


OVERVIEW OF CAREER MANAGEMENT IN DENTISTRY: CHALLENGES AND TRENDS FOR THE FUTURE FROM THE PERSPECTIVE OF STUDENTS

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ABSTRACT

Career management has faced several innovations, as a result of the economy, politicians and social contexts. Such changes are justified to the detriment of technological advancement, globalization, communication process, outsourcing, unemployment (PEREZ, 2021). It becomes relevant to reflect and outline a career plan, in order to find a way to put it into practice, to have the attitude to move towards the achievement of both personal and professional goals. To describe the perception of career management, seen by students in the health area at a private university in Belo Horizonte. This is a quantitative research, with the purpose of obtaining results responding to the guiding problem of this study. All students of the dentistry course from Brazilian public and private universities were included, who answered a semi-structured questionnaire, resulting in the following results: Gender: 76.9% of the interviewees were female and 23.1% male; Age 58% of students are in the age group of 25 years; active in the area represent 38%; 79.3% of these students are attending their first undergraduate degree; 20.7% are in their second degree. As for the profile of receipts, 37.9% receive between 1 and 2 thousand reais per month, and 50.7% have a salaried employment relationship, 70.9% have never taken a vocational test to choose dentistry. Therefore, it is possible to conclude that in current times, important changes in the work

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scenario are visible. The objectives of this study were achieved evidencing the commitment of dentistry students, however, contrary to expectations, it was noted that the individual initiative to develop the career is unsatisfactory as well as there is no support from the HEIs due to the lack of disciplines in the management of clinical careers and offices in the course.

Keywords: Career Management. Pupil. Health. Dentistry.

INTRODUCTION

In the current scenario, with regard to career management, it has faced several innovations regarding its conceptions, as a result of economic, political and social events. Such changes are justified to the detriment of technological advancement, globalization, agility in the communication process, outsourcing, overlapping of functions, increased life expectancy, unemployment, among others (PEREZ, 2021).

In this context, it is relevant to reflect and outline a career plan, in order to find a way to put into practice, to have the attitude to move towards the achievement of both personal and professional goals.

In Brazil, individual career planning by workers themselves is still incipient when compared to first-world countries (FORMIGA, 2022). Professionals' decision-making is often based on external aspects such as remuneration, status, and stability (DUTRA, 2022).

This behavior is justifiable due to the high degree of job instability in more qualified positions and the prevailing economic condition in Brazil (SANTOS, 2021).

But, should we expect a different picture when investigating students in the health area of a university? Do they have any knowledge about career management?

The historical landmark, which illustrates the transposition to the post-industrial society, is identified by several transformations in social fields, emphasizing among them work (DEMASI, 2020).

Changes in the basis of industrial society will broaden and diversify the paths to be followed professionally, increasing the complexity of career decisions (for those who have the effective possibility of planning their careers (VIEIRA; MIANO, 2022).

The speed with which sudden changes are dealt with, mainly caused by Information and Communication Technologies (ICTs), have driven modern managers to face an uncertain context. In this regard, the so-called organizations and careers without borders appear as those that incite in individuals the development of the ability to think and act at work, beyond the regular organizational spaces. It is about observing the different sets of experiences, social networks and information, which will make up contemporary work relations (COELHO, 2016, p.94).

Given the mutability of the socioeconomic environment and its perspectives, it is agreed that the proactive position and strategic vision in career management are favorable attributes for those who plan their professional trajectory (SANTOS, 2021).

For Uris (1989), self-knowledge and analysis of the organizational environment are prerequisites for effective planning, corroborating the importance of the situational analysis stage.

The identification of the existence of some career planning by students of the dentistry course of public or private institutions in the Brazilian states, in view of these changes mentioned above, was defined as the main objective of the work.

In order to unveil the real perception of the students, the study was divided into three stages, in order to enable more refined conclusions:

1st stage - it was verified if the students have any knowledge about career planning methodologies, and if they believe in their effectiveness.

2nd stage - Validation of the results obtained by Lucena (1995) and Dutra (2002) that, in Brazil, there is still no habit or conscious initiative to individually plan the career in the selected sample.

3rd stage - Ascertained if the students use any instrument to promote a more substantial level of self-knowledge.

In view of the above, the following starting question was idealized: What are the perspectives and paradigms of dentistry students in public and private universities in Brazilian states regarding the management of their career?

The research is justified by its great relevance for the scientific community as well as for the health professors of the place of study, in order to enable a reflection of the professors and students on a more forceful performance in relation to the preparation of students with a focus on strategic management and career.

OBJECTIVES

GENERAL OBJECTIVE

OBJECTIVE: To describe the perception of career management, as seen by dental students in public and private universities in Brazilian states.

