



PROFILE, TRAINING, COMPETENCES AND ATTRIBUTIONS OF THE ADMINISTRATOR PROFESSION IN HIGHER EDUCATION

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ABSTRACT

Objective: Reflect on the profile, training, competences and attributions defined for the position of Administrator, as well as its regulatory evolution and its impact on the training and supply of Administration courses in Brazil.

Theoretical Framework: Research based on theoreticians, methodologists, pedagogues and leading thinkers from the worlds of Administration and Education, with particular emphasis on Brazilian authors who investigate and support the research vision and perspective in this field.

Method: Narrative literature review, seeking to describe and discuss the current state of the research topic.

Results and Discussion: A theoretical-discursive approach based on a relational triad between concepts, authors and perspectives that point to strategies, paths and future options for those who take on the responsibility of belonging to this labour market, this very important and differentiating area, within the scope of policies and resource management of institutions and management structures of wide and diverse socio-political and socio-economic implication.

Implications of the research: This time and for the future, a range of proposals is promoted so that legislators and process managers (including initial and advanced training) can reflect on them, in order to improve perspectives and/or address new training strategies in this specific area, given its importance in the daily lives of people and institutions.

Originality/Value: This study addresses the central question (profile, competence and attributions) about the role and training of the Administrator, in a unique way and from a perspective based both on the experience of the authors with administrative functions and coordinating studies in the area, and on the perspective of authors who contribute to this theme in different ways, This contributes to a global vision of the future that can be taken into account by decision-makers with administrative functions, who have increased responsibilities in implementing changes and adapting strategies and/or policies on training related to the general construct of the administrator's functional profile.

Keywords: Higher Education, Public Policies, Administration, Functional Profile.

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PERFIL, FORMAÇÃO, COMPETÊNCIAS E ATRIBUIÇÕES DA PROFISSÃO DE ADMINISTRADOR NO ENSINO SUPERIOR

RESUMO

Objetivo: Refletir sobre o perfil, a formação, as competências e as atribuições definidas à função de Administrador, assim como sua evolução normativa e seu impacto na formação e na oferta dos cursos de Administração no Brasil.

Referencial Teórico: Pesquisa alicerçada em teóricos, metodólogos, pedagogos, pensadores de referência pertencentes ao universo da Administração e da Educação, com particular destaque para autores brasileiros que investigam e sustentam a visão e perspectiva investigativa neste domínio.

Método: Revisão de literatura de matriz narrativa, buscando descrever e discutir o estado atual do tema pesquisado.

Resultados e Discussão: Abordagem teórico-discursiva com base numa tríade relacional entre conceitos, autores e perspectivas que apontam estratégias, caminhos e opções futuras para quem assume a responsabilidade de pertencer a esse mercado de trabalho, esta área tão importante e diferenciadora, no âmbito das políticas e da gestão de recursos das instituições e das estruturas de gestão de ampla e de diversa implicação sociopolítica e socioeconômica.

Implicações da Pesquisa: Promove-se, desta feita, e para futuro, um leque de propostas para que o legislador ou o gestor de processos (incluindo de formação inicial e avançada) possam refletir sobre elas, de forma a que se aperfeiçoem perspectivas e / ou se abordem novas estratégias de formação na área específica, dada a sua importância na vida quotidiana da sociedade e das instituições.

Originalidade/Valor: O presente estudo aborda a questão central (perfil, competência e atribuições) sobre a função e a formação do Administrador, de forma singular e numa perspectiva alicerçada quer na experiência dos autores com funções administrativas e de coordenação de estudos na área, quer na perspectiva de autores que aportam esta temática de forma diversa, aprofundada e desafiadora (perante e mediante realidades também elas diversas), contribuindo, desta feita, para uma visão global de futuro que pode ser considerada por decisores como funções administrativas, os quais incorporam responsabilidades acrescidas na implementação de mudanças e adequação de estratégias e/ou políticas sobre a formação atinente ao constructo geral do perfil funcional do Administrador.

