

ANALYSIS OF THE CONTRIBUTION OF THE TRAINEESHIP IN THE ACADEMIC FORMATION IN BUSINESS ADMINISTRATION

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Abstract:

The stage vocational education is among the most important ways to penetrate to the labor market. This research found that the stage carried out by academics of administration of UNIR Cacoal has impacted positively on the lives of the trainees. It was theoretically that the stage can't be defined only as a source of cheap labor to the employer, or a pouch remunerated the intern, and yes a process of learning and insertion of the professional actor in the area. The research was conducted as a basis for inductive method predominantly a Case Study based on descriptive research, explanatory, exploratory, ex post facto and bibliographic references. To make an analysis of qualitative and quantitative relation, for data collection were applied between the trainees of directors UNIR in Cacoal, a questionnaire with a sample of twenty and two trainees (n= 22). After the data collection, we obtained significant results for the university and researchers in general. The stage has strongly contributed to the vocational training of academics who perform, bringing them to the labor market and those preparing for the challenges of an employment effective together with university education. It was also found that the professional stage is a differential in the processes of a career in administration, as well as help the academic process in learning, making with that the same develop their potential in practicing what has been instructed in theory classes in the university.

KEYWORDS:

Stage. Trainee. Scholarship. Administration.

INTRODUCTION:

The stage aims, among others, to enrich the knowledge of the student and provide a basis for the exercise of administrative activity. Enables the companies benefit in a number of ways the academic and certainly the largest of them is to acquire experience to join the labor market later. In addition to providing a more effective learning for the student to better performance in the labor market. This way, you can put into practice the theory learned.

Currently, the labor market is increasingly competitive, it increases each time more the requirements of companies in relation to personal and professional profile of the candidates to occupy any position. The recent graduates feel difficulties when they leave the university to act professionally in the area. It is necessary that the neoprofessional beyond the course developed, has a differential to highlight it in dispute to a post.

Business employers for internships can be public or private, and these do not generate employment relationships with companies, the law does not stipulate specific value to be paid to the trainee. For the company the alleged professional may be a qualified labor and cheap and for the student can be a great learning opportunity and inclusion in the labor market.

The research has as its theme the "Analysis of the contribution of paid traineeship training in academic administration", the search will be performed on Campus Prof. Francisco Goncalves Quiles of Federal University of Rondonia (JOIN) and is bounded in the area of Human Resources.

The academic Administration course are favored of waves of traineeship in private and public enterprises . The stage should provide academic opportunities for professional improvement and intellectual, helping them to develop the knowledge acquired at the university. On the other hand, they contribute to the personnel department and professional contractors.

The stage when well developed can be a great opportunity for the professional life of the academic in the future. Because in addition to being a place to apply the theory studied in Institution of Higher Education, is also a professional reference to be included in your *Curriculum Vitae*. Thus, the trainee should take full advantage of the time of experience within the company to use it in their professional practice when become graduated in business administration. Aiming at this, was opened a interrogative in as paid traineeships can contribute to education and professional training of academics in Administration of UNITE - Campus Prof. Francisco Goncalves Quiles?

To answer the question that was raised in this article, was traced as general objective: to analyze the contribution of paid traineeship for the professional life of the academic course of Administration of UNITE - *Campus* Francisco Goncalves Quiles. AND as specific objectives: to study the theoretical aspects and legal regarding the paid internships ; raise the profile of the academic course of Administration of the university in a study that they paid traineeship; check the expectations of trainees as the realization of his stage and analyze the perception of trainees regarding the learning in contracting firms.

The research theme was chosen by the fact that the paid traineeship be an element of professional importance to the academic board. The presentation of the theme covered the issue of the preparation of the student for the job market through the paid traineeship. These information are of relevance to the academics and teachers, public managers, entrepreneurs and the community in general to use the services of interns from administration. The importance of the theme of this research was to verify if the paid traineeship contributes to the vocational training of academic administration or if it is just a cheap labor for the employer and a significant scholarship paid for the trainee.

THEORETICAL FOUNDATION

GENERAL ASPECTS REGARDING THE STAGE

The stage many times is the first relationship between the student and the professional environment, that is to educate the student professionally, with the techniques learned in the classroom by their tutors.

Article 1 of Law 11,778/08 (law of stage) sets the stage as:

(...) the educational act supervised school developed in the work environment that aims at preparing for the productive work of educating people who are attending regular education in institutions of higher education , vocational education, secondary education, special education and the final years of primary education, in the form of vocational education for young people and adults.

The law in its Article 2 (2), divide the stage in two types: the obligatory, which corresponds to the curriculum of the course and tends to be developed by all academics in accordance with the area of education and design and pedagogical, and the stage is not required (or paid), proposed by the companies to the academics.

The mandatory stage is part of the curriculum of the course, in this, there is no remuneration and the trainee can choose the institution where you act in accordance with the purpose of your course. Your workload is a requirement for the award of the diploma. The stage is mandatory regulated along with the stage not obligatory by Law 11,778/08, and in accordance with the required standards of the curriculum for each specific course.

The internship is paid or not required no credit account for the formation of the student, however, it is important for your development in learning . Article 3 of the said law, mentions that the stage, compulsory and non-compulsory does not create employment relationship with the contractor.

