“The Profile of a Manager in Higher Education Institution in Latin America: The Case of the EBAPE”

Dissertation presented to the Brazilian School of Public and Business Administration in order to obtain a Master Degree.

CLARISE LACERDA AVILÉS
Orientation: Prof. Paulo Roberto Motta

GETULIO VARGAS FOUNDATION
BRAZILIAN SCHOOL OF PUBLIC AND BUSINESS ADMINISTRATION
ACADEMIC FORMATION AND RESEARCH CENTER
MASTER IN INTERNATIONAL MANAGEMENT PROGRAM

TITLE
The Profile of a Manager in a Higher Education Institute
in Latin America: The Case of the EBAPE.

MASTER’S DISSERTATION PRESENTED BY:
CLARISE LACERDA AVILÉS

AND
APPROVED IN: DD/MM/YEAR
BY THE EXAMINATORY COMISSION

_________________________
Paulo Motta
Ph. D., in Public Administration and Policy

_________________________
PROFESSOR FROM EBAPE

_________________________
GUEST PROFESSOR FROM OTHER UNIVERSITY
Dedicated to my family.

Thanks for your support and for making this possible.
“What is really good is to fight with determination, embrace life and live it with passion! Loose your battles with class and dare to win because the world belongs to those who dare and life, Life is worth too much to be insignificant”

Charles Chaplin.
ABSTRACT

The aim of this study is to analyze the profile of today’s manager, according to the classical management literature, working on internationalized higher education institute.

This paper draws together knowledge about the manager’s profile in a corporate environment and how it can be appreciated in a higher education institute all of this taking into consideration the environment that nowadays exists in these institutions.

Data were collected through semi-structured interviews, with professors of the Fundacao Getulio Vargas, more specific on their Public and Business Administration School (EBAPE), which had active roles on its development, internationalization and during some point in time their management.

The findings obtained were analyzed under the perspective brought by the theoretical reference framework, and, based on this approach is represented the manager whom could have a better perspective to administrate a higher education institute.

Key Words: Management, Education, Internationalization, Higher Education, Culture, Organization (al) structure.
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FGV – Fundação Getulio Vargas
EBAPE – Brazilian School of Public and Business Administration
UNESCO – United Nations Educational, Scientific and Cultural Organization
OECD – Organization for Economic Co-operation and Development
FDI – Foreign Direct Investment
GDP – Gross Domestic Product
UN – United Nations
IDB – Inter-American Development Bank
EIAP – Inter – American School of Public Administration
OAS – Organization of American States
NGO – Nongovernmental Organization
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CHAPTER 1

1. INTRODUCTION:

THE CONTEXT OF THE PROBLEM:

Internationalization is a phenomenon more common every time. With globalization, among other factors, we can see international brands open factories in other countries, companies creating regional headquarters for a specific region different than their original one. As time comes by, every time we see more terms like multinationals, transnational, affiliated, subsidiaries; this phenomenon happen indistinctively on private, public or non-profit organizations.

On the higher education level, the phenomenon is not different at all, actually this sector is the one that has suffer more these changes. In order to regulate what is teach the nations and governments has to approve every course, and these courses need to have the pattern or the structure of the courses taught at the same region, this is the basic concept of standardization that the universities has to be submitted to.

In countries like Brazil, with a so diversified geography, the needs and the perspectives on every region is completely different. They have at the bottom line, the same governmental structure and probably the same needs, but the approach to see the problems and the resources available are different.
The ultimate goal of a higher education institution is to provide tools to their students, these tools, with better understanding of the reality, helps them to give a solution to the problems that they faced.

But if we analyze the student body we can see that every one of them has a different culture and background and we also have to take into account that also you can find foreign students that have move to the country and other that are in exchange thanks to the partnerships with overseas institutions which gives a more complex challenge to its manager.

As can been seen the globalization phenomenon has affected every sphere of these kind of institution, and also has open a window of opportunities to apply new concepts and help other nations in their developments, based on previous experiences or just make a better exchange of knowledge. This presents to the managers of the higher education institutions a wide range of opportunities, challenges and risks.

Now, with all the changes that the world has suffers education and knowledge is the best investment for the future. In order to overpass the difficulties that each country has today it’s necessary to create a strategic plan, to manage the internationalization, to manage the environment, in other words, to manage the change.
THE PROBLEM:

In front of this situation, the previous experiences and the existent bibliography surge questions like how to manage the cultural difference of a student body?, how to organize an institution so the structure could satisfy the need of knowledge that people need?, How can we sum up all the different experiences during this economic period and teach the students how to manage this kind of problem?, among others.

Since the managerial behavior is the focus of all these questions and the focus of this research all of these doubts can be summarized on the following question: which is the profile that a manager of an internationalized higher education institute should have?

AIM OF RESEARCH:

The aim of this study is to analyze the profile of today’s manager, according to the classical management literature, working on internationalized higher education institute. All of this will be accomplish by analyzing the classical literature about the managers’ roles and analyzing the Latin America Higher Education Institute Scenario.

According to Higgins (1994) historically there have been three main approaches to study of management as a set of functions, as a series of roles and as an application
of certain skills. And these classical management theories are the ones that are going to be approach in this research. The decision to use these theories instead of the contemporary ones, it is based on two perspectives: first, these theories are the basis of almost every management theory; second, these theories have their focus on the manage profile instead of the environment or the problem solving skills, which is the same focus of this research.

Although the factors mentioned before are the main reasons that justifies this research project, it is also worth to mention that this dissertation pretends to incentive the interest for future researches on this kind of organization, that promote development, creates employment, develop new technologies, and among all give knowledge to a society in order for them to have a better development, but still had received little attention from scholars.
CHAPTER 2

2. FRAME OF REFERENCE:

The following section is dedicated to extract the more useful findings from the literature in order to present a comprehensive description of the managerial work.

