

THE VISION OF THE ALUMNI IN BUSINESS ADMINISTRATION FROM FEDERAL UNIVERSITY OF RONDÔNIA - UNIR CACOAL ABOUT THE LOCAL LABOR MARKET

Antonio Siviero¹ and Rogério Kester²

¹Professor and Researcher in Management at Federal University of Rondonia – UNIR, Department of Business Administration, *Campus* Prof. Francisco Gonçalves Quiles.

²Bachelor degree in Business Administration, Federal University of Rondonia - UNIR. Campus Prof. Francisco Gonçalves Quiles.

ABSTRACT

Management education is being marked by an increasing pressure in terms of demand for determinant factors for the success of organizations, such as competitiveness and quality of services. In this process of supply and demand for the course it is important to emphasize that the concern about the level of satisfaction of alumni, as customers, because such *feedback* provides a direction appropriate with regard to improving the quality of teaching. Objective of This work was to develop an assessment of the graduate in Business Administration, from the perspective of their students, with a view to incorporating the teaching-learning process element of external reality the institution. Yet had as purpose identify and analyze the perceptions of alumni about the skills developed in this course. Check that the alumni of the course of ADM residents in the municipality of Cacoal are doing and the vision that they have on the course that they were the main objectives of this work. To achieve the proposed objectives, was held bibliographic research and field study, locating these graduates and requesting that responded to two questionnaires: one with personal data and another to check the satisfaction with the progress made and the evaluation of the same in many aspects. After the tabulation and analysis of the data, the conclusion was that despite the large number of administrators that are placed in the labor market, those from the Federal University of Rondonia stand out from the other gaining more your place in the market.

Keywords: alumni; consumer satisfaction; powers of administrator, competitiveness.

INTRODUCTION

The analysis of an Administration course can contribute to broader perspectives. At least you can facilitate the problem-solving process and to promote the recognition of the complexity involved in the preparation of an infrastructure for the provision of a high-quality education.

Management education is being marked by an increasing pressure in terms of demand for determinant factors for the success of organizations, such as competitiveness and quality. In this process of supply and demand for the course, it is important to emphasize that the concern to know the level of "satisfaction" of students and ex-students as customers, because such feedback provides a model appropriate as regards the improvement of the quality of teaching.

A search that is based on the conception that identifies the evaluation of higher education courses by their ex-students is an important step in the direction of incorporating into the teaching/learning process elements of reality outside the College *campus*, that only the graduate is able to offer, to the extent that it is he who personally experience the positive and negative consequences during their graduation and after completing it.

The turn of the millennium brought not only turbulence related to the development of science and technology, but also the difficult mission of education to keep up with the evolution of historical constructs which have done part; both define the relevant tools as regards the processing of men in the global market. These factors have led to Higher Education Institutions to reconsider the adoption of their strategies along the process of formulation of Political Projects and Pedagogical conceptions of learning, as well as the perceptions of its student body, since these seem to be increasingly selective and demanding in terms of services supplied to

them. These changes, which are considered by Motta (1995), such as fruits of the process of globalisation, has led organizations to reorganize their structures, as well as review the work processes, implementing new administrative practices and management, especially in relation to environmental issues and the value of the human person. Complementing this line of thought, Mezomo (1994, p. 2). 45) Stresses that:

... The new philosophy is being deployed and begins to produce results in the educational context. We may well ask ourselves, if it would be the philosophy of improving the quality valid instrument, also to revitalize the system and the educational institutions, and could the school adopt with advantages and results a philosophy born out of their domain ...

Therefore, this research is not intended to be final and conclusive, on the contrary, its main objective is to produce indicators to subsidize the development of a process of reflection and debate on the essential elements that characterize the Undergraduate course in Administration offered by UNIR.

It is important to know what the students are doing and what is the vision of them in relation to the course that concluded, once that now has a dual responsibility: to act as citizens aware and as trained professionals thanks to the efforts of the community, i.e. , they are expected to be agents of transformation of the new society that is on the horizon, through its technical and scientific training and not just mere manipulated by economic power.

Before the environmental forces that lead organizations to change their goals, objectives and procedures, institutions of Higher Education are induced to keep pace with the changes that occur constantly in the form of improvements in services to their students, and consequently, to the communities in which they operate.

Whereas the transformations that occur rapidly in all organizations, requires a special attention to positioning and communication with the target audience. For both, regardless of class, activity, or business, the organization, in order to survive, must be attentive to their image, i.e. what assessment the society makes on it.

Second Gronroos (1995: 213-4):

... A positive reputation and well-known, corporate and/or location, it is an asset to any company or institution, because the image has an impact on the vision that the customer has of the communication and of the operations of the company in many respects.

In this context appears to inquiry: "where and what they are doing the graduates of the course of ADM - UNIR/CAMPUS OF CACOAL that reside in this city and what their vision of the course that concluded?"

In the 21st century customer satisfaction is a subject that arouses the curiosity for all organizations. Analyze whether the client/student is satisfied with the service that was rendered to him is important, considering that their opinion will motivate or not the entrance of new future administrators in the course offered by the Institution.

Seeking to answer the question proposed earlier this research intends to form a database that will serve to characterize the profile of alumni and present a brief assessment of progress made by them to subsidize debates that aimed at improving the quality of services provided by the university. For both proposed as specific objectives:

- a) Find the graduates of the course of ADM - UNIR/CAMPUS OF CACOAL that reside in this city.
- b) Check the performance of graduates in the labor market, noting that they are acting in the area in which they are trained.
- c) Check next to the freshmen the reasons that led them to equip ADM and what contribution this course brought to their professional careers.
- d) Presenting the point of view of students in relation to the infrastructure of UNIR/CAMPUS OF CACOAL in period progressed.
- e) Indicate favorable and unfavorable aspects of the course of ADM in the vision of the alumni,

presenting the skills required of positions he occupied that were or not developed during the course.

To achieve the goals proposed in the present article was adopted the technique of indirect documentation, performing bibliographic research, i.e. , systemic studies developed on the basis of materials which have already been published in books, magazines and materials available in the electronic network. There was also a field research with the students of the course of ADM - UNIR/*CAMPUS* OF CACOAL, residents in the city, to be presented a profile of the same as well as manifest the vision (opinion) of them on the course that concluded.

To this end, answered two questionnaires: the first collection of personal data and the other to carry out brief analysis and evaluation of the course completed.

The sample consisted of 45 elements from a population of 186 alumni of ADM-UNIR/*CAMPUS* OF CACOAL. Without intention to generalize the results obtained led to search from a purposeful sample as accessibility and convenience, justified by the fact of being able to choose the cases to be included in the study, on the basis of prior knowledge of the location of the population.

1 THEORETICAL FOUNDATION

To Kotler (2000, p. 58) In general, "satisfaction lies in the feeling of pleasure or disappointment resulting from the comparison of performance or outcome perceived of a product/service in relation to the expectations of the buyer/consumer." It is clear, by this definition, that the satisfaction is a function of performance and expectations perceived. If the performance does not meet expectations, the customer/student will be dissatisfied. However, if expectations are affected it will be satisfied, and if the performance is beyond expectations this will be delighted.

1.1 Concept of customer

For Chiavenatto (1999, p . : 82-83):

Customers are the elements that buy or purchase the products or services, i.e. absorb the outputs and results of the organization. Customers can be called users, consumers or taxpayers, still, sponsors.

In this definition we can say that the graduates of an Undergraduate course are consumers, users of all the knowledge produced within the University and may thus be considered customers.

Today's customers want services that add value, providing the consumer services that, in their perception, meet or exceed their expectations. According to recent studies for most people the quality of the service is at least 8% more important than its price being that the consumer is willing to pay up to 16% more for quality services (WHITELEY, 1992).