1.2 PAID TRAINEESHIP

For the Center for Integrating Business School (CIEE at 2011), the paid traineeship is of paramount importance for which the student has concept of how it is working in their area of training and also to develop interpersonal skills. In addition, it is an important step toward the integration of thousands of young people in the labor market. The stage causes with which the student participates in a given company, seeking to develop the skills learned in academic activities.

For Cunegundes (2012) the main problem of paid traineeship is the fact that many companies seek in this activity a way to acquire cheap labor. This can happen both the public and private sectors, bypassing the existing legislation. Even if the letter of stage is protected by law, it is not respected by some institutions that offer the stage.

Delgado (2009, p.303) mentions in his article that the stage by resemble the contract of employment, has been used as a way to cheat the labor obligations, a time that does not create employment. AND complete:

The contract stage can be understood as a mere instrument of regimentation of labor, cheap labor for public and private entities, he always correspond to an act school supervised. This legal relationship special must be part of the educational project of course, integrating the formative process of educating (paragraph 1 of art. 1 of Law no. 11,788 / 08), she breaks out and is held with a view to learning of their own powers of professional activity, and the curricular context, aiming at the development of the student for the citizen life and for the work (article 1), §§ 1 and 2 of Law No 11,788 / 08).

Therefore, the stage should not be just an act to circumvent the employment standards of CLT, but it should be an educational act for the student develop their learning and be able to practice in their personal and professional skills, since it will be included in division temporary staff.

The general provisions of the Law on Stage in 2008, a commitment must be signed by trainee, legal representatives of the grantor and the institution of education (Art. 16). The Art. 17 governs the relationship to staff of entities grantors of stage and gives 20% of trainees in relation to its staff.

1.3 THE ELEMENTS OF STAGE

According to the Law of the Stage (Law No 11,788 / 08), the elements of the stage are 3 (three), and they were: trainee, the grantor and educational institution, The following sections will demonstrate the definitions and responsibilities of each one to the stage.

1.3.1 Trainee

The trainee is the main interest in developing the paid traineeship. He wants to complete their vocational training in enterprises, on the basis of their training technical and theoretical. The trainee join in activities offered by the licensor (companies) to act on their professional function, in order to improve their knowledge and develop their skills.

The art. 10 of the Law of Stage articulates that the journey of activity will be decided by mutual agreement between the parties that define the stage, being compatible with the school activities and should not exceed six hours per day and 30 hours per week, in the case of higher education students. In periods of assessments the workload of the stage should be reduced by at least one-half second stipulated in term of commitment to ensure the good performance of the student.

The benefit aid-transport should be paid to the trainee in the event of non-compulsory (paid), other benefits such as food and health are not obligations of the companies, but if the same opt to grant them their trainees this fact is not as formal as the Art. 12. It is the responsibility of granting the stage the implementation related to health and safety in the workplace the probationer (Art. 14). The recess in paid internship is guaranteed by Art. 13, the trainee may enjoy 30 days of paid leave each twelve months staged to be lampooned preferably during the school holidays. The recess should be enjoyed or remunerated in proportion in the case of stage have duration of less than one year.

1.3.2 The Grantor

The Law of Stage (Law No 11,788/08, Art. 9 (2)) defines as the grantor legal persons of private law and the bodies of the public administration direct, rates and foundational to any of the powers of the Federal government, states, Federal District and municipalities, as well as professionals of higher level duly

registered in their respective boards of professional supervision, that offer the service of stages.

According to the same article the grantor should celebrate the end of the commitment to the institution of education and the academic, ensure compliance and offer facilities that have conditions to provide the student learning activities social, professional and cultural. The employer should indicate an official of your table staff, with training or professional experience in the area of knowledge developed in the course of the probationary period, to guide and supervise up to 10 trainees simultaneously and hiring in favor of trainee personal accident insurance policy which is compatible with market values, as term of commitment. In the event of shutdown of the probationer, the company must deliver a term of completion of stage with summarized indication of its activities, the journals and the assessment of performance. The grantor must also maintain the provision of supervision documents proving the relationship of stage and send to the teaching institution , at least once every six months, report of activities, with a view to compulsory trainee.

For Carvalho and Birth (1993, p. 100) Students in higher education are candidates for potential for the filling of vacancies in technical and management positions in companies, the authors complement that " ... the young university student, in its entirety, do you want to enrich your curriculum through the practice of his theory school to business reality". The same authors point out that there is a great need for businesses that plan to approve the demand of labor university. They point out that it is important make the young managers of open mind and dynamic that accept new suggestions and are permeable to changes .

Among the benefits that internships can provide businesses, the Euvaldo Lodi Institute (IEL), organ of the National Confederation of Industry (CNI), says that the trainee anticipates the preparation and training of its human capital, facilitates the discovery of new talents, promotes the interaction of the world of work with the educational institution, enables operating in a socially responsible, because it contributes to the formation of students , enables the monitoring of technological advances and encourages the formation of new talents and business leaders . Offer opportunities for trainees is a process of maturity of the company and of social responsibility with the community, because it has a duty to adapt the student, who in general, have no experience in any area, thereby having a compromise with his own.