CLASSICAL VIEW OF THE MANAGERIAL JOB

As Henry Mintzberg mention in his book “The Nature of Managerial Work” in 1973 there is an enormous amount of material published on this but the knowledge that derivates from this is not that vast. This occurs because there is a tendency to focus in on one aspect of the manager’s job and the exclusion of all others.

As mention before three main approaches to study management that are going to be analyzed in these research are: as a set of functions, as a series of roles and as an application of certain skills.

The Management Functions Perspective:

According to Mintzberg (1973) the perspective describes the managerial work in terms of a set of composite functions. According to the perspective presented by Higgins (1994) there are two major types of management functions:
• Mission Functions: Those are activities directly associated with accomplishing and organization’s mission. The authors that more explain these functions are Henri Fayol, Luther Gulick and James Higgins; and their finding are explained on the following tables:

Table 1.1 - The Mission Functions - Part 1

<table>
<thead>
<tr>
<th>The Mission Functions</th>
<th>Henry Fayol</th>
<th>Luther Gulick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Asses the future and make provision for it</td>
<td>Planning</td>
</tr>
<tr>
<td>Organizing</td>
<td>Provide a business with everything useful to its functioning: raw materials, tools, capital, personnel.</td>
<td>Organizing</td>
</tr>
<tr>
<td>Command</td>
<td>The process of set going the organization. Its object is to get the optimum return from all employees of his unit in the interest of the whole concern</td>
<td>Staffing</td>
</tr>
<tr>
<td>Coordination</td>
<td>Harmonize all the activities of a concern so as to facilitate its working, and its success</td>
<td>Directing</td>
</tr>
<tr>
<td>Control</td>
<td>Verifying whether everything occurs in conformity to the plan adopted, the instructions issued and principles established</td>
<td>Coordinating</td>
</tr>
<tr>
<td>Reporting</td>
<td>Keeping those to whom the executive is responsible informed as to what is going on, which thus includes keeping himself and his subordinates informed through records, research and inspection</td>
<td></td>
</tr>
<tr>
<td>Budgeting</td>
<td>Fiscal Planning, Accounting and Control</td>
<td></td>
</tr>
</tbody>
</table>
### The Mission Functions

<table>
<thead>
<tr>
<th>Function</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Setting objectives and determining how those objectives are to be achieved in an uncertain future</td>
</tr>
<tr>
<td>Organizing</td>
<td>Determining how resources are allocated and prepared to accomplish an organization's mission</td>
</tr>
<tr>
<td>Leading</td>
<td>Making decisions about how to influence people's behavior and then carrying out those decisions</td>
</tr>
<tr>
<td>Controlling</td>
<td>Ascertaining whether organizational objectives have been achieved and, if not, determined what actions should be taken to achieve them in the future</td>
</tr>
<tr>
<td>Communicating</td>
<td>Transferring information from one communicator to another</td>
</tr>
<tr>
<td>Representing</td>
<td>Interacting with external constituents, often referred as stakeholders</td>
</tr>
<tr>
<td>Staffing</td>
<td>Is the process of recruiting, selecting, training, evaluating and performing other functions related to the utilization of human resources</td>
</tr>
<tr>
<td>Negotiating</td>
<td>Bargaining with various parties to reach agreement</td>
</tr>
<tr>
<td>Coordinating</td>
<td>Acting to ensure understanding between members of the organization.</td>
</tr>
<tr>
<td>Supervising</td>
<td>Closely monitoring employee activities</td>
</tr>
</tbody>
</table>

- Problem Solving Functions: According to Higgins (1994) is the process of “practicing ongoing environmental analysis, recognizing and identifying a problem, making assumptions about decision environment, generating creative
alternatives to solve the identified problems, deciding among those alternatives, acting to implement the chosen alternative(s), and controlling for results (making sure the solution actually solved the problem).” (Higgins, 1994, page 8). In many instances the manager’s main function in creative problem solving is to facilitate the problem-solving efforts of others.

**The Management Roles Perspective:**

In 1973, Henry A. Mintzberg published his book “The Nature of the Managerial Work” which has become the basis of this research perspective.

According to Mintzberg “A role is defined as an organized set of behaviors belonging to an identifiable office or position” (Mintzberg 1973, page 54) and based on this he divided the manager’s working roles in 3 categories, which are further divided into a number of specific roles. (See Figure 1.1)

![Figure 1.1 – The Management Roles and Categories](source: Data adapted from Minzberg, *The Nature of Managerial Work*, 1973.)
The three main categories of the management roles exposed before are: Interpersonal Roles, which objective is to process the information (this sometimes ends in routine, involving little serious communications and no important decision making); Informational Roles that links all managerial work together by processing information. And, Decisional Roles, which use information and make decisions on how information is delivered to secondary parties. Based on these categories according to Mintzberg it can be obtained ten managerial roles that are common to the work of all manager independently their level or scenario as shown on the table 1.3.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
<th>Originated From</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figurehead</td>
<td>Represents the organization in all mattes of formality as a symbol. None of these activities involves significant information - processing or decision - making.</td>
<td>From the formal authority and status</td>
</tr>
<tr>
<td>Liaison Role</td>
<td>Links the environment with his organization. Is the interaction with this peers and people outside organization in order to gain favors and information</td>
<td></td>
</tr>
<tr>
<td>Leader</td>
<td>To effect an integration between individual needs and organizational goals. Define the relationship with his subordinates - guiding, motivating, staffing and so on.</td>
<td></td>
</tr>
<tr>
<td>Monitor</td>
<td>Identifies the manage as receiver and collector of a wide variety of information, enabling him to develop a thorough understanding of his organizations</td>
<td>His unique access to external information and his all-embracing access to internal information</td>
</tr>
<tr>
<td>Disseminator</td>
<td>Involves the transmission of external information in his organization and internal information to the subordinates</td>
<td></td>
</tr>
<tr>
<td>Spokesman</td>
<td>Involves the dissemination of the organization's information into its environment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneur</td>
<td>Act as the initiator and designer of the controlled changes</td>
<td></td>
</tr>
<tr>
<td>Disturbance Handler</td>
<td>Deals with the involuntary situations and changes not anticipated</td>
<td>His authority and all the gathered information</td>
</tr>
<tr>
<td>Resource Allocator</td>
<td>Decides where his organization will expend its resources (money, time, material and equipment, manpower, and reputation, among others)</td>
<td></td>
</tr>
<tr>
<td>Negotiator</td>
<td>Deals with the regular situations and the non-routine negotiations with other organizations and individuals</td>
<td></td>
</tr>
</tbody>
</table>