Search about the satisfaction of customers is a fundamental task for the management of companies, since their understanding can provide a performance evaluation from the perspective of the customer, indicating decisions at both strategic and operational that will influence the level of quality of the services provided by the organization.

1.2 Quality of services

In accordance with the concepts of Las Casas (1991, p . 15) "services are acts, actions, performance". This is one of the best definitions of services, as it consists in an objective way and simple all categories of services, whether they are aggregated at a well or not. The end product of a service is always a feeling. Customers are satisfied or not according to the expectations. Therefore, the quality of the service is variable according to the type of person.

Second Albrecht (1992) quality in a service is:

... The ability of a experience or any other factor has to satisfy a need, solve a problem or provide benefits to someone. In other words, quality service is the one that has the capacity to provide satisfaction. It is important to note that the services have two components that must be considered: the service itself and the way it is perceived by the customer. Provide total quality in services is a situation in which an organization provides superior quality and services to their customers, owners and employees.

There are several definitions for quality both in the perspective of the product as well as the perspective of the services. According to Garvin (2002), the definitions of quality are dealt with under five prospects, which are: (I) quality transcendental; (II) quality based on product; (III) quality based on the user; (IV) quality based on production and (V) quality based on value.

According to the focus of this work, we chose to work with the concept of quality based on the user, which can be characterized as the effort of the service provider in the care of the desires of their customers, the appropriate service to the real needs of your audience.

Las Casas (1994) also presents the main characteristics of services:

... Services are intangible, inseparable, heterogeneous, concurrent. As to the second characteristic, you cannot store a service. The third characteristic, by the fact that the service is to be produced by people, their quality can vary positively or negatively, which makes it heterogeneous in each situation or time. The simultaneity is related to consumption, that is, production and consumption of the service taking place at the same time.

Whereas the quality of a service is subject to feeling (positive or negative) to meet the needs or expectations of a customer becomes relevant to understand the main characteristics of customer satisfaction. In other words, any action in the search for quality in services must be performed on the basis of the needs and expectations of customers.

Studies related to satisfaction are already widespread in the literature and are one of the areas most studied in marketing (HOFFMAN, 2001; FARIA, 2005). The satisfaction with a service constitutes one of the fundamental factors in the maintenance of customers and to maintain the positive image of the company.

Second Neves and Ramos, 2002:

Starting from the idea that the students as customers consider relevant the image of the school they have chosen to help them in their integration into the labor market, the higher education institutions that want to survive in this increasingly competitive environment, should devote special attention to their structures and to new requirements.

Hence the importance of the implementation of institutional assessments, which raise the Perceptions and expectations of their students and alumni. These assessments represent the first step in the diagnosis of the institution. These, second Belloni (1996) should contemplate some relevant aspects presented in Table 1.

Table 1 - relevant aspects in institutional evaluation

ASPECTS	WHAT EVALUATE
Professor	Performance in teaching: content developed, the procedures adopted, of teaching materials produced, etc. ; performance in research, scientific production, artistic, cultural. ;performance in extension; other aspects.
Education	Content of curricula and programs; professional profiles face the prospect of scientific and technological development and social needs; other aspects.
Search	Relevance technical-scientific and political-social projects or lines of research in development; congruence /COMPLEXIDADE/CONTINUIDADE between research activities versus search for background of working arrangements; other aspects.
Infrastructure of teaching, research and extension	Human Resources: the size and functions of the technical body; performance; physical spaces, equipment, and materials science and engineering: laboratories, experimental stations, generation and processing of information, bibliographic collection, etc.

Source: Adapted from Belloni (1996).

1.3 Quality of services versus quality of education

The different meanings regarding the service definitions presented in Table 2, inferences that customers pull value without, necessarily, obtain the ownership of tangible items.

The studies of Lovelock (1998, p . 5) Indicate that:

... Service is an act or performance offered by one party to the other, that in spite of the process can be connected to a physical product, the performance is essentially intangible and usually does not result in ownership of any of the factors of production.

Table 2 - Different service concepts

AUTHORS	CONCEPT
Gronroos(1995)	Are more or less intangible because they are activities or processes, not things.
Lovelock (1998)	Services products are intangible achievements.
Kotler and Armstrong (1995)	It is the whole activity Essentially intangible.
Albrecht(2000)	IS all the work Done by one person For the benefit of another

Source: Adapted by the authors of the theoretical framework.

Based on this concept we can say that the educational activities developed in the framework of the Institutions of Higher Education you configure services.

1.4 Concepts of image

The images as representations is probably the main content of human thought. They are one of intellectual materials most important man, being able to influence and direct the behavior of people. The understanding of images that the consumer form on a given product/service is an asset for better routing decisions to launch, improvement and development of strategies for positioning services.

Thus, the image can be defined as "a set of representations, views, convictions, and networks of meanings of an object (product, service, brand, corporate, shop, university, etc.) stored in memory in a more holistic way" (DE TONI, 2005).

... The image is stored in memory in a more holistic way indicates that the man handles images interactively, in which its various constituent parts come together in a larger unit. Thus, the image is an indivisible whole, bringing together different elements sensory, emotional, cognitive and symbolic, and that your understanding is the understanding of the various components that form (attributes of the image).

Among the different perspectives on the understanding of how the images are organized in memory of an individual, two theories deserve special mention: the Theory of Social Representations and the Theory of the Core.

The theory of Social Representations (TRS), initially approached by Moscovici (1978), is one of the main theories that explain the processes of social influences and how individuals acquire and organize their mental models.

Second Breakwell (2001):

... The TRS presents the formation of mental models as a socially mediated. Thus, the group of people and their behavior, the organizational context and the channels of information agents are strongly influential in the formation of images of individuals.

For Moscovici (2000):

Social representations are a set of convictions, beliefs and values widely shared by people, that has as its purpose make the family events, ensuring the possibility of

sharing of the network of
Meaning that they are given.

The Central Nucleus Theory suggests that the man organizes and processes the information in a dynamic way and evolving around a Central Core and a set of peripheral elements (ABRIC, 1984 and 1993; Sá, 1996). According to the French researcher Jean-Claude Abric (1984), any representation is organized around a Central Nucleus, consisting of one or more elements that give, the representation, its meaning, and that is, the structure of this representation, a privileged position.

The Central Nucleus is determined, in part, by the nature of the object represented and, in part, by the ratio that the subject, or a group of people, with this object. Thus, the Core is formed as a subset of the representation, consisting of one or more elements, whose absence desestructuraria representation or would give a meaning completely different (SÁ, 1996).

The attributes that make up the Core Group are marked by the collective memory, and are stable and resistant to change. Its function is to generate meaning for the images. Around the central system of the image, there is a peripheral system, composed of attributes more flexible, sensitive to the immediate context. Its function is to allow adaptation to the reality, as well as the differentiation of the content and the protection of the central system. The peripheral systems are closer to the practices of everyday life and subject to changes (SÁ, 1996).

Therefore, it is understood that the images are organized as a network of meanings or diagrams associated and organized around some central elements which are socially accepted and shared. More specifically, the use of mental images that the students have of their course is very useful to explain conceptually how the configuration of its educational reality is structured, as well as for the institution better direct the strategies and practices of organizational improvement and satisfaction of their students.

1.5 The evaluation in Teaching and Administration

The task valuational related to education is very peculiar and, consequently, may not be fully comparable to any commercial deal.

It is important to clarify that by undertaking is usually understood, a company, a real estate construction, an activity whatever and that has clear objectives and a process to be developed, with proprietary technologies, and specific support and of course with a command, of unique interest or democratically placed in addition to all of the employees and partners who belong to the action and the results.

Education is a service. A service that earns strong proportions as the information sets new standards for guidance, work and access. This service must be fully in line with the requests of demand-clientele, which in turn is also a product placed first in the classroom as a student liabilities that evolves to the reflective and participatory and step-by-step are on the move for a product that goes to the market and that ultimately represents an image.