Participation in organizations is important in the life of the people leads to involvement with others in groups. Individuals seeking to maintain their identity and their psychological well-being. Social relations more than any other isolated factors determine the nature of the self-knowledge of people (CHIAVENATO, 2006). For the academics of administration it is important that experience within the company, to socialize in the work environment with other people, their leaders and the public.

One of the main problems for the organizational leaders second Bethelem (2002) is the flow of time, the enormous quantities of tasks that appear to the administrator can cause forgetfulness and trampling of activity, the planning in addition to avoid such occurrences, improves the efficiency and the dynamics of the organization.

The company seeks to accomplish and insert the trainees so that they are able to absorb any and all knowledge on the performance of the company, thus becoming a qualified professional. In addition to the business benefits that the trainees can offer to companies in accordance with the Law No 11,788 /08, the contract with the trainee can be terminated without the need for prior notice, by both parties and does not apply to trainees labor obligations, such as trade union contribution, funding severance costs associated with, PIS/PASEP, SSN or FGTS.

Education is called "instruction" when the individual receives training school in its various degrees of education. But the instruction continues to be an active part of education in formal terms. AND the training, continuing education, prepares the employee to better exercise their functions (CARVALHO; BIRTH, 1993). The training in the area of Human Resources in the company is of the utmost importance for the good personal development of the organization. The company seeks to enable the student to the appropriate work in their area of training. In spite of that the companies can get damaged by the fact that the turnover of trainees, as the contract stage may not exceed a period of two years, businesses can no longer take advantage of the potential of trainees, because when the student comes to know all the work, tends to be replaced by another.

1.3.3 Educational Institution

The institutions of education, in this case the universities, are the venues form professionals, are research, extension and the cultivation of human knowledge. Article 7 of Law No 11,788 obliges institutions of education in relation to stages of their students:

I - celebrate end of commitment with the student or with your representative or legal assistant, when he is absolutely or relatively incapable, and with the grantor, indicating the conditions of adequacy of the stage to

the pedagogical proposal of course, the step and modality of training school of the student and to schedule and school calendar.

II - assess the facilities of the grantor of the stage and its suitability for cultural and professional training of the student.

III - indicate teacher tutor, the area to be developed on stage, as the person responsible for monitoring and evaluation of the activities of the trainee;

IV - require the learner to render periodically, within a period of no more than 6 (six) months, report of activities;

V - to ensure compliance with the term of commitment, by redirecting the trainee to another location in the event of non-compliance of its standards.

VI - develop additional standards and instruments for the evaluation of training courses for their students.

VII - communicate to the grantor of the stage, at the beginning of the school year, the dates of completion of evaluations school or academic.

From the perspective of some educational institutions, the stage is a proposal of complementation of learning in accordance with the educational project of the course. It is important that the educational institution has a good communication between the licensor for the good development of the internship and the compliance with the standards referred to in the Law on Stage.

Among other benefits to the institution of education, we can see the inclusion of the student to the labor market and better performance in technical learning.

1.4 BENEFITS OF PAID TRAINEESHIP TO THE ACADEMIC ADMINISTRATION COURSE

The student Administration should make the most of your time on stage in an organization, because the knowledge acquired within the company enables greater knowledge and experience in the world of work and can become a great differential in the transition from university to professional practice of practical and efficient manner.

Hiring people is becoming more and more difficult for businesses, because it is necessary to have qualified labor. For Carvalho and Birth (1993), the new and rapid scientific and technological advances require the professional in any area where you have to act a permanent training for some of the knowledge and attitudes and the new working methods and techniques.

The academic who during the faculty has had experience with the traineeship acquires the administrative knowledge and know the organizational climate and company staff. The student can be considered ready for the competitive job market, it may have more chances to get a vacancy in its respective area. In addition to the diploma of bachelor's degree, get a good professional experience through the internship.

The doubts of the academic as the choice of their profession or in the branch or specialty of the Administration that wants to act can be remedied during the internship , because, with the knowledge of organization acquired within the institution licensor, the student may have a clearer view of your professional future and dedicate themselves to the area of your interest through academic specializations.

"Human beings are certainly familiar with the changes and, generally, prove that they are able to adapt to them." (DAVIS; NEWSTROM, 2004, p. 36). The adaptation to the environment of administrative work, is another positive consideration for the trainee. It stimulates creativity and the development of new skills.

For the IEL, the stage also benefits from the young academic in a close relationship with other persons, involving a network of professional relationships and staff, thus contributing to the development citizen. One of the goals for the trainees of administration is the learning of their own powers of administrative activity. The student develops skills in the work environment, enabling truly know their area of expertise and thus gain experience in your professional life.

2 METHODOLOGICAL PROCEDURES

For this study we used the inductive method. It was noted that on the basis of the objectives and the problems pre-established for this article and it was decided by the junction of several aspects of the types of research and procedures that served as guiding as division adopted by Vergara (2010) that classifies into two criteria of groupings investigatórios: Regarding the means; and as far as the purpose.

As regards the purpose of the research was exploratory , descriptive and explanatory. It is exploratory because it was used in an area where there are few accumulated knowledge. He adds that this holding was made also in books, journals, articles in journals and other academic work-scientific. Is still

characterized as exploratory, because it was used in the search for an understanding of the nature of paid training and its impact on the formation of the academic board, as well as other assumptions relevant variables to be considered and that might possibly arise during the search (AAKER, KUMAR and DAY, 2007, p. 94; VERGARA, 2010, p. 42).

