STRATEGIC RESTRUCTURING OF THE HUMAN RESOURCES SECTOR IN A JUNIOR ENTERPRISE

Thais Tiemi Gushiken1
Jéssica Syrio Callefi2
Leonardo Martins e Silva3
Lorena Mazia Enami4
Karoline Guedes5
Beatriz Lavezo dos Reis6

ABSTRACT

Objective: The objective of this paper is to present the restructuring of the Human Resources Sector of a Junior Enterprise, focusing on both the members and the organization.

Theoretical structure: The PDCA tool was applied to evaluate the main areas for improvement and manage structural changes in the human resources sector.

Method: For the study, the action research methodology was used. Documents of the enterprise's processes and results of surveys with members were used in data collection.

Results and conclusion: As practical results, it was observed that the action plans were effective, as the members continued with the enterprise the following year, progressing to a leading position, whether in management or a directory.

Research implications: In theoretical terms, this study advances by bringing the analysis of the PDCA cycle to the Human Resources sector, a subject little discussed in the literature.

Originality/value: This study presents the remodeling of the structure of a junior enterprise, relating theories of Human Resources and Process Analysis.

Keywords: Human Resources, Human and Organizational Development, PDCA Cycle, Junior Enterprise.

REESTRUTURAÇÃO ESTRATÉGICA DA ÁREA DE RECURSOS HUMANOS EM UMA EMPRESA JÚNIOR

RESUMO

Objetivo: O objetivo deste trabalho é apresentar a reestruturação da área de Recursos Humanos de uma Empresa Júnior, focando tanto nos membros quanto na organização.

1 Universidade Estadual de Maringá, Maringá, Paraná, Brasil. E-mail: tiemigushiken@gmail.com
Orcid: https://orcid.org/0009-0008-4929-7745
2 Universidade Estadual de Maringá, Maringá, Paraná, Brasil. E-mail: jessica.callefi@gmail.com
Orcid: https://orcid.org/0000-0001-7037-5981
3 Universidade Tecnológica Federal do Paraná, Apucarana, Paraná, Brasil.
E-mail: leonardomartinsesilva@gmail.com Orcid: https://orcid.org/0000-0002-5591-7620
4 Universidade Estadual de Maringá, Maringá, Paraná, Brasil. E-mail: lorenaenami@gmail.com
Orcid: https://orcid.org/0000-0001-9046-0630
5 Universidade Estadual de Maringá, Maringá, Paraná, Brasil. E-mail: karolineguedes13@gmail.com
Orcid: https://orcid.org/0000-0002-6956-7473
6 Universidade Estadual de Maringá, Maringá, Paraná, Brasil. E-mail: bia.lavezo@gmail.com
Orcid: https://orcid.org/0000-0002-5916-3184
1 INTRODUCTION

The objective of the Human Resources (HR) area, according to Sikora et al. (2016), is to evaluate the work group as a factor in supporting organizational objectives and the individual as an important productive process and social partner. Therefore, a good HR structure is essential for the development of employees, to increase the levels of information, knowledge and skills that will directly affect the professional and personal aspects of employees.

In the workplace, when a person is recognized, they become more productive and engaged with the company's objectives and goals. Therefore, the ability of the Human Resources sector in knowing how to listen and obtain data and transform it into important information make it a strategically important area (Eist & Winterton, 2005).

According to Alvesson (2002), the notion of Organizational Culture serves as a guide for the construction of meaning and action in organizations, both at the individual and group level. Therefore, it is up to people management to increasingly reinforce culture through organizational practices with the aim of consolidating it, so that it provides newly hired and older employees with a set of shared experiences.

For a Junior Enterprise this is no different. Junior Enterprises are extracurricular student organizations that improve the skills of the students in general, especially entrepreneurship (Moraes et al., 2020; Almeida et al., 2021). Strategies aimed at attracting, retaining, developing people and cultural aspects must be worked on in those to retain students, taking into account competition with other extracurricular activities.