Business Administration while a course is very detailed. In administration it is important to have broader vision and know how to act from the conceptual knowledge and build up this new acquired knowledge of action to enhance new invested by directing all involved. The objective is the positive business results. In addition to this conceptual qualification is very important technique. Knowing techniques, having basis not only theoretical also practice and reflecting on both is usual to obtain better results. Another requirement of the Administration is that it is essential to deal with the other, able to relate, position, listen and inform. The relationship, participation, negotiation, are part of the routine and the exceptionalism of the Administrator. He plays a role of leadership. If it fails to do so, can be devastating to your organization and leads to negative results, or at least they do not achieve their goals. Always bear in mind that depends on his/her performance, the result. This responsibility is often forgotten requires that you have the qualifications commented. AND in this study we want to alumni check as this was internalized by the same and if it is put into practice.

In relation to the educational process, the National Council of Education (CNE), through the Camera of Higher Education (ESC), introduced the Resolution CNE/ESC 4/2005 that presents the new National Curricular Guidelines of the Undergraduate Course in Administration to be observed by the institutions of higher education in their curriculum organization. Among other definitions, the Resolution CNE/ESC 4/2005 (p. 2) defines the

desired profile of its alumni of Undergraduate Course in Administration, as follows:

Art. 3 The undergraduate course in Administration must necessitate, as desired profile of trainee, training and ability to understand the scientific issues, technical, social and economic production and its management, observing graduated levels of the decision-making process, as well as to develop qualitative management and appropriate, revealing the assimilation of new information and presenting intellectual flexibility and adaptability contextualized in dealing with different situations present or emerging in the various segments of the field of activity of the administered.

Art. 4 The Undergraduate course in Administration must provide the vocational training that reveal at least the following skills and abilities:

I - recognize and define problems, identify solutions, thinking strategically, make changes in the production process, to take preventive action, transfer and generalize knowledge and exercise, in different degrees of complexity, the decision-making process.

II - develop expression and communication compatible with the exercise of a profession, including the processes of negotiation and in interpersonal communications or intergroup.

III - reflect and act critically on the sphere of production, including its position and function in the productive structure under its control and management.

IV - develop logical reasoning, critical and analytical to operate with values and mathematical formulations present in formal relations and causal phenomena between productive, administrative and control, as well as expressing so critical and creative in face of the different organizational contexts and social;

V - have the initiative, creativity, determination, political will and administrative, willingness to learn, openness to change and awareness of quality and of the ethical implications of their professional practice.

VI - develop ability to transfer knowledge of life and the daily experience for the work environment and its field of professional activity in different organizational models, revealing professional adaptable;

VII - develop capacity to develop, implement and consolidate projects in organizations; and

VIII - develop ability to perform consultancy in management and administration, opinions and expert administrative, managerial, organizational, strategic and operational.

There are various problems relevant to the assessment process, starting with the meaning of assessment, its principles, criteria and purposes. "S. f. 1. Act or effect to evaluate. 2. Assessment and analysis. 3. Value determined by the evaluators." (FERREIRA, 1979, p.169).

The evaluation of a university institution must take into account three segments: teaching, research and extension. The evaluation of the university in the design of Isaura Belloni is composed of some important criteria linked to various activities-purposes and the means to achieve the evaluation. In other words:

a) Professor: performance in education: evaluation of the content, the procedures used, the teaching materials produced, etc. ;

-
- b) Teaching: content of curricula and programs; professional profiles face the prospect of scientific and technological development and social needs; other aspects.
 - c) Research: relevance scientific-technical and political-social projects or lines of research in development; congruence /complexity /continuity between research activities versus search for background of working arrangements;
 - d) Extension: relevance scientific-technical, and political-social activities; congruence / complexity /continuity between research activities versus extension palliative-creative;
 - e) Infrastructure of teaching, research and extension.
 - 1 - Human Resources - the size and functions of the technical body; performance;
 - 2- Physical Spaces - equipment and materials science and engineering (laboratories, experimental stations, generation of information processing, bibliographic collection, etc.).
 - f) Administration: human Resources - decision-making bodies: defining roles and specificities/duplication, etc. ; centralization /decentralisation: agility of decision, transparency: performance" (1989: 66 and 67). (Amorim, 1992, 33 And 34).

Tejedor and Blanco (1997, 3193/94 - 18) highlight the reasons that has aroused interest in the evaluation of higher education.

- a) The economic competitiveness: higher education is a key part to face the future, as a source of economic growth, technological development and, as a consequence, improving competitiveness.
- b) The demand for quality, on the part of citizens, in all production processes and services. To this we can bind the high expense total, public and private education that causes in society a greater concern for the quality of the services they provide the universities.
- c) The growing demand of quality on the part of employers in relation to the level of training received by those seeking employment requires universities to raise their levels of quality of training offered.

For all this we see that the demand for institutional assessment is a clear expression of the growing attention of extrinsic dimension of the quality of the university. The society does not seem to be more willing to accept that universities self-justify and want to know how the activities develop and show the analysis made by alumni is a way to do so.

2 ANALYSIS OF RESEARCH

This survey was conducted among the students of the Undergraduate Course in Business Administration offered by UNIR/CAMPUS OF CACOAL, which had its first class of students, in this course, in the year 1997 with a total of 18 (eighteen) academics, receiving Bachelor's Degree in Business Administration. Since then, this *campus* already completed a total of eight (8) classes, placing on the market of work of Cacoal and region, more than 220 professionals in Administration.

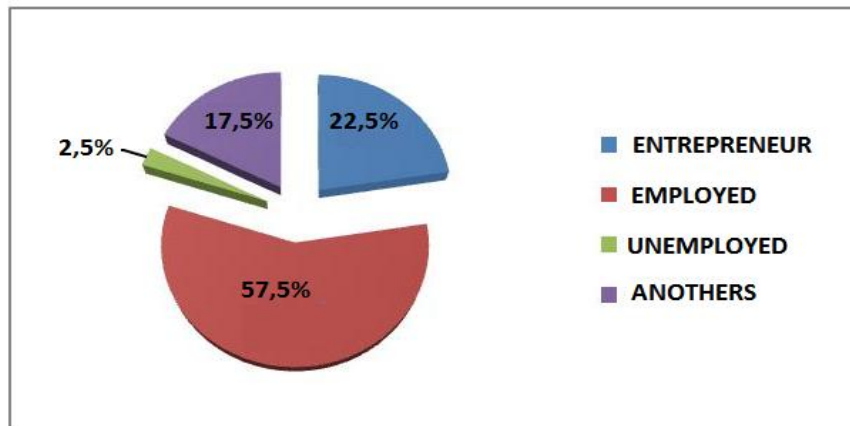
In this research were found residing in Cacoal area a total of 45 (forty-five) alumni of the course being (1996: 8 alumni; 1999: 10 alumni; 2001: 6 alumni; 2004: 6; 2007: 15 graduates), which represent the sample used in this work, of which 51.2% of the male and 48.8 of females, including students of 6 first classes that were formed. Of this sample, 72% UNIR the University when they had less than 30 years of age. Another aspect that also attracts attention is that of the total number of participants, the vast majority are from public schools, 75% (seventy-five percent), 7.5% (seven point five percent) studied in both sectors (public and private) and only 17.5% (seventeen point five per cent) had their basic schooling total in private schools.

Of 45 (forty-five) questionnaires delivered, 40 (forty) were promptly answered and returned to the tabulation of data, which represents 88.6% (eighty-eight comma six per cent), 3 (three) refused to respond, representing 6.4% (six comma four per cent) and 2 (two) not returned the questionnaire that was given to you,

representing 5% (five per cent).