Palavras-chave: Ensino Superior, Políticas públicas, Administração, Perfil Funcional.

PERFIL, FORMACIÓN, COMPETENCIAS Y ATRIBUCIONES DE LA PROFESIÓN DE ADMINISTRADOR EN LA ENSEÑANZA SUPERIOR

RESUMEN

Objetivo: Reflexionar sobre el perfil, formación, competencias y atribuciones definidas para el cargo de Administrador, así como su evolución normativa y su impacto en la formación y oferta de cursos de Administración en Brasil.

Marco Teórico: Investigación basada en teóricos, metodólogos, pedagogos y pensadores líderes del mundo de la Administración y la Educación, con especial énfasis en autores brasileños que investigan y apoyan la visión y perspectiva de la investigación en este campo.

Método: Revisión narrativa de la literatura, buscando describir y discutir el estado actual del tema de investigación.

Resultados y Discusión: Una aproximación teórico-discursiva basada en una tríada relacional entre conceptos, autores y perspectivas que señalan estrategias, caminos y opciones de futuro para quienes asumen la responsabilidad de pertenecer a este mercado de trabajo, a este ámbito tan importante y diferenciador, en el ámbito de las políticas y la gestión de recursos de instituciones y estructuras directivas de amplia y diversa implicación sociopolítica y socioeconómica.



Implicaciones de la investigación: En esta oportunidad y para el futuro, se promueve un abanico de propuestas para que legisladores y gestores de procesos (incluyendo la formación inicial y avanzada) puedan reflexionar sobre ellas, con el fin de mejorar perspectivas y/o abordar nuevas estrategias de formación en esta área específica, dada su importancia en el día a día de las personas y de las instituciones.

Originalidad/Valor: Este estudio aborda la cuestión central (perfil, competencia y atribuciones) sobre el rol y la formación del Administrador, de manera singular y desde una perspectiva basada tanto en la experiencia de los autores con funciones administrativas y coordinando estudios en el área, como en la perspectiva de autores que contribuyen a este tema de diferentes maneras. Esto contribuye a una visión global del futuro que puede ser tomada en cuenta por los tomadores de decisiones con funciones administrativas, quienes tienen mayores responsabilidades en la implementación de cambios y adaptación de estrategias y/o políticas de formación relacionadas con el constructo general del perfil funcional del administrador.

Palabras clave: Educación Superior, Políticas Públicas, Administración, Perfil Funcional.

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1 INTRODUCTION

Universities are recognized and respected, as centers of formation and dissemination of knowledge and specific knowledge, important locus of progress for the sciences and for the historical moment of each society (Morgado, Rodrigues, & Silva, 2024). Adding to the concern and reflection of the role of man in this context, we see the imminent need to study his actions and rethink his attitudes and ways of conducting organizations, whether public or private, with more responsibility and human concern, with himself and with others who live and live under the effects of his decision-making. The university, according to Saviani (2011, p. 39) "is an institution for the conservation, creation and transmission of culture". According to Demo (2009, p. 3) "the University occupies an absolutely outstanding role, provided that it does not reduce itself to reproducing knowledge and that it has two central functions today: rebuilding knowledge and educating new generations". For Demo (1991) referred to by Angeloni and Zanela (2006, p. 19) "a modern university defines itself as an institution where one learns to learn, which has its importance as it represents the current challenge of higher education being the central instrument of the modernity of society and the economy". According to Pompeu e Marques (2013, p. 251) "to understand the university implies encompassing a complex process of developing objectives, starting from the definition of goals aimed at professional improvement, dissemination of knowledge, dissemination of learning and social contribution, in the form of the provision of actions and services to the community".

According to Morgado, Licursi e Silva (2024, p. 3) "In times of profound cultural, economic and social changes, we are faced with the galloping evolution of the most diverse



technological resources. Consequently, we are faced with the challenge of competitiveness for excellence and the determination of quality and success goals [...]", it is assumed that the participation of higher education is recognized as an important social instrument in the construction of sustainable development and that at present, the principles based on ethics, citizenship and social responsibility are the basis of the knowledge society, where advanced teaching technologies must be developed, greater possibilities for social inclusion and democracy of knowledge.