The objective of this study is to present the results of a strategic restructuring of the Human Resources area of a Junior Enterprise. To provide theoretical support, theories of Human Resources and Organizational Culture were used, within Organizational Engineering. This research contributes to presenting the organizational restructuring and the practices that worked best to motivate team members of the studied enterprise and advances by using the PDCA Cycle tool as a way of structuring the analysis and improvement of the sector.
2 THEORETICAL FRAMEWORK

According to Brazilian Law No. 13,267/2016, a Junior Enterprise is an organization managed by undergraduate students at higher education institutions. The purpose of these students is carrying out projects and services related to the academic and professional areas, in order to qualify them for the labor market.

Therefore, they use a business-teaching model linked to learning in practice, in which students must manage a company (Almeida et al., 2021). There are several benefits, by experiencing the business and commercial environment, junior entrepreneurs become more productive and skillful, they are able to visualize their role in the global market scenario and in their companies or sectors as future employees. Their professional perception is also improved, as they will better observe their own attitudes and behaviors. Additionally, an improvement is seen in their ability to recognize opportunities, plan, apply actions and evaluate results (Daniel et al., 2019).

2.1 Recruitment and Selection (R&S)

The Recruitment and Selection process contains the activities of attracting candidates, training, selection, until hiring. It is considered an important process for the company, as the time spent in the human resources sector to filter adequate candidates represents a significant amount of time in their work day. In addition to the damage caused by the loss of a collaborator, which ends up burdening others (Milkovich & Boudreau, 2000).

According to Milkovich and Boudreau (2000), recruitment should be concerned not only with the qualifications of employees, but also with diversity and inclusion, as diverse people who have different perspectives and experiences can deliver better and innovative results.

2.2 Retaining Talent

Milkovich and Boudreau (2000) state that, in 1992, dismissal in a United States company cost $105,000 per employee, and analysts estimated that firing another 75,000 people would cost $120,000 per capita. As stated above, it is not advantageous for a company to have a high turnover rate, as this brings high costs, in addition to leaving a gap in a role that can end up overloading other employees. The same study showed that several vice presidents ended up leaving the United States company, mentioned above, when they realized that they would no longer be able to grow in their careers.

When an employee is satisfied with their job and role, this reflects on their commitment to the company (Gregolin et al., 2011). Organizational Culture has a great impact on retaining talent and reducing turnover (Isa et al., 2023). Therefore, it is up to the Human Resources sector and the organization to invest in retaining this talent. What precedes satisfaction can be: identification with activities, participation in decisions, effective communication, integration, expectations met, among other factors. Knowing this, it is HR’s job to see each employee as unique, knowing the ambitions each one, as well as their strengths and weaknesses to provide the best experience.

Dismissal decisions might come from the employee himself, which can come externally, such as job opportunities in other companies or personal and family reasons. On the other hand, many others are intern, namely: work overload, lack of integration and appreciation and mainly the lack of promotions (Zanelli et al., 2004).

Furthermore, according to Bekin (2014), the current internal marketing trend aims to share values, objectives, and facilitate exchanges between employees to strengthen
interpersonal relationships and internal communication. These policies are strategies that can make employees feel valued in their role and stay with the company longer, increasing the retention percentage.

2.3 Performance Evaluation

According to Milkovich and Boudreau (2000), performance evaluation seeks to promote the continuous improvement of employees based on information collected about their own work. Assessment programs aim to value qualities, detect potential to be developed, define objectives, prioritize training needs, value interpersonal relationships, develop individuals following organizational goals and aim to improve results.

2.3.1 360º-degree feedback

In the 360-degree feedback, the employee will be evaluated through grades by all the people he works directly with, in addition to being evaluated by himself and his leader. This way, it is possible to have a broader view of the evaluations, what is actually a skill that can be improved and what will be highlighted as a positive point for feedback.

As reported by Gramigna (2002), there are many advantages in applying this tool, such as: in feedback return meetings, the employee is able to reflect on their difficulties from teammates; It can serve as a basis for creating an orientation map with goals and objectives and the employee will become more attentive in their day-to-day tasks. Furthermore, for the company, it will result in an effective way of retaining talent, a strong learning culture and increased productivity.

2.3.2 Nine box

Nine Box matrix is a tool that helps evaluate employee performance. It was based on a previous formulation, which was a tool to assess investment viability (Alosaimi et al., 2021; Ferreira da Costa et al., 2019).

