Author´s correspondence

¹ Kleber Monteiro Pinto
E-mail:
Universidade do Estado da Bahia
Salvador, BA, Brazil
CV Lattes
http://lattes.cnpq.br/4414905205162621

² Carla Liane Nascimento dos Santos
E-mail:
Universidade do Estado da Bahia
Salvador, BA, Brazil
CV Lattes
http://lattes.cnpq.br/8993601955059012

Participation and social recognition in the context of university management: Interfaces of a study on the participation of administrative technicians of Bahia State University in capacity training

Kleber Monteiro Pinto https://orcid.org/0000-0002-3899-7411

Carla Liane Nascimento dos Santos https://orcid.org/0000-0003-3964-5802

ABSTRACT

Introduction/Objective: The article describes the experience of Bahia State University (UNEB) with regard to the annual training of administrative technical staff. Thereby, indicates to what extent the participation of these servers in the planning of this process reveals professional engagement and translates a path of struggles for social recognition of this category. **Methodology**: The database produced in the investigation was the result of applied research, carried out in 2017, in the professional master's program in Management and Technologies Applied to Education at UNEB. The central question that guided the methodological path was what are possible relationships between participation and social recognition observable in the practices of this segment analyzed? To answer this question, workshops were held, based on focus groups, to capture an established collective sense. **Results**: With the content analysis by thematic frequency, the results indicate that participation occurs in the granted form, in a degree of consultation and in the level of execution of actions. **Conclusion**: On the other hand, even far from effective participation, it shows signs of appreciation and recognition of the administrative technician.

KEYWORDS:

Participation. Social recognition. University management

Participação e reconhecimento social no contexto da gestão universitária: Interfaces a partir de um estudo sobre a participação do técnico administrativo da Universidade do Estado da Bahia no planejamento da capacitação

RESUMO

Introdução/Objetivo: O artigo descreve a experiência da Universidade do Estado da Bahia (UNEB) no que se refere à capacitação anual de pessoal técnico administrativo. Com isso, indica em que medida a participação desses servidores no planejamento desse processo revela engajamento profissional e traduz um percurso de lutas por reconhecimento social desta categoria. **Metodologia**: A base de dados produzida na investigação foi fruto de uma pesquisa aplicada, realizada em 2017, no programa de mestrado profissional em Gestão e Tecnologias Aplicadas à Educação da UNEB. A questão central que orientou o percurso metodológico foi quais as possíveis relações existentes entre participação e o reconhecimento social observáveis nas práticas desse segmento analisado? Para responder tal questão, foram realizadas oficinas, a partir de grupos focais, para apreensão de um senso coletivo estabelecido. **Resultados**: Com a análise de conteúdo por frequência temática, os resultados indicaram que a participação ocorre na forma concedida, em grau de consulta e no nível de execução de ações. **Conclusão**: Por outro lado, mesmo distante de uma participação efetiva, apresenta indícios de valorização e reconhecimento do técnico administrativo.

PALAVRAS-CHAVE: Participação. Reconhecimento social. Gestão universitária.

Participación y reconocimiento social en el contexto de la gestión universitaria: Interfaces de un estudio sobre la participación del técnico administrativo de la Universidade do Estado de Bahía en la planificación de la capacitacíon

RESUMEN

Introducción/Objectivo: El artículo describe la experiencia de la Universidad del Estado de Bahía (UNEB) en cuanto a la capacitacíon anual de personal técnico administrativo. Con eso, indica en qué medida la participación de estos servidores en la planificación de este proceso revela un compromiso profesional y traduce un camino de luchas por el reconocimiento social de esta categoría. **Metodología**: La base de datos producida en la investigación fue el resultado de una investigación aplicada, realizada en 2017, en el programa de maestría profesional en Gestión y Tecnologías Aplicadas a la Educación de la UNEB. La pregunta central que guió el camino metodológico fue ¿cuáles son las posibles relaciones entre participación y reconocimiento social observables en las prácticas de este segmento analizado? Para responder a esta pregunta, se realizaron talleres, basados en grupos focales, para aprehender un sentido colectivo establecido. **Resultados**: Con el análisis de contenido por frecuencia temática, los resultados indicaron que la participación se da en la forma otorgada, en el grado de consulta y en el nivel de ejecución de las acciones. **Conclusión**: Por otro lado, aún lejos de una participación efectiva, muestra signos de aprecio y reconocimiento del técnico administrativo.