For as pointed out by authors such as Morgado, Rodrigues and Leonido (2024, p. 220) "Education is defined as the awakening and development of all the innate capabilities of human beings to realise a personal project of life or preferentially, the integral development of the human person". Human activities, at their various levels and the production of the common good, take place, above all, by the formation of decision-makers aware of the contributory value of the exercise of administration and its interdisciplinary connections, but behind the *modus operandi* and all expertise, is man, promoting work, results and inclusion respecting society, its historical moment and its culture. From there comes the University that should not just be performing managerial procedures, and as Dias Sobrinho said (2015, p. 583)

"the primary responsibility of the university is to build, on a day to day basis, the quality of the processes, without losing sight of their essential ends. This means fulfilling your training activities and dealing with knowledge with the highest possible degree of academic, scientific, technical, moral, political and social quality. [...] in the training of individual citizens with civic values and technically and scientifically relevant and socially relevant knowledge'.

It must, while it exercises its decisive role in the generation of knowledge, committing itself to society, it must also promote updating of its methods, on the contrary, it will train outdated and obsolete professionals. There are several current causes that make it possible to insert this concern with the formation of this individual: social movements, changes in the quality and longevity of people, environmental issues, intercontinental and multicultural concerns, the advance of technology, amongst so many others. These concerns range from the macro to the micro. Learning should also deal with more specific issues in society, as Demo (2009, p. 7) said: "learning is about being a person capable of own history, presenting other central marks, with emphasis on the emotional question and of multiple intelligences". Demo (1991) in referring to Readings (1983) states that the university should not create courses directed exclusively to the demands of the productive system. The concern should not only be focused on preparing professionals for organizations, but on developing the modernizing spirit.



And it is in the change and development of a more comprehensive social formation that we must look for the conditions and motivations for creating courses that make a practice more feasible and capable of achieving the changes and expected results.

2 THEORETICAL FRAME

2.1 THE COURSE OF HIGHER EDUCATION

The new directions of higher education, based on Moretto (2001), Dias Sobrinho (2018, 2019) and Morgado *et al.* (2024), seek to change the focus on the training of the professional. What the new guidelines seek is to make possible a different moment of formation, it is an attempt to establish meanings between the area in which one wants to be professional, with its theoretical competences and how to deal with the situations arising from living in the exercise of the chosen profession, with its complexities, specificities, similarities and singularities, which goes on to involve other competencies, besides the theoretical contents. It will be necessary to develop the skills of knowing how to do things, of values and ethics, and also to know how to deal with the emotions that come from all human behavior. The action of the university should combine knowledge and research, but it should foster an appreciation of the individual in the sense of stimulating him in his personal aptitudes, enabling him to transcend the university context and the academic life, making it essential as a plateau for the professional development of the student.

The University, as Pompeu and Marques stated (2013, p. 23) "has as its mission the formation of an integral human being and his qualification as technicians, scientists and professionals. It is important to emphasize the existence of a close link with the formation of these people and the environment in which they are inserted". And according to Dias Sobrinho (2018, p. 587) is:

"It is undeniable that the University has a duty to train competent professionals and to commit itself to the economic development of the country. But technical training is only one part. Life is much more than that. Technique without ethics and science without conscience can produce more barbarism than civilization, more destruction and mortality than the construction of freedom and the dignity of life".