The Management Skills Perspective:

According to Higgins (1994) a skill is an ability to translate action into results. In 1974, Robert L. Katz published his article “Skills of an Effective Administrator” that became the basis of the management skills perspective.

According to Katz exists three categories of essential skills that define a manager, which are:

- Technical Skills: is the ability to use tools, techniques and specialized knowledge to carry out a method, process, or procedure. Nowadays they should learn about information system, quality management programs among others tools in order to improve product quality. Not all technical skills require preparatory education, but virtually all require some training or job experience. (Higgins, 1994).

- Human Skills: Is the “ability to work effectively in interpersonal relationships” (Higgins, 1994, page 13). This ability is the core function of the manager, and also the hardest to master. It could be seeing as the leadership, motivation or synergy role depending on the author point of view.

- Conceptual Skills: “Involves the ability to see the organization as a whole and to solve problems in a way that benefits the entire organization. While conceptual skills draw heavily on analytical abilities in solving problems, they also depend
CONTEMPORARY VIEW’S OF THE MANAGERIAL JOB

After reviewing the literature in the contemporary of the manager’s job the most common definition used is the manager as a problem solver or a strategist. But before give an exact explanation on what this concept means is necessary to understand some concepts and process that have driven the authors to this conclusion.

According to Mintzberg define a manager by just one their function is a common mistake made by mane authors. But nowadays, this function has been the defining element of a manager’s job while the skills, the roles and the other functions are considered the characteristics embedded in a manager’s position.

“Situations calling from problem-solving skills can be either problems or opportunities” (Higgins, 1994, page 116). Transforming problem in opportunities and seeing opportunities where no one el can is one the most valuable tool that a manager have.

In order to distinguish the opportunity from the problem is necessary to use a rational approach with creativity. And some authors have determine that this rational approach includes eight keys stages: constantly analyzing the environment, recognizing the problem, identifying the problem, making assumptions about the future, generating
alternatives, choosing among the alternatives, implementing the chosen alternatives and controlling to ensure that objectives are achieved. (See figure 1.2).

Figure 1.2 – Stages in Creative Problem Solving

Source: Data Obtained from: HIGGINGS, J. The Management Challenge – An Introduction to Management, Page 118.

One the most common ideas in the contemporary management world is that there is nothing absolute in management and all the situations differ from one scenario to the other, but Higgins (1994) show us on the figure 1.3 how some problems are typical for every manager.
After analyzing the stages of the rational decision making process and verifying the fact that the scenario is a determinant element in order to have a successful managerial administration, it can be concluded that some principles can be generalized when we are talking about the same type of organization, under the same conditions.
In the case of this particular study we are analyzing the Higher Education Institutes, which refers to “education and training at college and university, especially to the degree level” (Oxford University Press, 2000, p 639) in order words all the post – secondary education. Since this scenario is too vast, it has been narrow specifically for the Latin America Scenario, which is going to be explained in detail of the following section.

THE INTERNATIONALIZED LATIN AMERICA EDUCATION SCENARIO

The internationalization is a major dimension of the strategy process of most of the organizations. With this the firm determine the development and change in terms of scope, business idea, action orientation, organizing principles, nature of managerial work, dominating values and converging norms for the new branch (Melin, 1992). During this process each firm goes through a number of logical steps of international behavior, based on its gradual acquisition, integration and use of knowledge about foreign markets and operations, and on its successively increasing commitment to foreign markets. (Johansson and Vahlne, 1977).

According to Johansson and Vahlne (1990), the firm enters new markets with successively greater psychic distance. This perceived distance is expected to disturb the flow of information between the firm and the foreign market. Therefore firms start their internationalization on markets with the lowest perceived market uncertainty, in other words, markets that they can rather easily understand, often in neighboring countries. (Melin, 1992).
On the case of the universities, this model can be seen more clearly. According to the UNESCO (2005) the demand for international education has increase substantially on the last years, on both senses of the higher education internationalization, curriculum or branch campus. This can be seeing on the examples mention below:

- “Phoenix University has become the largest private university in the U.S. (owned and operated by the Apollo Group company) and is now present or delivering courses in Puerto Rico, Netherlands, Mexico and Canada. Other Apollo companies are offering courses in Brazil, India and China.

- The Netherlands Business School (Universiteit Nijenrode) has recently opened a branch campus in Nigeria.

- Harvard is developing two branch campus initiatives in Cyprus and the United Arab Emirates.

- Jinan University will be the first Chinese university to open a branch campus outside China when it does so in Thailand.

- Laureate Education (formerly Sylvan Learning Systems) has purchased whole or part of private higher education institutions in Chile, Mexico, Panama and Costa Rica and owns universities in Spain, Switzerland and France.