Added to the Descriptive Research because second Vergara (2010), is a survey and presents characteristics of a given population, i.e. , the search is limited to the academic Administration course, UNITE - Campus Prof. Francisco Goncalves Quiles (Cacoal).

This research was also explanatory because it had as its main focus make intelligible the phenomenon of Stage beside the academic level of upper, specifically aimed to clarify which factors of Paid Traineeship have contributed to the formation of the academic board (VERGARA, 2010, p. 1. 42).

Whereas even the taxonomy adopted by Vergara (2010), as the media tends to be this work is based on bibliographic research, ex post facto, participant and case study.

As far as the approach to the research was used to search for quantitative and qualitative, which enables the analysis of the data collected. The research was quantitative in nature, there is a view that the work examined the degree of contribution of paid internships for the professional development of academic administration course. On the other hand, the research was qualitative character, because it had a more effective participation of the researcher, taking into account the special features of each interviewee. The data in this study were collected by means of bibliographic research in books, articles, electronic sites and questionnaires with the trainees.

It was delivered to the academics who carry out or have carried out stage one questionnaire (APPENDIX I), the identification was dispensable. The interviewee answered questions about your profile, perceptions and satisfaction with respect to the stage that acts or acted. Once collected the information, they were analyzed, coded and tabulated by the researcher under the supervision of his mentor.

There are a total of twenty-two scholars, who carry out or have carried out stages in research institution. To calculate the sample of this research, it was used the Cambridge Model. The sample obtained was twenty-one trainees, considering a sample error tolerable of 6 %. The number of trainees to be interviewed represents 95% (ninety five percent) of the amount of the scholars who provide or provided services paid internships in companies.

This article was prepared and formatted in accordance with the Manual of Scientific Article the Administration Course (SILVA; TORRES NETO; QUINTINO, 2010).

3 RESULTS

The results of the research revealed that the trainee that he attends a bachelor's degree in Business Administration at the Campus of UNITE in Cacoal is predominantly female (71.43 %), has on average 21 years, is attending from the 4TH period, with residence in their majority in Cacoal and in two other cities, President Medici and Dawn d'Oeste, their workload is between 20 to 30 hours per week. Public organizations are the largest responsible for internship programs, and 52% engaged in public bodies, the joint institutions like the Bank of Brazil, Basa, Caixa represent 24% of contractors. The private initiative appears next with 24 %. The value paid to trainees is between 400.00 to 678.00 reais, being 62% of the interviewees were informed about the current legislation and their rights regarding the stage.

The present research in addition to profile the trainee, also emphasized the analysis of perception will the trainee about the teaching, the use of the knowledge acquired in the university, in the analysis of cultural factors of organizations in internship programs, as shown below.

3.1 EXPECTATIONS REGARDING THE STAGE

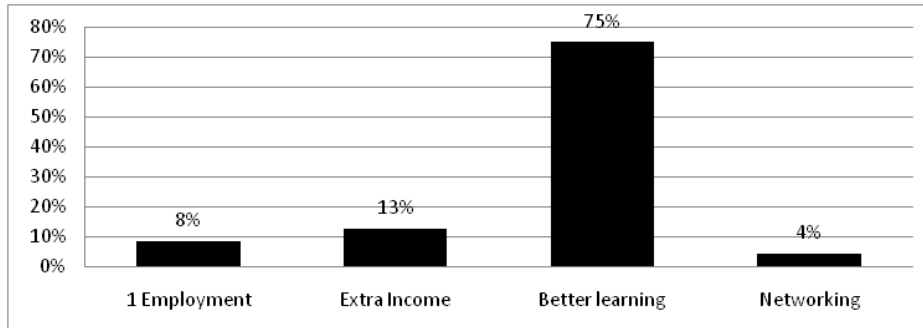
To better analyze the perception of the importance of the stage, we sought to learn about the vision that the interviewee has before being hired. According to the data obtained it was found that 75% preconcebia the stage as a way of learning or improving the theoretical knowledge acquired during classes. Others are also part of the common sense of the person concerned as a form of extra income (13 %), first "employment" (8 %) and the networking appears in last place (4 %), as seen in graph 1 .

It was also asked if this vision changed or simply was confirmed expectations, 100% of the respondents replied that their vision on the stage was confirmed as demonstrated by respondents Q15 and Q12.

"My vision of the stage was confirmed. From the stage I was able to observe the importance of initiation in an institution ready to teach and shape the that can help me success to be a professional excellence. In addition to the networking that is of paramount importance". (Q15)

“My expectations were confirmed, therefore, contributed to my learning and improved my network of contacts, making me a more professional and evaluated in the city”. (Q12)

Picture 1: Expectation regarding the stage



Source: The author, data from field research, Cacoal (RO), 2013.

It is important to emphasize that the main purpose of the internship is to provide the academic field of experience and knowledge that the closer to the reality of their profession. These results were also observed by Melo e Castro et al. (2007), where we sought to know the expectations and satisfactions of undergraduates in administration of FEA-USP/SP in relation to stages. It was observed that the main expectation of the trainees of the FEA is the desire to fit in business practice, all the knowledge that you have learned in the course of Administration and step into the gap of the lack of practical application of theory.