It has two axes, one evaluates the employee’s current performance and the other evaluates results expected for the future. Therefore, it is possible to visualize in a better way, which employees are “high potential”, maximum in the matrix, and those who are “insufficient”, minimum in the matrix (Ferreira da Costa et al., 2019).

2.4 Individual Development Plan (IDP)

For Milkovich and Boudreau (2000), career planning is the process that the employee goes through to organize and put into practice activities necessary to achieve their new position or development goal.

In addition to having this objective in mind, the employee must also know the path to be followed to achieve it. As claimed by Fleury and Fleury (2000), to develop people, it is necessary to provide information and support so that they learn new knowledge, skills and competencies and become more efficient in what they do.

The Individual Development Plan manages to combine these two factors. It aims to align the level or objective that the employee wants to achieve and the short-term goals that aim to optimize their points for improvement. In its construction, it is possible to describe action plans so that the leader can monitor progress (Hatta et al., 2018).

In the reality of a junior enterprise, the consultant and advisor can move from one year to the next taking on a project management or board position, which represent leadership
positions. Throughout the year, when members join the organization, they receive a lot of new information and learning. Therefore, having a person to guide and show the several possibilities that the member can achieve is important to promote an exponential and conscious learning curve, that is, for them to know the result they will achieve.

2.5 Training

Training is one of the aspects of employee development, as it increases their skills, concepts, attitudes towards the company and its standards. There is evidence, as discussed by Milkovich and Boudreau (2000), that increased investment in training increases along with the organization's long-term profitability.

Training aligned with the organization's strategy and performance assessment, to understand the real needs of employees, is a strong weapon for transformation and development. Closely linked to this, it is important that employees can put the learning acquired into practice on a daily basis, therefore, the experience along with the learning.

2.6 PDCA

PDCA, according to Peinado and Graeml (2007), is a tool that organizes procedures so that improvements can become more evident and be implemented. What makes the PDCA cycle effective is that with each improvement made, the cycle restarts and new planning and experimentation with innovations may be carried out. This method has 4 steps:

- **Plan:** Identify what will be accomplished or optimized, observe the problem, analyze to discover the main causes and define an action plan;
- **Do:** Execute the planned work, in accordance with the action plan;
- **Check:** Analyze the results achieved, collect data and identify failures and errors;
- **Act:** Act to correct failures and errors, if any, standardize assertive processes, review activities and planning.

PDCA can be applied to different concepts: within machinery industries, at events, within a company's sector processes, in short, everything that involves a process.

3 METHODOLOGY

Based on the proposed objective of the study, the project is classified as action research. Thiollent (2009) describes that this method is related to solving a collective problem, and researchers and participants act in a cooperative and participatory way. Furthermore, members participate in this resolution with differentiated knowledge, proposing solutions and learning through action.

Thiollent (2009) indicates that action research must be implemented in the form of planned action and that the results achieved do not pass by unique criteria, with each situation being different from the other. For the purpose of knowledge, it is certain to seek additional information, other types of procedures to expand knowledge about what needs to be resolved.

The present study was applied in a Junior Enterprise of the Production Engineering course at a State University located in the State of Paraná, containing 28 members, covering the years 2021 and 2022.

Regarding the data used in the research, they were extracted from the following sources: (a) Satisfaction Surveys applied throughout 2021 to all members, which aimed to evaluate and understand the experience and business background within the organization; (b) Satisfaction surveys in relation to workshops applied and representation outside the university; (c) Percentage of employees retained for the next year, employed and in leadership positions; (d)
Training carried out to promote personal development and squad\textsuperscript{7} effectiveness rotated, with the purpose of promoting innovations for the company. Documentary data relating to the structuring and control of processes was also collected, such as: spreadsheets, reports and diagrams.

Therefore, it was first necessary to understand the main problems that the organization was facing in order for management to tackle, so that action plans could be created, applied in practice and guided in their success based on the indicators.

4 RESULTS AND DISCUSSIONS

To begin restructuring the sector, it was necessary to analyze what was already done in the company and the opportunities that could be implemented. Therefore, the PDCA tool was used to assist in this process, as shown in Figure 1.