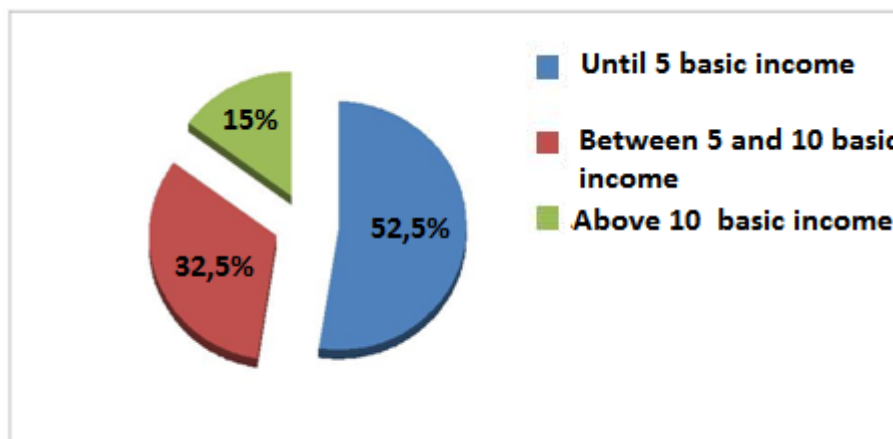
Once applied the questionnaires the survey to alumni located and residing in this city, the data were tabulated and analyzed.

The first question asked the alumni was what is your current occupation in the labor market, 9 said they are entrepreneurs, which represents 22.5%, 23 started that are employed, these 17% in the public sector, which represents a majority 57.5%, 1 (a) stated that he was unemployed, representing 2.5% and 7 said they had other occupations or are not in the labor market, thus representing 17.5% of the total, as we can see in graph 1.



Graphic 1 - Situation of former student convicted in the labor market

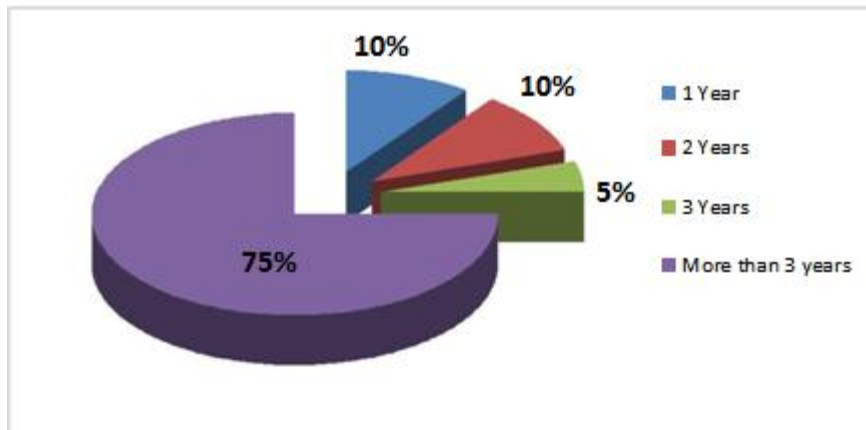
Source: The authors, UNIR Cacoal (2009).



Graphic 2 - Level of monthly basic income

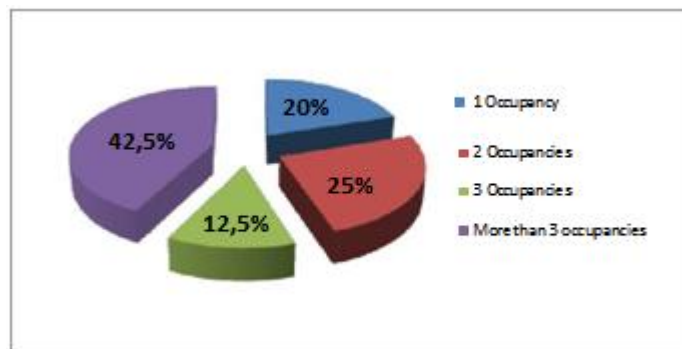
Source: prepared by the author (2009)

The next question came as a complement to the previous, being asked to the interviewees which monthly income of them, 21 (twenty one) replied that received up to 5 (five) minimum wages, representing 52.5% (fifty-two point five per cent), 13 reported that gain of 5 (five) to 10 (ten) minimum wages, representing 32.5% (thirty-two point five per cent) and 6 (six) said that earn above 10 (ten) minimum wages, representing 15% (fifteen percent), as shown in graph 2. We emphasize that the interviewees who receive above 10 (ten) minimum wages, 5 (five) are entrepreneurs.



Graphic 3 - time which holds the current occupation Source: Prepared by the author (2009)

The next question in the questionnaire was the time that the interviewee was in current occupation, the time of one (1) year and two (2) years both were with 4 (four) answers each, thus representing 10% (ten per cent) for each item, the time of 3 (three) years obtained only 2 (two) responses, representing 5% (five per cent) while the vast majority said that carries the current occupancy by more than 3 (three) years, representing 75% (seventy-five percent) of the total responses. These data show that the interviewees in positions stable with no large turnover professional.



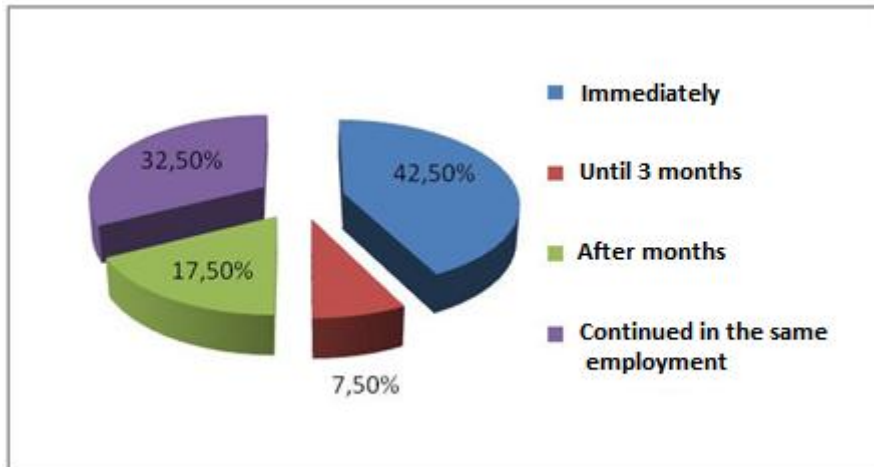
Graph 4 - Quantity of occupations already exercised by the interviewee

Source: Prepared by the author (2009).

As the previous chart, when asked about the number of occupancies already exercised by the interviewees, the answers were the following: 8 (eight) people have responded that they are in the first employment, representing 20% (twenty per cent), 10 people say that they are in the second employment, representing 25% (twenty-five percent), already 5 respondents said they are in the third employment, which represents 12.5% (twelve point five percent) and the majority, 42.5% reported that already had three or more jobs.

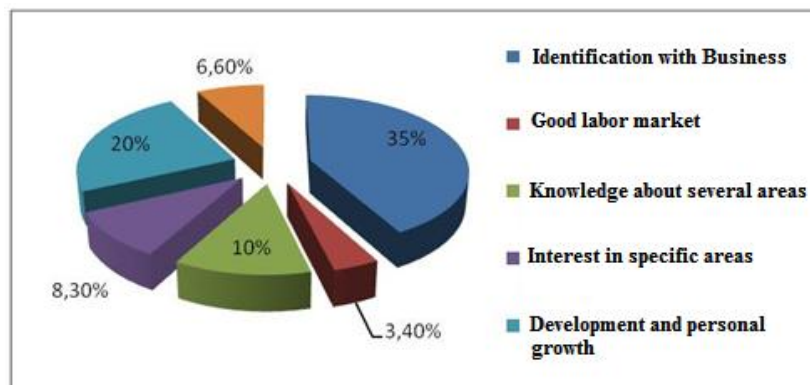
We emphasize here, that 28 (twenty-eight) of people interviewed consider acting in activity linked to their academic training and the other 30% (thirty percent) feel that they are acting in different areas of the course that concluded.

