Management practices of people in research and extension group

Práticas de Gestão de Pessoas em Grupo de Pesquisa e Extensão

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Abstract: People Management (PM) came up with the predominant factor of organizing and grouping people according to their skills, making a favorable move for organizations to be competitive in the market, whatever the niche. Even though it has great relevance to the competitiveness of organizations, it is possible to see that research and extension groups do not use it. The objective was to study how PM practices contribute to a group of research, extension and innovation. The research presents itself as a case study where a questionnaire was applied with 6 representatives of the research group and an application of semi-structured interview with the coordinating professor. The results presented showed that PM practices were used to better serve the group's purposes in order to use a set of techniques, methods and procedures to capture and maintain people, improving compliance with internal and external decisions to the group. It was also observed that the group implemented practices that favored the selection process, training, qualification and organizational learning. Thus, this study contributes to reinforce that PM practices can be implemented in organizations with a lean structure.

Keywords: People management; Search group; Project management.

Resumo: *A Gestão de Pessoas (GP) surgiu com o fator predominante de organizar e agrupar pessoas de acordo com suas competências fazendo um movimento favorável para que as organizações consigam ser competitivas no mercado seja qual for o nicho. Mesmo possuindo grande relevância para a competitividade das organizações é possível perceber que grupos de pesquisa e extensão não a utilizam. Objetivou-se estudar como as práticas de GP contribuem para um grupo de pesquisa, extensão e inovação. A pesquisa se apresenta como um estudo de caso onde foi aplicado um questionário com 6 representantes do grupo pesquisado e uma aplicação de entrevista semiestruturada com o professor coordenador. Os resultados apresentados demonstraram que as práticas de GP foram utilizadas para melhor atender os propósitos do grupo de forma a usar um conjunto de técnicas, métodos e procedimentos para captar e manter pessoas melhorando o cumprimento das decisões internas e externas ao grupo. O grupo implementou práticas que favoreceram o processo seletivo, treinamento, capacitação e aprendizagem organizacional. Dessa forma, este estudo contribui para reforçar que práticas de GP podem ser implementadas em organizações com estrutura enxuta.*

Palavras-chave: *Gestão de pessoas; Grupo de pesquisa; Gestão de projeto.*

1. Introduction

The People Management (PM) practice permeates several aspects of a company, being directly involved in the processes of an institution, whatever the market niche it operates. Starting from the premise that the individual in their workspace needs to perform well, to know how to perform activities For Sovienski & Stigar (2008, p. 53) "We live in the knowledge society, where human talent and its capabilities are seen as competitive factors in the globalized labor market". Where capacity and talent need to be seen as a form of collaboration not as competition, it is necessary to rescue the role of the individual as a collaborator, thus, a new concept of people management emerges with the organization's vision of human capital being a differential for the organization. With globalization and access to technology and the growth of market competitiveness, knowledge combining with people's attitudes provided the basis for organizations to achieve their goals. (Duarte, Melo & Oliveira; 2019, p. 18). Thus, a well-defined PM for employees makes the organization competitive, defining which profiles are possible to participate in the staff of one of these.

With the information well defined, the PM department will be able to base itself to direct the recruitment process more effectively in its elaboration and to better analyze the candidates. The importance that individuals have for the survival of organizations is essential for the PM, who recruits and selects employees to meet the organization's needs. Ferreira and Vargas (2014, p. 22) conclude that "The selection and recruitment processes are part of the planning for careful uptake of personnel. The selection is established as the choice of the best candidate, who meets the company's requirements to fill the position". According to Dutra (2008) there is an exchange relationship of resources between the organization and employees which strengthen them to face new professional and individual situations, whether inside the work environment or outside, this exchange provides capabilities to face new challenges of the day - the day of the organization. As for Toleto (1986, p. 8), Human Resources are the combination of elements of technical strategies and principles that have the function of attracting, maintaining, motivating, training the development of human heritage that is "group, or organization, small or large, whether private or public, perform work, leisure, political or religious activities".

Thus, some university organizations, such as research groups, use people management practices to attract new staff. "The entry of new participants occurs through formal selection procedures, such as interviews to assess interests and affinities with the research line and procedures" (Odelius *et al.*, 2011, p. 211). For Krahl *et al.* (2009, p. 147) the benefits for the career

of academics participating in research projects are around a better qualification of the work process, "strengthening their professional identity, achieving autonomy in their actions". Bezerra *et al.* (2020, p. 91) demonstrates that in a research group the selection process has well-defined stages, namely cognitive testing, interview, and curriculum analysis. There is a highlight in Bezerra's analyses, as he points out the entire selection process carried out by the group, showing that he was concerned with proportioning the best selection process, where the candidates are scored at each stage, highlighting their lived experiences.

In this sense, given the difficulties found in the PM of research groups, the researches are essential to identify the best profile of candidates aiming at better organizational performance and to stand out with better results and publications.

Given what has been stated so far, this study seeks to identify PM practices that can be invested in management. The objective of this work is to study how PM practices contributes to a group of research and innovation in a university.

