


A new approach: People management and environmental education as assumptions for business and social development

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Rodrigo Antonio Rodrigues Alves¹, Domingos Benedetti Rodrigues², Claudia Maria Prudêncio de Mera³, Vaneza Cauduro Peranzoni⁴, Daniela da Silva⁵, Luana Possamai Menezes⁶, Fernanda Marques Milesi Agnolin⁷, Joice Nara Rosa Silva⁸, Paulo Gomes Palmeiro⁹ and Cátia da Silva Herter¹⁰

ABSTRACT

This article addresses people management and environmental education, as prerequisites for business and social development. The importance of the topic is justified, as environmental issues have rarely been the subject of training and qualification of people managers in today's business and social organizations. Due to the urgent need for sustainable development and international and Brazilian legal regulations, environmental

¹ Master in Business Administration - University of Santa Cruz do Sul (UNISC)
University of Cruz Alta (UNICRUZ).
Cruz Alta/RS - Brazil

E-mail: rodrigo.alves@iffarroupilha.edu.br

² Post-Doctorate in Law from the Integrated Regional University of the Upper Uruguay and Missions (URI - Santo Ângelo Campus)

University of Cruz Alta (UNICRUZ)
Cruz Alta/RS - Brazil

E-mail: mingojuslex@yahoo.com.br

³ PhD in Rural Development at the Federal University of Rio Grande Do Sul (UFRGS)

University of Cruz Alta (UNICRUZ)
Cruz Alta/RS - Brazil

E-mail: cmera@unicruz.edu.br

⁴ Post-doctorate in Education from the University of Santa Maria (UFSM)

University of Cruz Alta - UNICRUZ
Cruz Alta/RS - Brazil

E-mail: vperanzoni@unicruz.edu.br

⁵ Graduated in Social Communication - Journalism - University of Cruz Alta (UNICRUZ)

University of Cruz Alta - UNICRUZ
Cruz Alta/RS - Brazil

E-mail: danieladasilvadds12@gmail.com

⁶ Master's Degree in Nursing from the Federal University of Rio Grande do Sul (UFRGS)

University of Cruz Alta - UNICRUZ
Cruz Alta/RS - Brazil

E-mail: luana.possamai.menezes@gmail.com

⁷ Master's Degree in Sociocultural Practices and Social Development from the University of Cruz Alta - UNICRUZ.

University of Cruz Alta - UNICRUZ
Cruz Alta/RS - Brazil

E-mail: fernandammagnolin@gmail.com

⁸ Master in Literature from the University of Santa Cruz do Sul (UNISC)

University of Cruz Alta - UNICRUZ
Cruz Alta/RS - Brazil

E-mail: Joicergs@yahoo.com.br

⁹ Master's Degree in Bioscience and Rehabilitation from the Methodist Institute of Porto Alegre

University of Cruz Alta - UNICRUZ
Cruz Alta/RS - Brazil

E-mail: pgpalmeiro@hotmail.com

¹⁰ Graduated in Pedagogy from the University of Cruz Alta (UNICRUZ)

University of Cruz Alta - UNICRUZ
Cruz Alta/RS - Brazil

E-mail: Herter851@gmail.com



education becomes an integral part of the training of people managers. The general objective is to demonstrate that people management from the perspective of environmental education constitutes contemporary assumptions favorable to business and social development and human emancipation. The methodology used to carry out the research consists of the deductive method and the historical auxiliary method. As for its nature, it is descriptive and bibliographic and as for its techniques, it is qualitative and theoretical. Human resources administration in Brazil needs to evolve according to political, economic and social facts of each era. Currently, strategic people management, mainly as a result of the development of organizations and a greater level of complexity in the labor market, requires the inclusion of environmental issues, which involve organizations, which has come to require a continuous process of training of people managers with a vision of professional emancipation. To this end, the process of training-emancipation of people managers, people and consumers/citizens must be permanent and in accordance with the new environmental demands, rights and obligations that are emerging, so that society can develop in a positive way. Sustainable and lasting way from your place.