SPECIFIC OBJECTIVES

- Measure the percentage of students who have a career plan;
- To unveil the profile of dental undergraduates in terms of gender, age, income and occupation;
- To survey the prevalence in the choices of areas of dentistry to be occupied;

THEORETICAL FOUNDATION

CAREER AND EVOLUTION OF THE ORGANIZATIONAL STRUCTURE

In order to expand the concept of career, the historical evolution of the industrial scenario that was a pioneer in the advancement of this segment will be traced.

Career is a widely used term in which it adds several meanings, but difficult to define. It can be used to refer to occupational mobility, such as the path to be taken by an executive, or a career as a profession, such as a military career. In both cases, career conveys the idea of a structured and organized path in time and space that can be followed by someone. (DUTRA, 1996 p.16)

It was in the nineteenth century that the terminology was adopted to define the professional trajectory. Until recently, the concept of career remained limited to this analogy, as a structural property of organizations or occupations, as presented in the era of classical industrialization, where it was marked by many hierarchical levels and centralized coordination. The positions were individual with simple and repetitive tasks. They offered few opportunities for occupational progression. From the moment the individual entered the career, he already knew, in advance, what to expect from the course (PEREZ, 2021).

Dutra (1996) describes two career models: traditional and modern model. The traditional model, which was in force until the 1970s, was marked by stability, linear and vertical progression and the worker had greater job stability. On the other hand, the modern model is identified by a career progression in a discontinuous way, more horizontal than vertical and with greater instability.

Nowadays, it is necessary to pay attention to the transformations and demands of the market, which is increasingly rigorous in the scope of career selection and prospecting.

Chiavenato (2014) describes the industrial scenario in three eras, namely:

- Classic industrial era: in force until the mid-1950s, organizations began to adopt the bureaucratic organizational structure, which is defined by the rigidity of internal rules and regulations to discipline and standardize people's behavior. The world was characterized by slow, progressive, and predictable changes. The environment that involved the organizations was conservative and focused on maintaining the status quo. The environment did not offer challenges, organizations were more concerned with production. The organizational model was based on a mechanistic design, typical of the logic of the closed system.

"The positions were designed in a fixed and definitive way to obtain maximum work efficiency, and the employees had to adjust to them. All to serve technology and organization. Man was considered an appendage of the machine and should, like it, be standardized as far as possible" (CHIAVENATO, 2004, p. 35).

- Era of Neoclassical Industrialization: In force from 1950 to 1990, marked by the beginning after the Second World War. The economy has undergone an international expansion, becoming increasingly intense and less predictable, accentuating competition between companies. The bureaucratic model was replaced by structuralist theory. In this model, companies aimed at new structural methods to encourage innovation and adjustments to external conditions, fostering important improvements in the management model implemented in this era. Until the 70s, career progression was direct and vertical, so that it gave greater stability to workers.
- Information Age: In force from the 90s and being the current era. The highlight of this phase is information technology (IT), which has reached the world. IT provided the basis conditions for the emergence and maturation of the globalization of the economy, reflecting in the intense competitiveness between organizations. Therefore, the biggest challenge for organizations becomes knowledge productivity. He begins the conception of the HR department, which viewed people as living and intelligent resources and no longer as inert factors of production. HR has become the determining factor for the success of the organization.

From this context, the definition of career undergoes transformations, also at a progressive pace, leading to a rupture of paradigms that has to do with the broader social, economic, political and cultural changes that we have experienced in recent decades.

"The word career is used in different ways and has many connotations. Sometimes "pursuing a career" applies only to someone with a profession or whose professional life is well-structured and implies constant progress. In the context of professional inclinations, the term career also means the way in which a person's professional life develops over time and how it is seen by him" (SCHEIN, p. 19, 1993).

For Schein (1993), it is possible to identify two career lines: internal and external. The internal is the image and/or idea that the person has about their own work and the role it plays in their life, mentioning the professional inclination. External career refers to the steps taken and required by a profession or organization to achieve professional success,

and are linked to what the manager expects from the worker and can be guided by the career anchor guidelines.

Table 1. Career Anchor Guidelines

Ancora de Carreira	Definição/características
Autonomia/independência (AI)	Prioridade à liberdade, autonomia e independência. Caracteriza a valorização das experiências profissionais de realização do trabalho cujos ritmos, formas e padrões são autônomos.
Segurança/estabilidade (SE)	Valorização da estabilidade, da previsibilidade dos níveis de desempenho e tarefas, das recompensas previsíveis e estáveis.
Competência técnica-funcional (TF)	Valorização de experiências profissionais que vislumbrem a capacidade técnica individual.
Competência gerência geral (CG)	Prioridade à capacidade analítica na solução de problemas e tomada de decisões em situações de incerteza, ao bom relacionamento interpessoal e intergrupar e ao equilíbrio emocional.
Criatividade empreendedora (CE)	Criação de novos negócios, produtos ou serviços economicamente rentáveis. Essa inclinação profissional reúne pessoas dispostas a correr riscos e superar obstáculos para verem o resultado de seu próprio esforço.
Serviço/dedicação a uma causa (SD)	Prioridade à satisfação em contribuir para a melhoria da sociedade, em tornar o mundo um lugar melhor para viver, ajudando os outros, solucionando questões ambientais e sociais.
Desafio Puro (DP)	Valorização da superação de obstáculos e solução de problemas aparentemente insolúveis.
Estilo de Vida (EV)	Prioridade ao equilíbrio das esferas pessoais e profissionais. A percepção de sucesso está relacionada à conquista do equilíbrio, não sendo a carreira o seu objetivo principal.