PALABRAS CLAVE: Participación. Reconocimiento social. Gestión universitaria.

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Introduction

Thinking about the participatory process in the dynamics of university management, as a corollary of two education projects in dispute in Brazil within the public university, presupposes understanding the contradictions and clashes between two different regulatory perspectives. According to Carvalho (2013), these perspectives correspond to a conception of management regulation that interpenetrate in the same social reality. The first is the strategic business perspective, while the second is the participatory democratic one. Each of them has roots, in turn, in two traditions of administration generally viewed as: "the functionalist, rooted in positivist and evolutionist theories; and the interactionist, which seeks to reflexively mediate social differences in a dialogical perspective" (CARVALHO, 2013, p.56).

The separation between the two perspectives is presented in this article for purely didactic purposes, since they are implicated in the same and contradictory social totality, where the borders are blurred with more or less intensity, depending on the context, history, and specificities of each public institution of higher education. The predominance of the emancipatory regulatory management perspective of a democratic-participatory nature prioritizes the emancipatory interest of self-reflection, as it better understands and adjusts the management instruments to the valuative quality of the very purposes to which it relates. This perspective defends the university's autonomy and capacity for self-government, based on its own values, in the interest of the production and distribution of socially referenced knowledge, based on equity and transparency of its decisions.

Despite this trend, it has been observed in Brazil, since the 1970s, and more intensely in the 1990s, a resurgence of the regulatory perspective of strategic business nature, less emancipatory in the formative process of public universities in the country (CARVALHO, 2013, p.59).

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This statement is anchored in arguments about the national growth of the university of neo professional tendency, heteronomous and competitive, characterized by the loss of freedom of autonomy and democratic participation, to the detriment of the neo-Humboldtian model focused on hegemony and legitimacy of its relations with knowledge, intertwining teaching, research, and extension.

In another way, Boaventura de Sousa Santos (2013) clarifies the more general reasons for this trend. The university has been receiving increasing demands from society, while suffering the restrictions of the State's financing policies for its activities. One of the contradictions that most affects the management model is in the conflict between institutional autonomy and social productivity, manifesting itself as an institutional crisis. "The university

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suffers an institutional crisis to the extent that its organizational specificity is questioned, and attempts are made to impose on its organizational models in force in other institutions considered to be more efficient" (SANTOS, 2013, p. 375 and 376).

According to its history and legal matrix, there is an operating structure or an organizational specificity that makes the management of the university institution complex, since the central power of decision must be diluted in other spaces of influence and power, such as the councils, collegiate and congregations. However, Carvalho (2013) considers participation in the management of public universities as limiting and tutelary. Their administrative structure evidence the existence of separation between the spaces responsible for policy formulation and the spaces responsible for the execution of such policies. Thus, dichotomous models prevail: on one side there are those who decide and, on the other side, those who execute.

Since the necessary conditions for effective participation have not yet been created, the struggle consists in at least reducing the asymmetries between leaders and those led by means of institutional co-participation (CARVALHO, 2013, p.83). It is considering this context and its challenges that the problematic of this study is located within the scope of university management of the University of the State of Bahia (UNEB), whose objective was: to understand if and to what extent the participation of its technical administrative servers in the processes of capacity building planning can contribute to the path of social recognition. Such an approach, from a broad space of university management, gave rise to reflections about the model and perspective of university management that is closest to the democratic and emancipatory dynamics.

In its methodological aspects, the present study made use of a focus group, made up of a group of technical-administrative representatives from UNEB's Departments. The data produced from the speeches of the research subjects were submitted to content analysis, aiming to obtain indicators (quantitative or not) that allow the inference of knowledge regarding the conditions of production/reception (inferred variables), considering the categorical analysis and thematic frequency.

Participation as a key to social recognition

The word "participation" is often used in different contexts, including in the management field, but not always accompanied by further theoretical discussion. According to Pateman (1992), there is a widespread use of this word in the mass media, which seems to indicate the disappearance of any precise or meaningful content, since it is usually "used by different people to refer to a wide variety of situations" (Pateman, 1992, p.9).