2. THEORETICAL REFERENCE

2.1. People Management

People Management acts as an organizational component for the internal and external management of organizations and is used as an important tool to manage people.

2.2. People Management component of internal and external management

Since organizations are made up of people, there is a need to organize management, for this, Dutra (2008, p. 56) defines that "Management practices are sets of procedures, methods and techniques used to implement decisions and to guide actions within the organization and in its relationship with the external environment".

Faissal (2015, p. 16) has an opinion about improving people management, he states that "Companies that have the best people will certainly have a better chance of competing in their markets". He continues his argument concluding that "(...) those that contribute to the development of their employees, in the eyes of those outside, are more attractive to talented people and more competitive in choosing the best".

As for Dutra (2008, p. 60), he says that there is a "Movement of people" he says that it is the movement of people in the physical environment, whether in the company that is inserted or in the labor market, which comes from "movements caused by development of the person or company(...)". Dutra (2008, p. 61) goes on to say that for the company:

> (...) the movement is linked to decisions such as planning and attracting people, socialization and acclimatization of people to their work, allocation or relocation of people, repositioning of people in the labor market.

To Faissal (2015), providing the skills necessary for a business, actions such as attracting and selecting employees are strategic. It states that it configures selective processes in an organizational dimension, a dimension of the organization. Where does the question made by Dutra (2008) about the fact that any activity carried out by a company to attract people who can meet their present and future needs fits.

As Dutra (2008), Andrade (2009) argues that due to changes in organizations, they are realizing that the difference in competitiveness is made with management practices, but such will only be possible if there is investment in the resourcefulness of their employees, so that provide opportunities for advancement in your professional career.

The selection process is necessary to aggregate the companies with the best that the labor market can offer. In this way, keeping the profitability more consistent.

> (...) companies are being forced to be flexible to constantly evolve under penalty of being left out of the market. So that this does not happen, companies have been thinking not only about profitability, but also about carrying out well-designed selection processes, to include in their staff competent professionals to compose their organization (ANDRADE, 2009, p. 1).

Thus, Guimarães & Arieira (2005) state that the selection process is special and must be understood as a marketing tool, whether it is external or internal, and the company can use it in its favor. It does not end with the hiring of the candidate, as he or she must be presented to the organization and accompanied at first in their activities. Therefore, the HR area is responsible for monitoring the selected, identifying the difficulties and remedying them in the exercise of activities, thus avoiding the individual's dismissal.

> It is possible to consider that, when well founded, the process of recruiting and selecting people will enable the organization to employ employees committed to the company's success. This fact is confirmed by the fact that the recruitment and selection process enable the company to select the candidate who fulfills its needs, who adds value to it with their knowledge, enriching the company's workforce (FERREIRA & VARGAS 2014, p. 37).

Ferreira & Vargas (2014, p. 37) continue their reflections and point out that:

> Companies need to face, in the labor market, the challenge of planning personnel needs, recruiting, selecting, training, and developing qualified employees. Nevertheless, companies also need to insert their employees into productive and appropriate environments, in addition to rewarding them for the development and commitment they demonstrate.

From the perspective of how the needs assessment and acquisition processes of a new component of an organization happen, Dessler (2003, p. 2) highlights some practices and policies in PM that are necessary for the management of people. He emphasizes some among them: hiring, training, evaluating, remunerating, and offering a good and safe environment to the company's employees. The author goes on to point out what the practices and policies would be and presents them as follows:

> Conduct job analysis (determine the nature of employee homework, forecast work needs and recruit candidates, select candidates, guide and train new employees, manage rewards and salaries (such as remunerating employees), offer incentives and benefits, evaluate performance, communicate (interviewing, advising, disciplining), train and develop, build employee commitment (Dessler, 2003, p. 2).

Guimarães & Arieira (2005, p. 211) supports what was presented by Dessler (2003) when citing:

> Often, the proper importance is not given to the selection process, but filling vacancies is an extremely important aspect of management: planning personnel needs, recruiting, selecting, training and developing qualified employees, placing them in productive environments, and rewarding them for performance. This is what it aims for and what it tries to achieve in the Recruitment and Selection area of companies.

Therefore, it is important to define each mention made by Dessler (2003) trying to understand how the development of the routine that is established in PM works. So, nothing better than starting with the description. It brings the positions description which can be described through the survey carried out from the analysis of the positions. It provides an understanding of the activities performed in the organizational structure, providing support for the organization to specify the position, and conclude which candidates can fill it out better.

Bohalander, Shell & Scott (2003, p. 30) corroborate the definitions brought by Dessler emphasizing:

> Job analysis is the process of obtaining information about the job itself by determining duties, tasks, or activities they involve. Job analysis entails systematic job investigation through a series of predetermined steps and should result in a report summarizing the information obtained (...), individual activities or roles.

And he continues his insights on the subject:

> HR managers use this data to develop job descriptions and specifications, which in turn will be used in performing and improving different HR functions, such as developing performance review criteria or the content of training programs.