Keywords: People management, Environmental education, Development, Human emancipation.



INTRODUCTION

Not so long ago, human resources (HR) was considered only a personnel department. It operated in a mechanistic manner, with the employee obeying and performing tasks, and the boss being responsible for centralized control. The sector was seen as merely responsible for hiring or firing employees. Today the scenario is different, because this sector, in addition to being responsible for the entire process of hiring people (selection, hiring, compensation and training), is responsible for maintaining communication between employees and the company and providing, in the broad sense, professional emancipation (Marras, 2000). According to Chiavenato (2014), current people management is composed of six main processes: aggregate, apply, reward, develop, maintain and monitor.

For a better structuring of the text, the study was carried out in four approaches. The first deals with the historical aspects of people management in Brazil until 1930, the second addresses people management from 1930 to 1985, the third mentions people management in the period from 1985 to the present day and, finally, environmental education as a contemporary focus on people management.

The transformations brought about by these professionalization processes generate impacts that induce the re-elaboration of concepts, such as sociocultural identity, which includes the notion of "place" of work, citizenship, labor relations and the environment. Emancipation involves a series of issues, such as: the individual, recognition, the place of the subject in social practices, the mediations between the existence of individuals and social life, the interconnections between forms of life and social structure, the links between social movements and classes, the different forms of conflicts, the limits and potentialities of emancipatory actions and environmental issues in the process of people management.

METHODOLOGICAL ASPECTS OF THE RESEARCH

To carry out this research, the bibliographic-reflexive method was used. The methodological technique employed consists of a bibliographic review in order to obtain systematized, synthesized and re-elaborated information based on the authors' critical reflections.

The study is classified as a descriptive research, using the literature review method. According to Ribeiro (2007), the main objective of a literature review is to gather ideas from different sources, aiming to build a new theory, or a new form of presentation for an already known subject.

According to Berto & Nakano (1998), research classified as literature review is the product of critical reflections on a phenomenon or issue observed in the literature, compiling and opposing arguments and theories of different authors on a given theme.



On the other hand, according to Minayo (2001), qualitative research deals with everyday processes and phenomena, such as the issue of human resources management, with a focus on people management in the most diverse organizations. Therefore, such questions cannot be reduced to only quantifiable or variable data, without a reflexive analytical focus on them.

It is also noteworthy that the bibliographic-reflexive method enables the recovery of the historical evolution of personnel management in Brazil, so it was opted for a sequential description of the important facts that marked each era.

Among the historical milestones of people management, some collections of public and constitutional policies were used: Ministry of Labor, Industry and Commerce [MTIC] (1930); National Department of Labor (1931), Union Tax (1940), Consolidation of Labor Laws [CLT] (1943), Professional Card (regulation of working hours in commerce and industry, creation of mixed conciliation commissions, definition of the right to paid vacation, establishment of working conditions for minors and women), General Command of Workers - [CGT] (1962), the Central Única dos Trabalhadores [CUT] (1983) and the General Central of Workers [CGT] (1986).

RESULTS AND DISCUSSIONS

HISTORICAL FOUNDATIONS OF PEOPLE MANAGEMENT IN BRAZIL UNTIL 1930

We are living in an era of great transformations, where human capital becomes increasingly relevant for organizations to achieve their goals. In the knowledge society, human talent and its ability to adapt are seen as competitive factors in the globalized labor market.

At first, management or administration in Colonial Brazil (1500-1889) was characterized by total economic and political subordination to the Portuguese crown and by slave labor. According to Dutra (2002), colonial Brazil received as a legacy of the Portuguese monarchy the administrative incapacity, marked by the lack of systematic rules, by the absence of a clear definition of the attributions and competences of the authorities, by the overlapping of organs, by casuistry and by particularism in the determinations of functions (Dutra, 2002).

According to Dutra (2002), in 1874 there were 175 factories in Brazil and, ten years later, there were already 600 factories, concentrated in the states of São Paulo, Rio de Janeiro and Rio Grande do Sul, employing about 20 thousand workers. Despite the numbers, the Empire of Brazil did not develop an industrial manufacturing model due to pressure from England, the greatest economic and political power of the time. Such intervention had a negative impact on the development of Brazilian management, leaving a bitter legacy of backwardness and oppression.