Figure 1: Diagram with the stages of the PDCA Cycle

<table>
<thead>
<tr>
<th>Plan</th>
<th>Do</th>
<th>Check</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recruitment and selection</td>
<td>Internal pillar</td>
<td>Effectiveness scores of the squads</td>
</tr>
<tr>
<td></td>
<td>Retaining talent</td>
<td>External pillar</td>
<td>Organizational climate thermometer</td>
</tr>
<tr>
<td></td>
<td>Performance evaluation</td>
<td>People pillar</td>
<td>Performance evaluation</td>
</tr>
<tr>
<td></td>
<td>Individual Development Plan</td>
<td></td>
<td>Individual development plan</td>
</tr>
<tr>
<td></td>
<td>Training</td>
<td></td>
<td>Standardization of practices and suggestions for improvements</td>
</tr>
</tbody>
</table>

Source: Prepared by the authors (2023).

4.1 Plan

To assist in planning, the Human Resources theory of Milkovich and Boudreau (2000), previously presented in the Theoretical Reference section, was used as a basis, in order to relate theory with practice.

The following points proposed by the authors were evaluated: (1) recruitment and selection (R&S); (2) talent retention; (3) performance evaluation; (4) individual development plan (IDP); and, (5) training.

a) Recruitment and selection (R&S)

The company in question has the recruitment and selection part structured with the following steps: registration, group dynamics, interviews, training and case, trainee period, final

\textsuperscript{7}Title used for each team, created in pursuit of a specific objective within a corporation.
result. Throughout the process, candidates learn about all the possible areas in which they can work. All directors participate in the selection.

Along with the process for new members, the process for project managers takes place in parallel. This way, during the fictitious consultancy, the directors who act as clients are responsible for evaluating the manager's performance to find out if he is capable of exercising this leadership role in the next year.

That said, recruitment and selection will not be an issue to be explored in this study, as it has a well-established and effective process within the Junior Company.

**b) Retaining talent**

For the area of talent retention, an opportunity was identified, given that historically, there is a high turnover of members in the company due to being in a university context and without remuneration. It ends up being inevitable that every year a new selection process is carried out to renew project consultants, however it is expected that for the following year, the company's first-year members will be able to continue as leaders and guide new employees, as they have more experience.

Showing the perspective of growth, looking at each person individually, promoting moments of leisure and growth are important to retain talent. Thus, as a solution, the following were implemented: the Individual Development Plan program, integration events, conversations with former members, internal competitions, lectures and training.

**c) Performance evaluation**

It was identified that the company did not have member performance evaluation. Even on the part of the leaders of each board, there was no close attention to the individual development of each team member. Thus, a 360° performance evaluation was structured, where everyone would evaluate the people they had contact with in their daily lives, from leaders to members of the same position. And a culture of feedback and mentoring from leaders must also be implemented.

**d) Individual development plan (IDP)**

Again, linked to talent retention, the IDP helps align the expectations of the members to understand the real ambition of the position for the following year and establish action plans so that improvement points can be effectively overcome throughout the year. Therefore, as gathered from the feedback of the members, this in the previous year was not a structured process put into practice by the leaders. Therefore, in relation to this point, a great opportunity was identified, which could be the main function for the HR area in terms of people development. As planning, 4 individual meetings would be held with each member during the management to carry out the IDP.

**e) Training**

Training at the company in question took place, however, for the chosen topics, no research was carried out to first find out the preference from the members or aligned with the company's goals. Training needs to come from a need and desire so that time can be optimized and enjoyed by everyone.

From this, there was an opportunity to build a process based on an individual perspective to provide the most assertive training.