Learning about the profession of trustee shall be borne by the university. The networking, which would be the option that most closely approximates the objective of informal stage was less elected.

3.2 PERCEPTION OF STAGE

As part of the analysis of the data, table 1, below, presents the categories extracted after reading research in the same area, such as the one developed by Melo e Castro et al. (2010). In these questionnaires, were raised objective answers, whose results are also shown in the table.

Table 1: Perception of the contribution from the Stage in vocational training

Categories	Statements about the stage in organizations	Index *	%
Opportunity for definition of career	The stage is a way of improving the professional curriculum.	4.6	91%
	The stage allows a professional identification	4.4	89%
	The stage increases the probability of achieving a definitive employment	4.0	80%
Professional Experience	The internship opportunity To Know a variety of different types of work	3.8	75%
	The stage is a way to gain experience in areas related or correlated.	4.2	84%
Application of the theory/practice	Knowledge and development in facing challenges	4.1	82%
	The stage favors the development of the potential of professional productivity	4.1	82%
Qualification-class	The stage is a practice lab for group work	4.0	81%
	The stage prepares the academic /egress to a better interview	3.9	77%
	The stage qualifies professionals to act with great importance.	3.9	78%

Source: The author, data from field research, Cacoal (RO), 2013.

* 1 To 1.9 does not contribute ; 2 to 2.9 contributes little; 3 to 3.9 contributes within the expected; 4 to 4.5 contributes very; 4.6 5 contribution with excellence.

It was observed that all the statements were well accepted by the interviewees, obtaining average above 3 (contribution within the expected) in all the statements. The category with the highest rate of satisfaction by trainees was the "Opportunities for definition of career". According to the trainees the greater perception of the stage is the contribution to the improvement of the professional curriculum .

According to research done by Oliveira and Piccinini (2012) results show that unlike where there is little concern with the development of activities related to the course and their future professional career. The learning is more geared to general aspects of organizational life and not for a structured strategy of joining that the experience will contribute to the enrichment of the curriculum and access to better opportunities. The young man seeks to be recognized and accepted in this new universe; therefore, the simple fact of getting an activity already represents a conquest.

Even on the basis of the first category, it was observed that the academics use the stage for their professional identification, there are young people who are beginning to study the course of administration, without any knowledge in the field and even without have no vocation for the administrative area. Thus, the stage includes academiio this world, identifying their true vocation. The respondents still see the stage as a way to achieve a definitive employment, whether or not the institution in providing services.

The trainees interviewed see positively the statements described in the second category "professional experience", providing services to the company it is possible that the student learn about related areas and different types of work, opening up to new experiences, meet new people and increase your networking .

The category "Application of the theory/practice", achieved an average above 4 (contributes very), this result shows the Educational Institution that the stage is contributing to the training didactic-pedagogical student helping them to the knowledge and development in facing challenges and shows that one of the main goals of paid traineeship is being achieved "the development of the potential of professional productivity".

The last item of the table "Qualification-class", had the lowest average of acceptance, but is still within the expected contribution. The academic after the stage feels more prepared for a future interview and to follow the profession; qualifies the student to act with great relevance and prepares it for a practice of group work.

3.3 DEVELOPMENT OF ACADEMIC

To find out about the experiences of the academic board of UNITE/Cacoal, while trainees in contracting organizations , was questioned students aspects regarding the services performed and other functions, after detailed analysis the questionnaire was organised to table 2, below .

Table 2: Development within the company

Categories	Questions	Yes	Not
Theoretical Foundation/practice	Your stage helps to develop the learning in school?	90%	10%
	The Course of Administration has prepared for the labor market?	70%	30%
Application	Was used some knowledge acquired on stage in some discipline?	84%	16%
	There was no improvement in performance?	84%	16%
Opportunity area setting	Do You Feel more prepared for the job market?	100%	0%
	The activity enhances your professional training?	90%	10%
Interpersonal Relationship	The company offers good relationship with other employees?	100%	0%
Remuneration	The remuneration is an incentive?	90%	10%
	Do you think just the scholarship paid for his work?	75%	25%

Source: The author, data from field research, Cacoal (RO), 2013.
Adapted from model de Melo e Castro *et all* (2007)

Analyzing the first category of table 2 (*theoretical foundation/practical*), it was observed that had already been presented in previous subsection of this analysis of the data, as far as the training didactic-pedagogical academic . According to the observed data, approximately 90% of interviewees stated that their training helps develop the learning at the faculty, result above the expected. This search result, demonstrates the interest on the part of companies that receive the trainees interviewed for the learning of the same, some companies do not provide opportunities for the trainee apply the knowledge acquired in business practice occupying it with operational tasks. The result shows the importance of academic internship in some company during their stay in the Institution of Education, being the stage mandatory or

not.

Even within this category, specifically the second question, it is a sobering reality to UNITE and the course of administration in Cacoal, because approximately 30% of the respondents replied that the administration course has not prepared the students for the labor market. The result shows a relative dissatisfaction on the part of some to the current reality of course. The same question was raised by Murini *et al.* (2010) the academic Administration of the University Center of Franciscan Santa Maria - UNIFRA (RS), whose the result obtained showed that only 7% of the students reported that the course does not prepare the student for the job market. However, in the case of administration course (JOIN Cacoal), these 30% of dissatisfied are actually designing the course another reality that will be presented over the front, as shown in graph 3 in section 4.4.