When dealing with management and participation in the university in the twenty-first century, with emphasis on the Brazilian public university, Carvalho (2013) highlights the polysemic character of the word participation, which does not always mean freedom, autonomy, or emancipation, and can also and even mean the opposite of all this, if used to simulate practices of maintaining order and conservation of hegemonic power. On the other hand, in his

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understanding, based on the Gramscian conception of democracy and participation, the participatory process means "political struggle waged within society and its institutions, which constitute social spaces in constant dispute" (CARVALHO, 2013, p. 77).

In this way, "the litmus test of participation is not how much one takes part, but how one becomes part" (BORDENAVE, 1989, p. 23). After all, "quantity is not its sign, because it is at the core a process, not a product" (DEMO, 1999, p.46). Based on these references, the best understanding of social participation is related to "the process by which the various social strata take part in the production, management, and enjoyment of the goods of a historically determined society" (BORDENAVE, 1989, p. 25). According to Pateman (1992), we learn to participate by participating, in the exercise of life in society, which needs to be much more praxis than content to be taught.

Since participation is a process, it takes place in different forms, degrees, and levels. As for forms, participation can be: imposed, granted, provoked, or directed, symbolic, spontaneous, and voluntary, real or effective (BORDENAVE, 1989; CARVALHO, 2013). As for the degree, it can be: of information, of optional or mandatory consultation, of elaboration and recommendation, of co-management and delegation, and of self-management. And as for the different levels of importance, it can be: doctrine and policy formulation; determination of objectives and established strategies; preparation of plans, programs, and projects; allocation of resources and administration of financial operations; execution of actions, and evaluation of results. The different forms, degrees and levels indicate the procedural character of participation, and according to the consolidation of the principles of the participatory process, its characteristics can move closer to or farther from effective social participation, paving the necessary path for struggles for social recognition.

Social recognition

The category of social recognition refers to the reflection on the role of life in society in the intersubjective structuring of personal identity. Taylor (2000, p.242) considered the demand for recognition a consequence of the supposed links between the need to be recognized and identity, understood as something that singularizes, that expresses the fundamental defining characteristics of who one is as a human being. This process of identity formation and constitution, in the course of the struggle for recognition takes place, according to Honneth (2009), from three spheres: love, law, and solidarity. For the purposes of this work, it is this last conception that will be considered, as a theoretical foundation, to interface with the participation and analysis of the data produced.

In social relations, at whatever level, the recognition that confers esteem causes every member to recognize himself as esteemed by all the others to the same extent. Thus, these relations take on the character of solidarity relations. And solidarity can be understood, in a first approximation, as "a kind of interactive relationship in which subjects take reciprocal interest in their distinct ways of life, since they esteem each other symmetrically" (HONNETH, 2009, p.209). Looking for the interpenetration between recognition and participation, considering the

sphere of solidarity, there is a statement that contributes and brings with it a presupposition of valuing different properties and capacities in the more effective achievement of forms, degrees, and levels of social participation: "Participation is always an act of faith in the potentiality of the other" (DEMO, 1999, p.60). It can be said that this act of faith for participation needs to be anchored in solidarity practices resulting from the recognition that gives social esteem to the singularity of the other (HONNETH, 2009).

Since participation has the characteristic of being both means and ends, as an instrument and its own self-promotion in the struggle for social sharing of power, its practice represents a process, even if marked by conflicts and tension, where the struggle for recognition in the sphere of interactions for social esteem opens potential margins for the development of solidarity. "To esteem each other symmetrically in this sense means to regard each other reciprocally in the light of values that make the capacities and properties of the respective other appear as significant for common praxis" (HONNETH, 2009, p.210 and 211).

If participation has in itself a democratic potential that contributes to more symmetrical relations regarding decisions concerning the common interests of different subjects and groups, so as to have implications for the struggle for recognition in the sphere of social esteem that will have an impact on solidarity, its methods and instruments should also be considered as strategies for the development of subjectivity, with a view to human potential and its utilization for the performance of people in the intertwined ambit of the purposes of personal and organizational growth or of their social institution.

