

Education of Doctor in Management in Brazil: Towards a Full Professional Sense

Formação do Doutor em Administração no Brasil: Por um Sentido Profissional Pleno

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ABSTRACT

Our theoretical essay debates the process of doctoral education in Management in Brazil and the challenges identified in this scenario from mid-2010 onward. We discuss evidence of the need to improve this educational process, considering the professional perspectives of graduates, and the alternative of expanding competences at this level, therefore presenting the concept of 'full doctor'. In order to make this conception empirically viable, we suggest a six-competence model, competences which are intertwined in their nature: (i) theoretical knowledge; (ii) methodological knowledge; (iii) teaching practice; (iv) research practice; (v) written production; and (vi) technical and professional competence. This essay contributes to the academy by reflecting on the quality of doctoral education in Management – both professional and academic, in Brazil –, arguing that those competences are not being fully developed in the current scenario of national graduate studies in the field, and that they are crucial for future career development of this professional.


Keywords: Management education; doctorate; graduate; technical and professional competence.

RESUMO

Nosso ensaio teórico debate o processo de formação doutoral em Administração no Brasil e os desafios identificados neste cenário a partir de meados de 2010. Discutimos evidências da necessidade de aprimoramento desse processo formativo, considerando as perspectivas profissionais dos egressos, e a alternativa de ampliação das competências de formação nesse nível, apresentando a concepção de 'doutor em sentido pleno'. De modo a viabilizar essa concepção apresentada, propomos um modelo estruturado em seis competências, entrelaçadas em sua natureza: (i) conhecimentos teóricos; (ii) conhecimentos metodológicos; (iii) prática docente; (iv) prática de pesquisa; (v) produção escrita; e, (vi) competência técnica e profissional. Contribuímos refletindo sobre a qualidade da formação doutoral em Administração – tanto profissional

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RESUMO

quanto acadêmico, no Brasil –, indicando que aquelas competências não estão sendo inteiramente desenvolvidas no atual cenário da pós-graduação nacional do campo, e que elas são cruciais para um futuro desenvolvimento na carreira desse profissional.

Palavras-chave: Formação em Administração; doutorado; egresso; competência técnica e profissional.

Introduction

The training of doctors in Management in Brazil has experienced a strong expansion since the end of the 2010s, reaching a significant number of courses and graduates. To establish a quantitative reference, some data from the evaluation area of “Public and Business Management, Accounting and Tourism” from the Coordination for the Improvement of Higher Education Personnel (CAPES), the federal body for regulating and evaluating *stricto sensu* programs in Brazil, is presented here. In this area, four subareas were added (until the time we wrote this text), two of which are specifically Management (Public and Business Administration) and two are related, but distinct (Accounting and Tourism). The numbers fluctuate per year, but the first two represent, historically, around 80% of the programs in the area. According to publications in the area (Capes, 2019), there were 29 doctoral courses in 2010 and 70 in 2019 (of which 4 were professional), that is, the number of courses more than doubled in 10 years. In the same period, the number of graduates, according to the GEO-CAPES system, went from 168 new doctors in 2010 to 607 in 2019 (32 from the professional modality), totaling, in the period, 3,886 doctors qualified in 10 years. Taking a specific estimate for Management, we have more than 3,000 new doctors in the period of a decade.

In terms of the professional insertion of these new doctors, many of these graduates were already professionals or teachers with a stable career in public and private institutions and, therefore, had a guarantee of work and employment after the course; another group, which we believe to be smaller, was made up of people who were studying for a doctorate, training themselves to increase their employability after completing the course. This essay was written considering the future of this second group, which seems to be growing, and which has a more

pessimistic scenario of professional opportunities in the academic field. The problem is that a large part of this second group is made up of young people, some of whom went from undergraduate to master's and then to doctorate, with limited professional experience in the job market, therefore having a teaching career as their main employment goal. The inclusion of these graduates in a scenario of little demand in academic institutions is a new challenge for training projects. In our view, the program model being used when this essay was written, which Costa, Machado and Câmara (2022) called the 'scientific production-oriented model' (SPOM), may no longer be the appropriate model in the contemporary and future scenario and a change is necessary.

A well-known fact is that the public sector is the largest employer of doctors in Management in Brazil, through federal institutes and universities, and state universities (Wood Jr. et al., 2018). Between 2006 and 2017 the absorption of doctors (and not just in Management) was intense, with an increase in the number of federal institutes and the expansion project of federal universities¹. This reality had, on the other hand, a modification due to the change in public projects defined since 2017, with the setting of the public expenditure ceiling by the federal government, in addition to the reduction in investment in expanding the public sector.

This change of scenario arrived when the training base (with new master's and doctorate programs) had already had its expansion consolidated, as indicated in the numbers mentioned above. In other words, the absorption of the hundreds of doctors trained annually will probably be slower and much more competitive, at least in educational institutions. And, given the scenario that has occurred since the beginning of the 2020s, even if there is some change in the legislation regarding public expenditure – given the already large number of graduates and an apparent stagnation in demand (for new entrants) in public and private organizations (Costa, Machado & Câmara, 2022) –, it seems unlikely that the level of demand for academics from the years prior to 2017 will return. Furthermore, a problem that is certainly more serious for graduates emerges here: while they will not have – or no longer have – the ease of joining an academic institution, a large number of them also do not have training in doctorate skills aimed at performance outside academia, whether in executive tasks or in entrepreneurial actions.