- Dubai has developed a “Knowledge Village” in the Dubai Technology and Media Free Zone. The London School of Economics, India’s Manipal Academy of Higher Education and the University of Wollongong from Australia are offering courses through franchising agreements and branch campuses.
The University of Westminster (UK) is the key foreign academic partner in the new private Kingdom University of Bahrain and plays a similar advisory/provision role with new institutions in Nigeria, Uzbekistan and Kazakhstan...\textsuperscript{1}

Depending on the organization needs is possible to find a wide range of internationalization models that can be analyzed. On the context of higher education, According to Knight (2005) the world of the higher education and where it plays a significant are changing for many reasons “Key Drivers include the development of advanced communication and technological services, increased international labor mobility, greater emphasis on the market economy and trade liberalization, the focus on knowledge society, increased private investment and decreased public support for education, and the growing importance of lifelong learning.”\textsuperscript{2}

**Internationalization Definition:**

The Internationalization concept if determined based on the higher education context can be very different broad depend on which topic you can be referring to.


\textsuperscript{2} THE WORLD BANK. Higher Education in Latin America: The International Dimension; 205. Page 1.
For some authors means international activities as international linkages, partnerships and / or projects; and for others, means branch campuses. According to others it means the inclusion of an international, intercultural or global dimension in the curriculum and / or teaching techniques.

The reality is that internationalization conveys a lot of interpretations and applications, from a minimalistic, instrumental and static view, such as external funding, to a view of it as a complex all encompassing and policy-driven process. (Bartell, 2003).

These different points of view reflect the realities of today and present challenges in terms of developing a conceptual framework that can provide some clarity, but for the purpose of this paper this term is used according to the following definition: “the process of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, services) and delivery of higher education”. (UNESCO, 2005, p 18).

**The need of Internationalization:**

According to many authors the cross Border Education with requirements for structural and cultural adaptations is the inescapable reality on a world basis (Bartell, 2003). And for this reason you need to be always innovating and integrating the experiences and knowledge that you need to acquire in order to succeed.
In the other hand, different studies had found that people that play active roles in this process described their reasons for internationalization in terms of providing opportunities for specific activities. (International Association of Universities, 2003).

According to their survey of 2003 determine that the Top Reasons for Internationalization are:

- Mobility and Exchange for Students and Teachers.
- Teaching and Research Collaboration.
- Academic Standards and Quality.
- Research Projects.
- Co – Operation and Development Assistance.
- Curriculum Development.
- International and Intercultural Understanding.
- Promotion and Profile of Institution.
- Diversify Source of Faculty and Students.
- Regional Issues and Integration.
- International Student Recruitment.
- Diversity Income Generation.
Despite the facts that all the reasons mention before are important and impulses the internationalization process among the world, they vary from one university to the other and the spheres in which they are develop vary to for this reason they are not going to be explained in more detail, with the exception of the Mobility and Exchange of Students and Teachers in which it can be appreciated tendencies all over the world.

**Mobility and Exchange of Students and Teachers:**

A growing number of persons either go abroad to study or enroll in foreign programs, and day by day this number has increase substantially. According the OECD and the UNESCO, between 1998 and 2004, the number of foreign students enrolled worldwide rose to 2.7 million, with the OECD Countries hosting 85 percent of the total.

Cross – Border Higher Education has evolved differently across countries and regions. Europe and in the Asia – Pacific region it has been induced more based on a political action, in North America despite the fact that had always been a magnet for exchange students is just until nowadays that they are establishing policies for recruitment, while in South America is very hard to find any tabulate data on this subject, in known that their numbers have increased to.
The European Union launched in 1992 the Bologna Process in which they set a reorientation of the policy adopted throughout Europe. Today the mobility of students and university staff is helping to create an area of higher education and research designed to boost the attractiveness of their higher education and to transform their economy into more knowledge base ones, and it has received its benefits since the percentage of foreign students in the united states fall 40% during 2004, percentage that had been increased in Europe. (OECD, 2005).

**Higher Education in Latin America:**

Countries in Latin America are becoming players in the global market for talent and higher education services. Between 1993 and 2002, the number of Latin America postsecondary students in some of their regions has increased by 50 percent. Foreign providers have also entered the market for Higher Education in Latin America and now most of universities have also started distance – leaning programs. (The World Bank Report, 2005).

With the mobility and exchange of students and teacher described earlier, the need of trained and skilled people to supply the job opportunities, as shown in the following table:


With the results that came from the increasing enrollment the levels of investment start to increase on this field too.

On the following graphics you could appreciate how the FDI Inward Inflow has increased on the last years in Latin America:

Graphic 1.2 – FDI Inward Inflow 1970 - 2005

After reviewed the theoretical framework and determine the scenario in which this case study research takes place, on the following section it is going to be explained the research methodology used and the case study itself.
CHAPTER 3

3. THE RESEARCH METHODOLOGY

On this chapter is described the methodology that was used to elaborate this research. On the following sub-sections it is presented the type of research according to the means and the end, the universe and sample, the way the data was recollected and analyzed, the selection of the person that were the source of information and the limitation of the methods selected.

Types of Research:

To determine the structure of research it was used the taxonomy proposed by Vergara (2005). According to this taxonomy a study can be analyzed by its means and its end, based on this the types of study develop were:

Means:

According to the means this project is a case study.

A case study is an investigation that tries to explain a group of decisions, the reason why they were taken, how they were implemented and which were the results (Scharamm, 1971), also is determine to one or a few units of analysis (Vergara, 2005).
Under this definition this case study is based on the Fundação Getulio Vargas, specifically in the Brazilian School of Public and Business Administration, which is an internationalized school with more than 50 years on experience in this field.

End:

According to the end this study is descriptive.

A descriptive research exposes characteristics of a certain population (Vergara, 2005). Also this type of research analyzes and correlates factors and/or events without manipulate them, and try to determine the frequency of these events and the relation with a specific phenomenon (Cervo and Bervain, 2000).