Within the scope of university management and placing the administrative technician in power relations to decide about his own formative processes, if participation is tutored and, in its methodological aspects, reinforces the dependence on technical knowledge, only the bearers of this knowledge will be recognized with evaluative properties for the self-realization of social esteem. Thus, the relationship within the academic community, especially between technicians and professors, may be markedly asymmetrical and will leave a narrow participatory margin, more situated at the level of execution, for unrecognized subjects or groups at the margins of the formulation of decisions about their interests or their own destinies. In this case, it is unlikely that solidary relations will be established, since the valuative degradation of self-realization of subjects or groups in the horizon of cultural tradition has, for its bearers, "the consequence that they cannot refer to the conduct of their lives as something that would have a positive meaning within a collectivity" (HONNETH, 2009, p.217 and 218).

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The methodological trails and the understanding of the universe of analysis

The use of a focus group is a research technique that collects data through group interactions based on a topic determined by the researcher (MORGAN, 1996).

The unit of analysis in a focus group is the group itself and not each individual in it, so that a collective sense is established. The data generated with this technique are the basis for formulating theories, testing hypotheses, and deepening knowledge about the object of research. Thus, it allows understanding representations, perceptions, languages, symbology that prevail in dealing with a given issue by people who share some traits in common, with relevance to the study problem (GATTI, 2012, p.11).

The choice to use the focus group in this study was based on the possibilities of deepening the knowledge about a problem permeated with subjectivity, considering the research objective, as well as the universe in which it is located, in this case, in the multicamp and multi-territoriality of UNEB and the common traits of the group, with regard to the experiences of administrative staff in the training processes of the university. The composition of the group and the data produced are part of the research done in 2017, as part of the research linked to the professional master's degree program in Management and Technologies Applied to Education at UNEB. The defined group comes from UNEB's own organizational structure and acts in an articulated manner with the sectors directly responsible for the management and development of people at the university. It is a group of technical administrative representatives from UNEB's Departments, who are responsible for the human resources sector and who have the task of presenting the technicians' training demands to the Departments and Central Administration of the university.

The total number of these technical representatives of human resources, acting during the research, was 25 (twenty-five), considering the complex structure of the university, in its multicampus, and with capillary action through its 29 (twenty-nine) Departments distributed over 24 (twenty-four) municipalities in the state of Bahia. However, this was considered too large a number, because "larger groups limit participation, opportunities to exchange ideas and elaborations, the deepening in the treatment of the theme and also the records" (GATTI, 2012, p.22).

For this reason, the focus group was limited to one representative per Departmental Management Network (RGD), as stated in the UNEB Strategic Plan - PE 2007 and 2013, with a total of 08 Networks (Figure 1), in order to promote the decentralization of administrative, academic, and financial functions.

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Figure 1. UNEB's RGDs
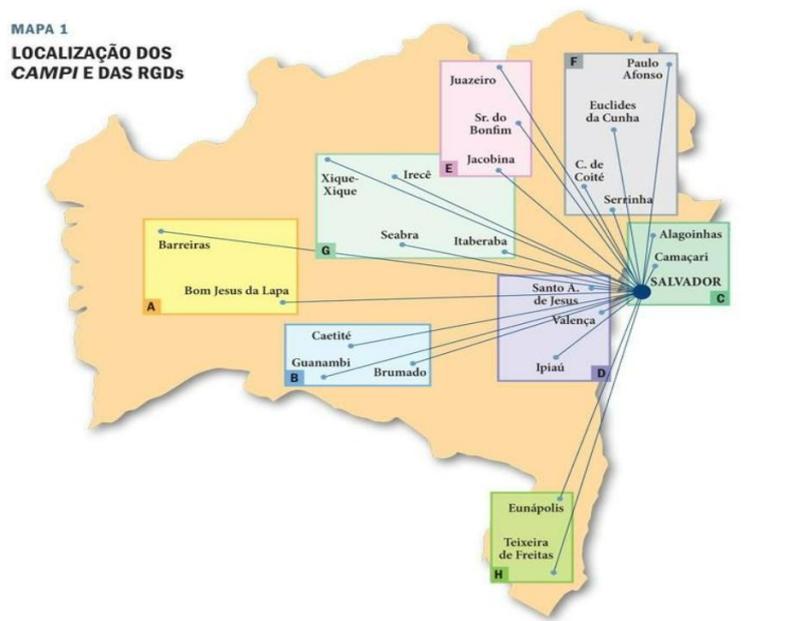
Source: www.uneb.br