### 4.2 Do

For execution, the HR area was divided into 3 main pillars, according to the activities carried out, namely: internal, external and people pillars. Although the action plans in the *Plan* only cover topics related to human development, there was a need to also act on points to develop the organization itself. Board 1 shows the activities that were addressed for each pillar.
### Board 1 - Activities carried out in each pillar

<table>
<thead>
<tr>
<th>Activity</th>
<th>Main problems</th>
<th>cornerstone</th>
<th>Actions to be performed</th>
</tr>
</thead>
</table>
| **Squads**                      | Existing process, however, lack of focus for innovation     | Internal    | 1. Survey of priorities  
2. Realization of squads                                 |
| **Social actions**              | Nonexistent process                                         | External    | 1. Community survey  
2. Project definition  
3. Project application                                      |
| **Workshops**                   | Existing process                                            |             | 1. Survey of new training  
2. Content realization  
3. Application                                                   |
| **Recruitment and selection (R&S)** | Existing process                                           | People      | To maintain                                             |
| **Retaining talent**            | Nonexistent process                                         |             | 1. Individual Development Plan                         |
| **Performance evaluation**      | Nonexistent process                                         |             | 1. Preparation of the questionnaire  
2. 1:1 with each member to provide feedback                  |
| **Individual development plan** | Nonexistent process                                         |             | 1. 1:1 with each member for elaboration  
2. Pass it on to leaders to monitor goals                     |
| **Trainings**                   | Existing process, however, lack of focus on the need        |             | 1. Collect needs from the first IDP  
2. Carry out the training schedule                           |

**Source:** prepared by the authors (2023).

### a) Internal pillar

The internal pillar aims to work on innovation and internal improvement of the company. According to Tidd and Bessant (2015), innovation is being able to identify a problem and transform it into an opportunity for change. Therefore, in 2020, due to a high demand for improvements that were identified and a lack of people responsible to take on this front, a new position called Operations Manager was created in the company. He was responsible for managing multidisciplinary teams, squads, in projects that were adapted to the reality of EJ based on agile and Scrum methodologies. Therefore, they were more flexible and aimed to bring faster results, and with Scrum, it became possible to identify challenges during the process more clearly. This gave speed to projects, quick results and opened doors for incremental and radical innovations, which according to Tidd and Bessant (2015), differ in the aspect of acting on the improvement of already structured processes and, secondly, in a new concept to starting from scratch.

The squads involved the activities of: Project analysis, Cases for negotiation, BPMN Manual, Writing cases, Restructuring the services page, Employer Experience Project, Finalizing consultancies, Online consultancy, Visual restructuring of proposal slides, CRM in Ploomes, Pricing and Advice.
b) External pillar

The external pillar focuses on taking the name of the Junior Enterprise to other institutions, expanding its popularity and, at the same time, promoting the development of members through new activities. For a person's development, not only should training be taken into account, but also career and experience (Milkovich & Boudreau, 2000). Social actions are factors that contribute to consumers' purchasing decisions (Oliveira & Gouvêa, 2010). To this end, some initiatives were taken, where members were a central focus to develop skills and be more prepared for the job market. Social actions and online lectures were developed.

c) Pillar people

The people pillar focuses on developing members in technical and operational skills.

During 2021, some actions were taken to retain members and provide the best experience they could have. Among them, the individual development plan (IDP), which will be covered in more detail in the following topics, but, in addition, integration events to promote socialization and celebration outside the work environment; conversations with former members of the organization, designed to inspire current employees, internal competitions and lectures aimed at personal and professional growth.

The company in 2021 was made up of 5 departments: presidency, projects, HR, marketing and business. At the beginning of the year, it was noticed that integration between participants from each board was not being as close. With this in mind, the HR area decided to put into practice a competition that had several activities to be carried out in exchange for points, and which were to be done mainly with the members of each board. Every week the points classification was presented and after 3 months the winners were announced and awarded in an internal ceremony. This action promoted greater integration of members and engagement in activities.

During the year's holidays, gifts were given individually to company members as a way of recognizing all their efforts. Although the organization could not use salary increases as a retention strategy, small actions like these made members feel more valued.

To carry out an assessment effectively, it is necessary to define parameters that make sense for the organization and are aligned with its values and objectives. Therefore, a tool was built in Excel based on operational and strategic skills. The operational competencies included skills aimed at carrying out tasks and delivering consultancy services. The Operational Skills assessed are presented in Board 2.