Another important fact that we should look at is that the vast majority of them, 62% (sixty-two per cent) entered the employment by means of tender or selection; only 38% (thirty-eight per cent) were by indication or invitation, this shows that the training course of Administration of UNIR/CAMPUS OF CACOAL, prepares its professionals to compete with quality in public procurement offered in the area.



Graph 5 - Time elapsed between the completion of the course and obtaining employment or new employment Source - drawn up by the author (2009).

In chart 5, we see the answers on what the time elapsed between the completion of the course and the obtaining of employment or new employment: 17 (seventeen) replied have achieved employment immediately, representing 42.5% (forty-two point five per cent), 3 (three) claimed to have been employed in up to 3 (three) months after the completion of the course, representing 7.5% (seven point five per cent), 7 (seven) have managed to find a job after 3 (three) months, representing 17.5% (seventeen point five per cent) and the remaining 32.5% (thirty-two point five per cent) said that they continued in the same employment after they have completed the course.



Graph 6 - Reasons for choosing the course

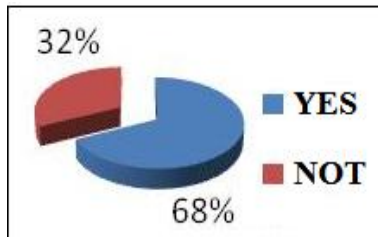
Source: Prepared by the author (2009).

In graph 6, we have the reasons why the alumni chose coursing Administration, like or identify with the course was cited 21 (twenty one) times, representing 35% (thirty-five per cent), have good labor market had 2 (two) citations, representing 3.4% (three comma four per cent), have knowledge of various areas was remembered 6 (six) times, representing 8.3% (eight point three per cent), interest in specific areas of ADM had 5 (five) citations, representing 10% (ten per cent), development and personal growth was mentioned by 12 (twelve) interviewed, representing 20% (twenty per cent), entrepreneurial vision obtained 4 (four) indications, representing 6.6% (six comma six per cent) and the fact that the course be free Represented 16.7% (sixteen point seven per cent) with 10 (ten) citations of the total.

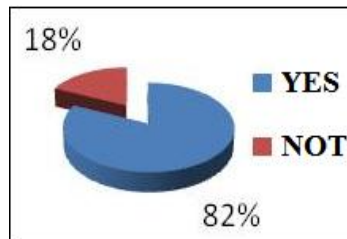
The next item of the interview, were made three questions in relation to the course of Business Administration at UNIR in *campus* of Cacoal:

As we can see in the charts above, 68% (sixty-eight per cent) choose again the same course (graph 7.1); 82% (eighty-two per cent) the course lived up to expectations (graph 7.2) and 95% (ninety-five per cent) of

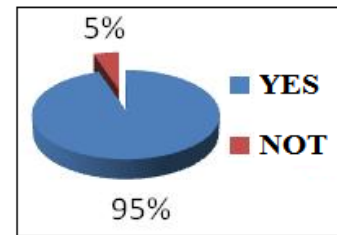
alumni felt that had good performance in the course (graph 7.3).



Graph 7.1 - Choose again the course?
 Source: The authors (2009).



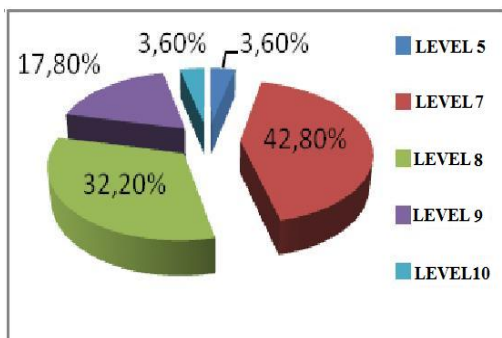
Graph 7.2 - This course lived up to expectations?
 Source: The authors (2009).



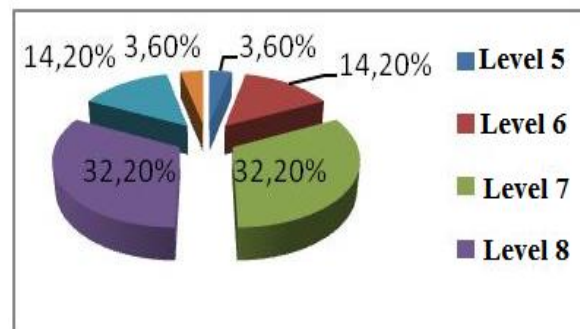
Graph 7.3 - had a good performance in the course?
 Source: he authors (2009).

Then, it was requested that the respondents classify the course giving notes to the following items:

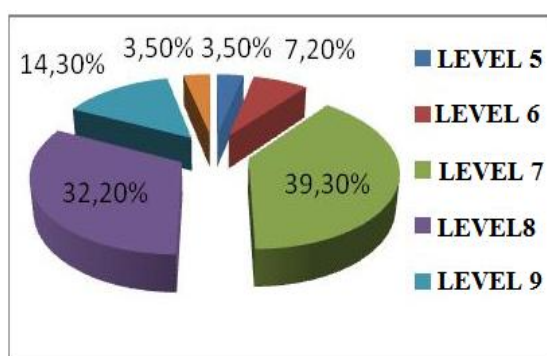
The note that had the highest percentage for the evaluation of the course was to note 7 (seven) with 42.8% (forty-two point eight per cent); in the evaluation of teachers notes 7 (seven) and 8 (eight), both received 32.2% (thirty-two point two per cent) of indications; for students in general again to note 7 stood up with 39.3%; already in self-evaluation the majority of the respondents note 8 to himself, representing 42.8% of alumni; as we see in the charts 8.1, 8.2, 8.3 and 8.4.



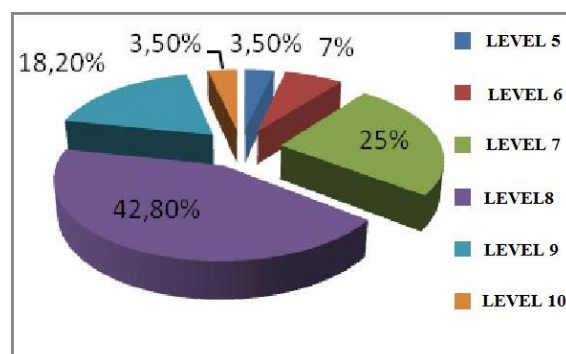
Graph 8.1 - Notes for the course
 Source: Prepared by the author (2009).



Graph 8.2 - Notes for teachers
 Source: Prepared by the author (2009).



Graph 8.3 - Notes for students in general
 Source: Prepared by the author (2009).

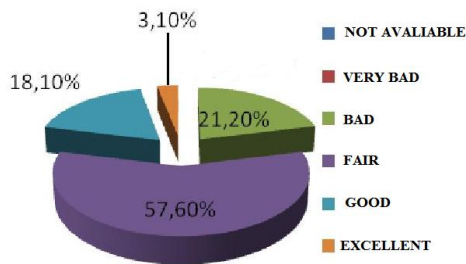


Graph 8.4 - Notes for students (himself)
 Source: Prepared by the author (2009).

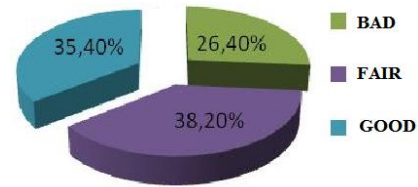
In subsequent item, respondents evaluated items of infrastructure of UNIR/CAMPUS of Cacoal, in the period in which they were grade graduation:

This item (graph 9.1), 57.6% considered the regular library; 21.2% (twenty-one point two per cent) considered this structure bad; 18.1% considered the library good and 3.1% considered excellent the structure of

the library. In this item, 26.4% considered this bad service, 35.4% considered the service good and the remaining 38.2% considered the regular service, as we see in chart 9.2.