We know that, among the various objectives of a higher education, the main one is the formal certification of the individual. This objective is linked to the profession and social function that young people will have when they are adults. We are studying to have a good job,



but the fact is that this reality continues to keep the technicalist society, urgently and more recently, with behavioral and emotional difficulties. The curricular matrices still carry in them an unmeasured number of curricular units, sometimes even dispensable, it is very common to hear the questioning of the students about the purpose and use of those conceptual contents of such specific sciences. And unfortunately, no matter how many revisions are made in the curricular units, the construction of knowledge requires maturity and purpose, not only a list of indissociated knowledge, some are so specific and technical, that it only interests those who specialize in the area, to the detriment of other forms of learning more prevalent in the society's agenda, we are referencing the behavioral aspects of the individual. Through the application of active methods of learning we can make use of formal science, awaken skills and also of the various manifestations of attitudes that can also enable transversal and interdisciplinary learning. We believe that by including behavioral aspects in formal learning, important and essential knowledge will be easier to assimilate. The ideal is to try to prepare the individual for situations of experiences, present or future, not only for formal temporal evaluations. It would be another attempt at praxis. There is a huge difference between reading and listening, bringing to a practice of recruiting and selecting staff, how to act if in a resignation the dismissed becomes aggressive? Drawing conclusions from practical simulations, awakening to act through the recognition of the various intelligences, would be far more stimulating.

Higher formal education is not always organized in its sense and response to society (Dias Sobrinho, 2009, 2015; Morgado *et al.*, 2023). When the individual is asked to use his or her competence in activities for which that teaching has not formed or has not used appropriate methods to train his or her competent professionals and to leave them prepared to face the real challenges ahead, it can be said that higher education has failed. It is believed that, education has to do some action to break a ruling paradigm that higher education has become business. Rethinking the values of the university as a thinking universe builder of initiatives and disseminator of good professionals, who will profit in the medium term will be the whole society, the organizations, the State, that esteems thinking beings, in an attempt to break, once again in history, the mechanistic vision of man, now called robotized (Dias Sobrinho, 2009, 2015, 2019; Morgado *et al.*, 2018; Silva *et al.*, 2018; Morgado *et al.* *Unfortunately*, 2 024)

According to Cunha and Fernandes (1994, p. 190), "The reality of universities shows that the major part of the teaching-learning process that it develops is based on the model of the reproduction of knowledge". In other words, Oliveira (2005, p. 38) points out that "at present, teaching requires specific skills that include not only the necessary qualification and professional experience, but also specific skills".



Discussions on higher education and education have been the subject of study for many years. It is always a current and important theme, only that one cannot solve questions of attendance of what the market needs and the university forms and, unfortunately, the training, which is so significant for the young, does not make him fully qualified for the labor market that may end up not absorbing it. Higher education is a topic of reflection under various approaches. The social and cultural complexity that characterizes it, coupled with the fact that it is in a reality in constant transformation, allows for approximations to be produced coming from several lines of study, but not necessarily contemplated.

This whole process is not built without the break of (pre) concepts and customs. It requires constant review of how you perceive, feel, analyze and act. It results from a long process of awareness, built in dynamic participatory effort (Demo, 1998). Whatever the change in higher education, in the university or in education is a process of re-signification, since it is necessary to reinvent the internal and curricular structures, the exercise of university teaching, to identify the competences themselves, and still passing through the conscience of all those involved who are, teaching staff and students.

Nowadays, ensuring the quality of training is related to qualifications that are useful in the medium and long term, that is, the quality is ensured by the future professional of that individual, otherwise it is as if the result of that training did not exist. Demo (1991, p. 70) stated that, on the one hand, "especially in the social humanities, specialty is the nonspecific theoretical discourse, sometimes well structured, profound, creative, but distant from practice. On the other hand, in so-called applied social sciences, one easily forgets theory, leaving activism and pragmatism".

The commitment to a quality, ethical and citizen academic education should make the student develop (formal competence) being aware of the existence of the various knowledge in society provided by research and by extension, mainly, it will be a lever of visible results through the creation and management of organizations that will generate jobs and better living conditions for the population. We realized the constant creation of legal instruments, which a priori should be basic for every individual, citing different statutes, such as human rights, primers against moral harassment, sustainability manuals, among others, and we thought how teacher training could be more incisive in these simple "human" issues: how to act in the face of daily difficulties, decision-making, the conscious use of resources, to happier and feasible life and work goals, as to him (student) are enabled learning mechanisms to rethink his human condition so that he can better deal with other individuals, groups and organizations.