In Brazil's first republican period (1889-1930), the management of organizations took on a liberal character, which implied a mode of management not regulated by higher state and legal instances; and also exclusionary, which distanced the economic and political power of social groups



"from below" in the structure of society. The economic organization was based on agricultural production aimed only at export, especially coffee. Thus, the management model of the coffee plantation slowly evolves from the standard of the big house and slave quarters (monoculture, slave labor and the direction of a patriarch) to a system based on salaried labor and made up mostly of immigrants (Freyre, 2004).

However, Viscano and Estork (2004) interpret that the human resources department emerged around the nineteenth century with the task of accounting for workers' notes, delays and absences, and that the heads of this department, at that time, presented as characteristics inflexibility, strict compliance with legislation and were called owners of incalculable coldness. Especially when it comes to laying off employees.

This period was also marked by moments of remarkable labor effervescence, having received a significant contribution from European workers. They settled mainly in São Paulo and in cities in the south of the country (Dutra, 2002). It was in the 1920s, according to Viscaino and Estork (2004), that the human relations movement brought a challenge to the head of the personnel sector, that is, a new administrative paradigm based on the relationship between employees and employers.

Marras (2000) refers to the phase prior to the 1930s as the accounting period, a pioneer of personnel management, characterized by concern with the organization's costs and profits. Workers, on the other hand, were seen exclusively from an accounting point of view, labor was purchased and, therefore, the inflows and outflows from this account had to be recorded in the accounts.

This phase is also called prehistoric, as labor legislation was only implemented in the 1940s. Meanwhile, human resources activities were restricted to tasks corresponding to the calculations of the remuneration to which workers were entitled for their work (Viscaino and Estork, 2004).

Therefore, the people manager performed his activities in a mechanistic way, as being only a controller of the organization's workforce, without considering the humanistic aspect of the human resources indispensable to the production of capital and the company's profits. From 1930 onwards, people management entered a second phase, as Brazil began the debate on the regulation of labor standards, which took place in the following decade, a subject that will be addressed in the sequence of the study.

PEOPLE MANAGEMENT FROM 1930 TO 1985

From 1930 onwards, there were significant changes in labor relations in Brazil. The government of Getúlio Vargas (1930 to 1945), which was installed through a revolutionary act, promoted extensive interventions in labor issues, both with regard to social protection measures for workers and the process of organizing workers' associations (Marras, 2002). According to Dutra (2002, p. 53):



In 1937 the new constitution tied the unions to the state and prohibited strikes. In 1940 the union tax was created. In 1943 the Consolidation of Labor Laws emerged. The labor legislation enacted during this period created the professional card, regulated working hours in commerce and industry, defined the right to paid vacations, instituted mixed conciliation commissions, established the working conditions of minors in industry, etc.

It was in 1945 that the first definitions and studies on leadership, human motivation and democracy at work appeared. In this context, the head of personnel needed to be concerned about the employee and the company, because at this time the main legal and union issues occurred. Thus, the head of personnel becomes the personnel manager, however, he continued to be connected to the bureaucratic issues that he has always performed, complying with the rules and norms (Viscaino and Estork, 2004).

Dutra (2002) considers that the Estado Novo had put an end to trade unionism and the workers' movement. This consideration is justified by the fact that the union elections were concealed, since the Ministry of Labor consolidated the right to recognize the elected directors and to intervene in the unions. It was only with the fall of the Estado Novo in 1945 that the workers' movement began to re-emerge. As a result, the right to strike was guaranteed by the 1946 Constitution. And, although the unions continued to be linked to the Ministry of Labor, there was a more intense participation of the union leaders at the end of that decade.

Marras (2000) points out that in this phase the power, until then only focused on the figure of the overseers (heads of production) over the employees, passed into the hands of the head of personnel due to the domination exercised over the legal rules and norms imposed by the Consolidation of Labor Laws - CLT (1943).

