

Editorial – RAEP 2nd edition 2022

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Dear readers,

As we mentioned in the text of the first editorial of 2022, and as part of the process of maturing and academic strengthening of RAEP, we have formed a new Editorial Board with professors of high scientific capacity and widely recognized in the field of Administration. We are rebuilding the Scientific Council from prolific researchers, nationally and internationally, in different areas of teaching and research in Administration. Finally, in recognition of the importance of the work of academics who have supported the journal, especially in its early stages, an Honorary Board was created, keeping them in evidence and with fair recognition for their support.

Still on the context of changes in the organizational structure of RAEP, I would like to highlight the entry of Prof. Diógenes de Souza Bido from Mackenzie Presbyterian University as RAEP's Scientific Coeditor. Prof. Bido is Coordinator of the Post-Graduation Program in Administration at Mackenzie University, widely recognized for his work in the quantitative area. However, something that not everyone knows, is that he has dedicated himself with enthusiasm over many years to the areas of teaching and research in Administration, which has benefited both the undergraduate courses, as well as the *stricto sensu* in the country. Welcome to the team, Prof. Bido! Without a doubt, RAEP gets even stronger with your arrival!

The 2nd issue of 2022 is composed of seven scientific articles and two teaching cases. In summary, two articles explored the context of the pandemic, its effects, and challenges, both to undergraduate and graduate students. Two other articles sought to explore the Post-graduate *stricto sensu* programs, one on the didactic and pedagogical training of undergraduate teachers and the other addressing the influence of regulatory agencies. The other articles dealt with current and relevant subjects such as performance evaluation in the university context, entrepreneurial universities and, finally, political competence in career self-management. The first case deals with a traditional and relevant theme, which is Corporate Gover-

nance, and the second case sheds light on the economy of culture and innovation in localized contexts, specifically in the hinterland of Pernambuco.

The first article entitled “Performance Evaluation in the University Context: an investigation of the Literature from a Constructivist Perspective” written by Laís Karine Sardá Martins and Sandra Rolim Ensslin (UFSC - Universidade Federal de Santa Catarina) the research focuses on Performance Evaluation in the University Context from a Constructivist perspective. This study contributes to the understanding of the possibilities of future research that seeks the improvement of models and the participation of managers in this process. The authors recognized the importance of research gaps in themes such as Intellectual Capital, Knowledge Management, Human Resource Management Practices and the Performance Evaluation System.

Next, we have the article “Entrepreneurial Universities Frameworks: A Systematic Review” which was written by Ana Claudia Lara and Simone Sehnem (UNO-ESC - Universidade do Oeste de Santa Catarina) and which aimed to identify conceptual frameworks for Entrepreneurial Universities that stand out in the academic literature. In other words, the authors sought to synthesize the models present in the literature. In summary, they found that the studies, for the most part, follow institutional theory and economic theory. Finally, they found formal and informal factors that influence this type of University.

The third article with the title “Career Adaptability and Anxiety Symptoms in Times of Pandemic: an Analysis with Post-Graduation Students” written by Luis Felipe Dias Lopes, Juciéle Fátima Coradini, Cristiane Krüger, Mauren Pimentel Lima and Silvana Bortoluzzi Balconi authors working at UFSM - Universidade Federal de Santa Maria had the objective of analyzing the relationship between career adaptability and anxiety symptoms triggered in post-graduation students. Undoubtedly, the pandemic as a context challenged professionals in different spectrums. Thus, the importance of the investigation was to highlight the need for awareness and prevention of depression in graduate students, as well as the adoption of effective strategies for its confrontation in general, that is, even after the pandemic period.

With the title “The role of political competence in the process of career self-management” the authors Iraide Ancelmo Bonfim Pita, Leonardo Nelmi Trevisan, both from PUC-SP - Pontifícia Universidade Católica de São Paulo, and Elza Fátima Rosa Veloso from FIA - Fundação Instituto de Administração sought to inves-

tigate the role of political competence in the process of career self-management. The authors demonstrated the importance of a multidisciplinary approach to career, as well as the interdependence between different people in the work environment, using political competence, regardless of the type of employment relationship and hierarchical level.