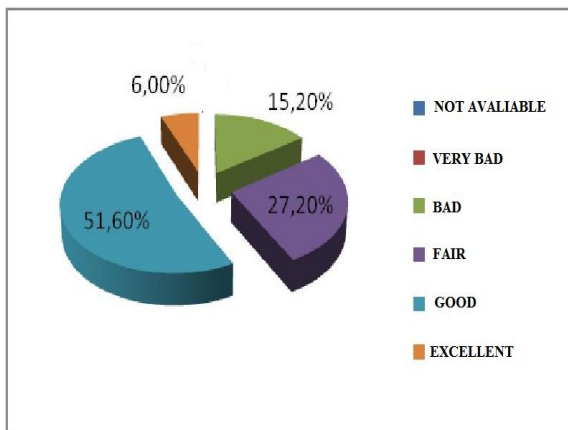


Graph 9.1 - Library
 Source: Prepared by the author (2009).

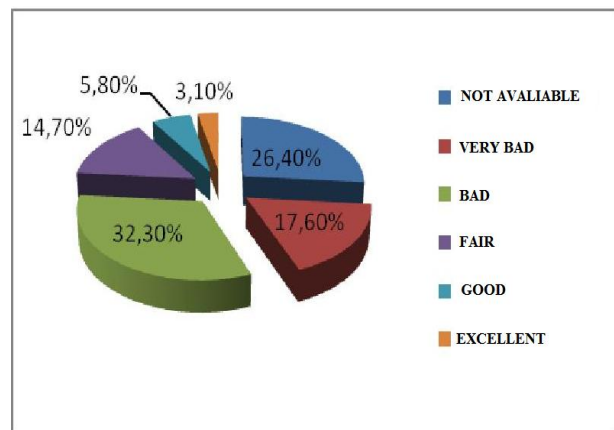


Graph 9.2 - Service of Xerox
 Source: Prepared by the author (2009).

This item (graph 9.3), we can see that only 6% (six percent) said that the rooms were excellent; more than half of the respondents, 51.6% (fifty-one point six percent) considered that the classrooms were good; 27.2% (twenty-seven point two per cent) that the classrooms were regular and only 15.2% (15 point two per cent) feel that the rooms were bad. In this item, the answers "not available", "bad" and "bad" had highlighted with: 26.4%, 17.6% and 32.3%, respectively, it is justified because the period in which the first classes attended the access to technology was not as easy as today.

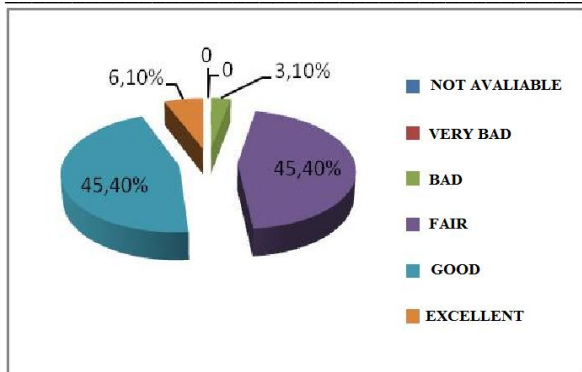


Graph 9.3 - Classrooms
 Source: Prepared by the author (2009).

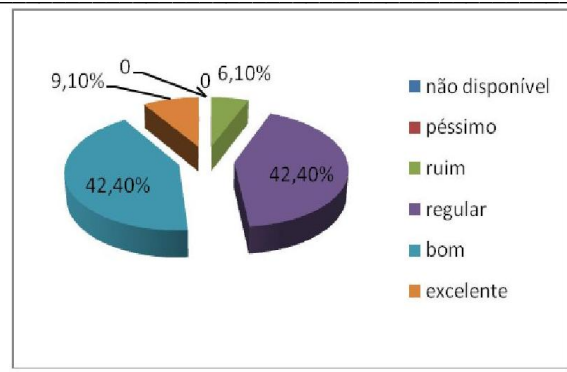


Graph 9.4 - Computer Room and Audio Visual
 Source: Prepared by the author (2009).

In this item, the answers regular and good represented each, 45.4% (forty-five point four percent), bad was mentioned by only 3.1% (3,1 per cent and the other, 6.1% (six comma one per cent) evaluated the school environment as excellent (graph 9.5).



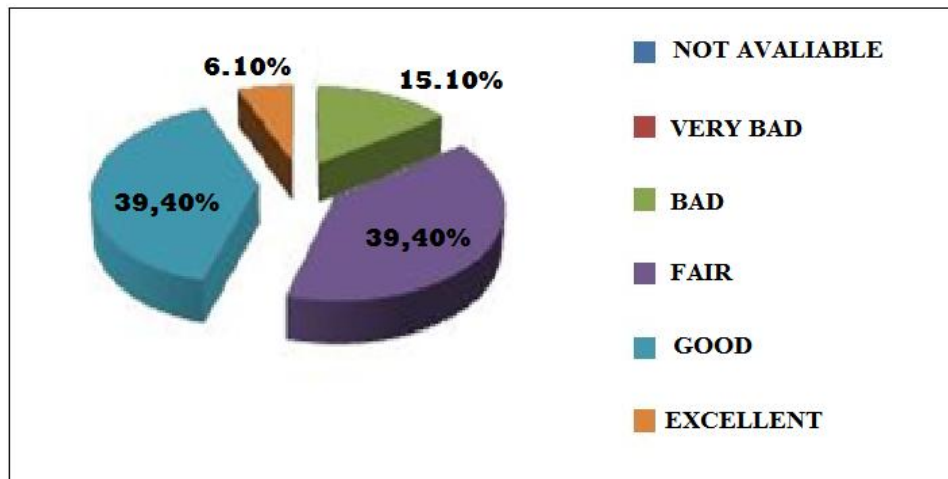
Graph 9.5 - School Environment
 Source: Prepared by the author (2009).



Graph 9.6 - Service of the Secretariat
 Source: Prepared by the author (2009).

This item (graph 9.6), the alumni responded that was regular or good, in their vast majority, 42.4% both, 9.1% considered the excellent service and 6.1% said to be bad this service.

In this item, regular and good were the responses with 39.4% (thirty-nine point four per cent) each, bad was cited by 15.1% (fifteen comma one per cent) of the respondents and 6.1% (six comma one per cent) said that these environments were excellent (graph 9.7).

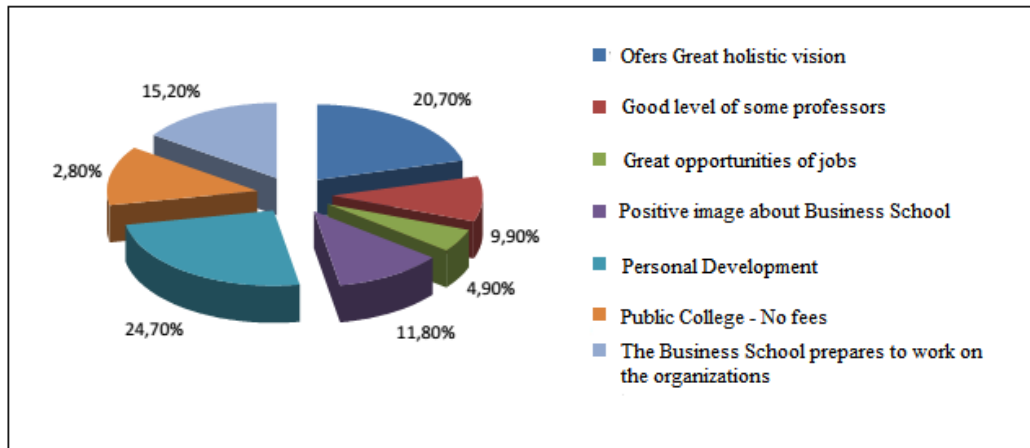


Graph 9.7 - Room of Teachers and Direction

Source: Prepared by the author (2009).