On the other hand, the 1950s were characterized by significant changes in the field of labor relations. During this period, the expansion of the steel, oil, chemical and pharmaceutical industries and the implementation of the automobile industries took place. In this way, the modern sectors of industry came to dominate, both in terms of production and in terms of number of employees, the traditional sectors. In this decade, the transformation of the department began, and the role of personnel manager was renamed human resources manager (Dutra, 2002).

As previously seen, the president at the time, Juscelino Kubistchek (1956 to 1961) implemented the automobile industry in the country. Thus, entrepreneurs began to accept the industrial relations manager in their organizational charts. These changes now require the presence of a new professional to manage personnel problems. However, the education system was not adequate to prepare this new professional and companies began to fill their positions by taking advantage of the old chiefs of staff. For this reason, in many companies, the only change observed was the nomenclature of the personnel body (Dutra, 2002).



However, at the beginning of the 1960s it was possible to notice the progressive acceleration of the politicization of the working class. The trade unions began to group themselves into federations corresponding to each branch of industry. In 1962 the Trade Union Central was created, which had the General Command of Workers [CGT] (1986). All these factors contributed to the military coup that deposed President João Goulart in March 1964 (Marras, 2000).

In 1964 the military installed a dictatorial government with unified organs and the workers' movement was dissolved. However, there were few cases of strikes during this period. For this reason, companies did not have any difficulties in negotiating with their employees. However, the period between 1950 and 1965 is called the technicist phase, and the American model of people management was implemented in Brazil, leveraging the HR function to the organic status of management (Marras, 2000).

In the period from 1965 to 1985, the administrator became more valued as a human resources professional, becoming, along with the economist, the most required professional to give rationality to the economic system. From 1968 to 1973 the country went through a remarkable spurt of economic growth, businesses grew and modernized. This new economic model came to be characterized by the process of income concentration. It resulted in the establishment of large companies and, consequently, came to be attributed to planning, technology and specialized professionals (Dutra, 2002).

However, from 1973 onwards, the country's economic situation no longer allowed for much optimism on the part of companies. Then came the oil shocks; inflation levels have risen again; Labor became scarcer in the large industrial centers and the labor movement, stifled for a whole decade, manifested itself again. This scenario has come to require companies to take more concrete actions in relation to the management of their resources, both material and financial, as well as human. As a consequence, many companies began to pay greater attention to certain areas of human resources that had been little considered until then, such as: training and development of personnel, positions, salaries and benefits (Dutra, 2002).

The 1980s, however, were marked by economic recession and inflation. Unemployment levels have risen significantly and workers have generally earned lower wages. In addition to the changes resulting from economic factors, the human resources area was also greatly affected in this decade by new management theories and techniques aimed at reducing personnel costs, processes and other managerial expenses (Dutra, 2002).

Marras (2000) describes the period between 1965 and 1985 as an administrative (or syndicalist) phase, which created a historical milestone in the relations between capital and labor, insofar as a true revolution was moved by the workers' rank and file and implemented by the trade union movements, calling it a new unionism. The phase, registered a significant change in



denomination and responsibility, until now manager of industrial relations. The position came to be called human resources manager, so this change was to transfer the emphasis on bureaucratic and purely operational procedures to more humanistic responsibilities, focused on individuals and their relations (with unions and societies) (Marras, 2000).

In the 1980s, professionals began to be more challenged, requiring new skills, such as negotiation, as well as greater knowledge regarding management theories and techniques. Some optimism began around the 1990s, with the proposals put forward by then-President Collor. However, his proposals did not succeed and unemployment increased and wages fell considerably (Gil, 1994).

Bertelli (2004), following this evolution and transformation of society and management models, has also evolved people management." The current HRA tends to accelerate its movement of change, adapting to political, economic, social and technological transformations, needing to adapt faster and faster to qualify and be able to manage employees in organizations. Therefore, from 1985 onwards, a new phase in people management began, the theme of which will be addressed in the sequence of the work.