In the item "Application", considered that the knowledge acquired in contractor offered to academic performance in at least one (01) course of administration. A total of 84% of the academics interviewed responded that they have already used some knowledge acquired in stage for improvement in any discipline. Between these disciplines the most benefited from the stage are the disciplines *people Management and human resources* as they had improvement in performance during the assessments (evidence). Other disciplines, such as public administration, general accounting I and II, informatics administration, "calculations", public and private law and financial administration, were also pointed out by the respondents as the improved the learning from the stage. These results were also observed by Vieira *et al.* (2011), who in his published research, these authors concluded that the experience of stage develops positive aspects in the evaluation of learning for students of higher level.

The third category shown in table 2 "Opportunity for definition of career", shows that the absolute majority of the students (100% of the respondents) feel more prepared for the job market, and 90% stated that the stage enhances for their vocational training. Such a result is justified by the fact that the stage be the "first job" for most of the academics. Thus, before you start your internship he still feels insecure to penetrate to the labor market and to participate in selective processes in companies. After you know the usual system of work he is replaced by more security and encouragement to achieve an effective use. This question was also addressed by Melo e Castro *et al.* (2007), at the University of Sao Paulo (FEA/USP), to search for trainees of directors interviewed by the authors, 73% responded that they feel more prepared for the job market after the completion of the probationary period.

In the fourth category of table 2 refers to the "interpersonal relationship" of trainees in contracting firms, the result shows that the absolute majority of the respondents (100 %) responded that the company offers good relationship with other employees of the organization. The contracting authorities have encouraged a good relationship of trainees with the servers effective, avoiding exclusions by servers, managers, and between their own trainees, once that on the part of private companies there is a interest of the administration to admit trainees who demonstrate greater competence for your headcount. In this case, the stage may be to the company a period of training. The research done by Espindula *et al.* (2007) in the Federal University of Uberlandia, showed that 69% of interviewed trainees on Board had a good relationship with the other employees in the company and ended up being hired at the end of the probationary period.

The category "remuneration", also linked to table 2, refers to stock exchange of trainees paid by contractors, the majority of trainees (90% of respondents) answered that the remuneration is an incentive on the part of the company and the motivation for a better performance in the activities. The stock exchange in addition to be used to pay the expenses related to the costs of the course of administration, it is also used to help the family income of the trainee as explained by respondents Q10 and Q15.

"The pouch of my stage I assists in spending on faculty, thus encouraging the permanence in the course". (Q10)

"From my bag I am able to pursue more, prepare me to achieve something better, in addition of course, that create a financial control". (Q15)

Already in the vision on their remuneration 75% of trainees interviewed replied that it is the fair value of the grant paid by contractor for their work. Since most of the majority of companies (52 %) pay a value close to the minimum wage (2013), and that the daily working hours of the internship may not exceed 6 hours, their own trainees see the pouch that receive proportional with your work as declared by the interviewee Q1 that "... the value of the scholarship that I receive is proportional to the minimum wage with respect to my work day". Melo e Castro *et al.* (2007) reached the same results with respect to this metric in their research, 65.8% of the respondents consider it fair to their remuneration in relation to the load of obligations that they receive and the average payment of the market.

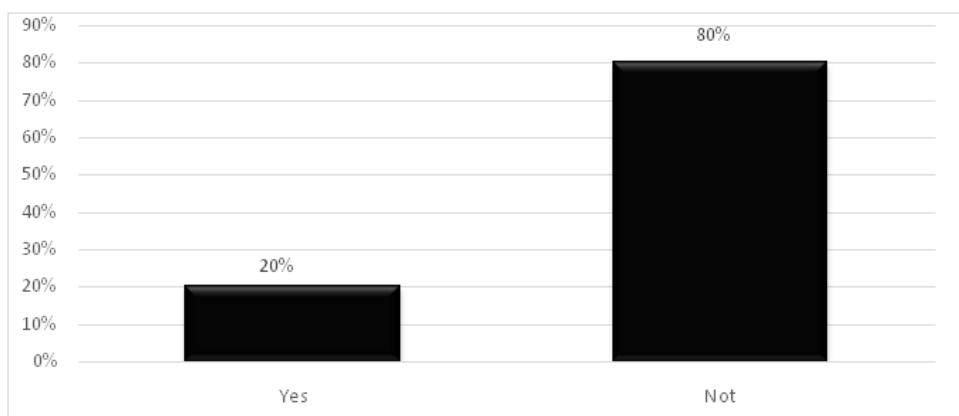
It is important to highlight that the trainees who responded that it is not fair to their remuneration

in accordance with their work receive less than the minimum wage.

3.4 DEVIATIONS OF FUNCTION

The research also sought to know whether you have already occurred on the part of the contracting firms some embarrassment, provocation, deviation of function, exploitation of labor or until it has already been imposed some responsibility for trainees of administration of UNITE/Cacoal.

Graph 2: Occurrence of embarrassment caused by superior or another employee



Source: The author, data from field research, Cacoal (RO), 2013.