It also highlights that the objective of analyzing the positions seeks to improve the performance of the company and its productivity (Bohalander, Shell & Scott, 2003). As one of the steps to obtain employees to compose the position, it is important to define what recruitment would be, thus, for Bitencourt (2009), it consists in the search for candidates with the potential to occupy a vacancy available in the organizational situation. Dessler (2003, p. 79) complements this thought by saying "Recruitment is important, because the more candidates you have, the more selective you can be in hiring". From the perspective of selection, the recruitment process aims at choosing human capital that meets the demands brought by the organization (Bitencourt, 2009, p. 83).

Therefore, to incur the bases for this research, it is essential that there is a description of how the opening for a job in public service occurs, this is how Decree-Law No. 1713, of October 28, 1939, provides for the filling of positions public where in its Art. 13 it ponders who fits in public offices and, thus, in its item VIII it regulates stating that, except for the positions that are not necessary, only public servants who are qualified by this one fit public servants (Brasil, 1939). In addition to Law 1711, of October 28, 1952 "Art. 2 For the purposes of these Statutes, an official is a person legally invested in public office; and public office is created by law, with its own name, in a certain number and paid by the Union's coffers (Brasil, 1952)". That said, Complementary Law no. 101, of May 4, 2000, emphasizes that the public money used for public management it implies fiscal responsibility where all the money used must be used with "obeying limits and conditions (...) and generating personnel expenses".

But not so far away, it is essential to define the interview technique, in the selection, which is constantly used by managers as it is an indispensable tool in the selection process, Dessler (2003, p. 114) "An interview is a procedure designed to obtain information from a person's verbal responses to verbal questions". The interview aims to understand how a candidate can behave in the development of their functions.

Guimarães & Arieira (2005, p. 209) mention that the selections follow standards where knowledge tests can be applied, which have the purpose of measuring the knowledge and skill that the candidate for the vacancy has on some subject. Whether oral, written, or practical, these tests measure the degree of knowledge in the professional-technical area. "On the other hand, psychological tests are used to seek to measure and assess the characteristics of each individual. They are divided into personality tests and aptitude tests".

Another technique used to select people would be, according to Guimarães & Arieira (2005), the group dynamics, a technique carried out in groups that is being used more and more by organizations. The definition continues by stating that it allows the evaluator to see how the candidate interacts with other people and enables the analysis of the individual's behavior in relation to the position to be filled.

After choosing the candidate, there is a need for the company to integrate the individual, thus, the technique to be applied is around the training which can be agreed to improve the knowledge, skills and aptitudes (CHA) of the selected according to Bohalander, Shell & Scott (2003) The primary motivation of companies to train their new employees is to formulate the CHA's for their requirements, improving employee performance. If the employees remain in the organization, the training provides the basis for adding the specialties of the same new CHA's.

Ferreira & Vargas (2014, p. 22) corroborate with this statement:

> Once the employee has been selected, the company is responsible for integrating him into his role. At this stage, the employee will know the main aspects inherent to the organization. Thus, it is essential that the organization's recruitment and selection process be competent and dynamic, to hire those who are the best professionals.

On the other hand, to retain an employee it is necessary for the institution to provide subsidies trying to understand where to improve the tasks in the work environment. Therefore, the use of a performance evaluation according to Bohalander, Shell & Scott (2003), which is widely used in the public environment or private, is one of the most sensible means of assessing, developing, and utilizing knowledge of employees' skills.

Knowing that the organization is in a constant loop of changes and its employees/collaborators need to follow the rhythm that is dictated to them. It is seen the need for organizational learning to compose the development of the CHA's, mentioned by Bohalander, Shell & Scott (2003) of the people who make up the same. Thus, Bitencourt (2001) corroborated this thought, as he states that the Competence management and Organizational Learning are interdependent, because through people's competences the organization learns. He continues his reasoning showing that there is the so-called "virtuous cycle" where for one to exist the other needs to be established.

In Neves' view (2011, p. 4), Organizational Learning is founded as follows:

> The principle of appropriating knowledge is, without a doubt, learning. In this sense, companies need to develop systems that condition and promote it. This learning can be planned and takes place on an individual and organizational level. Organizational learning is directly linked to the ability to manage well the existing and acquired knowledge by the organization. This management is done by valuing experience, successful processes, and techniques, which generally converge to the constant and intensive development of the organization.

In this context, PM becomes an essential component of the organizational learning routine, where it starts to play a role in organizing human capital in a way that brings returns to organizational activities.

2.3. People Management practices developed in groups

People Management is seen in several organizations which need to lead people to satisfactorily reach their goal. This practice is used to select candidates who are part of academic groups. Farias *et al.* (2020, p. 42085) highlights that the practices of group dynamics, interviews and meetings with the psychologist were used to "clearly define the desirable profile to join". The selection being composed in a group dynamic and in "followed by an interview with the psychologist to better characterize the profile of the candidates". Finally, he states that the method used in the selection process, which incorporated the psychologist's analysis, can end with "a safer and possibly assertive recruitment". And he still reports the practices he thought were necessary for the selection process.

> It should be noted that the entire selection process was carried out in four days, whose stages were: evaluation of academic performance through the academic record and Curriculum lattes; candidate profile evaluation conducted by the psychologist through group dynamics and interview; evaluation of creativity and communication through the making of a video; assessment of availability and motivation to enter the PET through interviews with "petianos" and tutors; assessment of planning capacity, through the presentation of a proposal for action.