PEOPLE MANAGEMENT FROM 1985 TO THE PRESENT DAY

From 1985 onwards, the people management process moved to a strategic phase, marked by the introduction of the first strategic planning programs, linked to the central strategic planning of the organizations. It is at this stage that the first long-term concerns on the part of the companies' boards with their workers were registered. As a result, a new organizational leverage of the position of human resources manager began, which, from a managerial position, at the third level, at a tactical level, began to be recognized as a directorship, at a strategic level in organizations (Viscaino and Estork, 2004).

From the 1990s onwards, with Fernando Collor de Melo as President of the Republic of Brazil, there were profound changes in the national and international scenarios with globalization and capitalism. Then, there was a need to search for new management paradigms, where it was sought to understand the company and people as managers and employees, respectively, as well as to understand the new concept of people management (Albuquerque, 1988).

On the other hand, the most significant event of this decade, related to technological development in the field of information, was the globalization itself established by the dominant and excluding markets. The economic recession has also significantly affected the human resources area of companies. As a result of layoffs and the decrease in the flow of hiring, as well as the outsourcing of many activities, companies began to require leaner personnel departments.

On the other hand, with the development of Informatics, some activities in this sector, especially related to the recruitment and selection of personnel, have become more simplified.



However, due to all these difficulties, many companies innovated in terms of human resources, as innovation became one of the most important dogmas of the new administrative tendencies and a great differential with regard to competitive strategy (Albuquerque, 1988).

From this new structure (the new structural context), managers began to assume new responsibilities and, in order to fulfill them, they needed to learn new conceptual and theoretical skills, in addition to developing human skills to deal with their work teams.

As seen in the various phases of people management within the scope of private and social organizations already mentioned above, environmental issues, healthy quality of life and well-being, were not an essential concern of companies regarding people management. However, there is an urgent need to establish a debate about a contemporary vision of the company, which is to include environmental issues in the process of people management, through environmental education aimed at the manager and the entire chain of people that involves civil organizations, a subject that will be discussed below.

ENVIRONMENTAL EDUCATION: A CONTEMPORARY APPROACH TO PEOPLE MANAGEMENT

People management in organizations has been studied and discussed nowadays. Changes that have been occurring with regard to people management under the organizational context. In this topic, the theme presents an approach focused on environmental education in the training of people managers, as a paradigm of contemporaneity and humanistic business and social development.

Such changes, in turn, stimulate the questioning of paradigms, provoking in managers a state of openness to (re)discuss, (re)see and (re)create a new way of thinking and acting in relation to people management. In the 1990s, both the impact on the alignment of human resources (HR) processes in the implementation of the organizational strategy and the positive aspects brought by narrowing and compatibility began to be considered. In this way, HR, as a strategic partner, went through the conceptions of the perspective of personnel, compensation, alignment and high performance.

However, in recent decades, human resource management (HRM) has been changing its focus in order to align with the business strategy. Soviensi and Stigar (2008) observed that "people management is characterized by the participation, training, involvement, and development of an organization's most precious asset, human capital, which is nothing more than the people who compose it."

The concern with the human dimension and the valorization of people has been increasingly intensified and has acquired strategic relevance in the business environment. In this panorama of transformations, Tachizawa; Ferreira and Fortuna (2004) in the era of the digital economy, internet



and e-commerce, the relationship between the organization (suppliers and customers), people's behavior, intellectual capital management, competence management and knowledge management, represent new concepts that have transformed the traditional human resources management.

People management needs to be prepared to face a series of transitions, such as: from operational to strategic action; from the administrative to the advisory nature; from reactive to preventive; from policing to partnership; from cultural preservation to cultural change; from the hierarchical structure to the lean structure; from focus on activity to focus on solutions; from internal to consumer-focused; from the emphasis on function to the emphasis on the business; from short-term to long-term planning; from the emphasis on procedures to the emphasis on results; from isolation to benchmarking; from the operational routine to consulting; from the pursuit of internal efficiency to organizational effectiveness; from personnel administration to talent management and from the emphasis on control to the emphasis on freedom (Tachizawa et al., 2004).