Based on the experience of the individuals that were interviewed for this case, it have been analyzed their main course of actions under different situations. All of this sum with the experience that they accumulate over the years in order to determine patterns on their managerial roles.
Subjects of the research:

The subjects of the research refer to the persons that provide the data that was analyzed (Vergara, 2005).

In this case study, the subjects of the research were professors and former directors of the EBAPE. All the 15 interviewed, until 2009, worked as Professors of the EBAPE for more than 10 years and all of them have a PhD degree.

They have also work on the implementation and development of the different internationalization projects at FGV and an innumerous of research projects as can be appreciated on the following table:

<table>
<thead>
<tr>
<th>Amount of Programs</th>
<th>International</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-15</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>+ 15</td>
<td>7</td>
<td>15</td>
</tr>
</tbody>
</table>

Data Collection:

The data was collected by interviews (Appendix 1).
The interview is a process of interpersonal contact that has for object collect oral testimonies (Mercado, 1973).

According to Richardson (1999) and Cooper (2003), if the research do the apply the interview questionnaire by himself, besides answer probable doubts of the interviewed, he can explain and discuss the objectives of the research in order to have a clearer information.

The interview guide was composed of questions about which internationalization projects in FGV they have participated, the area of action of their work, if the projects were successful or not, the possible reasons of the failure or success of these projects and the reasons that made FGV start the project.

On the last part of the interview they were ask if it was possible for them determine which was the manager’s job based on the previews experience. Every one of the interviews follows the same guide and had duration of approximately one hour.

**Data Analysis:**

Taking into consideration that the collected data establish a relation between the internationalization projects and a group of variables, critical factors and the managerial job, on this study it was made a qualitative analysis of the information.
For this reason all the data is organized, synthesized and compare to some concepts of the theoretical framework. Based on this procedure, this research establishes the conclusions for the specific case and recommendations for future studies on this area.
CHAPTER 4

4. THE CASE STUDY: THE MANAGER’S ROLES IN A HIGHER EDUCATION INSTITUTE IN LATIN AMERICA

As stated before there have been three main approaches to the study management: as a set of functions, as a series of roles and an application of certain skills. In order to present the findings of the interviews the same structure is going to be maintained.

The forms of presenting the findings of the interviews are different for each category. On the following chapter the managerial functions are going to be presented under an analysis of EBAPE’s history. On the other hand, the Roles of a manager are going to be presented in the same structure that Mintzberg use just that is going to be adapted on how each one was present in the school. The management skills are going to be presented, base on the experience of each interviewed and what they consider were the most critical skills for their success.

All the interviews show that in order for a managerial work to be successful the first and more important step is to participate or fully understand the institute vision and mission. After determine this, is important to determine a plan of action with a realistic time frame.
“The Role of the manager starts when he decided where he wants to go. Normally in institutions like the EBAPE, this has to align with the principles of the university and Administrative Council. This plan has to be maintained in all the projects that the school realize and has to be pass to all the integrants of the department so the plan of action can be accomplished in the time needed”. (E1)

The Managerial Functions

In the year on 1952 a group of visionaries and country that needed leaders with knowledge about social and exact sciences working together with United Nations (UN) decide that it was necessary to create and Administration School in order to have an integral development and this is how was created the Brazilian School of Public and Business Administration (EBAPE - Escola Brasileira de Administração Publica e de Empresas).

With an international perspective it was how their Public Administration Program was created. Bringing American teachers and the application of Vestibular (Academic Exam presented to get in a Brazilian University) in a national scale it was how their first group was determined.

They were taught in social and exact sciences as, psychology, anthropology, law politics, history sociology, mathematics and statistics and in the administration sciences. During their entire carrier they also studied English and French, even
some classes were taught in those languages. Later it was introduced courses of account, marketing, finance, organization and methods, among others.

In this period of time (1952 – 1960) the politic and economic scenario in Brazil suffer major changes. The President Getulio Vargas committed suicide in 1954 and there was several brief interim governments which gave a uncertainty on the political sphere until 1956 when Juscelino Kubitscheck became president and assumed a conciliatory posture towards the political opposition and that allowed him to govern without major crises. The economy and industrial sector grew remarkably, all their institutions suffer major changes and in 1960 he inaugurated Brasilia, the new capital of the country.

With big changes like this around all the country, it was mandatory to have leaders and with the governmental support the EBAPE initiative grew stronger. With a staff that was taught to think one step ahead, members that had participated in most of the restructuration of the Brazilian’s public entities and many international partnerships were graduated the most prominent public figures of Brazil.

Also their research projects promoted by EBAPE has give them a reputation of pioneer in many fields, that cover areas of public and private sectors, public policy, social management, education in public administration and insight into the public sector infrastructure.
If we analyze these movements under the managerial perspective presented before, we will start to see the first glimpses on the profile of a manager in a higher education institute in Latin America.

“According the most of the literature the first function for a manager is to plan the future of the company, in a higher education institute is the same.

For us here on the EBAPE, as professor you have to plan your researches and classes, as director after your goals are determined you have the outline the methods that are going to be used and always be a step ahead for anything that can change in your scenario and let’s say that Brazil is a very dynamic one.” (E2)

“The planning of the steps that the school is going to take is the more important thing for the manager in a higher education institute. On the firsts years of EBAPE I remember that besides being the best school in Brazil, the other point was to be an internationalized institution.

We were taught in different languages and we had professors and a student body really internationalized to. Every step take during those years were towards the internationalization.

If you appreciate the complete history of the EBAPE you will see that the management was different for every period because we needed to be
adapted to all the changes that this country has suffer in the last 68 years, and we have always been one step ahead the major changes in our scenario that is why we have been able to stand as the most prestigious school in Brazil for so long” (E3)

Analyzing the profile of the EBAPE nowadays, it can be seeing that their managers have successfully accomplished the mission of being the best administration school in Brazil. Also, as all the interviews stated “The EBAPE is truly a university with an internationalized perspective” (E3).