As for Odelius *et al.* (2011, p. 211) the entry of new participants is "(...) conditioned to curriculum analysis, relating to publications, previous research and specific training". He also

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highlights that "There are also informal selection procedures (...) such as the invitation of members or the group coordinator himself". However, in a group that involves the teaching and research, those interested in participating undergo a selection process, where:

> In the first two years, interested academics took an admission test and curriculum vitae analysis. In the third year, students were selected by submitting their performance coefficient and the average acquired in the neurosciences discipline. The other students of the Medicine Course are invited to participate in the league's activities as listeners (CAMARGO 2014, p. 50).

In their reports of an interview with collaborators of two research groups, Odelius & Sena (2009) demonstrates the ease of entering the group, bluntly exemplifying that it would be like a dog entering a church with the door open and revealing that the people who enter they always show interest in working, but informs that after entry there is a double selection process where the employee's work is observed and he/she selects the group if he/she is enjoying the work. The second group points out that the need for selection depends on demand, if there are projects that need members or even if there are students at the end of their course who will need to leave the group, the selection process is still entirely done by old students.

Souza (2020, p. 1) performed a behavioral analysis of the individuals in the Tutorial Education Program (TEP) where, due to social isolation, they showed emotional tension where it was possible to organize "3 main actions a) a conversation circle with an occupational psychologist about stress in the work environment; b) creation of a virtual environment to provide constructive feedback anonymously; c) training on leadership and conflict management". verifying that there was assistance to the engagement and development of the group, in addition to causing personal growth and reflections

Krahl *et al.* (2009) reveals in their study on the experiences of a nursing research group that academics undergo selection, through public notice, for scholarship holders where the criteria are mastery of the English language and mastery of Computing. Regarding the selection criteria, the responsible professors identified that not all students met the demand, but in the interview, it was possible to identify the characteristics of the students that were positive for the group.

Ferreira & Barja (2017, p. 134) analyzed the process of joining a communication research group which is held annually where interested parties are invited to write an essay on "Communication research". After this stage they are invited for face-to-face interviews, who are asked about the reason for wanting to join the research group, with the common answers being "they want to learn more from the group meetings" with the entrance, the discourse is changed where they start "to value more the meeting process and the constructed learning".

The process of acquiring new members of the research group involves the selection, reception, and training, which demands time, mainly from the teachers involved when deciding to integrate students who have interest and motivation to the group. This makes the group more developed and at the same time can be repetitive when there are dropouts (Krug *et al.*, 2011). Selected participants are invited anonymously (Godoi, 2015).

Following the line of reasoning, it is possible to verify in the research by Fritzen *et al.* (2016, p. 151) in the interactions between the members about the works, there is an exchange of experiences, so it is possible to build more efficiently. The participation of students in research groups collaborates in the reflection of writing and scientific reading, generating their growth in their areas of expertise.

3. METHODOLOGICAL PROCEDURES

The research on people management practices in a research group at the Federal University of Pernambuco is qualitative, descriptive, and aims to provide conditions to elucidate concepts.

Given this research perspective, certain procedures were followed that allowed for a better approach. The case study method was used, with emphasis on evaluating the behavior of members

of a research group in the context of the researched topic. A semi-structured interview was conducted with the coordinating teacher responsible for the group, as recommended by Boni & Quaresma (2005).

To compose the research, a questionnaire with open and closed questions was applied, which according to Hill & Hill (1998, p. 18) "(...) is useful when the researcher wants to obtain qualitative information to complement and contextualize the quantitative information obtained by the other variables", in order to deepen the approached subject, confirming the observations made by the questioned ones.

The research took place in the university environment with students participating in a research group, whose projects that takes place outside the university, is composed of students of different age groups and academic years from the courses of Administration, Civil Engineering, Production Engineering, Physics and Pedagogy.

For the research, a sample by accessibility was considered "The researcher selects the elements to which he has access, assuming that they may represent a universe (exploratory or qualitative studies)" Marotti *et al.* (2008 apud Levy & Lemeshow, 1980; Lwanga & Lemeshow, 1991).

Thus, for the purposes of this research, the following nomenclatures for respondents will be considered, as shown in Tables 1.

Table 1. Semi structured interview.

Interviewee	Role
EN1	Coordinating Professor
Questionnaire Representatives	
Q1	
Q2	
Q3	
Q4	
Q5	
Q6	

Source: 2019 survey data

After reading the answers to the questionnaires and the interview, it was possible to obtain 3 categories of analysis:

1. Practices implementation;
2. PM practices in groups;
3. Changes observed by employees.

4. DISCUSSION OF RESULTS

For analysis purposes, six questionnaires were applied to employees and a semi-structured interview, constituting the sample of this study, which were analyzed through 3 categories found after reading the research results.

4.1. Profile of Employees

The following profiles within the group were analyzed through the application of the questionnaire in Table 2.

Table 2. Profile of questioned employees.