In view of this, a new profile is outlined for these professionals, who need to be able to serve internal and external users, remain open to new administrative technologies, and provide companies and employees with concern with the quality of life in the work environment (Araújo, 2006).

Nowadays, the people manager needs to be concerned with knowing the organization's business and its clientele, with a view to developing strategies that enable the personal growth of its employees while ensuring the achievement of goals and achievement of the company's mission and the satisfaction of its customers (Chiavenato, 2014).

The organization, by recognizing people as partners, invests in their training and improvement, thus expecting better productivity, greater performance and, consequently, financial return combined with environmental preservation. However, the people manager must maintain an ethical and environmentally responsible behavior, consistent with the principles that guide all the activity of organizations, based on international and Brazilian standards of environmental preservation and quality of life.

To this end, the contemporary bias in people management is the training in environmental issues for the manager and the entire chain of human resources and consumers related to the organization.

According to Tachizawa et al. (2004), capturing and understanding the main trends that are emerging for the coming years is vital for people management to manage everyday problems. A people management detached from social reality and environmental issues can stumble over more immediate obstacles and compromise the survival of the organization.

According to Rodrigues (2022), when the functionality of the organization does not consider the environmental balance and the precepts of the principle of sustainable development, it compromises its functionality in what the environmental standards establish.



In the view of Toffler (1995), the people management sector has a great responsibility in the training of the professional that the organization wants, aiming at the development and growth of both the organization and the employee. To this end, people management should seek to make employees aware that their actions must be supported by the following principles:

1. Responsible and ethical development of its activities; II. Ability to act based on the principles of entrepreneurial management; III. Ability to perform tasks that incorporate technological innovations; IV. Ability to network; V. Ability to act flexibly. VI. Knowledge of the mission and institutional objectives of the organizations in which they operate; VII. Master the content of the organization's business area; VIII. Ability to act as an internal consultant to the organizations in which they work.

Following the principles mentioned above, Rodrigues (2022) understands that every Public and Private Law company has a constitutional obligation to develop environmental education policies, both internally with its human resources staff, and externally with its employees, such as its consumers. Thus, managers are compelled to construct environmental knowledge as a basic principle for their professional training in contemporary times.

Thus, to develop these actions, the manager must also have a systemic vision, teamwork, good interpersonal relationships, planning, entrepreneurial capacity, adaptability and flexibility, quality culture, creativity and communication, leadership, initiative and dynamism according to the reality of the company and the society where it is inserted. The development of these skills and competencies is important for the manager and the employee, which constitute elements of people's personalities applied to their professional praxis (Toffler, 1995), so that, within the scope of the company, the factors representing the barbarism suffered by workers in past times or management policies that prevent human emancipation are not reproduced.

Emancipating, according to Adorno (1995a), means that education can never be fixed in pre-established models, that is, in standardized and uniform teaching models. This modeling, according to him, formalizes education, which prevents it from developing, and therefore from becoming critical of itself. When the school is not open to reflect critically, it behaves like factories, placing itself at a distance from the student and treating them as if they were "objects". This "model" of education based on formality prevents the student (administrator) from emancipating himself autonomously.

Autonomy refers here to the conditions of relating to people in an egalitarian way in relation to subject to subject free of coercion, presupposing self-expression and recognition of the individual, as well as an identity based on a critical posture towards the world, others and oneself (Almeida, 2005).

In the present context, it is important to emphasize that the people manager of an organization has in his training baggage, a series of emancipatory knowledge and attitudes, which go beyond the



formality established by a closed and authoritarian management model, and that he does not consider environmental issues as factors that promote the integral and human development of the same.

Rodrigues (2022) points out that environmental education needs to be incorporated into the training of people managers. Policies for the preservation and maintenance of environmental balance are educational factors that lead managers, owners and consumers to build a critical view of the development of the company, society and conscious consumption with a healthy quality of life. Thus, environmental education, in this work, comes to be seen as a contemporary paradigm of the business and social development of a new ethic, the so-called environmental ethics.