A relevant aspect of the quantitative advancement of this training in Brazil is related to the fact that the expansion arrives when there is already a good theoretical development regarding the 'training process' of doctors and Master's degree students, both in Brazil (Silva & Costa, 2014) and abroad (Benmore, 2016). Particularly at the international level, where the tradition of reflection is older, there is even a journal focused on the subject (not just Management), the International Journal of Doctoral Studies, which publishes works on orientation processes, predispositions of students etc. The motivation for this theoretical development is well justified, as the doctorate degree is the last and most advanced degree that people achieve, and the assumption is that problems at this level will no longer be able to be corrected or overcome in subsequent training.

The fact that this theorization already exists signals better conditions for training planning, project improvements and, mainly, brings reflections on the performance of graduates after their training. There are several points of reflection regarding this training process. For example, we can reflect on whether doctoral training should emphasize research skills in the way it has been done since the 2000s in Brazil, or whether it should take a different path to a focus more on other activities typical of a 'doctorate professor' (such as teaching, developing extension projects and working with management); or even, we can reflect on the extent to which it is appropriate, or not, to form a doctoral competence more oriented to the professional universe and, if so, whether such orientation should be in a separate course, such as the professional doctorate, or whether it would be part of the training project of programs that, historically, focused on academic skills.

Assuming that it is a requirement of course and postgraduate program projects (PPG) to create graduate profiles that are theoretically well-founded and aligned with job market demands, we believe that it is necessary to redefine these profiles based on the expansion of the skills to be trained, skills that must be adapted to the professional perspectives of these graduates, aiming at the impact of their degree and absorption in the job market, both in meeting social demands and in their careers. Throughout this essay, we continue with the analysis of the scenario and with propositions in which we suggest a model and discuss its feasibility.

We now anticipate our understanding that, although Brazil has experienced a necessary expansion in the training of PhDs in Management, we have the chal-

lenge of resizing course models to go beyond academic training primarily linked to teaching, research, scientific production and publications, which is done by including training alternatives that consider, in addition to the previous content, a technical and professional vision. We argue, in alignment with Costa, Machado and Câmara (2022), that the scientific production-oriented model (POM) was useful during the time when there was a great shortage of staff with a doctorate level in academic organizations, but that the change of scenario generated demand for redirection.

We also point out that our proposal is different from the simple adoption of doctoral training models that exist in several countries that have various doctorate categories. In Brazil, there are already professional doctorates which are beginning while we write this essay, however, our idea goes further and proposes that we adapt and update existing programs. To this end, we will discuss below what we call 'doctor in the full sense', detailing the alternatives for doctoral training, aiming to clarify the idea proposed.

A Preliminary Concept

To have an initial reference for what we discuss below, we established a reference conception of what a 'doctor in Management' is, which goes beyond a university degree. Our understanding is that, in addition to having an academic doctorate title in the area, the holder of the title is expected to have the requirements of a 'doctor'. In our view, therefore, the title is just a part of the concept, a kind of necessary but not sufficient credential.

The word doctor is treated in dictionaries based on three central concepts: the first is the designation of some professional categories or authorities in the judicial or health field; the second is associated with the title acquired by those who pursue a doctorate; and the third is related to the possession of differentiated knowledge and skills (Michaelis, 2021²). The appropriation of the word doctor by physicians and judicial authorities, for example, does not indicate what a 'doctor' is, but the assumption that people who have this profession have, by tradition, earned the right to call themselves 'doctors'. In these cases, tradition legitimizes the use, and it is

therefore understood – and socially accepted – that people are called that way, even without having achieved the academic requirement of having completed a doctorate. However, this use signals little more than the prestige and social importance of the professions; it is, in fact, a use of social distinction.

Concerning the use based on university degrees, although this has greater clarity for its attribution, we also do not have a definition, but rather an indication of the means of achieving the status of doctor. From our experience of several years working in higher education, this use is well associated with the idea of the academic researcher teacher; however, even this vision is limited when we consider the variations in traditions and projects of doctoral training, especially when we see the recognition of the professional doctorate modality, which began to receive government approval for its existence in Brazil.

It is due to the third conception exposed, as it is associated with the skills that the subject has, and not with degrees, that seems to come closest to a non-formal/bureaucratic definition of the condition of being a doctor. Considering these observations, in addition to our experience and diverse dialogues with other teachers and researchers, we suggest the following as a definition: **a doctor is any person who, through the process of advanced educational training, achieves a deep level of skills (of capacity for research, practice and academic and social leadership) in some well-defined occupational/professional activity, in addition to a high level of intellectual autonomy.** If we start from this understanding, it is easy to perceive the reason for using the word for classic and relevant professions (such as Law and Medicine, which have had university training for centuries), and also that the formal doctorate course is a way of preparing doctors in educational institutions. From this view, the definition of what a doctor is defines the legitimacy of using the word in certain professional environments, or the construction of institutional projects for advanced university training.