Based on the existence and distribution of these RGDs, the focus group was composed of eight representatives, whose choice was defined by the group of 25 (twenty-five) members of the Human Resources Working Groups (HR WGs), based on two criteria established by consensus: the longest time of permanence in the exercise of Human Resources functions and participation in training meetings with the Central Administration of UNEB. Its composition had as inclusion criteria: to be a group formed by administrative technicians of UNEB; to be responsible for HR attributions foreseen in the Departments' Internal Regulations; to have some experience with the demands and organization of training actions; to be chosen by the group of technicians that make up the HR WGs.

In this way, the speech from the place of the technician with this work experience in the university, besides being distributed throughout the multicampus and multi-territoriality of UNEB and mediating the demands for training of its Departments, also brings its peculiarities, because they are closer, have more opportunity to participate and are better informed about training. With these characteristics, the selection of focus group participants meets the criteria of identification with the problem under study and "experience with the topic to be discussed, so that their participation can bring elements anchored in their daily experiences" (GATTI, 2012, p.7).

The group met in the same location on the Salvador campus, having two meetings with an interval of one day and an average duration of 2 hours each. However, there was an adjustment as to the composition of the group during the period of its realization. The RGD H, composed of the Eunápolis and Teixeira de Freitas campuses, was not represented. For this reason and in a joint decision with the group, the number of participants was reduced to a total of 7 (seven).

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The questions defined to foster dialog and group discussions were the following: What does the participation of the administrative technician in capacity building planning at UNEB mean? What are the strengths and weaknesses, potentialities, and fragilities? Considering the objective of this study, the elaboration of these questions had the following criteria: avoid direct reference to the category of social recognition, so as not to make any suggestive interference to obtain a recurrence of speeches with the repetition of the word "recognition". The other criterion was to emphasize the participation in the planning of the training, in view of the group's work attributions, their involvement with the demands and the execution of training plans, as well as the possibility of verifying the perceptions and evaluations of the group regarding participation and its possible implications related to valuation and esteem, in view of the theoretical basis referenced in Honneth (2009).

As the data were produced from the speeches of the research subjects and in view of their subjective nature, content analysis was performed, as it is a set of techniques that uses systematic and objective procedures to describe the content of messages, aiming to obtain "indicators (quantitative or not) that allow the inference of knowledge regarding the conditions of production/reception (inferred variables) of these messages. (BARDIN, 2016, p. 48)

In this sense, it is possible to investigate what lies behind the manifest contents, using the techniques, procedures, and trajectory of content analysis to go beyond the merely descriptive elements of the message and reach, through inference, a deeper interpretation.
And in the set of content analysis techniques, categorical analysis was employed, which works by breaking down the texts into units or categories. The criterion defined for this categorization was the investigation of themes or items of meaning in common, because it is a suitable possibility to identify, classify and interpret the contents in common in the set of data produced, so that it is "fast and effective on condition of applying to direct speeches (manifest meanings) and simple" (BARDIN, 2016, p. 201).

This categorization process was done, in turn, with the use of thematic analysis, often used for group meeting analysis, which consists in "discovering the nuclei of meaning that make up the communication and whose presence or frequency of appearance may mean something for the chosen analytical objective" (BARDIN, 2016, p.135). Thus, these nuclei of meaning or themes allow the cut of the transcription of the speeches in phrases, statements, statements, in short, in any fragment that refers to meanings relevant to the objectives of the analysis, whose frequency of appearance increases its importance.

The research findings as clues to understanding the problem

Considering that this study refers to the way participation and recognition are related, only the results referring to the specific questions proposed to the focus group regarding this objective are presented here.

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After the categorization by thematic frequency of the data produced concerning the meaning of the participation of administrative staff in capacity building planning at UNEB, as well as its potentials and weaknesses, the table with the synthesis of results follows.

Table 1. Synthesis of the meaning of the technician's participation in the planning of the capacity building at UNEB.