Question	Answer
marital status	single
Role in the group	Those chosen included the category: Volunteer/Scholarship
Course	Among those who responded, they represent the courses of: Administration and Production Engineering
Semester in course	They are between the semesters: 5 to 10

Source: 2019 survey data.

The choice of the respondent was made to obtain more details about how the Group works, thus, the Professor/Dr, Founder/Coordinator was chosen.

4.2. Practices Implementation

In this category, how the Group was organized to implement PM practices will be observed and analyzed.

EN1 presented the difficulty of implementation and how it happened:

> We would like it to be similar to a company, but at the same time it was a Research Group within a democratic University that has a tradition of working with collegiate bodies where there is no supreme power within the University, nor that of the Dean, the university board is above him. We also created a tie, a counterweight like the management of the University. So, based on this model, we created the General Coordinator of the group, which is me, we divided the group into areas of concentration, into four areas – environmental chemistry, work safety, environmental management, and environmental education. In each project of this, there is a Professor Advisor/Dr who is responsible for the area and a student supervisor who is practically the operational person who handles everything, so it is an innovation of the group that many students recognize this autonomy that the Group gives to its students. In this sense, a kind of training that we give to the students, and this is recognized by them, when they go to the internship interview, from the experience they have in managing the board. So, we defined the student supervisors and guiding professors, we created a flowchart where each area of concentration has its projects each project has a student supervisor, and each project has its team. Then we have the general coordination, the advisor professor, the area supervisor, and the project supervisors with their teams. In the case of the Project, we created the general supervisor and made an innovation where it is the only one that works like this, we created the council made up of students and professors that is on top of this supervision that decides to make the counterweights of this management relationship that start to happen within the day to day.
>
> All the innovations that we created in the Group, the pilots took place in the Project, it is the biggest project where the pilots take place there. We created the selection notices with written tests, with interviews, so that we could select. This immediately felt the impact on the change in the quality of the students who arrived here, committed students, committed students and from then on, we started to create some rules within the group, the requirement of the frequency point, so that we could guarantee the minimum number of hours, to guarantee the contract that we had signed with the city hall. And the scholarship students started to have a different activity because they had to account for the scholarship they had from the city hall, so we took it more on our feet with the frequency and activities and now in 2018 we also created a scholarship rotation system that many Sometimes a student spends 4 years in the Group receiving scholarships and there were others who spent 4 years as volunteers with zero scholarships. A very important thing for the formation of this Board that manages the Project was a person responsible for People Management, someone responsible for Communication Management, someone responsible for infrastructure and someone responsible for transport (EN1).

The notes addressed by EN1 converge with Dutra's quote (2008, p. 56) defining that "Management practices are sets of procedures, methods and techniques used to implement decisions

and to guide actions within the organization and in its relationship with the external environment". And also brought by Ferreira & Vargas (2014, p37) who point out in their speech:

> Companies need to face in the labor market the challenge of planning personnel needs, recruiting, selecting, training, and developing qualified employees. Nevertheless, companies also need to insert their employees in productive and appropriate environments, in addition to rewarding them for the development and commitment shown by them.

Dutra (2008) and Andrade (2009) argues that due to changes in organizations, they are realizing that the difference in competitiveness is made with management practices, but such, will only be possible if there is investment in the resourcefulness of their employees, so as to create opportunities for their employees. advancement in professional career.

Therefore, it is essential to note that, to implement a correct People Management, it is necessary to prepare the organizational profile of those who manage, knowing that the impact on other members may come from the way it happened in the Group.

4.3 PM Practices in Research Groups

In this category, we sought to explore the practices that were implemented in the group, analyzing how employees behaved with the PM. Among the questions to employees, it was possible to obtain the following answers:

When approached with the question whether "It was clear the organization's objectives during its engagement with the group", employees felt contemplated, since 25% responded that they agree, 25% partially agreed, 25% totally agreed. On the other hand, when asked if "training/qualification was prepared in order to improve my skills within the group", 37.5% said they agree and partially agree and 25% said they totally agreed.

For the proposition "After participating in the training/qualification I was able to perform my duties with excellence" 62.5% said they agreed, 25% partially agreed and 12.5% totally agreed. When they answered the question "The development of management practices improved the performance within the group", 37.5% responded in agreement and fully agreed, while another 25% partially agreed. To promote the perception of employees, it was proposed that "The organization of people in the group reduced turnover" where 62.5% responded that they agree and 37.5% partially agreed.

The small disparity in the answers shows that the collaborators, when answering, looked for the most comfortable answer and remained in the middle of the ruler where the majority agreed; however, even so, they showed positive responses to the questions, demonstrating that the objectives were clear at some point in the engagement process, it is possible that the training has converged to improve skills within the group, which can improve performance in the members' assignments and that consequently can reduce turnover.

Fritzen *et al.* (2016) in the interactions between members about the work, there is an exchange of experiences, so it is possible to build more efficiently. The participation of students in research groups collaborates in the reflection of writing and scientific reading, generating their growth in their areas of expertise.