Following the analysis of the survey data we have the following the favorable and unfavorable aspects of the course of ADM second the alumni interviewed:

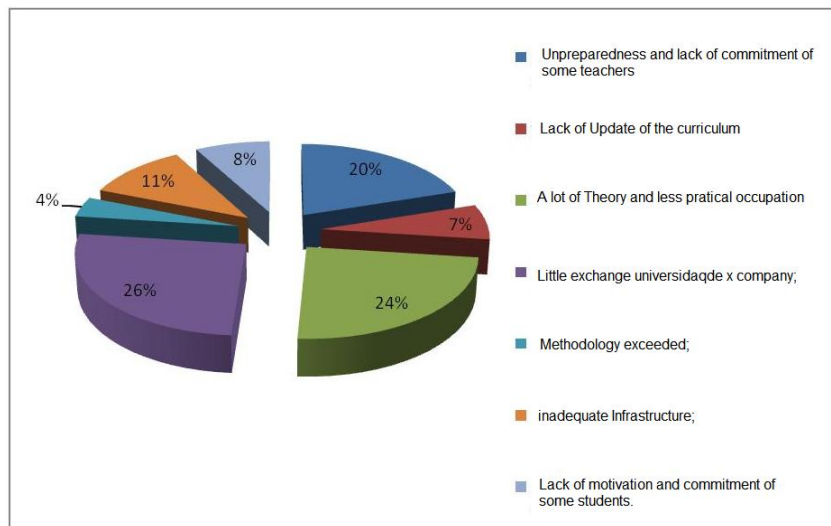
As we can see, there are many favorable aspects mentioned by the interviewees: highlight to the gratuitousness of course, 12.8% (twelve point eight per cent), ample employment options with 4.9% (four point nine per cent) and personal development cited by the majority of ex-students, 24.7% (twenty-four point seven percent), as shown in the chart above.



Graph 10.1 - favorable aspects of the course

Source: Prepared by the author (2009)

Here the graph 10.1.1 we realize that, according to the vision of the interviewees, the aspects more unfavourable course are the lack of putting theory into practice, excess theory/little practice being cited by 24% of the respondents and little exchange university-company with 26% of citations, the unpreparedness and lack of commitment of some teachers was also very cited, being 20% of the total.



Picture 10.1.1 - Favorable aspects of the course

Source: prepared by the author (2009)

From the table 1, we can conclude that the vast majority of skills proposals by way of ADM are requested in practice by those who occupy positions in more varied economic sectors, no matter be owner (boss) or employee (employee) the administrator needs many skills to be successful. We highlight the requirements with higher percentage of responses: persistence determination and perseverance, 98% (ninety-eight per cent) of the respondents agreed that this primordial ability in their day-to-day work; ability to perform tasks of organization, scheduling and planning, skills necessary for 97% (ninety-seven per cent) of the cases checked; sociability, relationship with other persons, 96% (ninety-six per cent said they need this ability; resolve conflicts, to 80% (eighty per cent) is fundamental in his own office in professional life.

Table 1 - Requirements and skills required by the post currently busy

Requirements assessed	Yes	Not	Sometimes
Sociability, relationship with other people.	96%	1%	3%
Persistence, determination and perseverance.	98%	-	2%
Critical Thinking, independence.	50%	6.7%	43.3%
Ability to perform tasks for the organization.	97%	1%	2%
Programming and planning.			
Initiative, entrepreneurial spirit.	70%	10%	20%
Long term strategic Vision	72%	10%	18%
Technical Expertise	73%	10%	17%
Leadership	68%	12%	80%
Ability to write	62%	15%	23%
Skills to resolve conflicts	80%	-	20%
Authority, ability to impose.	40%	10%	50%
General Culture	49%	3%	48%
Ability to speak in public, submit jobs.	40%	26%	34%
Adjustments to established routines	68%	2%	30%
Greater ability to solve technical problems than	50%	10%	40%
To take administrative decisions			
Reading Ability and concentration	46%	20%	34%
Ability for numerical reasoning	70%	12%	18%
Ability to set deadlines, standards and procedures for	54%	15%	31%
Activities to be carried out.			
Ability to coordinate working groups and delegate	57%	13%	30%
Functions			

Source: Adapted from Mattar (1996)..

As shown in table 2, we can observe that 68.8% (sixty-eight point eight per cent) of alumni agree that the course of ADM the prepared for the labor market as practitioners; 86.8% (eighty-six point eight per cent) agree that the course provided conditions for professional achievement; 73.3% (seventy-three point three per cent) said that their current occupancy requires much more knowledge than those learned in university; 76.7% (seventy-six point seven percent) are in agreement that the course provided conditions to learn the reality of companies; 73.4% (seventy-three comma four per cent) agree that the knowledge that today they have are more due to their professional experience; 50% (Fifty per cent) of the respondents disagree that the course the trained to be professionals to solve problems in a specific area; 80.1% (80 comma one per cent) agree that use in day-to-day work of the knowledge learned in the course and 59.8% (fifty-nine point eight per cent) of alumni disagree that their careers would have been the same, even having done another vocational course.

Table 2 - The importance of having attended ADM for the professional career

Items	Disagreement			Concordance		
	Total	Much	Little	Little	Much	Total
The course of ADM prepared for The labor market as Professional practitioners.	3.3%	13.3%	16.6%	33.5%	30%	3.3%
The course provided conditions to professional achievement .	-	6.6%	6.6%	50%	26.8%	10%

The current job requires very More knowledge, and that Were learned in practice.	3.4%	-	23.3%	10%	50%	13.3%
The course provided conditions To learn the reality of the business and the environment.	-	10%	13.3%	26.7%	33.4%	16.6%
I am currently a specialist In the area where I act.	6.6%	6.6%	6.6%	16.6%	47%	16.6%
The knowledge that I have Are due to experience Practice of that acquired in Course that I ran.	-	6.6%	20%	30%	33.4%	10%
Use in the day-to-day professional Much of learned in my Course	-	3.3%	16.6%	43.4%	26.7%	10%
The company's vision presented on the course was very far from the reality of daily.	3.3%	13.3%	30%	33.4%	10%	10%
The course trained to be Professional prepared to Solve problems of an area Specific actions.	10%	20%	20%	26.7%	20%	3.3%
The reality taught in course That complete had nothing to do with the brazilian reality Faced by organizations.	10%	25%	33.4%	25%	6.6%	-
My career would have been the same, even having done another undergraduate course.	16.6%	27%	16.6%	16.6%	6.6%	16.6%

Source: Adapted from Mattar (1996).

OVERALL ANALYSIS AND FINAL CONSIDERATIONS

It is concluded that the study how important can become the collaborative work between the professor and students in a University. The students have experience enough to participate as agents reflective, creators and disseminators of knowledge in the institution.

This article aims to answer the following question: "Where and what they are doing the alumni undergraduate ADM - UNIR/CAMPUS OF CACOAL and what their vision of the course that took place?"

After tabulation of the data, the conclusion reached was that the majority of professionals in ADM formed by UNITING/ CAMPUS of Cacoal are in the public sector (employed), receiving between 5 (five) and 10 (ten) minimum wages; employees are stable with more than three years employees and gazetted officers.