As already mentioned, Adorno explains that education needs to be directed towards human emancipation. Therefore, it should be noted that, in the process of training the manager of organizations, environmental education is considered a contemporary paradigm, which will reflect in the scope of the company, consumers and society itself, as being necessary assumptions for business and social development from a sustainability perspective.

By opening up to the debate of ideas of development for emancipation, the school and society (which includes the administrator) must be providing both itself and society itself with the exercise of autonomy and human emancipation. In the words of B. Pucci (1995, p. 51), education and reflection on evolution have a primary function in the formation of a society that "is guided more by reason, in the struggle for autonomy and emancipation."

Environmental education as human emancipation, in one of its principles, mentions the construction of environmental knowledge. "Environmental knowledge seeks the recovery of meaning; but this does not appear as an escape from the symbolic order outside the field of social interest and production as an emancipation of the cultural-symbol outside the socio-historical order" (Leff, 2011, pp. 149-150).

According to the same author (2011, p. 237), environmental education will provide the necessary conditions for, "[a]n new ethics that orient social values and behaviors towards the objectives of ecological sustainability and social equity. A new conception of the world as a complex system leading to a reformulation of knowledge and a constitution of knowledge." "Environmental education is understood, therefore, as the formation of a conscience based on a new ethic that must resist exploitation, waste and the exaltation of productivity conceived as an end in itself" (Leff, 2011, p. 210).

It is important to mention that, "[...] a society strictly centered on a system of large-scale production and productivity of disposable, polluting and short-lived products, of a marketing system that at all times determines consumption needs and of a consumer eager to acquire goods [...]" (Rodrigues, 2017, p. 77), should never be part of the performance of the human resources manager of a civil organization, when it comes to a contemporary management paradigm.



Thus, environmental education does not intend to attribute a behavioral aspect to the individuals who make up the human resources of a civil organization, nor to its consumers. But, to provide the necessary conditions for the formation-emanicipation of a contemporary concept of entrepreneurs, managers of people and consumers in relation to development allied to environmental balance.

Environmental education became mandatory at the international level through the Stockholm Declaration on the Human Environment of 1972. On the other hand, the 1977 Tbilisi Intergovernmental Conference, which established the general principles guiding the policies of an education focused on the environment, deals exclusively with the principles, objectives and purposes of environmental education. The document establishes the three purposes, which are mentioned by Dias (2014, pp. 109-110):

Promote understanding of the existence and importance of economic, social, political and ecological interdependence. To provide all people with the knowledge, the sense of values, the interest and the attitudes necessary to protect and improve the environment. To induce new forms of conduct in individuals and in society with respect to the environment.

Thus, the principles are vectors to guide the regulation of environmental education policies in the internal norms of the signatory States of the 1977 Conference, as well as those that may not have been part of the Assembly of States that approved the document. They are an integral part of the training process to be adopted by the school at all its levels of education, as well as by society in general through its civil organizations.

The 1977 Conference mentions the principles to be considered by States regarding the standardization of their environmental education policies. Dias (2014, pp. 112 to 124) mentions all the principles. In this context, two important principles are highlighted to be considered in the integral formation of the people manager, namely: "1) consider the environment in its totality, that is, in its natural aspects, and created by man (political, social, economic, scientific-technological, historical-cultural, moral and aesthetic); 2) To build a continuous and permanent process, through all phases of formal and non-formal education."

With regard to Brazil, the Federal Constitution of 1988 (Brasil, 1988) in its article 225 § 1, VI establishes that environmental education is a right of all individuals, and at the same time, a duty of public and private schools, as well as of civil organizations in general, to develop educational policies in favor of the entire staff and their clients. So, it's about formal and non-formal environmental education.

In turn, Federal Law No. 9,795 of 1999 regulated article 225 of the Federal Constitution regarding the obligation of the school at all its levels throughout the Brazilian Federation, plans and executes environmental education policies for its students, such as training schools for people



managers, so that environmental issues are considered during the exercise of their activities within the scope of organizations private or social in nature. Otherwise, the manager has the legal obligation to plan, develop and evaluate environmental policies within the framework of the staff under his responsibility, as well as within the scope of consumers or associates of the civil organization.

