." The D9 shared the same view, stating that: "by the character of various social tariffs, see the advantage of the meaning, more meaning, social contribution". It seems natural, then, that the respondents judge find such feature as a facilitator of the work of these organizations.

Professional development is also present in the studies about the third sector that were found in the literature review. The D2, one of the respondents who cited this concept stated that "a Manager formed in this range that the course offers has the advantage to seek a kind of privately run differential (...). For students extends the range of possibilities of action ".

The category "motivation" embraced expressions related to Nice to be doing what he loves. Some respondents stressed the importance of NGO members are motivated and have a smaller profit/financial focus as a positive factor. The existence of more humanized vision was also highlighted as important in relation to motivation.

"Defense of a cause" framed on three features present in the answers, being they: "greater social sense" said by D9, and also as the D14 and D18 put, wrestling and Defense for a cause, giving rise to the category. Once again, the answer obtained mirrored what the scholars present as intrinsic to the third sector.

The other categories had few mentions and not added anything in particular to the analysis here developed.

On the fifth question, was asked what difficulties and problems a Manager probably faces in this type of organization. The answers, categorized, are following.

Table4:Difficulties and problems in the management of NGOs

CATEGORY	Fi
Fundraising	14
Little professional management	6
Low-skilled professionals	4
Control	4
Low pay	3
Autonomy	3
Structural Difficulties	2
Bureaucracy	2
total	38

The category "fundraising" got higher frequency of evocation, which is relatively easy to understand, in view of the characteristics of NGOs, living, in general, of grants and agreements, requiring constantly fight to capture the resources for your livelihood. One of which pointed out that difficulty, the D9, to justify your answer says that "NGOs have difficulty of access to financial resources, and that gets in the way, because it adopts management techniques that don't match your action". That is, the perception of this teacher, there are certain amateurism in the management of those institutions that turns out to be incompatible with the pressing need to raise funds.

The theme of the management of these organizations was also cited as a problem. With that, the category "little professional management." The D16 said "who's in charge of the management wont volunteer, showing unprofessional management". The D18 stated that this is "field that requires managers and is still very marked in informal practices".

The category called "low-skilled professionals" was related to quotes on shortcomings of training of workers and managers who act in these

organizations. The D14, answer argued that one of the biggest difficulties is the "low professional qualification in some areas". The D9 was categorical and said "skilled labour". However, it is worth pointing out that in the end areas in which NGOs operate, such as, for example, education and health, the qualification is usually adequate. What we see in the statements of the interviewees, is that, in the management area are found people more "amateur", less qualified.

In the category of "control", the D16 said that "lack of control, because there are no adequate metrics to verify efficiency nor adequate oversight." It was also in the interviews that the concept took control of the Association administrative functions, as a form of strategic planning, very present in administrative theories. As highlight a number of scholars, management actions must be constantly planned, organized, directed and controlled by the managers to the achievement of the goals. It is worth noting, however, that the third sector organizations transcend traditional control forms. Fernandes (1994) says that the strength of the NGOs comes from foundations and not the leaders, therefore, cannot be controlled centrally. It is, therefore, a need that needs to be answered differently of the solutions normally adopted by companies.

Three teachers stated that one of the major difficulties in managing NGOs would be the low pay. The D19 said that in these organizations there is "little financial return" and further added, saying that "an NGO is, in most cases, voluntary work, if he (Manager) seeks financial return, it might not be that kind of organization he's going to make it."

The category "autonomy" was created with expressions that correlate to the difficulty of NGOs of self-government, which, in an institutional perspective, can compromise your own existence. The D1 claimed that one of the problems of these organizations is "know what to do to be autonomous"; already the E6 stated that "there is dependence on the cultural side and where the NGO is established, this can generate impacts". In essence, an NGO must be a stand-alone entity, which turns to certain social purposes and freedom of operation, unlike, for example, than occurs with State organizations (Cardoso, 1997).

The category "bureaucracy" was associated with the difficulties that NGOs have in relation to the legislation that need to comply with. The E14 stated that one of the dead ends would be dealing with a large bureaucracy to be able to get funds which sometimes turns to the administrative (staff and management) ". Another teacher said that the legislation is a fact difficult (D10). It is worth saying that this problem is not unique to this type of organization.

Finally, the category "structural problems" was associated with the issues of infrastructure and organizational structural. What we see is that the resources that are allocated to NGOs are, in General, targeted specifically to end activities developed, not covering adequately the needs of management. On the other hand, the very lack of professionalization pointed to by teachers as a problem can be cause of this deficiency.

In the next issue, were presented to respondents the expressions mentioned by students as components of social representation of NGOs. It has not been mapped to specific representation of teachers, due to the reduced number of components of this universe in the survey. As Ferreira (2005), the evocation of words with the lifting of a social representation requires at least 100 subjects.