As mention before on the literature review the next managerial function is organizing. According to Fayol and Higgins, organizing is to provide a business with everything useful to its functioning: raw material, tools and capital; and determining how these resources are going to be allocated.

In the case of the EBAPE, these politics have been determined by the Academic Council and the function of the manager here is “considered most as a follow up” (E3).

According to Gulick, organizing is the process in which is determined to formal structure of authority. If we consider this definition it can be seen that in the EBAPE “the formal authority is selected through elections and that this process is determined by the statute, so establishing the formal structure of authority is not really a core function for our school’s manager.” (E2).
“The functions of command, coordination, directing, leading, controlling and supervising are completely linked between each other and are embedded on every managerial action. Through EBAPE’s history, it could be seen that these functions have always been oriented towards the objective that every manager and the council have determined” (E2).

In an internationalized higher education institute one of the most interesting managerial functions to be analyzed is the staffing. As stated the mobility and exchange of students and teachers, are one of the top reasons for why the universities begins the internationalization process.

The reputation of being the best Public and Business Administration School in Brazil is a goal that the EBAPE has never failed to accomplish. Analyzing this under a broader perspective it can be appreciated that they are considered one of the best administration school of Latin America.

All the interviewed have had experience as international students that came to EBAPE or as EBAPE students that have gone abroad to do a specialization course or to teach.

“The exchange of students and teachers on the FGV is really one aspect that has always contributed to the excellence in this university. Nowadays no one can think just on Brazil, you have to thin in Latin America when you teach
management or when you management an administration school because the international agreements, as the Mercosur, have created that necessity.

Among the international projects that EBAPE participated it can be mention that, together with the IDB (Inter-American Development Bank) it was created the Inter-American School of Public Administration (EIAP – Escola Interamericana de Administração Pública) in which 90% of the students came from other countries to study courses on taxes, education, governmental institutions management, health, among others. Also with the bank existed programs in Uruguay and Mozambique.

Also it is worth mentioning the research projects around the globe, the reorganization of the Colombian Public Administration School, the U.N. programs in Panama, Costa Rica and in Ecuador. And they were also cooperation programs in Paraguay and Nicaragua. And nowadays we also have cooperation agreements with Angola.” (E3)

“The selection and recruitment of teachers will vary from the perspective of the person that in the moment is the manager of the school. The EBAPE has regular professors and also invited professors. Those professors that come here are selected depending upon their line of research, the projects that they have participated with the university and the need that the university can have at that particular period of time.
It is a really complex subject to select a professor, for a so prestigious university like FGV, especially for the EBAPE. They have to be one step ahead of the changes in the world, one step ahead of the researches that are one on the academic field and they have to maintain a certain number of annual publications.” (E2).

“Other critical point for every manager is financing or budgeting.” (E3).

Nowadays this function is one of the most important ones, and in a lot of cases the managers are evaluated based on these numbers.

“More than looking for financing, the EBAPE created a series of relations that finance the institution during different times. During its beginning the FGV was subsidized by the United Nations and the Brazilian government. After this we started relations with the Inter-American Bank of Development and even during a period of EBAPE’s history that it was the Organization of American States (OAS) and even the Ford Foundation who supported the development of the institution.

The major difference that the EBAPE has regarding any other higher education institute is that it grew under governmental support.” (E3)
Even though the financial principles and techniques that managers used are not going to be explained here, the fact that the relations maintained by the EBAPE at some point were the economic pillar to its development is worth mentioning.

The Roles of the Manager

As Mintzberg said “A role is defined as an organized set of behaviors belonging to an identifiable office or position” (Mintzberg 1973, page 54) and certainly each position has a set of behaviors and they will differ in the case of the manager in a higher education institution from one scenario to the other.

As was expected exist some differences between the original table presented by Mintzberg and the findings of the research. These differences are more based on the context in which the situation is presented that in the form of the role itself as it can be appreciated on the following sections:

**Figurehead:**

As mention before, according to Mintzberg the Figurehead represents the organization in all matters of formality as a symbol and this involves low or none significant information-processing or decision making. In the case of the EBAPE this role is normally presented by the director of the school, but sometimes is presented by the President of the Council or in the case of specific programs by the teacher responsible for it.
“The figure head role in the EBAPE is a little different from what you see normally outside. The professors have their independence regarding their research project, and in these cases they will appear as the figurehead. Obviously everything is always coordinated with the Director of the School”. (E4)

“In the case of a figurehead in the EBAPE we appreciate that normally the School Director is the person responsible for this, if we do the comparison with the business environment it could be said that it is the manager job. However, depending of the symbolism of the act sometimes is the President of the Council that appears or the president of the company as I normally refer to the comparison.

Regarding Mintzberg concept of a manager I say that the concept is very similar applied with just the exception that depending on the act or the importance of it, other people will do this role, and this is something that you normally don’t see in the corporate world, not in a big scale as we see it here.” (E5)

**Liaison Role:**
As stated before the manager links the environment with his organization through the interaction with this peers and people outside organization in order to gain favors and information.

In the EBAPE, this role is a critical factor for a successful managerial role. During its beginning the university was supported by the government and by different NGO’s and intergovernmental organization and even nowadays it still has a strong relationship with these organizations.

“The EBAPE has grown so strong attached to these relations, that in order to become a manager you must have strong relationships with the outside world. A lot of research and strong political and diplomatic relations are one of the pillars of having well developed researches on the public administration field.

A lot of the professors here have grow up with the institution, so these relationships are so embedded with our position that sometimes we don’t even think too much about them, but they are really important. I few appreciate the FGV as a whole, we are the institution that produce the economic index for Brazil and the EBAPE participate on the reorganization of the Colombian Public Administration School and let’s say that to reorganize a school in another country you need a lot of information from the environment”. (E2)
“The Liaison Role will vary to each person depending on the level of information and/or projects that his conducting with the outside. And this the big difference that the Higher Education Institutes have with the corporate world.