A direct consequence of this way of seeing the doctor is the need to define requirements and expectations for this person. In terms of expectations, we understand that a doctor is able, due to his recognized capacity and knowledge, to exercise social and institutional leadership, establish reference practices with excellence and innovation, and develop actions with greater impact (compared to non-doctoral subjects). In terms of requirements, it is possible to understand that the conventional

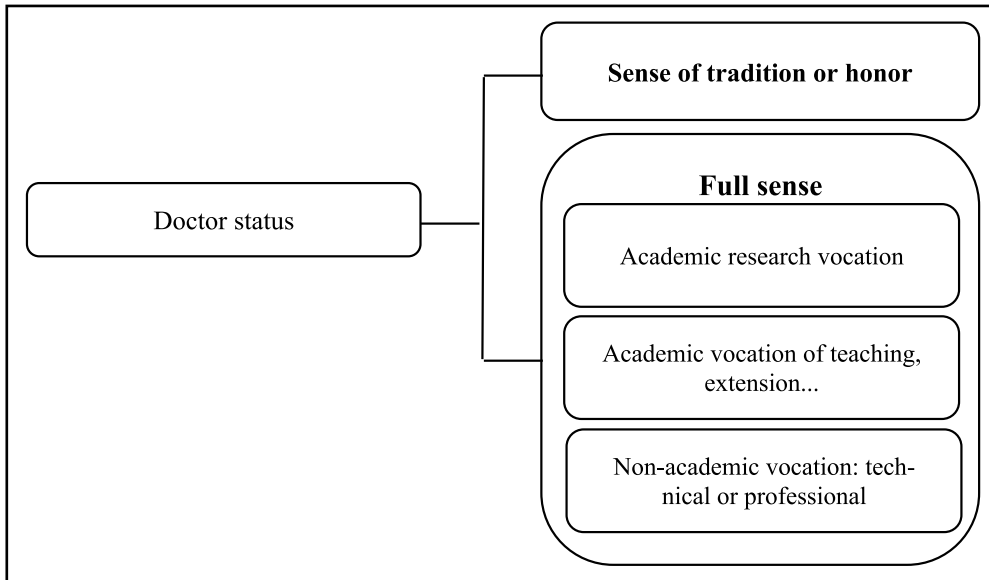
designations (tradition and title) seem to be sufficient, but the attributions of titles without greater formal value, but with reference to the recognition of exceptional skills, such as *honoris causa* titles.

Taking the area of Management as a focus, in Brazil, doctors in this area are more focused on work restricted to academic institutions. In this (academic) context, the role of the doctor in Management, based on the generic expectations presented, would be the one of a leader with differentiated performance in terms of actions, projects and academic performance, compared to other professors (non-doctors). In these terms, the exercise of academic leadership is intrinsic to the condition of the doctoral professor, in such a way that his performance in activities restricted to what other non-doctoral professors do (such as teaching undergraduate classes, and developing extension projects or performing administrative tasks) is considered and under-use of their competence.

If we think, on the other hand, about the doctor's performance externally, including as a potential complement to academic activity, it does not seem to us that his performance should be different in terms of responsibility and benefits. In other words, in this working environment, the doctor in Management is expected to have a differentiated performance in perceiving opportunities, promoting balance and justice in organizational processes and external articulation, in leading the main innovation and development and organizational projects. We can assume that it is a waste of talent for a doctor to perform an activity that any other non-doctor professional can perform.

For any of these environments or forms of activity (academic or non-academic), we will call the doctor with this reference of differentiation and performance a '**doctor in the full sense**', which we use to distinguish from traditional or honorary doctors. We propose, then, that the full meaning modality has three vocations that converge with the terminology of the Lattes Panel (CNPq, 2018), illustrated in Figure 1 below: a research academic, the one most traditionally associated with doctor in Management; an academic vocation of activities other than research, such as teaching, developing extension projects, etc.; and a vocation that we call non-academic, which involves 'administrative, technical and other' activities.

Figure 1. Doctor's conceptions.



Source: Created by the authors (2024).

In the following items we discuss the concept of ‘doctor in the full sense’ in academic and professional terms and then point out and discuss some ideas and operational implications of the possible adoption of this scheme.

The Doctor with an Academic Vocation

According to data from the Lattes Panel (CNPq, 2018), in 2016 there were a total of 132,631 doctors with their CV registered on the Lattes platform, working mostly in academic institutions (teaching and research), and another 85,931 working mainly in non-academic activities (technical, professional and others). In other words, 61% of the 218,562 Brazilian doctors with a Lattes curriculum work mainly in academic activities, certainly the vast majority in higher education institutions (universities, federal institutes or research organizations).

Although it is not a mandatory requirement for academic work, in the most different areas of knowledge, a doctorate is the most desirable academic level. This

is probably the central reason for the choice of many people interested in pursuing a doctorate: they want to be academic professionals, either by vocation or by the assumption of greater ease of access to jobs. In the Brazilian university model, the doctoral professor is the only subject with the 'right' to full action in academic activities of teaching, research, extension and institutional management. The central difference in relation to other teachers (master's graduate or graduates) is the impediment of these teachers from working in *stricto sensu* postgraduate teaching, from leading funded projects (at least by agencies such as CNPq and CAPES), and of action in some spheres of management (in most universities, the position of rector, for example, requires a doctorate degree). The justification for such a restriction derives from the fact that professors with doctorates have to demonstrate, through advanced studies and the production of their theses, a scientific contribution, which gives them, by hypothesis, a more consistent view of the university reality and production of knowledge.

Doctoral training projects vary in their objectives and forecast of skills to be developed. In terms of specific models for the area of Management, we take as a reference the Brazilian contribution developed by Silva and Costa (2014), who argue that, throughout the course, the doctoral student must develop the following skills: epistemological and methodological knowledge; research practice; written production; mastery of theoretical contents; and teaching practice.