ISSUE	CATEGORY	EXAMPLES OF FREQUENT TOPICS
What does the participation of administrative staff in capacity building planning at UNEB mean? What are the strengths and weaknesses, potentialities, and fragilities?	Valuation	"They remembered us. It's... they valued us in relation to that."
		"It means that he is being heard.
		"It means that the technician is present in this construction.
		It means starting to plan based on the expectations of the person who is going to be qualified.
		"The opportunity that he has to express his interest in capacity building.
		"The tendency is to increase the involvement of the server in training."
		"They're going to feel like they're the master of history.
	Difficulties	"The great difficulty is this, isn't it? The question of the person leaving their sector and being willing to lose that little time there to discuss it."
		"Many colleagues sometimes are not interested, sometimes they don't think it's important.
		"Empowering to change places, you know? To stop being a technician.
		"The people who are here know that the salary at UNEB is not attractive at all."

Source: Prepared by the author.

The recurrence of themes that indicated the formulation of the category "valuation" allowed us to infer the importance attributed to participation as an affirmation of the existence and presence of the subject or social group with its common and differentiating values, especially when they are or feel left out of the decisions about their own interests. The speeches were repeated regarding the perception of exclusion of these technicians from management decisions.

The context of the discourse in the interaction of the group's participants always refers to a reflection based on reality, on the praxis of these technicians in their work environment, on some experience of participation or when they don't feel remembered, and how this determines their being part of the institution, their involvement with the university. The speech of one of the participants about this synthesizes well this perception: "he doesn't feel he is the master of history, he is not there, he was not called, he was not invited. So, he doesn't care much. He doesn't care" (RGD Representative G). Resorting to theory, the technician may be part of the

academic community, but taking part or becoming part is what differentiates how much he participates, how involved he is, because: "The litmus test of participation is not how much one takes part but how one becomes part" (BORDENAVE, 1989, p. 23).

Thus, the analysis made identified the frequency of themes referring to broader meanings about the value attributed to the technician with participation, without specifying specific variables, such as degree and level of participation. However, the themes indicated that the participation of the technician occurs in the form granted, since it is the central administration that defines, invites, and establishes how the participatory process will be. As for the degree, it was characterized in the group's speech as a consultation degree, since the plans were already defined in their conception, objectives, goals, and results. Finally, this participation is more at the level of execution of actions, because the group's contribution is in the description of the demands and in how the training plan is executed. In this way, it is characterized as participation granted and not effective.

With the presence of another category composing the difficulties, it was possible to identify resistance or challenges to the participation of the technician, although they are a counterpoint to the valorization or its own denial. In this case, the data refer more to what actually happens in the work experience of the administrative technician at UNEB, because the thematic speeches in this regard can be summarized as: difficulty in gathering technicians due to the volume of work demanded in the sector, the personal lack of interest, the low salary, and the desire to leave the technician's position.

These difficulties appeared in the group's discussion but were not detailed in the interest of knowing or identifying their causes, because they were more situated as weaknesses, presented by the group as weak points that cause resistance to the participation of the technician in capacity building planning. Some of these difficulties, however, can be analyzed from the theoretical base of social recognition. Considering, then, the dissatisfaction with the salary, it is worth adding other statements that appeared in the discussion as the technicians' interests for training, characterized by the following themes: internal training, career progression, and promotion. All of them represent the possibility of financial gain.

From the theoretical point of view of social recognition, it is interesting that the discussion proposed about participation has given rise to the occurrence of financial aspects, because one of the theoretical references, Nancy Fraser (2003), works with the perspective that the realization of recognition for equal participation demands redistribution, also presupposes the fulfillment of economic aspects, in addition to the cultural aspects of the struggle for recognition. It is in the interweaving of what the author considers economic justice (redistribution) and cultural justice (recognition) that participatory parity is realized.

It is also interesting to note that this financial theme is present in the group's statements 11 when referring to the demands of technicians in the elaboration of the CAP, such as courses with a longer workload and certification that help score points or meet the criteria for career progression and promotion. This, however, is not the only interest, because the group itself

considered that the search for salary improvement should not hinder the commitment of the employee with the university and to train for personal and professional development and the consequent work performance: "But if you are... what I'm saying is this. You are at UNEB, you have to be aware that you have to train yourself to do UNEB's job, the technical work" (RGD B representative).