<table>
<thead>
<tr>
<th>Board 2 - Operational skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operational</strong></td>
</tr>
<tr>
<td>Competence</td>
</tr>
<tr>
<td>Focus</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Organization and planning</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Strategic Reform of the Human Resources Sector in a Junior Enterprise

<table>
<thead>
<tr>
<th>Competence</th>
<th>Evidence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-time deliveries</strong></td>
<td>Deliver activities on time or even before</td>
<td>Ask questions before the activity you are doing, don't leave it to the last minute</td>
</tr>
<tr>
<td><strong>Quality deliveries</strong></td>
<td>Has quality delivery</td>
<td>Always seek to review your deliveries to correct errors, commit to the corrections proposed by the manager</td>
</tr>
<tr>
<td><strong>Innovation</strong></td>
<td>Brings innovation to the project</td>
<td>Presents any different tools or methodologies</td>
</tr>
<tr>
<td></td>
<td>Think outside the box</td>
<td>It doesn't just think about solving the most obvious problems, it worries about bringing something different</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Has cohesion and coherence in writing</td>
<td>The text has meaning and links between sentences</td>
</tr>
<tr>
<td></td>
<td>No grammatical errors</td>
<td>Write words correctly and use accentuation appropriately</td>
</tr>
</tbody>
</table>

**Source:** prepared by the authors (2023).

Strategic competencies were focused on member behavior and posture. Therefore, skills that are related to professional and personal skills. Again, as in Board 2, so that evaluators could understand more assertively what each attribution meant, and not leave the interpretation free, evidence and examples were provided for the best evaluation, as shown in Board 3.

**Board 3 - Strategic skills**

<table>
<thead>
<tr>
<th>Competence</th>
<th>Evidence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Can convey the message you want to convey assertively</td>
<td>It's clear, objective and doesn't mess around to get a message across. Doesn't take many turns to get to a topic</td>
</tr>
<tr>
<td></td>
<td>Has non-verbal communication</td>
<td>He has good body movement when speaking, he doesn't move so much that he conveys nervousness or anxiety. Can unite the body with the verbal</td>
</tr>
<tr>
<td></td>
<td>Has a presence</td>
<td>People perceive and feel the energy of the speaker, they can convey emotions through speech, it is not monotonous</td>
</tr>
<tr>
<td><strong>Team work</strong></td>
<td>Proposes ideas to collaborate with the team</td>
<td>It supported the achievement of some result in previous experiences through the suggestion of ideas that were implemented by a group of people.</td>
</tr>
<tr>
<td></td>
<td>Works on other people's ideas to generate results</td>
<td>He was open to receiving ideas from other people and becoming part of the group responsible for implementing them.</td>
</tr>
<tr>
<td></td>
<td>Involves different people in discussions and group work</td>
<td>He identified that people were not participating in the construction of some ideas and inserted them in this context so that a better result was generated.</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Has the ability to influence people</td>
<td>In an activity, you can guide a group of people and make them listen to you</td>
</tr>
</tbody>
</table>
Throughout the year, two performance evaluations were carried out. In the first, the entrants were evaluated in the selection process for the company. The objective of this is to help leaders throughout the year, so that they are attentive to these potential talents in order to retain them and prepare them to be their successors. Entrants are classified using the nine box tool.

As for the second evaluation, a 360° evaluation was carried out, that is, a form of questions was structured so that leaders could evaluate their subordinates and the opposite too, the evaluation between teammates and self-evaluation. In order not to lose the parameter used in the first one, the same skills and notes were used in the form. Furthermore, the evaluator was able to add comments regarding the person evaluated, which contributed as input for individual feedback.

All evaluations were read and filtered by the HR director, who at the end scheduled a meeting with each member to provide feedback and align points for improvement and strengths. In Figure 2, there is an example of how their evaluation chart was presented to the employee. It was possible to observe with this practice that many people ended up diminishing their strengths and these conversations showed how good they were in the eyes of others. Furthermore, the points below were used for the IDP, to draw up action plans and thus optimize them.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Has empathy with members</td>
<td>Is always ready to help and listens well to teammates</td>
</tr>
<tr>
<td>Take responsibility for her</td>
<td>In a consultancy, assume responsibility for a more aggressive client</td>
</tr>
<tr>
<td><strong>Negociation</strong></td>
<td></td>
</tr>
<tr>
<td>It is communicative</td>
<td>Can develop a natural dialogue with another person</td>
</tr>
<tr>
<td>Has sales techniques</td>
<td>Knows and applies sales techniques when negotiating with customers</td>
</tr>
<tr>
<td>Has a good argument</td>
<td>Knows how to argue objections coherently</td>
</tr>
<tr>
<td>Knows how to listen</td>
<td>Can capture the message the customer wants to convey and detect their pain</td>
</tr>
</tbody>
</table>