Considering the dimension of academic vocation defined in this essay, we observe that the proposal by Silva and Costa (2014) receives an increase in relation to conventional projects that focus on research, that is, the authors emphasize that, in the doctoral course, it is necessary for the student to develop teaching skills in conjunction with others³. Thus, the first two types of knowledge are, more evidently, associated with research and the last with teaching, with the remaining two being directed to both skills.

ABOUT THE RESEARCH VOCATION

Considering the training projects, curricular matrices and practices observed over several years in which we worked in postgraduate teaching, guidance and coordination, and also following the evaluation and regulation processes, we see a clear emphasis in the understanding that doctors must, above all, be great research

specialists and, recurrently, it is stated in institutional documents and speeches that a doctoral (academic) course must be directed only to academic research. Below we make some evidence notes from some of the main well-established programs of Brazilian institutions (EAESP/FGV, EBAPE/FGV, UFPB, UFMG, USP and UFPR):

- from the master's degree onwards, there is a strong concentration of components in research, which materializes in the mandatory courses of quantitative methods and research methods (or methodology), in addition to dissertation seminars;
- the majority of doctoral credits are from training courses for research (methods, epistemology, thesis seminars);
- content disciplines are, in most cases, associated with advanced research topics in the disciplinary areas;
- training subjects for teaching are almost always restricted to the master's degree and, most of the time, restricted to master's students with a scholarship (the teaching internship, for example, mainly a legal obligation of CAPES and the CNPq or other funding entities);
- doctoral courses have a maximum of two years of lessons, with the remainder of the time (in the regular calculation of 4 years) spent on developing the thesis research;
- in most disciplines, publications of articles are required as an assessment, and the same occasionally occurs as a degree requirement. Some (more creative) programs even developed credit attribution (which would, hypothetically, be classroom activities) for publications, making such credits mandatory.

Such a focus would have three plausible reasons: first, it is assumed that what an academic who has not yet received a doctorate degree would lack the competence for research (which, in training up to master's degrees, does not occur to the same extent of a doctorate degree), with all other competencies and requirements of teachers already being met; the second is the strength of mimetic isomorphism between the programs, which seems evidenced by the proximity of the components and disciplinary contents of the different programs; and, a third reason, associat-

ed with the adherence of professors and postgraduate leaders to prioritize training for research to meet a (supposed) productivity pressure from CAPES, which would force professors and students to maintain focus on research to achieve a number of required publications and scores⁴.

The restricted focus on research, for any of these three reasons, biases the process of training doctors in the fullest sense, according to the proposed conception. In effect, if we assume that the doctor must have the indicated academic leadership, it is expected that the doctoral training project will give students this vision and develop activities to build high-level research as intensely as possible; however, this does not seem sufficient in the conception defined here, nor in the contemporary perspectives of future doctors.

It is easy to understand that a title and a CV rich in publications do not give the holder the status of a doctor in the full sense, and we reinforce this argument based on a very objective condition: PhDs in Management in Brazil who have an academic vocation have higher education institutions (mostly universities) as the locus of professional practice, not research institutes. In these institutes the doctor's task is to effectively research, and their action beyond research basically concerns postgraduate teaching, which becomes a space for discussion and construction of new research. The Brazilian university model, on the other hand, necessarily requires professors to be involved in teaching – and the LDB (law that regulates education in Brazil) itself establishes that high education institute (HEI) professors must teach at least 8 hours of classes per week, generally including undergraduate courses (Carneiro, 2004) –, in addition to other activities (such as extension and various administrative activities, as councils, commissions, etc.).

Due to this reality, we conclude that a doctoral training focus restricted to research will not provide the future doctor with the requirements for full performance in his role as an academic. The model with a vocation restricted to research limits the vision of relevant aspects of the doctor's action, such as his role as a social agent, in addition to the political and educational role of the university, the responsibility of the doctorate professor in conducting teaching (including undergraduation) and extension, undertaking innovative actions in the academic environment, etc. If we understand that these are relevant topics for the Brazilian context, then the need for an effort to train, in doctoral programs, academic skills beyond research is justified.

ABOUT THE TEACHING VOCATION

Although we do not have a regulated model with setting priorities for post-graduate training oriented towards teaching, most Postgraduation Programs in Management attend the requirement for this training in the master's degree course, with two central activities: the first, almost always compulsory for scholarship holders, consists of the teaching internship, which concerns the practical experience of teaching within the undergraduate course; the second, no longer mandatory in several programs, consists of a more theoretical subject of 'higher education methodology' or similar.

This training path seems to have been quite effective in training future undergraduate teachers, particularly until the mid-2010s, when there was still a high demand for teachers with master's degrees to meet the expansion of the private higher education network, and the expansion of federal institutions (institutes and universities). Most new institutions, or those that had an increase in offerings since the 2000s, created Management courses, and the lack of teachers with master's degrees was the central justification for this training priority of academic programs (and, furthermore, a secondary justification for professional master's degrees).

This model that focused on (undergraduate) teacher training in the master's degree does not answer, on the other hand, the following question: do the teaching skills acquired in the master's degree represent everything we understand by 'teaching competence' in higher education institutions? We understand that the answer is no, and just remember that there are teaching practices that are not typical of – or even allowed for – teachers with a master's degree. Without being exhaustive, we can mention here, as examples of teaching tasks specific to doctors, the following: conducting disciplines and supervising *stricto sensu* postgraduate students, leading research groups, leading some types of financed projects (by CNPq or CAPES, at least), the development and leadership of advanced academic projects (mainly PPGs), among others. There is no doubt that these practices would be better executed if they were debated and, at some level, practiced, by the future doctor, before they had this responsibility.