From the perspective of the Project, EN1 agreed with the statements when addressing the need it showed to have when implementing People Management:

> The Project as it has expanded over the years, where it started with two students and now has 65 students involved, it has grown a lot and this growth came with a technical cooperation agreement that we signed with the City of Caruaru and from that moment on that public resources were involved, the City Government established some conditions so that it could happen, for example, the form of admission, in the past, tickets happened a lot due to my relationship with students, where I observed that that student had potential, students often

> saw in my room and asked to join the group and there was no kind of selection, that, well, until 2014, but then we felt the need, with the increase and with the entrance of the city hall, to do something a little more professional, and the city hall also demanded, as there was public money involved, that there had to be transparency and impersonality in this selection, so we started to create the notices.

Law 1711, of October 28, 1952 "Art. 2 For the purposes of these Statutes, an official is a person legally invested in public office; and public office is the one created by law, with its own name, in a certain number and paid by the coffers of the Union. (Brasil, 1952)". Dityo this Complementary Law No. 101, of May 4, 2000, emphasizes that the public money used for public management it implies fiscal responsibility where all the money used must be used with "obeying limits and conditions (...) and generating personnel expenses". This excerpt from the interview shows the need for transparency in public services, as well as, portrayed by EN1 of the need that the city government brought to have control over the destination of its resources, which made the Project more organized.

According to EN1, the admission of members, at first, was done only through a conversation with the student. It is equivalent to one of the methods imposed by Odelius *et al.* (2011, p. 211) "There are also informal selection procedures (...) such as the invitation of members or the coordinator of the group". This excerpt is also similar to the one highlighted by Odelius & Sena (2009) where it demonstrates the ease of entering the group, exemplifying that it would be like a dog entering a church, the door is open and reveals that there is work and people who enter always show interest in working, but informs that after entry there is a double selection process where the employee's work is observed and he/she selects the group if he/she is enjoying the work.

Among the practices presented by employees through the application of the questionnaire, were cited as practices used in the group, external recruitment, internal recruitment, training/qualification, group dynamics, interview, performance evaluation.

Thus, as EN1 described during the interview:

> We created a procedure for selection today is being: the first release of the public notice, then this notice goes to the Group's official page, on Facebook, at Centro Acadêmico do Agreste, we put it in Comunica, we inform students that the notice is open, the applications made, we do some selection steps, go through a written test, then a group dynamic, then an interview, curriculum evaluation and evaluation of the proposal that the student wants to bring to work.

The disparity that presents where respondents do not present the written test and the proposal as a PM practice, as it may be a new implementation for the Project, thus being known to few collaborators.

According to Dessler (2003) Conducting job analysis (determining the nature of each employee's work, Forecasting job needs and recruiting candidates, Selecting candidates, Guiding and training new employees, Managing rewards and salaries (how to compensate employees), Offer incentives and benefits, Evaluate performance, Communicate (interviewing, advising, disciplining), Train and develop, Build employee commitment. Toleto (1986, p. 8) Human Resources are the junction of elements of technical strategies and principles that have the function of attracting, maintaining, motivating, training the development of human heritage that is a "group, or organization, small or large, whether private or public, performs work, leisure, political action or religious".

EN1 continues by stating why the candidate shows interest in the group through the elaboration of a project:

> Usually, students are part of two projects within the Group, an extension which is the Project they are required to participate, which is the biggest project they have the option to choose other research projects which is a very important thing for them to be able to advance in their career of scientific initiation. So, they bring this proposal for us to see what he wants to work on, and we can insert them in other research projects.

This discourse converges with the thought of Bitencourt (2009) about selection, where he says that already from the perspective of selection, the selection process aims at choosing human capital that meets the demands brought by the organization.

When asked about how it was to participate in the selection process, the following information was raised to the members: Q1 mentioned "Comfortable. In the group dynamics, as it was done in the form of dynamics, the process was very relaxed. As for the interview I was apprehensive at first, but during it, I relaxed".

For Q2 "I felt free to answer questions and carry out activities" Q4 "I felt that the process was well conducted and brought seriousness to the project. Q3 "I liked the dynamic proposal, where I could observe after I joined, that there were actions that I would have to go through in the work interviews for companies" Q1 was succinct "I liked it. It was very calm" To Q5 the experience was not so good "scared, because it seemed that the interviewers lacked on preparation".

It is important for the group to obtain this feedback from employees, on how it was to participate in the selection process, as it can help to improve the next public selection.

According to Guimarães & Arieira (2005) the selections follow standards where knowledge tests can be applied, which have the purpose of measuring the knowledge and skill that the candidate for the vacancy has on some subject. Whether oral, written, or practical, these tests measure the degree of knowledge in the professional-technical area.

EN1 continues:

> Once that is defined, the student is part of the Group, they sign a term of commitment that they must stay at least 6 months in the Project. Since often the student would come and leave in a short period of time just to get college credit. Today, we tie this participation so that, we can avoid the rotation, which is a very complicated thing to start everything from scratch, train everyone from scratch. They undergo training, in the knowledge of the project of knowledge of the rules that involve the management of people and then undergo training on a scientific initiation course in scientific writing, so that they can adapt to the issue of publishing papers that is our main means of production.