Another difficulty, then, for the participation of the technician and that allowed the resumption of the relationship with social recognition was the occurrence of the theme about the need to leave their place, their career as a technician. Beyond the financial issue, there is a longing for appreciation, which also appears as a potentiality: to be remembered, to be listened to, to have a voice, and to feel in control of one's own history, including that which involves management decisions about the educational process. It is what gives social esteem to the uniqueness of the other and opens potential margins for the development of solidarity, as one of the forms of recognition worked by Honneth (2009).

The absence of this same appreciation may imply the desire to leave the technician's position, which is not exactly the same as desiring financial improvement and remaining in this career as a public servant. Being at a university, another reference that appeared to the technicians as a financial improvement and achievement of recognition was the teaching career, more valued and recognized in the academic community, as can be observed in the statements: "Some want a master's degree, others already have a doctorate, to think about being a professor at UNEB" (Representative of RGD G). "It is not forbidden, people, you want to change places, you want to improve, you want to be a teacher, you want to be a professor" (Representative of RGD B).

As seen in another speech already mentioned, if the technician is not called to decide on interests pertinent to his attributions, the perspective of his professional development and the institutional objectives, he does not care much, he has no interest, he wants much more to leave this place to feel esteemed, which means, in this sense, "to consider each other in the light of values that make the capacities and properties of the respective other appear as significant for the common praxis" (HONNETH, 2009, p.210).

The analysis of the data produced by the focus group allowed us, finally, to summarize some of the main inferences that should be considered regarding the proposition and use of participatory methodologies for planning the training of administrative staff at UNEB, considering the theoretical category of social recognition and its implications for the praxis of these staff members in the context of university management.

1. Technician's contribution: still restricted to the socialization of actions; with participation characterized by the form given, in the degree of information or consultation and in the level of execution of actions, to make feasible the procedures adopted from Central Administration planning, from which they feel excluded.

2. Participation of technicians in capacity building planning: potential of valorization related to social recognition, with attribution of esteem to the unique capacities and properties of their place, for the common and solidary praxis; difficulties present and related to the context identified by the technician in the management of UNEB, as challenges to awaken and expand their own interest and commitment to participate in the construction of their own capacity building plan and for university management.

The struggle for recognition is not presented in a direct way in the elaborate expressions or speeches of the group that precisely identify this category. With the content analysis, it was possible to verify certain thematic frequencies for categorization and that allowed us to infer from the technicians' speeches the perceptions about the possibility of deciding about their own training process through participation, as a conquest of dignity that had been denied. The choice of a focus group made up of technicians who are already involved in people management and development may limit the possibility of obtaining an established collective sense. If it indicates the difficulty of generalizing the results to the collectivity of technicians, because it is a more specialized group in the work with human resources, on the other hand it allows us to infer the lack of participation of the other technicians, even at a basic level and degree, like simple consultation.

Without participation, there is no recognition

Although it is incipient and with many challenges identified in the data produced based on the focus group method adopted in this research, participation appeared as a path of valorization, as an attribution of esteem for the recognition of the technician, with the potential to give rise to solidary relationships in the perspective presented by Honneth (2009). In this way, the valuation identified as a thematic frequency category is an indicator for the expansion and implementation of participatory processes of technical personnel beyond simple consultation. After all, "participation promotes and develops their own qualities; the more individuals participate, the better able they become to do so" (PATEMAN, 1992, p. 61).

Faced with a scenario that encourages the reproduction of models that characterize management in the functionalist tradition, to the extent that the political and social scenario emphasizes strictly economic aspects and productivity referenced by capitalist values, participation points toward the interactionist tradition, toward the consolidation of democratic management and a viable path for overcoming the current context of crisis. But this path is not peaceful and easy, since participatory processes represent an achievement and can imply a reinforcement of the centralization of power, especially when simulated in tutored consultation practices.

In view of the complexity of the UNEB in its multicampus and multi-territoriality, besides the number of technicians working in the university management, the sample defined with the composition of the focus group still represents a weakness of this research. Thus, it is necessary to expand the database with new research that will confirm or present other inferences

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regarding the relationship between participation and social recognition of technicians in the processes of capacity building planning and its possible implications for university management.

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