This Law mentions in its article 5, combined with article 7, that environmental education has as its fundamental objective to encourage individual and collective participation through formal and non-formal education (Rodrigues, 2017) in school education policies at all levels of Brazilian schools, as well as non-formal education in the context of civil organizations. In order for the non-formal to take place in the form of regulatory legislation, the people manager is compelled to undergo the general process of training, in order to meet the necessary conditions for the execution of environmental policies in his civil organization.

Thus, environmental education does not provide for the formation of an individual ready and endowed with a wealth of knowledge that leads to the production of profit at the expense of environmental pollution. The legislation does not establish models, but paths for defining, implementing and evaluating participatory educational policies with all actors in a place at a given time.

FINAL THOUGHTS

People management has gone through a long trajectory, from scientific management at the beginning of the last century, with an emphasis on labor and legal relations for human resources management, to the current nomenclature: people management. Thus, human resources management in Brazil has evolved according to the political, economic and social facts of each era, and the strategic management of people has been consolidated, mainly as a result of the development of organizations and the higher level of complexity of the labor market.

It is worth mentioning that the people manager is an administrator with the task of managing and improving processes, aggregating, applying, rewarding, developing, maintaining and monitoring people. Never consider people as simple resources of companies, such as a movable asset or a piece of inventory.

However, in order to act effectively, it needs to develop new attitudes and postures. Among these new attitudes is the willingness to consider employees as partners and not as mere resources that the organization can dispose of. It is necessary that employees are guided by the manager to reveal a posture that boosts the organization in a positive way, that is, that it presents practical results.

It can be said that education emancipates the administrator, which in turn should increase business performance, favoring people management. The training of the administrator will be through



the development of a critical and reflective vision, where people are seen as intellectual capital and not just as mechanical resources that produce profits without measure.

Thus, environmental education is considered a contemporary approach in the training of people managers in organizations. The process of formation-emancipation of the manager of people, people and consumers must be permanent and in accordance with the new environmental demands, with new rights and obligations that arise, so that society can develop in a sustainable and lasting way from its place. According to Rodrigues (2022, p. 88) "[...] The role of the school and of organizations in general needs to be focused on the production of environmental knowledge, which is necessary for popular education from the place. It will no longer be that of constructing a finished individual through a baggage of knowledge [...]" aimed at the commodification of nature, but the construction of environmental knowledge based on the interests of the place, where the school and the organizations are inserted.

Formal and non-formal environmental education according to Law 9.795 of 1999, that is, that which should take place in the context of schools and that in the scope of private and social civil organizations, constitutes a contemporary factor for the training-emancipation of the people manager, because until the present moment it has not been an issue taken seriously. The issues of environment, health and quality of life for all, as mentioned in article 225 of the Federal Constitution of 1988, are issues that the people manager was unaware of during the process of school education and in the various forms of qualifications offered by organizations. There was an understanding that such matters hindered the company's performance in terms of production and accumulation of profits and economic growth.

The school, at all its levels of education, is committed to developing environmental education policies in its process of individual formation. Thus, students of university courses, especially those focused on the training of managers, have the same obligation, according to the legislation mentioned above. In the same way, the qualification in environmental issues will take place informally in private and social organizations, which provide opportunities for the promotion of environmental knowledge, through the performance of its manager.

The manager of organizations is challenged to act in the development of environmental knowledge, developing environmental education policies aimed at the training of people, such as owners, associates, directors, consumers and in the production line, in order to promote to the entire chain of people of the company, the awareness of the need for environmental balance. as a contemporary paradigm aimed at promoting human, business and social development.

Therefore, it is understood that the research will bring important contributions to society in general and to the school at all levels of education in Brazil, especially that focused on the training of



managers of organizations. However, it is understood that the purpose of the theme is not to end the debate, but to create the basis for the deepening of the subject in future works.



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