According to Marcovitch (1988, p. 23), the reason for the existence of the university is



"the best possible place for an enriching transition from adolescence to youth and, afterwards, to adulthood", and adds that this, "still has the role of forming citizenship. It is up to you, and perhaps this is your main function, to develop the restlessness of the social being".

They are looking for contributions, understandings, readings that can support the construction of clear and precise ideas of the meaning and dynamics of university education, with a view always to bring improvements to the quality of their formative and representative work in the life of the individual, it is important to bear in mind that educating young people to be good citizens is a demanding task and of enormous responsibility, and that for there to be this balanced growth it is necessary to balance and coherence between formative guidance, pedagogical procedures adopted and expectations of the actors/protagonists/stakeholders.

The importance of education in promoting the harmonious growth of the individual should be emphasized. By integrating education in a balanced way into their life, people become more receptive and predisposed to explore aesthetics, emotions and experimentation. This suggests that education is not only limited to acquiring academic knowledge, but also plays a vital role in expanding perspectives and promoting personal and emotional development (Santos & Silva, 2020; Costa & Freitas, 2021; Pinheiro & Mendonça, 2022; Morgado *et al.*, 2023; Silva & Oliveira, 2023). Demo (1991) and Dias Sobrinho (2015, 2018, 2019) emphasize that the university should not create courses directed exclusively to the demands of the productive system.

We must direct our concern to cultivate a spirit of modernization that empowers our professionals through the transformation and improvement of elements of their training and with knowledge that stimulate their reflections and practices

According to Pastore (1998, p. 28):

"The future will require competent, multifunctional professionals, curious alerts that will need to have undergone an education that has equipped them with reasoning logic; understanding of processes; ability to transfer knowledge; readiness to anticipate and solve problems; knowledge of languages; ability to treat people and to work in a team. That is, a kind of education that gives people the conditions to learn continuously".

Thus, in 2005, after discussions and consensus between the Institutions of Higher Education (IES), the National Council of Education (CNE), the National Association of Undergraduate Courses in Administration (ANGRAD) and the Federal Council of Administration (CFA), seeking a certain unity in the profile of the professional who intends to graduate was presented an updated format for the Bachelor's Degree in Administration.



Regulated through Resolution No. 4 of July 13, 2005 establishing the National Curriculum Guidelines of the Graduate Course in Administration, Bachelor's Degree, and provides other measures. According to Andrade and Amboni (2004, p. 71) "this modification has the responsibility of handing to society citizens with technical-scientific knowledge and future protagonists in the management of natural, technological and human wealth, producing and maintaining the common good in an ethical and sustainable way, believing that it is socially just and deserving of equivalent merit". It is up to a university institution, first of all, and as such, to deal with the "formation of adult individuals, realized, endowed with a renovating impulse and well equipped culturally, not to mention the ethical sense, which enters into crisis with the loss of more general significance" (Motta, 1983, p. 55). It is also up to the university, in the exercise of its competence, to build and develop means that adjust its units to a new social moment, and its courses must involve units that contemplate intellectual characteristics indispensable to a new order. "The university lives like this, a constant challenge, to be the fruit of society and at the same time to transform it" (Readings, 1983, p. 3).

2.2 HISTORICAL PERSPECTIVE: ADMINISTRATOR PROFILE

Administration as a science emerged from the early 20th century with the effects of the Industrial Revolution. In Brazil, the story followed. The development of the industry allowed, from the very need of professionalization, the emergence and expansion of Administration courses. After the main moments of Brazilian industrialization until the 21st century, today we have the third course that aggregates the largest number of students enrolled in higher education, according to data from the Census of Higher Education (INEP/MEC, 2020) and occupies this position since 2017. Among the reasons for choosing the course of Administration, the three main ones, according to research by the Federal Board of Administration (CFA, 2011), are: the general and comprehensive training; the existence of a broad labor market and, the vocation. The areas of activity of the Administrator are: General Administration, including Planning, Financial Management, Human Resources, Sales, Operational Management or Production, Process Management, Accounting Management, Logistics, Project Management, Information Technology, Marketing and Information Systems.