So, we decided to present to teachers the relationship evoked expression by students (already categorized), being them enumerassem the five who felt most strongly related to the concept of NGOS, by marking them in order of importance: "1" important; "2" the second, and so on. The scores presented in table was calculated as follows: each marking received for a given expression as being the most important the "5" points. Markings in second place were with "4" and so on, with "1" at that point were considered as 5th in importance. The results of the expressions that received the highest score, and therefore the most relevant to the teachers surveyed, are described in the following Table:

CATEGORIES	1	2	3	4	5	Fi	Pts
Social action	4	3	1	3	1	12	42
Non-governmental/third sector	5	1	1	1	1	9	35
Defense of a cause	2	3	2	2	1	10	33
Non-profit organization	3	1		1	2	7	23
People		3	2	2		7	22
Responsability	2		2	2	1	7	21
Specific audiences		3	2	1		6	20
Volunteer work	1		4	1	1	7	20

Table 5:Vision of NGOs by degree of importance

The category that most teachers consider as associated with the concept of NGOs. Considerably, this category in the survey with students, was among the most cited, with a molded idea of these organizations, both for a universe to the other. Notice also how teachers ' understanding of what they are intended to meet the needs of a particular group.

The "non-governmental/third sector", although much-quoted, just adds to the understanding of representation will be maintained, because it limits itself to reproduce a feature inherent in NGOs. The same occurs with "non-profit" defense of a cause "appears as a category one of the most cited, and turned to a greater degree of citation also in previous

research. On the assumption that NGOs seek to fill unmet needs for the State sector. It is noticed that teachers as well as students, related NGOs as holding solutions being recognised as institutions of large-e.

The category "people" was also among the most cited by the students, because they are related to the universe of activities of NGOs, which, in General, seek to help those most in need and meet their needs when not made by private agencies. The categorization in the face of previous research, also took into account people working in these organizations, being considered and related to volunteer work.

Already in relation to the "responsibility" there was a strong difference of what was raised in the interviews with students, when only one took into account this account claiming these organizations need to have responsibility with the focus on your activity. "Specific audiences" demonstrates the relationship between the population in which the NGO is inserted, what your target audience, among these are minorities, children, the elderly and others. Its highlight, however, little contributes to the understanding of the answers obtained.

"Volunteer work" was also one of the categories that had greater emphasis on research with students, where he realizes that Word importance for building the general understanding about NGO. One must take into account, however, that the strong emphasis on volunteering appeared associated with no perception of possibilities for professional managers in these organizations.

It is worth noting that the term "help", who wrote the core of social representation held by students, was not regarded as one of the most important teachers. This may indicate that these maintains a less paternalistic view about the nature of NGOs than was observed between the students. Similarly, voluntary work became less valued by teachers, leaving of being one of the three most relevant expressions, as shown in the table. This situation may indicate that teachers are not so constrained by volunteering when they think of the possibilities of working in NGOs as revealed to be students.

V. DISCUSSION

As preliminarily exposed in the introduction, the objective sought in research presented here was to identify the perceptions of students and teachers of the course studying about the possibilities of professional performance of administrators in nongovernmental organizations and how much education offered is suitable for this type of institution.

About the possibilities of working in NGOs, it became clear that the students have a very restricted, limited to consider volunteering and not realizing that this kind of institution also requires managers professionalized. This situation could harm the development of careers in this sector, which, as noted, has grown and productive job opportunities open. Less than a third of respondents regarded the chance to act in these organizations and many of these, even in the face of the question I wondered about professional involvement, responded thinking only in acting as volunteers. What was raised in question approached the advantages of working in an NGO gets even clearer the need for students to be awakened for this important professional alternative, because the view expressed about the nature of these organizations reveals that they see in a fairly positive, although sometimes naive. The answers of some students showed that they do not realize that, in spite of not targeting profit, social organizations also need to generate results and that its managers are, therefore, subject to pressures and charges. Also the perception, manifested by a significant number of respondents, there is a lot of support from the Government and partner companies, also signals a great ignorance of the reality faced by NGOs.

Even more disturbing was the perception of the majority of the students that are not being adequately prepared to manage other organisations than those. This view was confirmed by the teachers interviewed, that, in your most, assumed not to treat in a classroom specifically NGOs or any other type of organization other than private companies. The self-criticism made by many teachers, they don't feel prepared to include this theme in their classes shows that this is not simply a lack of interest.

It is worth noting also allegations made by both students as teachers that, although there is no specific targeting, you can adapt the knowledge received to act on NGOs and other organizations because any. This is a questionable position, as are several peculiarities of these institutions and to carry out adjustments on their own, especially for professional graduates, is not a simple task. Similarly, claiming that students can direct your TCC or get training course on NGOs is a way to relieve the course and teachers to treat this specific training that might be an excellent choice for the professional insertion of graduates of the course.

We highlight also the exception made by some teachers of the new curriculum in the deployment phase, brings greater emphasis in other types of organizations than those private companies. Interesting to note that there were students who expressed this same perception, demonstrating that there are students involved and aware of the pedagogic project of the course.

It is finally observed that the Theory of social representations, used as one of the survey have demonstrated, in fact, a good employment potential in investigations in the area of administration. Being

quite common in studies in other branches of knowledge, such as education and health, is still a little methodology used to address issues related to organizational management. The spontaneity that marks the results obtained in free evocation words represents an interesting contribution. Expressions that were identified as part of the central core of the representation of NGOs had your meaning well understood and were consistent with what was raised in the interviews.

This being a case study, it is always valid to note that what was found refers exclusively to the course focuses, not reflecting the reality of the Administration in General. So, as a suggestion of future studies we can mention the replication of research in other educational institutions.

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