

Editorial – 2023

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It was at the beginning of 2018 that I took on the position of Scientific Editor at RAEP, at the invitation of the then President of ANGRAD, Prof. Henrique Heidtmann Neto. At the time, we ranked 86th in Spell, among 120 scientific journals in the area of Administration. Aware of the need to improve and strengthen the journal, we seek to listen to the scientific community through the Postgraduate Programs in Administration. We discovered that only 30% of them knew about RAEP, but that almost all of them were interested in the topics covered. It was from this listening that we realized the need to publish not only articles or teaching cases, but also book reviews, research techniques and tools, and even texts relevant to our audience.

Furthermore, experienced scientific editors, as well as members of ANGRAD, alerted us to the magazine's main mission for the benefit of professors of undergraduate Administration courses in the country. In other words, it was necessary to reconcile scientific rigor and quality with the production of something useful and relevant to teachers and researchers more dedicated to undergraduate courses.

Still in the context of the achievements, I would like to mention the implementation of two special calls: one on sustainability at an international level (something unprecedented for RAEP) and the other on teaching cases, transversal themes that were of interest to a good part of the undergraduate courses in Administration. Furthermore, we offer space for the community of researchers who work with Social Management and Public Administration, allowing them to publish specific aspects of teaching and research. We carried out some tests with audio cases, that is, we complemented the written teaching cases with audios from their authors, in order to enrich the support materials for teachers.

With joy, we noticed that more experienced and renowned researchers in the field of Administration were considering publishing their work in RAEP. It is necessary to mention, in fact, that one of these works was that of Prof. Bido (Mackenzie) and Prof. Dirceu da Silva (UNICAMP) entitled "SmartPLS 3: specification, estimation, evaluation and report", published in May 2019, a work worthy of a journal with high international impact, which had more than 1,500 downloads in 2023. We re-

structured the Editorial Board of RAEP, seeking to further strengthen the team of academic leaders who support the journal's directions and strategies. Thus, at the end of 2020, after three years of hard work and commitment from the RAEP team, we had the pleasure of winning 1st place in the Spell ranking.

The 3rd edition of 2023 is composed of five scientific articles, two teaching cases and a thesis/dissertation summary. The first article entitled "Entrepreneurship and Its Relationship with the Financial Education of University Students" written by Suzete Antonieta Lizote, Elen Sauer Camozzato, both researchers at UNIVALI, and Sayonara de Fátima Teston and Patrick Zawadzki, both researchers at UNOESC, the article is part of field of knowledge with the contribution of the impact of financial education on entrepreneurship. The results indicate that financial education positively influences entrepreneurial intention, when the responding students have subjects related to these constructs at the beginning of their curriculum. The results of this research can be used to improve the course curriculum. And, in this way, it helps ensure that students upon graduation have sufficient knowledge to properly manage their finances, as well as providing support to future entrepreneurs to make confident decisions for their business, grow and boost the economy.

Next, we present the article entitled "Entrepreneurial habits and professional preferences in Business Administration students", which was a work developed by Noelia Jiménez Barrios, Walter Arias Gallegos and Renzo Rivera, researchers from the Universidad Católica San Pablo – Peru, and aimed to central to identify the comparison factors of entrepreneurial habits and professional preferences of 213 final year Business Administration students. The article contributes to the determining factors for entrepreneurial habits. From a practical point of view of professional performance, it was found that there are no differences in entrepreneurial habits depending on gender; that is, both men and women have similar levels of entrepreneurial capacity, but, on the other hand, men obtained higher scores in the Realism dimension and women in the Social dimension, which suggests that the former have greater interest in professions that involve practice of motor skills and the use of tools, while women have preferences for careers in which social interactions predominate.

The third article "Sustainable Finance - Knowledge, Skills, and Attitudes That Can Make a Difference" prepared by Kettrin Farias Bem Maracajá, Renally Fernandes Couto and André Batalhão, researchers at the Federal University of

Campina Grande (UFCG), sought to explore the theoretical contributions on the dimensions of analysis in the interaction between financial education and the triple bottom line. The proposed instrument had 139 items distributed across 7 dimensions: financial education (EF), sustainability (S), personal and family budget (B), credit and debt (CI), savings and investment (SI), consumption and waste (CW) and future and legacy (FL). The work constitutes a pioneering step in the state of the art in the conceptual convergence of the fields of financial education and sustainability by relating the sustainable triad in a complete and balanced way with financial education, especially the environmental pillar, which has been neglected in studies involving the two fields. .

The fourth article “Supervised internship and professional training: analysis of expectations and satisfaction of graduates and students of Administration courses” written by Geison Calyo Varela de Melo, Francisco Wenderson Marcelino de Souza, Mayara Muniz de Oliveira, Sandra de Souza Paiva Holanda and Edivaldo Rabelo de Menezes, researchers at the State University of Rio Grande do Norte (UERN), contributes to the state of the art with the factors that influence the expectations and satisfaction of graduates and students of Administration courses with supervised internship and professional training. The main results indicate that satisfaction with the internship and the effectiveness of the professional training process is directly influenced by variables linked to learning opportunities, supervision/guidance, as well as organizational support and participation and challenges in these educational activities.