The business course has evolved in universities and colleges both in its format and in its national coverage. We live in an organizational reality, the changes in which society passes reflect directly in its dynamism. It is not a course, in any case, watertight and distant from the social, economic and political movements of any people. The requirement for a university



degree for entry into the functions of administrator has driven the demand for Administration courses in Brazil and their emergence and evolution is related to the country's development process. It has its own theoretical body and followers, but an important consideration must be given, it is a science with a lot of interdisciplinarity, it uses the knowledge of various other sciences such as psychology, statistics, mathematics, sociology, economics, anthropology, law, among others, and as such its practice does not survive without a theory that underpins it. The training offer of Administration in Brazil has a very short history compared with the undergraduate degrees, with other bachelor's degrees and mainly with the Administration itself in other countries considered of "first world". It was implanted in Brazil with the objective of forming specialists who would attend to the productive sector, taking as inspiration the North American experiences.

The concern was to create a school aimed specifically at preparing company administrators linked to the business world, with the objective of training specialists. Its pragmatic sense has existed since its origin, because it was created very objective for the teaching of search and achievement of results, profits, efficiency, effectiveness, methods, processes, generation of resources, resolution of conflicts, among other practices peculiar to science.

Its installation in Brazil went through two very distinct moments marked by legal definitions of minimum curricula: one in the 60s, another in the 90s, to define the current curriculum, which took place in 2005. As a profession, regulation only came in the second half of the 60s, through Law No. 4769, of September 9, 1965, with this law access to the professional market would be deprived of the holders of titles issued by the university system. For Angeloni and Zanella (2006, p. 6),

"the training of the administrator is directed towards the dichotomy between the generalist and the specialist: the ideal would be a mixture of a generalist and a specialist, in practice neither one thing nor the other is being formed. This is because the decision to form a generalist with some specialty depends on a balanced curriculum of theoretical and practical disciplines."

In the 40s, Brazilian society went through the productive agricultural stage, with its market strategies based on production and distribution, the well-known Classical Era defined by Alvin Tofler, emphasizing the importance of the formation of specialized personnel to promote changes, manage administrative issues and give support to economic issues. Following the industrialization process of the country, in 1945, the organizations evolve, the society



evolves as well, and the first initiatives arose that would give rise to the course of Administration, the course of Accounting Sciences and the course of Economic Sciences. It is worth highlighting that at the time, the school system only trained engineers, doctors and lawyers. What favored the teaching of the Administration in Brazil was, principally, the economic aspect of the country impeded by the government at the time, which had as its policy to be developmentalist, pushing forward all of a systemic macro-environment through which the country passed. The course began with a minimum curriculum (regulation of the profession took place in 1965). It contained curricular units of aspects of general culture, instrumentals, conceptual nature and professional training, but it brought the sense and the mechanistic orientation proper of the time and these were already impregnated in their culture, all this resulting from the "developmental fever" that occurred in the 60s in the country, which resulted in the importation of technology and favored the arrival of foreign specialists. At that time, the Getúlio Vargas Foundation and the School of Economics and Administration of the University of São Paulo were created, which until today are references for teaching, research and the formation of intellectuals endowed with technical training, capable of covering their actions with specialized knowledge as an indispensable strategy for the continuation of the economic transformations started in the mid-30s (Andrade & Amboni, 2004). Among the main issues of concern and constant studies on the part of teachers, students and also managers, in Brazil, are the adjustment of Administration teaching to the Brazilian reality. The country went through all the waves as Alvin Tofler predicted, that of agriculture, industry and services and technology, and in the meantime, vocational training required different skills. And this reality persists. Since the 90s, discussions have been turned back on the need to improve the quality of Administration courses in the country. In addition to the universities, the main institutions to mobilize were the National Association of Undergraduate Courses in Administration (ANGRAD) and the Federal Board of Administration (CFA), the proposal was in addition to a curricular review, Andrade and Amboni (2004, p. 12) stated that:

"the curriculum must be understood in its widest dimension of expected performances, of desired relationship with the environment it serves, its institutions, organizations, teachers, students, companies, and must overcome even the pragmatism of the school itself, engaging with its ideology and philosophy of education... it must not only respond to the needs of the labor market, but also change its focus, from problem-solver, reproducer of productive forces and social relations to promoter of new productive and social relations, constituting a transforming agent capable of adjusting quickly to the advances of science and technology in establishing a new order".



In the context of public policies, we have to highlight some that we consider important and that we focus on our investigative perspective in this area:

Table 1

Legislative Evolution on the Administrator's Profile in Brazil

Law	Guidelines
Law 4.769/1965	This law regulates the profession of Administrator in Brazil, defining the attributions, competencies and responsibilities of the professional.
Law No. 9.394/1996 (Law on Guidelines and Bases of National Education - LDB)	It lays down the guidelines and foundations of national education. In the context of higher education, that law contributes to defining minimum requirements for the training of administrators, including workload, program content and skills to be developed.
Resolution CNE/CES No 4/2005	It defines the National Curriculum Guidelines for undergraduate courses in Management, establishing the competencies and skills that professionals in the field must develop throughout academic training.
CFA Resolution 560/2018	It provides for the tasks of the Administrator and provides for further actions, complementing the previous legislation by defining specific aspects of the administrator's professional activities.
CNE Resolution No. 05/2021	Establishes the National Curriculum Guidelines of the Bachelor of Administration Course. Among other provisions, the resolution deals with the expected profile and skills of the return, course organization, learning management, evaluation of activities, teaching methodology, interaction with the labor market, faculty, etc.

In the face of so many contextual variables and so many social evolutions, the training of administrators, according to authors such as Angeloni and Zanella (2006), Souza, Ferrugini and Zambalde (2017), Araújo e Silva (2020), Oliveira e Souza (2021), Santos and Lima (2022) and Pereira e Rocha (2023), should be, in the first place, the preparation of individuals with the capacity for reflection and analysis, combining, in the university, knowledge, thinking and the search of the truth with practical views of reality, in particular of the organizations after the training of management professionals with theoretical and multidisciplinary content, ability to use the information for decision making, skills in the applications of management techniques. Angeloni and Zanella (2006), leave well in mind the idea that the university is a necessary and inevitable institution, being one of the most efficient strategies for preparing the future, besides the occupation of privileged spaces of the labor market and of the productive process. According to Pastore (1998) quoted by Rosário (2010, p. 28):



"The future will require competent, multifunctional professionals, curious alerts that will need to have undergone an education that has equipped them with reasoning logic; understanding of processes; ability to transfer knowledge; readiness to anticipate and solve problems; knowledge of languages; ability to treat people and to work in a team. That is, a kind of education that gives people the conditions to learn continuously".

In profiling the administrator, Hersey and Blanchard (1986) added three skills needed for the administrator to efficiently perform his profession. They are: Technical ability; Human ability; and Conceptual ability. Whenever one speaks of profile, standard competencies, description of the professional, the most complete is desired, the combination of these three skills defined by Hersey and Blanchard (1986) necessary to the administrator would make him the ideal professional, desired by any organization (Fleury & Fleury, 2001; Sant'Anna, 2002; Godoy & Antonello, 2009; Chizzotti & Casali, 2012; Souza *et al.*, 2014; Araújo & Silva Oliveira & Souza, 2021; Santos & Lima, 2022; Pereira & Rocha, 2023).

In this way, we highlight the importance of the technical, human and conceptual skills for the administrator proposed by Hersey and Blanchard in 1986. Essential skills and recognized to this day as essential for the professional success of an administrator, who must add to their individualities and their own complexity.