With reference to assessments performed by alumni of the Course ADM - UNIR/CAMPUS OF CACOAL can be pointed out the following conclusions: the course is well evaluated in a general manner: students have a good picture of the course; the course facilitates the placing on the market of work; if they had that attending again would UNIR in. However, several were the criticisms and suggestions of alumni who earned and which are still deserves the attention of the leaders of course. Some actions have already been carried out in order to obtain improvements and others are still being carried out, such as the extension of

Building, improving the library, availability of computer lab and audiovisual materials to be used in the classroom, construction of canteen, construction of auditorium, among others. In the context of staff, the University has also improved significantly: hiring of new teachers, qualification of professionals older, reorganization of the departments, and so on.

Another element that identifies the comments from alumni is in his view on the theory and practice.

Apparently are indicating that their inexperience professional arises from a process of teaching overly theoretical and deficient in terms of practical preparation. This means that, if the equation was reversed, that is, the reduction of theoretical content in favor of emphasis on teaching practical, would be empowered to face the labor market with higher chances of success.

However, it should be pointed out, the theory/practice dichotomy is misleading. In reality the "media-press" of a course of higher level, it is essentially the theory; in practice, to a professional in the area of Administration, will be from the confrontation of organizational routine, where the knowledge transform and reproduce. What you can do is to simulate the reality, and then, the teacher plays a key role, since it is he who defines the theoretical formulation that will be to the students and, more important, is the one who must make explicit connections with the real, that is, the passage of the theoretical level - abstract by nature -, to the real - concrete by nature -.

Note that the perception of former students of an institution of Higher Education involves the search of training for a competitive market, in addition to the construction of theoretical and practical knowledge are consistent with the social demand and market. This way you should build an academic training in line with the current context, considered broadly.

In general, the evaluation should be seen as an important tool to generate ideas for improvement, but not as an absolute truth due to the limitations of existing methodologies that are feasible to be implemented, however, if correctly interpreted, it is of great importance to the self-knowledge, institutional improvement, helping in the management and decision-making.

REFERENCES

1. ALBRECHT, Karl. **Revolução nos serviços: como as empresas podem revolucionar a maneira de tratar os seus clientes**. São Paulo: Pioneira, 1992.
2. BELLONI, Isaura. A Universidade e o Compromisso da Avaliação Institucional na Reconstrução do Espaço Social in Avaliação – **Revista da Rede de Avaliação Instituição da Educação**, Campinas, Unicamp, nº 2, Dez. 1996, p. 5 -14.
3. BREAKWELL, G. M. Mental models and social representations of hazards: the significance of identity processes. **Journal of Risk Research**, v. 4, p. 341-351, 2001.
4. BONILLA, J. A. ; LOPES, H. E. G. **Estudantes universitários, a crise e o futuro: Parte III**; Belo Horizonte: CAD/ F ACE/ UFMG, 1995. Relatório de Pesquisa.
5. _____. **Avaliação do processo educacional num Curso de Administração: o ponto de vista dos alunos**. In.: ENCONTRO ANGRAD, 7., 1998. Florianópolis. Anais.
6. BONILLA J. A.; TEIXEIRA L. G. A. **Avaliação discente do curso de administração da UFMG (2002)**.
7. CHIAVENATO, Idalberto. **Gestão de pessoas: o novo papel dos recursos humanos nas organizações**. Rio de Janeiro: Elsevier, 1999.
8. DE TONI, D. **Administração da Imagem de produtos: desenvolvendo um instrumento para a configuração da imagem de produto**. Tese (Doutorado) – UFRGS – Universidade Federal do Rio Grande do Sul, Escola de Administração, Programa de Pós-graduação em Administração, Porto Alegre, 2005.
9. FARIA, Salomão A. **Atmosfera de Loja On-line: O Impacto do Ambiente Virtual na Satisfação do Consumidor**. In: ENCONTRO ANUAL DA ANPAD, 29, 2005, Salvador. Anais. Brasília: ANPAD, 2005. 1 cd-rom.
10. FERREIRA, Aurélio B de Holanda, **Novo dicionário da Língua Portuguesa**, Rio de Janeiro. Editora Nova Fronteira, 1975.
11. GRONROOS, C. **Marketing, gerenciamento e serviços: a competição por serviços na hora da verdade**. Rio de Janeiro, Campus, 1995.
12. HOFMAN, K. Douglas. **Marketing de Serviço. In: Marketing: as melhores práticas**. Porto Alegre: Bookman, 2001.
13. KOTLER, P.; ARMSTRONG, G. **Princípios de Marketing**. 7ª Ed.; Rio de Janeiro: LTC, 1995.
14. _____. **Administração de Marketing: a edição do novo milênio**. São Paulo: Prentice Hall, 2000.
15. LAS CASAS, A. L. **Qualidade Total em Serviços**. São Paulo: Atlas, 1994.
16. _____. **Marketing de Serviços**. São Paulo: Atlas. 1991.
17. LOVELOCK, C. H. **Principles of services marketing and management**. Upper Saddle River New Jersey: Prentice Hall, 1998.

18. MATTAR F. N. **Pesquisa de Marketing**. Edição Compacta. São Paulo: Atlas, 1996.
19. MEZOMO, J. C. **Gestão da qualidade na escola: princípios básicos**. São Paulo: Terra, 1994.
20. MOTTA, F. M. V. **A imagem institucional da UFMG: um estudo na perspectiva dos alunos do Curso de graduação em Administração**. 1996. Dissertação (Mestrado em Administração) – CEPEAD, UFMG, Belo Horizonte, 1996.
21. MOSCOVICI, S. **Social representation: explorations in social psychology**. Cambridge: Polity Press, 2000.
22. MOSCOVICI, S. **A representação social da psicanálise**. Rio de Janeiro: Zahar, 1978.
23. NEVES, A. B; RAMOS, C. F. A imagem das instituições de ensino superior e a qualidade do ensino de graduação: a percepção dos acadêmicos dos cursos de administração. **Revista Anais do XII ENANGRAD**, agosto de 2001.
24. _____. A imagem das instituições de ensino superior e a qualidade do ensino de graduação: a percepção dos acadêmicos dos cursos de administração. **Revista de Economia e Administração**, v. 1, n 1, p. 75 – 84, jan./mar. 2002.
25. PENA, R. P. M. **Ética e compromisso organizacional nas universidades de B.H.:** face a face com as Face´s. 1995. Dissertação (Mestrado em Administração) – CEPEAD, UFMG, Belo Horizonte, 1995.
26. RESOLUÇÃO CNE/CES 4/2005. **Diário Oficial da União. Brasília**, 19 de julho de 2005, seção 1, p. 26 ou acesso ao site www.portal.mec.gov.br/cne.
27. SÁ, C. P. de. **Sobre o Núcleo central das representações sociais**. Petrópolis: Vozes, 1996.
TEJEDOR, Francisco J T; BLANCO, Laurentino S. La Evulación Institucional em El Âmbito Universitário. **In Avaliação Revista da Rede de Avaliação Institucional da Educação**, Campinas, Unicamp, nº 4, Jun. 1997, p 9 – 18.
28. UNESCO. **Declaración mundial sobre educação superior en El siglo XXI: visin y acción. In: CONFERENCIA MUNDIAL SOBRE EDUCACIÓN SUPERIOR**. 1998. Paris. Anais eletrônicos... Paris: UNESCO, 1998. Disponível em: <http://habitantes.elsitio.com/burente/conferencia>.



Antonio Siviero, MSc.

Master of Science in Production Engineering by Federal University of Santa Catarina – UFSC (Brazil). Graduated in Administration and Law by UNESC. Actually works at Department of Business Administration as Professor at Federal University of Rondonia – UNIR Cacoal (Brazil). E-mail: siviero@unir.br



Rogério Kester, Adm.B

Graduate in Business Administration by Federal University of Rondonia – UNIR (Brazil). Actually works in Carlos Gomes Statal Basic and Hight Scholl – RO (Brazil).