Here each one of us have the independence to coordinate the research projects – and act as liaison - in our expertise area as long as we coordinate everything with the Director.

The Liaison role of the School with the President of the Council, that is the person who has the ability of shaping the EBAPE future is the Director who based on his goals and objectives acts as a the liaison on the organizational point of view between us and the outside.” (E5)

“Nowadays every person that works for the EBAPE plays liaison role in a certain degree for the institutions because our core business is a high quality education that is always one step ahead of the changes that happen, and for this every one of us participate in projects that give us the opportunity to obtain the knowledge.

If we see the EBAPE just as an organization, like any other corporation, we can see that we have a decentralized but regulated structure and for this reason every professor will be act as liaison
role on his level. And as the level start to become more complex, the most centralized the interaction become.” (E7)

Leader:

According to Mintzberg, the manager must have to effect integration between individual needs and organizational goals; he has to define the relationship with his subordinates - guiding, motivating, staffing and so on; in other words, act as their leader.

“Once the guidelines are settled, is the Director of the school who is responsible for the follow up of the organizational goals and certainly the person responsible for hiring the staff.

When guidelines of how we are going to proceed are given to us with interaction of the Director we define the new researches to be made, the interaction with other universities, among other concepts.

It is definitely the job of the Director to maintain the motivation of the staff, but honestly I don’t know one single professor who doesn’t like to work here because in the academic world this one of the most prestigious institute that exists in Brazil and support that they give us is extraordinary.” (E8)
“Every director is elected to be the leader of the school for a determine period of time. And based on his vision of how to proceed for the next five years is that every one of us votes for the director.

With this as a precedent we can assure that the director or manager as it call on the corporate world, became the leader of the school. As soon as he became the leader it is his responsibility to motivate the subordinates and to staff the school.

Since each one of us work on our expertise areas the motivating part and we have standards to fulfill is not difficult to maintain everyone motivated, but the synergy that we accomplish to work initially is a responsible from Director to obtain, and after that his responsibility to maintain.” (E9).

Monitor, Disseminator and Spokesman:

Based on the informational roles a manager is responsible to receive and collect information and to disseminate the information to the outside. According to the interviews even though the entire staff have a relation with the environment and to a certain degree they all collect some information; but, if we appreciate just the organizational point of view the privilege information of the relationship between the EBAPE and the Council and the rest of the FGV is done through the director of the school.
“We all have some kind of work relationship with professor from different schools, as FGV Project in order to mention one, but the information that we gather is more on the different research projects that we will like to start or that we are already participating.

In this sense when we published our works we have to responsibility over them and we are the ones that participate as spokesman. But, when the realm of the information is organizational, in other words the EBAPE as an institution, the only authorized person to do this is the director or other person that we designate for this.” (E11).

Entrepreneur, Disturbance Handler and Negotiator:

The organizational structure in a higher education institute normally doesn’t change and the EBAPE is not an exception here. According to what was able to determine based on the interviews, the changes normally occurs when a new director is elected and the new work plan is implemented. In the case that the Council decides a new guideline is the job of manager to carry it through the school.

In the case of regular day to day situations that can occur and these interferences affect the organization as a whole is the manager responsibility to solve them. In the case of problem within the research projects if it
doesn’t affect the existing relationship among the institutions the responsibility of solving the problems is of the professor that is in charge of it.

“As a decentralized institution, each professor has autonomy to manage the changes that affect his work. Anything that affects the school the director will be the manager of the situation.” (E8)

Resource Allocator:

The resource allocator role means that the manager is the one that decides where his organization will expand its resources (money, time, material and equipment, manpower and reputation, among others).

The politics regarding the resources allocation, with the exception of manpower, are determined by statutes and they are normally authorized by the Council, just in the case of minor changes that don’t affect the functionality of the institutions the manager is able to decide where to allocate the resources.

“The distribution of the resources is determined by statutes and the council. This is one few centralized points that the FGV maintain now a days.
The manpower and the equipment that they need are provided by the school under the guideline of the director that is who authorize the hiring.” (E2)
<table>
<thead>
<tr>
<th>Negotiator</th>
<th>Deals with the regular situations and the non-routine negotiations with other organizations and individuals</th>
<th>plan is changed, but in case of needed the responsible for the involuntary situations and changes is the manager.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Allocator</td>
<td>Decides where his organization will expend its resources (money, time, material and equipment, manpower, and reputation, among others)</td>
<td>On the EBAPE the politics regarding the resource allocation are determine by the statutes and normally they are authorize by the Council, in case of minor changes the manager is able to decide where to allocate the resources.</td>
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**The Management Skills**

According to Robert L. Katz, the manager should have at least 3 kinds of skills: technical, human and conceptual. During the interviews it was asked to the participants, which one of the skills categories was in their opinion the most critical for an EBAPE’s manager and according to them for this kind of institutions the most important one is the human skills. (See graphic 1.3.)

**Graphic 1.3 – The most important management skill category**

![Bar Chart]

- Technical Skills: 11%
- Human Skills: 68%
- Conceptual Skills: 21%
“Certainly the manager needs the ability to use tools and specialized knowledge to carry out activities (technical skills) but in the EBAPE the manager strong point is the ability to work on interpersonal relations (human skills).” (E3)

“In the EBAPE, most of the knowledge that you need as a manager is acquired previously or learned during your period as director of the school, the human skills are the ones that guarantee a successful managerial job.” (E2)

Since the EBAPE has strong relations with government, private institutions and third sector foundations the political skills and the lobby abilities are an important foundation needed for the success of the manager.

On the table 1.5 are described the main characteristics that according to the interviews a manager in the EBAPE, or any higher education institute with the same profile should have.