In sequence, the fifth article “Self-Compassion and Spirituality Practices: Students’ Strategies in Facing the Covid-19 Context” written by Gabriela Dressler Camillo, Claudia Simone Antonello and Gean Carlos Tomazzoni from UFRGS - Universidade Federal do Rio Grande do Sul had the objective of analyzing the levels of self-compassion and spirituality practices with a focus on meditation of undergraduate students during the Covid-19 pandemic. The results showed that there was a greater vulnerability of students during the pandemic and indicated the importance of spirituality practices, such as meditation, in coping with the context of social isolation. It is possible that self-compassion and spirituality practices are relevant not only in critical moments like the pandemic, but especially to young people who are fragile in different ways and for numerous reasons.

The next article entitled “Contributions of the Postgraduation *Stricto Sensu* in Administration for Teacher Education” by Jader Cristino de Souza-Silva, Roberto Brasileiro Paixão and Sílvia Souza Gusmão Lima from UNEB - Universidade do Estado da Bahia sought to investigate how the postgraduation *stricto sensu* programs in Administration (PPGAs) contribute to the formation of higher education teachers in Administration in Brazil. The authors found that the PPGAs contribute, minimally, to the didactic-pedagogical formation of the Administration teacher. In this context, some questions should be raised: should the PPGAs in Brazil reflect on this aspect and, eventually, adjust their activities? Who is responsible for teacher training? What is the role of regulatory agencies in face of this finding?

The seventh article entitled “Management of organizational resources essential for good performance in the Capes Assessment” written by Danieli Artuzi Pes Backes (UFMT), Fernando Antonio Ribeiro Serra (UNINOVE), Ana Claudia Belfort (Anhembí-Morumbi) and Élide Furtado da Silva Andrade (UFMT) sought to analyze the indicators of the *stricto sensu* post-graduation programs in Administration (PPGAs), obtained in the quadrennium between 2013 and 2016, aiming to identify their strategic behavior. That is, the proposed investigation enabled the expansion

of knowledge about the post-graduation assessment system, as well as shed light on the discussion of the impacts of the Capes assessment on the PPGAs. Although the evaluations of the PPGAs undergo changes over the years, the proposal to understand how the regulatory agencies induce the main strategies of the *stricto sensu* programs in the country is valid.

The first case for teaching “Fly high, but not above me: a teaching case on Corporate Governance at Smiles” by the authors Anderson Dias Brio, Allisson Silva dos Santos and Caritsa Scartaty Moreira from UFPB - Universidade Federal da Paraíba deals with the relationship between minority and majority shareholders of Smiles. That is, it seeks to discuss the existence of agency conflicts between companies, as well as the implications of the terms of negotiation for minority shareholders and, finally, to analyze how corporate governance actions can mitigate possible conflicts.

The second case for teaching was written by Ítalo da Silva (UFPE), Felipe dos Santos Mendes (UNOPAR), Nelson da Cruz Monteiro Fernandes (UFPE) and Pâmela Karolina Dias (UFPE), and was entitled “Of everything in the world, there is in popular culture”. The authors present us the specificities, similarities and disparities that mark the manifestations promoted by the organizations of “Afoxé”, “Artesanato em Barro”, “Banda de Pífano”, “Capoeira”, “Circo”, “Dança Popular”, “Literatura de Cordel” and “Teatro de Mamulengos” in the city of Caruaru, in the hinterland of Pernambuco, which help us to reflect on the rethinking of the economy of culture and innovation in situated contexts. This case contributes to the fact that historically invisible agents in organizational studies can have their space in the academic environment, helping students to identify innovative practices in the context that involves popular culture organizations.

It is worth mentioning that this 2nd edition was made possible by authors from the most diverse Brazilian regions: the Northeast, Midwest, Southeast, and South. Besides this regional diversity, we must recognize the distinct public and private educational institutions that collaborated to make this publication possible. RAEP is a plural space that seeks to be useful to both undergraduate teachers and researchers from PPGAs. We hope that teachers, researchers, and other professionals in the educational field can benefit from the theoretical and practical advances of this issue. Thank you very much!