As seen in graph 2, the majority of respondents (80 %) responded that there has never been any type of embarrassment on the part of superiors, supervisors of stage or any other employee. Already the minority (20 %) who responded had already suffered some kind of embarrassment, reported that the main reason of occurred, was due to the fact that the post of trainee be less than of other effective positions and who have suffered discrimination on the part of other employees, some responded that there was a "difference", provocations and up to ridicule by other servers.

It was also asked to trainees that had already done some activity that would not be of an administrative nature or if he was forced to do something that he was in their assignments, the result is demonstrated by chart 3, which according to the data obtained, 30% of trainees interviewed already made some type of service that is not in accordance with its responsibilities.

The greater part of these trainees said they have assumed responsibilities greater than what has been entrusted at the beginning of the probationary period, the concentration of these scholars is mainly in institutions and joint financial, this fact can be explained by the lack of labor effective since the turnover of joint institutions is high and there is insecurity in recruitment through public procurement. Even with these responsibilities and deviations of function, the trainees do not feel harmed or exploited, because they see this as an opportunity for further learning, as testimonies.

"I've seen foreign sales, financial and openings, service that could not be made by trainee, but I do not see that as a holding and yes with an opportunity". (Q12)

"I stirred with values, signed documents, I external services ... " (Q15)

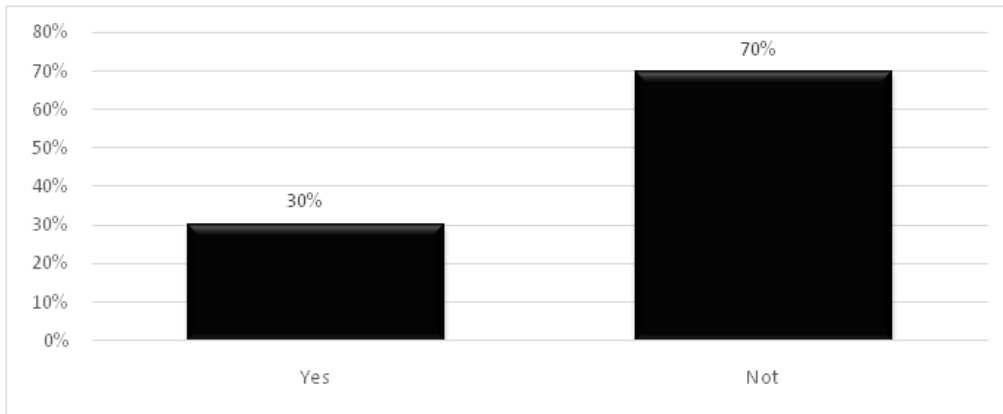
This fact in reality shows, as seen in graph 3, a high degree of alienation on the part of trainees, because they no longer exercise the practice of learning and theories of administration to assume greater responsibility, which is not relevant to the practice of stage. It was observed that in section 4.3 specifically the category in which it affects the "theoretical foundation/practical" 30% of students responded that they are dissatisfied with the course of administration of UNITE Cacoal, would not the same 30% who responded have done activities of greater responsibility, or outside the academic sphere on stage?

The phenomenon described above, is known in psychoanalysis as a defense mechanism known as projection, that second Laplanche and Pontalis (1986), is a form of the individual perceiving the environment and in accordance with their interests, skills, expectations and desires that are attributed to others their trends, desires, etc. that it ignores or denies in itself. In this case, the trainee is aware of exploratory task assigned to it and makes it acceptable and admirable.

This fact makes the student is dissatisfied with their training and the design in the form of

dissatisfaction with the course of administration. This projection appears in the form of the course does not prepare the student for the job market, but wonders: why has served for 70% of the same market? The problem in reality is the contractor and not the trainee and so little at the university, as it is observed in 30% demonstrated in graph 3.

Graph 3: Diversion of function caused by company

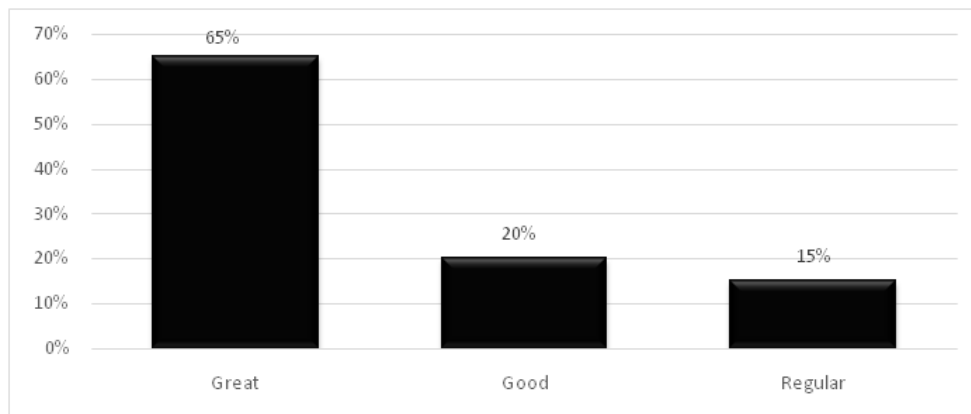


Source: The author, data from field research, Cacoal (RO), 2013.