**Source:** prepared by the authors (2023).
At the end of the two assessments, it was possible to compare the member's growth from the first to the second. In Figures 3 and 4, one can observe the comparison of 4 members whose names were kept confidential, replaced by the letters w, x, y and z, to give an example.

**Figure 2** - Example of the 360° assessment result presented to the member individually  
*Source:* prepared by the authors (2023).

**Figure 3** - Performance in the first assessment  
*Source:* prepared by the authors (2023).

**Figure 4** - Performance in the second assessment  
*Source:* prepared by the authors (2023).
It is possible to see that member W from his first assessment to the second had an increase of 8.14%, as well as member Y with a 5.1% increase. On the other hand, member X decreased his performance by 32.98% and member Z, 1.32% less.

According to the result obtained from the increase/reduction, it was discussed with the member to align expectations and understand the situation in an empathetic way. And, once again, those who evolved would be potential successors for the 2022 leadership.

The Individual Development Plan (IDP) was also applied. The meeting to define the Individual Development Plan consisted of individual conversations with the 23 members, including project managers, with the HR director that lasted around 1 hour and aimed to define an objective, main points of improvement and plans of actions to achieve this goal. To achieve this, the questions guiding the conversation were: 1) What are your short and long term goals? 2) What needs to be improved to achieve this goal? 3) What action plans will help you improve?

With the responses documented and the deadlines established, a transfer was made from the HR director to the mentors of each member. The mentors were the direct leaders of each person, responsible for supporting the development of their leader based on the IDP.

The first IDP was carried out at the beginning of management to better understand the expectations that members had when joining the company. This alignment was important, mainly to allocate employees to activities that were in line with their interests. The second was carried out together with the feedback conversation from the second performance evaluation, which helped in building points for improvement, and the third was carried out in the last quarter, in order to provide a retrospective of what was done and evolved.

Finally, some of the training provided was carried out by company partners and others by members themselves who had skills and knowledge on the subject. The training topics were: Green Belt Training in Lean Six Sigma, Linkedin, Power BI, Illustrator and Excel.

4.3 Check

During the 2021 administration, the same satisfaction form was applied 4 times, twice a semester, to understand, from the members’ point of view, how their experience was being, on a scale of 0 to 10. In addition to the grade, members answered essay questions to collect even more input. Such questions were prepared based on the vision of the company’s leaders to collect assertive feedback regarding internal communication, points for improvement in the organization, positive points, among others. This indicator was developed to guide the actions of both the board to which the member belonged and the HR. The 11 questions contained in the form were:

1- Which board do you belong to?
   ( ) HR ( ) Marketing ( ) Business ( ) Projects
2- Do you believe that communication between you and your director is clear?
3- Do you believe that communication between you and your manager is clear?
4- Do you believe that communication between you and your colleagues is clear?
5- Do you feel comfortable giving feedback to the people who work with you?
6- Do you feel recognized for the work you do within the Junior Enterprise? Comment on.
7- Do you feel distant from the people who occupy executive board positions? If so, in your view, how could this be remedied?
8- For you now, what are the negative points of working here?
9- For you now, what are the positive points of working here?
10- How do you evaluate the work of the executive board so far? If you would like to comment or give any feedback regarding each one, feel free.
11- How do you evaluate the experience you are having within the Enterprise? Give a rating from 0 to 10.
In Table 1, it is possible to see the second survey with the least prominent value. This was mainly because members were feeling overwhelmed in relation to consultancies, which was the reason most cited in the document. After this, an increase can be seen until the last survey, which were the periods in which the board invested in more get-togethers, integrations and the company's strong culture.