In some doctoral programs there are already experiences in this sense, with a mandatory teaching internship subject for a doctorate, as is the case at the Federal University of Paraíba (UFPB), in addition to training subjects for teaching (such

as “Cases for Teaching in Management”) with priority offered to doctoral students. These actions certainly lead to a different reflection for the student who, if an academic career is a choice, will have the obligation to take the lead role mentioned above, but also had the opportunity to at least debate aspects of teaching practice in the classroom and outside of it, in the broader perspective and with greater maturity.

The Professional Vocation

The academic universe is, without a doubt, one of the reference spaces for the absorption of PhDs in Management in Brazil, but this reality varies greatly by region and field of activity. Taking data from the Lattes Panel (CNPq, 2018) of curricula registered on the Lattes platform as a proxy for the number of doctors, and considering the link in academic institutions (research and teaching) of graduates per 100 thousand inhabitants, we have, in the North and in the Northeast, respectively, 0.51 and 1.04 PhDs in Management per 100 thousand inhabitants; in the Central-West this number goes to 1.87 per 100 thousand (with a strong concentration in Brasília); in the South and Southeast, the totals are 3.39 and 2.01, respectively. When we consider the totals working in non-academic activities, the numbers in the North, Northeast, Central-West, South and Southeast regions are, respectively, 0.38, 0.51, 1.86, 1.54, 1.57 doctors in Management per 100 thousand inhabitants.

Based on these numbers, apart from the North and Northeast, where the numbers are lower in both areas, we find a different distribution in the other regions. In the Central-West, for example, activities are well divided between academic and non-academic, and in the Southeast we have an approximation of the numbers; in the South, the largest number of doctors in the area is in the academic sphere, but with a significant number of professionals in other fields. In other words, we already have a large proportion of PhD graduates working outside the strictly academic environment. However, the non-academic vocation, of a technical or professional nature, seems to be the missing dimension in *stricto sensu* training projects in general, and in a very pronounced way in doctorate training in Management.

In the exploratory research undertaken to prepare this essay, no evidence was found of preparation of academic doctorates beyond research or, secondarily, for

teaching. As an example of something different from this, the closest thing we observed was a line of research that existed until 2018 in the doctorate in Management at Fundação Getúlio Vargas in São Paulo, entitled ‘Competitiveness in Management’ and which maintained a professional focus (the declared objective was: “to train high-level professionals to conduct transformation processes in organizations, combining the substantive practical experience of participants with the state of the art of knowledge in the field of Management”). This line was indicated as being provisional as it would later support a professional doctorate.

This separation was clearly motivated by CAPES’ encouragement of this new type of doctorate in the country, especially from 2018 onwards. The understanding was that it was necessary to strengthen the purely academic vocation of doctorates traditional skills but, if the intention is to develop more professional skills, then another project would be necessary. In fact, in the legal text that established this ‘new’ type of doctorate – which is an initial rule, and with an attempt to have a general scope (and not restricted to Management) –, the objectives of the professional doctorate (and of the master’s degree) are the following:

- I. train qualified professionals to carry out advanced professional practice and transform procedures, aiming to meet social, organizational or professional demands and those of the job market;
- II. transfer knowledge to society, meeting specific demands and productive arrangements with a view to national, regional or local development;
- III. promote the integrated articulation of professional training with demanding entities of different natures, aiming to improve the effectiveness and efficiency of public and private organizations through problem solving and the generation and application of appropriate innovation processes; and
- IV. contribute to adding competitiveness and increasing productivity in companies, but also in public and private organizations.

(Brasil, 2018b)

Without a doubt, these are relevant skills which are in total alignment with the conceptualization proposed in item 2 of this essay for what a doctor in the full sense,

working in the professional or technical spheres, is. However, wouldn't all of this be suitable for any doctor in Management, including one who intends to be a researcher or teacher? Would a doctor with an academic vocation be dispensed from maintaining "integrated articulation of professional training with demanding entities of different natures, aiming to improve the effectiveness and efficiency of public and private organizations through problem solving and the generation and application of appropriate innovation processes," as provided for in the aforementioned ordinance? Would it be inappropriate to think that all doctors, whether academic or not, should "transfer knowledge to society, meeting specific demands and productive arrangements with a view to national, regional or local development"? Even recognizing that there is an 'academic relevance' (Nicolai & Seidl, 2010) of a less applied thesis that can take priority over a 'professional relevance', it would not be the aim of any doctoral thesis in Management to generate knowledge that can "contribute to adding competitiveness and increasing productivity in companies, public and private organizations?"

Our defense is that graduates of a doctorate course should be able to opt for a high-level non-academic professional career, as many already do, as the numbers indicated at the beginning of this section, and not necessarily be able to do this in professional doctorate courses. We argue that doctorates in general, not just a different aspect of professional doctorate, should provide an opportunity to acquire this type of competence, without losing, obviously, the appropriate focus on the formation of academic skills. It is very clear that the time available for a doctoral course would probably not be enough for a student to fully develop what would be professional skills to the same extent as developing the academic teaching or research skills reported above. Finding an appropriate measure is a demand from teachers and program leaders.