3.5 CONTRIBUTION OF STAGE FOR THE VOCATIONAL TRAINING

In order to meet the main objective of this research , was asked to trainees studied, what is the degree of satisfaction of the contribution of paid traineeship for their vocational training. The majority of trainees, about 65% of questioned replied that the contribution was great, 20% replied that it was good, and the regular contribution appears with 15 % . No trainee interviewed replied that the contribution to your professional future was bad or very bad, as it was observed in graph 4.

Chart 4: Contribution of the stage for their vocational training



Source: The author, data from field research, Cacoal (RO), 2013.

According to the survey conducted by Oliveira and Piccinini (2012), the results obtained in the same way that the stages have a means of easier access for students in the labor market, contributing to its insertion and your professional growth. In most cases the placements are a home career, a period of socialization and the acquisition of experience to get a job duty. According to the survey conducted by Melo e Castro et al. (2007) 77% of the trainees interviewed said they are more prepared for the job market after the completion of the paid traineeship.

The study done by Vieira, Caires and Coimbra (2011), in various public universities of the region of northern Portugal demonstrated that scholars who have had the opportunity to perform a stage showed higher levels of vocational exploration, self efficacy, as well as investment objectives more robust. The

research performed by Hallak and Carvalho (2011) brought results that the stage for the academic administration of the Pontifical Catholic University of Rio de Janeiro, assess the stage as port of entry to the labor market, whereas the experience gained as ampliadora the chances of employment and as a source of enriching curriculum.

The interviewees observe the stage as a career opportunity, and in the majority of cases the first entry to the labor market. The students are looking for a professional experience related to their area of training. Note that the trainees of course of administration are concerned with the construction of their professional career. Unemployment and the high degree of competition in the labor market are the main reasons for this concern of students. By stage, some students also realize their true profession, from their expectations in the company. However the stage constitutes a first moment in which there is more tolerance and flexibility for the errors.

FINAL CONSIDERATIONS

The study aimed to verify if the paid traineeship performed by academic board of UNITE - Campus Professor Francisco Goncalves Quiles in Cacoal has helped and improved the academic for the labor market and if the objective of the stage, according to the law 11,778/08 has been reached.

It was observed that the stage has been similarly defrauded by parties of public and private sector managers to be a source of cheap labor and qualified by the trainee earn operational services and preventing it from getting to know and learn administrative aspects and not to apply theoretical learning learned at university.

The results showed that the private initiative unfortunately has not helped with the course of Administration bringing learning opportunities academics offering vacancies of stage for the same, because of the academic trainees interviewed, only 24% are doing his internship in private companies.

The advent of the law the stage practically discourages the private initiative to hire trainees since the rights deriving from the law 11,778/08 makes the trainees almost identical to came registered workers and even forcing companies to adjust the load hourly output of trainees at a maximum of 30 hours per week, resulting that since the advent of the law at the end of 2008, a large majority of the academic board of UNITE in Cacoal, specifically 94.5% do not participate in internship programs.

The academic Board has sought the stage for that in addition to an extra income, can acquire better learning for the future insertion in the labor market. The stage is seen as a way of enhancing your curriculum, the academic whether improve stop be a good professional. The study showed a high degree of interest of the participants in improving their chances of success in the market and have a future in professional quality.

The scholarship paid despite being considered as an incentive by academics is not the main objective on the part of the trainees. The contracting companies have offered a good theoretical foundation/practical academics and has helped to improve the learning and the notes and peer assessment resulted in curriculum. In all the categories on the stage the academics have demonstrated that the stage enables to your professional future.

The stage has surpassed the expectations of the academic community and the research showed a high degree of satisfaction on the part of trainees on completion of the probationary period.

The analysis of the research encountered an unexpected fact, about 30% of trainees responded that according to their experiences in the company employer, the course of administration of UNITE Cacoal has not prepared the overall academic for the labor market, i.e. , the university would not able to meet fully the practical needs that businesses need. After studying carefully the questionnaires and in accordance with other similar studies carried out, it was with the help of one of psychoanalytic theories, it is a projection. Thus, the trainees were unhappy in fact designing their dissatisfaction in the course of administration because companies have required work in addition to the that can be imposed for trainees, making them think that they are not prepared for them. Also it is worth mentioning that the disciplines more techniques of course are from the 5TH period, and the majority of the respondents were between 1 and 4). periods and only a few were above or starting 5). period at the time of data collection.

Finally it is concluded that the experience in stage of administration has achieved its main objective in vocational training of academic and develops procedural aspects positive for the facilitation of professional insertion gives undergraduate students in administration of UNITE in Cacoal in the labor market. The internship programs have helped the academics in their professional identification and a good use of their training curriculum. The fact that the stage in most cases be the first opportunity to develop a career academic, and the fact that she was able to tolerate and correct any "errors" of young professional, the stage also has facilitated the life of graduates in the modality of trainee and differentiates it from the other candidates in search of work in the area of training in the local labor market, regional and why not in Brazil.

It is recommended for future research on the subject, which is being sought to professional contracting officer, its prospects in relation to trainees. You need to check if they have met their expectations, as well as the theoretical training of trainee. Finally, it is suggested that replication can be used to compare objective and quantitative of opinions, in order to check the companies best suited to the needs and interests of trainees.

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