<table>
<thead>
<tr>
<th>Satisfaction survey</th>
<th>Grade average</th>
</tr>
</thead>
<tbody>
<tr>
<td>First search</td>
<td>9.2</td>
</tr>
<tr>
<td>Second search</td>
<td>7.0</td>
</tr>
<tr>
<td>Third search</td>
<td>8.6</td>
</tr>
<tr>
<td>Fourth search</td>
<td>9.6</td>
</tr>
</tbody>
</table>

Source: prepared by the authors (2023).

In addition to the self-knowledge that the IDP promoted and this individual perspective, another factor that could contribute was the company's internal selection process for managing the board of directors in 2022. This process began in August 2021 and ended in December of the same year, in co-management between the boards. And it was of great importance to make employees aware of this opportunity, as well as to prepare them for it, as these people would be the future of the organization. As a result, 100% of the members who remained for 2022 were in leadership roles, whether as director or project manager.

One of the other desires of the junior entrepreneur, who wants to end his journey with the organization, is to be able to work in the job market right away. Taking this perspective into account, as an indicator at the end of the year, a percentage of 94% of members left and joined another company.

4.4 Act

Points for improvement in recruitment and selection include the format of the process. Until 2021, the selection process to join the company took around 2 and a half months to complete, which ended up being extensive and tiring. Leaner processes focused on quality can bring more agility to this stage and redirect this remaining time to other initiatives.

It should also be taken into account that people's behavior and profile after the pandemic changed because they were inserted in a reality they were not familiar with before, so it also makes sense for the process to adapt to the changes that are being experienced today.

Of the activities carried out on this topic, integrations and celebrations could be divided and distributed in a better way, as with the progress of 2021, many ended up being concentrated in the second semester, which was reflected in the last 2 satisfaction surveys with high marks. Even more so, for retention, other initiatives could be put into practice, as it is a widely talked about topic and extremely important for companies today. As for the conversation with former members and lectures, they were very assertive, however it is recommended that there be standardization in relation to frequency and also a schedule with what is expected for each of the meetings.

For the competition, it was the action plan that brought a positive and visible result. Therefore, it is recommended that it be standardized so that all management can take place, with the exception of changing activities and scoring methods.

Taking into account the positive results that the IDP brought, it is expected that it will be standardized for the coming years, but in a more agile way. Individual conversations with members took up considerable time that could have been used in a better way, although as a
positive point, this moment provided greater proximity to understand the real needs of each one.

Another positive point was the mentoring process to monitor the progress of the IDP. As there are more than 25 members annually in the company, one person to control everyone is unfeasible.

The training and the initiative to understand each real need was a first step towards further improvement. This point is fundamental for every company, even more so for junior companies. Invest in good professionals, good companies to monitor and create a schedule with dates, so as not to end up missing the opportunity to fit a date. At the end of each training, it is recommended that a feedback form be given to understand whether the content arrived efficiently and whether it was productive.

5 CONCLUSION

More and more companies are investing in more humane processes, valuing employees and ensuring safety. Furthermore, the HR area is experiencing a growing technological digital transformation with the various software and management tools present today, to make processes that were previously manual processes more agile. This ends up optimizing time so that professionals in the field can focus on more qualified and assertive retention, recruitment and selection strategies, efficient training and attractive career plans for employees.

Thus, the current study had the general objective of presenting the strategic restructuring of the Human Resources department of a Junior Company. And for this objective to be achieved, 3 pillars were structured: internal, external and people to compose the main action plans that guided the work.

Based on the results obtained, it is possible to conclude that investing in an area focused on people, even in a junior company, makes the process more conscious and efficient, especially for people who end up joining and in the same year are already placed in leadership positions in the future. Even so, it is suggested that future management can invest in software that meets the company's needs so that information is centralized in one place. With this, it will be possible to start the data driven process, which is decision making based on concrete data.

Combining knowledge of people management with production engineering, it was possible to define a process, standardize it and improve it for the next cycle. Therefore, by combining continuous improvement tools and quality in any area, it becomes possible to reach the ideal model.

Finally, the topic related to people will always be in constant evolution, as we go through several transformations. Therefore, it is suggested that studies on the topic can be constantly updated.

REFERENCES