There is a great concern with the organization's employees, as reported by EN1 in leaving well-trained employees to act correctly in the group and improve their professional development.

When asked about their integration, Q1 pointed out that there "were integration meetings, with a presentation of the project and participants, as well as training". Q2 that "the Group's purposes were presented and finally how the Project worked". Q3 that "meetings were held with the team so that I could adapt to the project". Q4 that "through a conversation with the coordinating teacher, when I joined there was still no selection, this practice only started to be done later". Q5 stated that "after the selection process, I had training to get to know the group and the objectives intended by the project better". And Q6 did not answer the question.

The respondents made it clear that there was integration with them, either through training or project presentation meetings, in the passages they reported, the members confirmed the chronological line that the EN1 brought through the response of Q4, which in his speech says that he entered in the group through conversation with the coordinating teacher.

From the perspective of Bohalander, Shell & Scott (2003) The primary motivation of companies to train their new employees is to formulate the CHA's for their requirements, improving employee performance. As the collaborators remain in the organization, the training provides the basis for adding the specialties of the same new CHA's.

By training on who they are and what they came for, the group trains directing its staff to exercise the organization's purpose, while they train to start research, seek professional improvement and, consequently, bring prestige to the group through publications. These practices improve the resourcefulness of the group and the individual who starts to acquire new skills.

Having the approach presented, it is possible to observe how the changes and improvements in the organization occurred, which will be addressed in the next chapter.

4.4 Changes Observed by Employees

In this category, the respondents and the interviewee will bring the changes that took place within the Project.

EN1 states that:

> A change always causes discomfort, people feel challenged to get out of their comfort zone, of their status quo when facing a change, so there was great resistance at first, especially from older students as the new ones have already entered into this rule. Hit the clock at work is something that is cultural in Brazil, no one likes it, but it had to be implemented because the scholarship holder must sign a document to prove that the student did the activity. But in general, we must highlight the big changes: first is the improvement in the quality of the student who entered, the selection was able to attract good students, excellent students, committed students. Improvement in the quality of the products that we started to make, some things that we didn't have before, such as a procedure manual, we started to have a communication face to face, a visual identity of the group, this was a second gain, a third gain, we started to have a perspective of governance, which is a very important thing within a company.

It can be noted that with the practices implementation, it was possible for the organization to improve its management through the organization, which converges with the view of Bitencourt (2001) as it states that competence management and Organizational Learning are interdependent, because through the people skills the organization learns.

EN1 brought an example of governance:

> How do we substitute leaders? We have rules for this, the board votes and indicates who is the person who will occupy leadership positions. We start to observe the student's leadership profile as soon as they enter, so this selection process guarantees that and I think about people management brings a very important gain when it has standardized procedures, rules. The rules were agreed upon by the committee and established. Today, the student knows exactly the rights and duties they have within the group, which made management within the group much easier.

For Faissal (2015) to provide the necessary skills for a business, actions such as attracting and selecting employees are strategic. It states that it configures The organizational dimension of selection processes.

The passage presented by EN1 which addresses that PM brought improvements with standardization, therefore, being essential for, as pointed out, the management and assertive decision-making.

Respondents stated that there was at least one way to regulate the employee's posture within the group, the conduct manual, the People Management Planning, and an internal regulation were raised in response.

EN1 agrees, through the highlighted description, that there is a manual:

> The group's general conduct manual has been saying practically what are the procedures and rules that the student must comply with to be part of the project group, so there are all possible written situations of what we can establish in relation to rights and duties of the student including giving the ties and the counterweights to the Council. Given that, they can make a decision on, for example, what are the penalties that the student can receive - a first written warning a second written warning can lead to the student leaving the group the

expulsion of the research group because we do not work, exactly, as a business model, we are a research group within a Democratic University, but democracy requires responsibility.

This interviewee's speech about how the manual works converges with what Dutra (2008) says about the fact that any activity carried out by a company to attract people who can meet their present and future needs. Due to the fact that there is a well-prepared framework of the organization's structure in People Management and that the manual provides support for continuous management improvement, makes the group create consistency in its relations with the internal and external environment.

EN1 continues that:

> The monitoring of student performance between 2016 and 2017 was also an advance. We established how the group looking like a company would have to use some administration tools, including Strategic Planning, so every year at the beginning of the year we do a strategic planning meeting of the entire Group, including the four areas of action, in this planning the agent establishes, uses the SWOT matrix this matrix is presented in a large seminar all day everyone knows the weaknesses and strengths, the opportunities and threats from each group gives a more holistic view to all elements that are part of the research group so that possible links can be made between projects, and then the monitoring tool is created from the SWOT matrix and the creation of table 5W2H where it is established there for each project what to do, when to do how much it costs, we monitor each task that was given and at the end of the year we do an evaluation. It shows how the group progressed that year so that we can plan for the next year.

This monitoring of management with its staff promotes the substance of continued learning, because if it is noticed that a plan during the year has not had an effect, it can be reformulated or removed from the planning, in this way this monitoring of annual activities serves as a performance assessment.