Finally, the last article “Financial Knowledge in Undergraduate Students: Impacts on Financial Behavior and Implications for Higher Education” written by Natan de Souza Marques, researcher at Universidade Cruzeiro Do Sul (UNICSUL), Aline Mariane de Faria and Felipe José dos Santos Bastos, researchers at the FEI University Center and Victor Henrique Lana Pinto, researcher at the Federal University of Viçosa (UFV), and aims to address the issue of financial knowledge among undergraduate students in Brazil. The study contributes to practical knowledge to revisit and update Financial Education policies in Brazil. It is believed that it is also important for Higher Education Institutions (HEIs) to adopt the theme of Financial Education as “Transversal Themes” (TT) in their curricular units. In other words, the work contributes theoretically by bringing insights from the Brazilian context to the global debate

on financial education. Secondly, it has a practical contribution by emphasizing the impact of financial knowledge on decision-making, and also indicating the fragility of the topic in undergraduate courses, demanding more assertive public policies.

Continuing, we have the first teaching case “What to expect from such changes? The business model reconfiguration and the dilemma for business evolution” by the authors Kadígia Faccin, researcher at Fundação Dom Cabral (FDC), Michele Kremer Sott and Aruana Rosa Souza Luz researchers at the University of Vale do Rio dos Sinos (UNISINOS), who dealt with dilemmas that involve changing the business model, including strategic decisions and technological changes. The case describes the organizational trajectory of a real case of the company Alpha, which has been operating in the furniture sector since 2006, showing the reconfiguration of its business model over the years and the dilemma experienced by managers. At a certain moment in the organizational trajectory, the company’s evolution and growth depend on an important decision related to organizational processes, something that encourages readers to reflect on management practices in an applied context.

The second teaching case “The union perspective of the implementation of Industry 4.0: the case of Mercedes-Benz” was written by Fernando Ramalho Martins, Jorge Muniz Júnior and João Paulo Oliveira dos Santos, researchers at the Universidade Estadual Paulista (UNESP), and presents the decision dilemma imposed by an adverse industrial context that required creativity and flexibility from decision makers, whether they are representatives of the organization or workers. The case places the Administration student in a leadership role, contributing to the development of critical and creative thinking. At the same time, it invites readers to find innovative solutions that often challenge routine decisions and the roles traditionally played by organizational agents. The challenge involves a current and relevant discussion about the revitalization of the production of new products and their modernization along the lines of Industry 4.0.

Finally, the last work characterized by a thesis/dissertation summary, entitled “Management Laboratory in the Light of the Theory of Experiential Learning and Service Learning”, developed by Débora Pedroso and Ludmila Meyer Montenegro, researchers at the Federal University of Sergipe (UFS) presents a proposal to create a management laboratory in the light of Experiential Learning, specifically service learning, for Administration Course students. The work seeks to create a bridge be-

tween university and society by designing a learning space focused on experience with a view to the technical, critical and civic training of students by connecting students and entrepreneurs through free intervention projects. In view of this, the authors encourage the debate on the need to create learning spaces that provide the union of theory and practice in a real context, based on relevant experiences and with the help of teachers, while at the same time contributing significantly to the society, taking knowledge from the university to the community and developing research applied to the local management context.

As a professor and researcher, I was convinced that we should overcome the mere reproduction of the publication of articles in an almost automatic way. It was necessary to go further and guide ourselves more and more based on what could really make a difference for Administration teachers and researchers. This edition makes it clear that RAEP has increasingly published works that make practical or theoretical contributions, a legacy that we are proud to have contributed to over the six years in which I served as Scientific Editor.

The Prof. Diógenes Bido (Mackenzie) will be the new Scientific Editor of RAEP from 2024. He has always contributed to RAEP, whether as a researcher or as an evaluator and collaborator in the journal's projects. Without a doubt, Prof. Bido is the ideal person to assume the academic leadership of RAEP. I wish the new Scientific Editor every success and that RAEP continues to grow and strengthen in the coming years!

I would like to thank the National Association of Undergraduate Administration Courses - ANGRAD for the support over these six years. ANGRAD's financial and institutional support was essential for us to achieve the best results. In particular, I owe special gratitude to the former presidents of ANGRAD: Prof. Henrique Heidtmann Neto, for the invitation to take over RAEP; the Prof. Taiguara Freitas Langrafe, for supporting the total digitization of RAEP, something fundamental for the strengthening and academic consolidation of the journal; and finally, Prof. Edson Kenji Kondo, who despite so many challenges in his leadership at ANGRAD, always supported us and allowed us to work with excellence and a high academic level.

Finally, I express my gratitude to all the researchers, evaluators and the RAEP editorial team throughout this journey and, especially, to the readers, as it is for you that RAEP needs to have value and meaning.