<table>
<thead>
<tr>
<th>Technical Skills</th>
<th>Human Skills</th>
<th>Conceptual Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Motivating</td>
<td>Innovative</td>
</tr>
<tr>
<td>Job Experience</td>
<td>Leadership</td>
<td>Creative</td>
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<td></td>
<td>Carismatic</td>
<td>Sinergy</td>
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<td></td>
<td>Political</td>
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<tr>
<td></td>
<td>Diplomat</td>
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<td></td>
<td>Proactive</td>
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</table>
As stated by Katz (1974) the technical skills are the ability to use tools and techniques and specialized knowledge to carry out a method, process or procedure. In the case of the EBAPE this knowledge requires information systems, finance concepts, education quality, politics and economy, among others.

As stated before the human skills are the ability to work effectively in interpersonal relations. These skills that are the hardest to master, are the core function of the managerial work. In the case of the EBAPE’s manager, according to all the interviewed, the main characteristics that a manager on a higher education institute in Latin America should have are:

- **Motivation**, which is the process of getting the members or the group to pull weight effectively, to give their loyalty to the group and to carry out properly the purpose of the organization.
- **Leadership**, as define by Mintzberg (1973) is the heart of the manager-subordinate relationship and includes structuring and motivating subordinates, overseeing their progress, promoting and encouraging their development, and balancing effectiveness.
- **Charisma**, which is the ability to get their staff personal trust so they will trust his judgment and procedures all times.
- **Political**, a manager in the EBAPE or any another higher education institute on the same level needs to be wise and artful enough in order to pertain to the parties in the state and administration. This is one of the most important
characteristics for their manager’s because the EBAPE as all the FGV has strong relations with the government in Brazil and the rest of Latin America.

- Diplomat, which is the ability to deal tactfully with others.
- Proactive, since they have to be always one step ahead of the changes that occurs in the environment.

The Conceptual Skills as mention before are the analytical abilities to solve problems. All this abilities have to be shaped under an innovative and creative perspective, always keeping a synergy among the staff and all the other parties that participate in the EBAPE’s activities.

The main purpose of this project is to analyze the profile of today’s manager in an internationalized higher education institute under the classical management literature. After review the studies from Mintzberg (1973), Henri Fayol and Luther Gulick that were presented by James Higgins (1994), and Robert L. Katz (1974), it was presented the evidence of a school that has maintain a successful management for the past 56 years so it was easy to recognize the factors that each one of these categories presented.
CHAPTER 5

5. CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

On the last decades, the world scenario has significantly changed in a very short time frame. As a consequence of the globalization the world economy is seeing as blocks, the companies are changing their headquarters in order to obtain competitive advantages, the people are moving around the globe, and knowledge necessary to succeed on this dynamic scenario has to be vaster every day. To help administration students to develop techniques that will facilitate their work has become a challenge, and to manage those teaching groups of professionals a bigger one.

This research aimed to analyze the manager’s profile of an internationalized higher education institute in Latin America, based on the classical management literature. Even though exists a diversify theoretical approaches to this phenomenon, the basis for this study was based upon the Management Functions Theory presented by Higgins (1994) in which is presented an update of the works of Henri Fayol and Luther Gulick, The Ten Management Roles of Mintzberg (1973) and Managerial Skills presented by Robert L. Katz (1974).

The Higher Education Institute selected for this case study was the Brazilian School of Public and Business Administration (EBAPE), for the fact that during years this has been considered as the best management school of Brazil. Here it was described an
internationalization process for an educational institute and the motivations that leads to this process.

The principal findings obtained by the comparison of the theoretical framework and with a series of interviews done to formers managers of EBAPE are summarized on this section.

Even though it has been said that the theory used to analyze the managerial work will vary the same as the environment, the data obtained showed that for the industrial sector and the educational the manager job can be analyzed under the same perspective just taking into consideration that the way the managers will behave different but the same theories could be used for both environments.

Based on the findings it can be stated that this study reached its goal that was to analyze the manager’s profile in higher education institute under the classical management literature. According to the literature the manager could be defined as a person that practices a set of functions, a set of roles or certain skills, and as it was explained on the forth section each one of these categories defined a manager in a higher education institute. In this sense, the research methodology and the theoretical framework were effective.

Even though the main objective was reached this study presents as two main limitations. The first one is that the sector under analysis has a deficit on analysis in internationalization studies concerns with the manager’s point of view, which create a
lack of specialized information in this sector. This makes the data analysis more complex because the fundamental concepts to describe and measure the variables under analysis had to be determined by the researcher herself.

The second one is that just one university was the basis of this case study. Since not all the universities have the same profile as the Fundação Getulio Vargas, this reduces the capacity of generalization on this study. Despite this, the FGV was selected because has a vast numbers of internationalization projects.

Finally, for future studies, it is recommended to amplify the number of analyzed universities and establish comparisons among them. With this, it would be possible to identify easily the existence of patterns; fact that will permit the generalization of the ideas presented here and would amplify the number of researches done on this field.


APPENDIX 1

The Interview Guide

1. Present the research.

2. Ask the Questionnaire.

3. Establish a conversation of each one of the management perspectives analyzed on this research (the management functions, the management roles and the management Skills).

Questionnaire:

1. Which internationalization projects have worked in? Which kind of activity was or is realized in each project?

2. Which was your area of action on those projects?

3. For which reasons FGV started those programs (running or not)?

4. Which is, in your opinion, the first steps that a manager should take in a project like those?

5. Do you have knowledge on how was the beginning of the EBAPE?

6. Which one do you consider is the most important manager’s skill category (technical, human or conceptual)? Why?

7. Do you consider FGV as an internationalized institution? Why?

8. Do you have knowledge from other FGV internationalization projects and can you indicate me some one?