This description speaks to the thought described by Neves (2011, p. 4) where Organizational Learning is based as follows:

> The principle of appropriating knowledge is, without a doubt, learning. In this sense, companies need to develop systems that condition and promote it. That learning can be planned and takes place on an individual and organizational level. Organizational learning is directly linked to the ability to manage well the existing and acquired knowledge by the organization. This management is done by valuing experience, successful processes, and techniques, which generally converge to the constant and intensive development of the organization.

When asked about the improvement in the group's performance and the decrease in its turnover with the application of PM, EN1 states that:

> With all the practices described, what we have been observing is the decrease in the number of turnover, this is a reality, it is a consequence and causes when you make a good selection notice and present it to the student on the first day what are the rules and procedure manuals he has to establish within the group, we have a guarantee that that student will have a longer referral time within the group. There is a point that is very important, this perpetuation is the meritocracy, this rotation process among the scholarship holders that gives, let us say, a future vision of that student who entered. Imagine a company has a guy who entered a factory floor, then he will be a supervisor, he will be a manager, then he can get on the project board, then he will rise, he has a career now defined within the Group and how he can become a general supervisor of a project, that's what every student thinks and wants, because there he has a greater perspective of growth from a professional and humanitarian point of view, so I think this PM process implemented from 2014 was fundamental for us to reduce the number of turnover.

About the improvements that the management may have had, it is a fact that when implementing an organized People Management that managers know what they do and how they do it when choosing the right person for the right place, the occurrence of the selected person asking to leave for not understanding their activities is minimal, but the practices also improve the measurement of employees' expectations.

Employees, on the other hand, when asked about the importance of People Management practices contributed, Q1 was very succinct and agreed to be "very important", Q2 "yes, because it improves the group's performance and can minimize differences in the employees' conceptions and organization", Q3 states that "yes, as there is clarity in the process and attributions", Q4 "yes, helping a lot in teamwork" to Q5 "yes, as it guides staff" and to Q6 "Yes. It is of fundamental importance to help workers perform their duties well". Thus, the understanding of those who make the organization is visible that the practices demonstrated so far are important.

Thus Andrade (2009) argues that, due to changes in organizations, they are realizing that the difference in competitiveness is made with management practices. But such, will only be possible if there is investment in the resourcefulness of their employees, so as to provide opportunities for their advancement in professional career.

When asked about how the practices helped in the development of activities, Q1 said that "it helps to understand its role and that of others in the group, facilitating communication and the operation of tasks". Q2 collaborated saying that "they helped him in coexistence with the participants in carrying out activities and carrying out activities considering that I have never worked or participated in a similar project". Q3, "I was able to know the purpose of the Project and direct my work within the group". Q4 said that "it helped me to understand my activities". Q5 was simple in its approach and concluded by saying "it helped a lot". Q6 reported "they partially helped me, predominantly in the knowledge of the functioning of activities within the project and its objectives". The feedback brought up by members is special for understanding how PM can impact their individual level.

Through this thought, Dutra (2008, p. 56) defines that "Management practices are sets of procedures, methods and techniques used to implement decisions and to guide actions within the organization and in its relationship with the external environment".

Therefore, during the presentation of the questionnaires and the interview that the 6 points raised by Dutra (2003, p. 74), where all points in the Project management were met in order to consider the entire selection process and implementations of PM practices.

1. Plan and forecast the workforce to determine the vacancies to be filled.
2. Form a pool of candidates for these positions through internal or external recruitment.
3. Have candidates fill out application forms and perhaps conduct an initial screening interview.
4. Use various selection techniques such as tests, background information and medical examinations to identify viable candidates.
5. Submit one or more viable candidates to the supervisor or person responsible for the position.
6. Submit applicants to one or more selection interviews with the supervisor and other interested parties to determine which applicant(s) will receive proposals.

In view of the research presented, there were some difficulties, one of them was for the employee to understand about what GP is and how it works, because when approached, he did not know what practices the group provided, it can be noticed when approaching the employee with a simple question, for example: how does the organization recruit? The member could not answer because he did not understand what recruitment is, but he knew how to answer if the question was rephrased.

Through this analysis, it was possible to identify the practices developed by the Group, especially in the Project and their benefits for the management, in the next chapter a synthesis of what was seen in this chapter will be presented.

5. FINAL CONSIDERATIONS

The present study aimed to answer the question whether it is possible for PM practices to be applied in the management of a research group, which managed to be answered during the demonstration and investigation, a case study, how it behaves and the Research Group and its projects acts.

In particular, the Project was approached, which has an organizational structure that provides the discussion of PM practices that support management for decision making, in order to functionalize the project's end activity. Therefore, it was possible to identify that People Management practices such as: the development of a selection process, the creation of a flow that allows training, development, performance evaluation and, consequently, organizational learning, can be promoted by a simple management, being allowed its application within the organizational environment of a research and extension group.
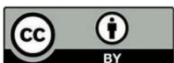
The results obtained allow to promote academic knowledge for new researchers, and study groups, who seek to improve in PM, as there are not many studies on this topic, pointing out the scarcity of works that study these practices in research groups, making access to the academic community, even being aware that these practices are part of the daily life of research groups.

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