Considering, then, what was pointed out in the introduction about the change in perspectives of graduates' performance in the academic context (about the assumption of saturation of demand), taking into account the already established reality of there being a significant volume of doctors with priority activity in non-academic professional activities, and considering that it is desirable that the doctor in Management is capable of having a professional vision and practice, if he wants or needs it, we consolidate the argument that a professional vocation is necessary in doctoral training. The following would then remain, as alternatives for doctoral training: if we

maintain the focus on training in an academic vocation – and due to the reduction in demand –, it would be appropriate to reduce the supply of vacancies for existing doctorates so that graduates have a greater prospect of professional success. If we understand that it is pertinent to incorporate the challenge of training a non-academic vocation, we would have the option of either (1) expanding the so-called ‘professional doctorates’, which give graduates a wider range of performance perspectives, or (2) rethink the current strictly academic model and add an additional ‘professional vocation’ competency to the general training of doctors. Our defense lies in this last action, about which we develop further considerations in the following section.

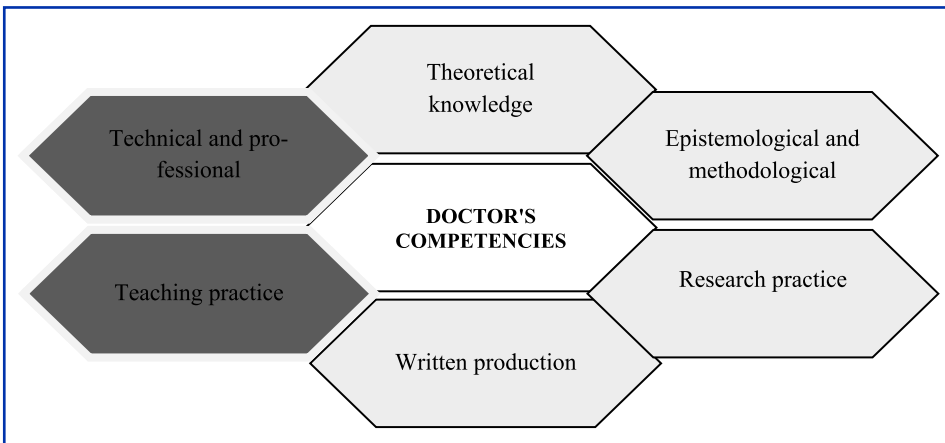
Reflections on Alternatives

If we consider that the advanced training of a doctor in the full sense is a necessary requirement for the economic and social development of Brazil, three vocations are required: the first two (teaching and research) to continue the training process for production of knowledge and teaching, and the third to create a differentiated basis for high-level professional action. The regulatory, cultural and availability of skills limitations for this purpose would be the problems to be considered, but it does not seem to us that they are impediments to the development of new experiences and the proposition of new projects.

Given the experiences we already have in academic training, the third vocation (professional) is certainly the biggest challenge, although it is, for the scenario outlined, an alternative that is both feasible and necessary for future graduates. In fact, in the teaching groups of the different programs, it is quite likely that there will be some teachers with the skills to conduct professional training, whether in disciplines or in projects and contents of articulation of training with the professional universe. Furthermore, and mainly, the existence of this content, or, in the terminology of Silva and Costa (2014), this ‘technical and professional competence’, would qualify the graduate, at least in part, for the complementary career alternative to the academic one. If this vision is considered pertinent, it would then be possible to give the student the option of developing these skills based on their preference, experience or potential for later application of the advanced studies they develop.

An updated view of the model by Silva and Costa (2014) would be composed of six generic competencies, as illustrated in Figure 2. The illustration indicates the idea of having core training competencies at doctoral level, in an extension of two more components (highlighted in darker gray) in relation to the conventional research-oriented doctoral model (which emphasizes the four competencies highlighted in light gray). Our understanding is that the implementation of these two additional emphases can be done without compromising the formation of relevant skills for a research career.

Figure 2. Doctoral competences.



Source: Created by the authors based on Silva and Costa (2014, p. 40).

In some programs, teaching practice can be implemented through seminars and teaching internships with an emphasis on the practices of PhD teachers, such as project construction and group leadership, planning and conducting classes and postgraduate training activities (such as thematic or methodological seminars for master's students), discussion of guidance practices, preparation of pedagogical projects, teaching plans, among others. Formal activities in this direction are already experienced in doctoral courses in Brazil, such as in programs at the Pontifical Catholic University of Minas Gerais – PUC-MG, or UFPB (as mentioned before).

The main challenge that emerges from this proposal is the inclusion of technical or professional training components, practices or projects, and on this issue

no institutionalized national experience was found in Brazilian academic programs. However, it does not seem to be something difficult to undertake and, much less, something far from what is already a reality in postgraduate studies in Brazilian Management. We briefly describe three pieces of evidence that support this statement, considering only aspects of the everyday reality of the programs:

- since the beginning of the 2010s, some written productions of a more professional nature began to receive greater appreciation in the area, as is the case of the so-called ‘technological report’ (which has space in the events of the National Association of Postgraduate Studies). Graduation and Research in Management – ANPAD, and in some relevant journals, in particular the Journal of Contemporary Administration – RAC and Theory and Practice in Administration – TPA) and teaching cases, which are received in several academic journals. The construction of these genres necessarily requires professional and teaching vision, in addition to requiring the best research practices and adaptation of written text;
- considering the CAPES evaluation, and by reading the area document (Capes, 2019), there was a prediction of scoring in the evaluation for activities associated with the involvement of the program and its agents in activities beyond scientific production, in the criterion of ‘Social Insertion’, particularly in the item referring to ‘technological and economic’ impacts (according to the description, impacts in the form of “contribution to micro-regional, regional or national development highlighting the productive advances generated, interviews, articles in newspapers, advice; dissemination of techniques and knowledge”). In the evaluation of the four-year period from 2017 to 2020, it was a criterion of lesser relevance, compared to that of scientific production, but it was well established that actions and articulations of a more professional nature are computed for a more positive evaluation of the programs;
- there was a reduction in the volume of postgraduate funding, resulting from the reduction in direct transfers and the granting of funding for research projects by the federal government. This reality rescues the alternative of greater coordination with non-public sources of financing, such as

business or representation organizations (associations, federations...), and this type of source, in general, does so through partnerships that involve service provision or research of (more) applied guidance. In these terms, there is the opportunity to involve doctoral students in the development of research projects associated with intervention projects, or with guidance on well-defined decision problems, which can expand the scope of options for insertion and occupation of positions of these, once they graduate.

There are already examples of other doctoral training programs that manage to combine academic training with more professional training in technological areas. In the areas of Computing and Applied Mathematics, for example, Thesis proposals that address concrete problems and offer innovative solutions that are, potentially, absorbed into the business world or public organizations are common. These examples can serve as a basis for reflection and the adoption of these production models more aimed at this type of research problem. This is, in fact, experienced in some Brazilian programs that have solid training lines in these areas (information technology, operational research...), that is, what we propose here does not seem to be something completely foreign to some areas of study and research in doctoral training in Management. What we have, as it seems to us, is a limitation of these practices to teachers or lines, and our proposal is to establish institutionalized practices as part of the training projects of the programs. In this context, the same professor can, without major losses, conduct research projects and guidelines with a more theoretical vocation, focusing on productions for the conventional scientific circuit (events, magazines...) and, also, with more applied and appropriate vocations to the applied circuits.

The total orientation towards a technical and professional vocation is the reference for the development of professional doctorates, which arrived at a time when they probably had greater expectations of good results, if they do not become projects of mere fundraising or supplementary income of teachers at public institutions. Perhaps these doctorates are the solution for future doctors, but they can also become the reference model to reflect the practices of programs that, by prioritizing research, can put at risk the applied capacity and professional insertion of future doctors, as they seem to (want) to distance themselves from the practical nature that the Management itself supports (Bowden, 2020; Du Gay & Vikkelsø, 2014).

The construction of this capacity in the course, especially for students who do not have significant professional experience (as is the case of many doctoral students who come from an undergraduate sequence straight to a master's degree, and from a master's degree straight to a doctorate), expands the perspective of graduates, including those who prefer an academic career. This construction therefore makes possible the broad, applied and innovative vision that is expected to be that of a doctor in the full sense, both for the academic and non-academic options.

Concluding Remarks

Costa, Machado and Câmara (2022) problematized the orientation of advanced research in Management, suggesting that the Brazilian situation in the second decade of the 21st century recommended a change from a model focused on production and publication (MOP) to a model oriented to societal impact (which they called the MOIS model, as opposed to a MOP model). It is a new proposition that has been added to an old debate on the issue of the relevance of scientific production (Narasimhan, 2018; Oliveira Jr., 2018; Shrivastava, 1987; Vermeulen, 2005; Wickert et al., 2021). The ever-recurring question is: after all, are postgraduate programs generating societal impact (academic, relating to managerial knowledge, and professional, relating to graduates' careers and organizational efficiency)?

There is a good diversity of arguments in defense of 'yes, we are generating impact', but the debate has, at least, a reasonable number of arguments against it. It is true that we have generated impact, but restricted to the academic sphere (and we are not unaware of the social relevance of academic knowledge); but, complementing the question: is this impact enough? Is it the most desirable? From what we are doing, do we have prospects of generating societal impact (on the careers of graduates and on organizations) in the future? In this essay we are motivated by this last question, and we adopt a reflective and propositional option.

We contribute by analyzing the academic and professional vocations in the training of PhDs in Management in our country, portraying the current scenario offered by postgraduate programs in the field, understanding that there are skills that are not being developed in this context (see Figure 2), and which we argue are

important for the future development of the professional career. We then took on the challenge of making some critical notes on current doctoral training practices and, because of the problems and challenges indicated, we proposed that doctoral training models incorporate the concept of 'doctor in the full sense', to acting not only in research, but with a complement or even priority to work with teaching or professional vocations.