We should consider that the combination of these skills varies depending on the acquired knowledge and personality characteristics of each individual, individuals are not automata, as Bergamini would say (2012), they are the result of a biopsychosocial conjunction, therefore, dealing with the administrator is also dealing with the development of the integral being. The highlight is the breadth and complexity of its organizational, business, social and human role. The current situation is confirmed and is being demanded by the legislation itself, when it states that graduation from the course must express a "coherent and integrated set of contents (knowledge), skills (knowing how to do), skills (knowing how to do well) and attitudes (wanting to do) from the local to the global dimension" (Resolution nº05/2021 CNE).

In this way, we highlight the breadth of the administrator in the various contexts that develops his roles, be it organizational, social, political, human, emphasizing the need to develop technical, human and conceptual skills for his professional success. It is recognized that the combination of these skills is influenced by the knowledge acquired in formal learning and by the individual characteristics of each person, reflecting the unique nature of human development. In addition, the contemporary requirement for integrated, systemic and innovative training as indicated by the relevant legislation is highlighted. The development and success of the administrator comprises a whole knowledge of the complexity of human



relations, of the formal knowledge of administrative science, of its interdisciplinarity and of its application/praxis in the various organizational environments.

3 CONCLUDING REMARKS

Authors such as, Silva *et al.* (2018, p. 24) evidence that "The training of the professional, ethical and cultural as an anticipatory factor of scientific and technological development, required in world society, brings concerns about the formation of the subject of action that acts in society". Therefore, the University must seek a balance between accelerated changes and the need for scientific reflection. The praxis in applied social sciences evolves in such a way that general knowledge adapts itself in extension actions, so the university must address itself to both generalist and specialist views in a balanced way, being the two necessary at the different moments of professional life. The university should be directed to the managerial profile of the administrator of the future, who should possess some indispensable postures such as: initiative of action and decision, capacity for negotiation, working in a group, competence and autonomy to create and innovate, provide personal and holistic growth of the individual, integration of knowledge, capacity for interpersonal communication, have technological readiness and computational thinking, address problems and opportunities systemically, commitment to ethical principles and social and ecological responsibility. Graduate courses in administration must therefore abandon the characteristics of which they often possess (such as acting as mere tools for transmitting knowledge and information), and move towards, on the one hand, training solid competences at the level of undergraduate education and, on the other, at the level of permanent education, preparing the future graduate to face the challenges of the rapid transformations of society, the labor market and the conditions of professional exercise respecting the principles of value, such as strengthening the bonds of solidarity and mutual tolerance, the formation of values, the improvement of the human being, ethical training and the exercise of citizenship in the process that should involve his pedagogical project. In the course of Administration, we incorporate interpersonal communication, professional ethics, studies on changes, philosophy, psychology, statistics, sociology, among others. Following this orientation and going to meet this new order, the legislation is updated. Since the Opinion of the Council of Higher Education/National Council of Education No. 776/97, guidelines have been established for the Curriculum Guidelines of Undergraduate Courses in this sense, to encourage a solid general training, necessary for the future graduate to be able to overcome the challenges of renewed conditions of professional exercise and production of knowledge,



allowing several types of training and differentiated qualifications in the same program, among other guidelines very relevant in this perspective. These guidelines meet the need for training for administrators to help them keep up with technological changes, globalization, the dynamics of social changes, new behaviors and organizational demands, to face a world of work in rapid changes, needing to be able to analyze and interpret environments and correlate scenarios. In addition to working with environmental changes and identifying new trends, it must act as a transformative agent. This professional should be generalist, but specialized at the same time, should know how to experience the feeling of its target audience for the search and service of its need but also should be a great partner and evaluator of its peers, should master different techniques, equipment and methods but also know the origin of the work, the organization, its implications and use of ethics and morals to deal with autonomy and responsibility with its values and with the culture of the organization to which it may be linked.

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