For a conclusion that strengthens the entire reflection developed, we rescued two stories experienced by one of the authors. The first case occurred in 2016, in an undergraduate course, when one of his students, who was the financial director of a large shopping center in a northeastern capital, was recruiting a professional for the financial directorship of an expansion unit of the same mall to another city. The student then asked for someone with high-level skills to run the new unit of this shopping center, stating that he preferred someone with more modern knowledge about financial practices. The aforementioned professor asked fellow postgraduate professors about their advisees and graduates from the Finance line but was unsuccessful: the current students were scholarship holders, and the graduates were either working as professors, or were preparing for public exams. And, even if they were in another condition, none of the masters, master's students or doctoral students, would have the skills to meet the indicated demand, according to their supervisors(!). This fact aroused interest in the evaluation among the teachers themselves, who concluded that, if there were any additional prospecting, it would be possible to conclude that even (a large) part of the master's and doctorate teachers would not have the requirements for a successful superior performance in similar challenges (such as taking over the financial, marketing, or human resources directorship of a large shopping center). The second case occurred in 2022, when the same professor received a request to nominate two postgraduates to participate in a selection process for the financial and marketing directorship of a foundation linked to a religious organization. This time, it was not necessary to consult fellow teachers and the response was immediate: there were no students or graduates with the 'competence' to assume such managerial roles(!). In 6 years, the skills scenario had not changed, although there were already unemployed graduates with master's or doctorate degrees, almost all immersed in the 'public competition circuit' to become finance and marketing manager trainers.

These brief reports do not seem to be an exceptionality in the context of training doctors (and masters) in the current model, at least until the beginning of the 2020s. The result reflects a problematic reality: masters and doctors are or will be teachers teaching what they probably don't know how to perform. If this continues to be a reality for a long time – and this seems to be the case –, at some point the opportunity for reflections, criticisms, recommendations and, above all, well-founded experiments will emerge.

The contemporary model of doctoral training, which has been put into practice since the 2000s, is, in fact, the major factor complicating the challenges posed, particularly due to the regular practices that teachers in the programs are used to carrying out. We would venture to say that there does not seem to be a sufficient teaching profile with the capacity to generate broader professional training projects, since a significant volume of teachers comes from training that is strongly oriented towards research and publication, with little dedication remaining to high-level professional performance, whether in managerial leadership or in consultancy.

Several of the most 'productive' professors are highly efficient in responding to the demand for high-level research, eventually appearing among those most cited as references of wisdom in a certain specialty or certain topic; however, they had doctoral training at a very young age, and bring limited non-academic professional background. They explain, lecture, teach, take the forefront of high-level (academic) debates, but would be incapable of making an effective decision – that brings together effectiveness and efficiency, basic aspects of Management, as a practice and corpus of knowledge – in response to real demand.

And, for these professionals, especially those who are advanced in their careers, or who are public servants, this is not a problem at all, apart from the potential losses in the sphere of symbolic disputes in the scientific field – as Bourdieu (2003) well described. The problem certainly emerges for the hundreds of graduates with a doctorate level who complete their courses and may not be absorbed either by the private network (which prioritizes teaching, and prefers to pay less to master teachers), nor by the public network (which tends to reduce staff replacement competitions, given the reduction in the volume of new hires, at least since the end of the 2010s). It was in the interests of these graduates that this essay was directed, taking as appropriate the argument that the training project is oriented, first and foremost, to the student, and not to the careers and priorities of teachers (Tardif, 2011; Tardif & Lessard, 2007).

We emphasize that our proposal does not change all practices or even preferences of traditional models. What we suggest is the inclusion of other activities that allow doctoral students a more complete view of their field of activity and enhance their employability. Appropriating Kirzner's (2015) concept of entrepreneurial action, for whom the difference, innovation and market advantage derive from the agent's attention to opportunities and a differentiated value offer, that is, from the 'cognitive radar' capturing opportunities for subsequent construction of supply, we understand that the model restricted to research limits such radar, generating as main opportunities precisely those that are clearly reducing demand, at least when we wrote this essay. The proposed model is a way, therefore, of increasing the range of vision of the cognitive radar, which will certainly help to prevent us from having in Management what is reality in several areas (such as Education and Linguistics, for example), with several doctors or unemployed people, or in jobs where your title has no importance when differentiating you from the other professionals.

It is from this perspective that there are suggestions for other texts, other debates, and reports of experiences that are aligned with the sense of continued improvement in the training of doctors in the full sense. We believe that reports of studies on implemented experiences, whether successful or not, are interesting, but which could be useful for academic leaders who are interested in reflecting and implementing actions such as those proposed here. The focus of the essay was doctoral courses, but any of the reflections are easily extendable to master's degrees, so that the consideration of the relevance and alternatives of a professional vocation as competencies of academic programs remains as suggestions for other reflections.

É nessa perspectiva que ficam as sugestões para outros textos, outros debates, e relatos de experiências que estejam alinhados com o senso de aprimoramento continuado da formação dos doutores em sentido pleno. Em particular, cremos serem interessantes relatos de estudos sobre experiências implementadas, exitosas ou não, mas que possam ser úteis para lideranças acadêmicas que tenham interesse em refletir e implementar ações como as aqui propostas. O foco do ensaio foram os cursos de doutorado, mas, qualquer das reflexões é facilmente extensível aos mestrados, de modo que fica como sugestões para outras reflexões a consideração da pertinência e as alternativas de uma vocação profissional como competências dos programas acadêmicos.

Notes

- ¹ The data is diffuse even among official sources, but, to establish an idea in numerical terms, we identified a record of an increase of around 30 thousand new teachers at federal universities between 2006 and 2014, apart from federal institutes. Certainly, the majority of those hired were people with doctorate degrees (Brasil, 2018a).
- ² We quote here the result of this dictionary; however, the result is very similar in others that were consulted.
- ³ In the article, the authors propose variations in intensity or priority by master's degree or doctorate but emphasize the need for a teaching vocation also for the doctorate, considering the differentiation of teaching practices that are typical of doctorate teachers.
- ⁴ For a thorough discussion, see Bispo and Costa (2016).

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