Fonte: Adaptação Schein, 1993.

STAGES OF LIFE AND CAREER

For Savioli (1991), career, professional and companies – it is born, grows, matures and dies. It is fateful that the career is mobile, and has as a whole numerous phases, which must be understood in order to be better managed.

The beginning of the career cycle requires greater investment in time and knowledge, care must be taken so that all the constituent parts of this phase grow harmoniously. In maturity, the career may have stable phases, so in old age in a career should not mean deactivation or old age, but fertile soil to start a new work trajectory.

Dutra (1996) defines five stages of people's lives and career expectations: childhood (up to 14 years old), adolescence (15 to 24 years old), adulthood (25 to 44 years old), maturity (45 to 64 years old) and old age (after 64 years old).

Childhood is marked by the fantasy phase, by learning, it is where the choice of career is very fluctuating. In adulthood, the subject assumes social commitments and tends to achieve professional stabilization. The commitments made, whether with the profession

or family, are better understood. In the senile phase, it is pointed out by the author as the phase of permanence. It is also marked by notable changes, to the detriment of changes in professional or family life.

Schein (1978) argues that a career is a process of development of the person as a whole. He adds that in order to analyze an individual's career, it is necessary to understand their desires and characteristics.

Schein (2020) states that only the individual himself is able to translate how he sees his own career and how society recognizes it, although the time associated with each of the phases varies greatly according to the profession or the person who exercises it, and that this fact is directly related to the degree of maturity of the subject himself.

CAREER MANAGEMENT

With regard to career management, he has numerous studies that address this theme. For Dutra (1996), the tools available to guide the process of self-assessment aimed at career planning are limited.

They are still unable to offer the necessary conditions for people to have a critical distance from their reality. In turn, these tools, given the limitation, can be transformed into a sophisticated manipulation instrument, depending on the context in which they are inserted or the way they are used (Perez, 2021 [n.p.]).

Perez (2021) also adds that setting career goals and the elaboration of a personal action plan is directly related to the level of autonomy and independence in which the person is, considering the life cycles of influence on people, namely: biosocial cycle, professional cycle, family or procreation cycle.

Table 2. Life cycle and its perceptions in the professional sphere

Ciclo Biopsicossocial	
Fases	Percepções
18 aos 30 anos	Nesta fase o indivíduo está deixando sua casa, sobrevivendo por conta própria no mundo adulto e desenvolvendo sua personalidade de vida e características.
31 e início dos 40 anos	Nesta fase o indivíduo vive a crise da meia idade, confronta-se com os sonhos e a realidade vivida, emergindo novamente os conflitos da adolescência – são também percebidos os sinais da limitação da capacidade física.
Final dos 40 e início dos 50 anos.	Nesta fase é marcada pelas inúmeras mudanças na estrutura familiar. A partida dos filhos, e o casal redescobre um ao outro. É a fase do “ninho vazio”, Tornam-se mais gentis, dóceis, compreensivas, ao mesmo tempo em que crescem os problemas com o reconhecimento do declínio das habilidades e competências que já são limitadas.

Fonte: Adaptação Perez, 2021.

Career management, in order to be functional, must meet the needs of both the organization and the staff. The system must continuously adjust itself, assuming a dynamic and up-to-date configuration. The method applied and the techniques used for the implementation or maintenance of career management represent a primary decision making for an effective result.

For Dutra (2019), a large number of individuals see reflection on their careers only as the perception of opportunities and the search for professional improvement, subordinating them to a reality given by the external environment (environment) and lose the chance to act on this reality.

To avoid this reality, and before planning or managing the career made available by the environment, it is essential to reflect, question and identify the following questions mentioned below:

- Who am I?
- What do I want?
- What are my expectations and skills?
- What is my focus?
- What are my values?

These questions need to be asked as guides in personal and professional decision-making (PEREZ, 2021).

METHODOLOGY

This is a quantitative study with a perspective reflected in the statistical application, with the purpose of obtaining results that respond to the guiding problem of this study. As the objective of this study was to describe the perception of career management, seen by students of the dentistry course in Brazilian private universities, characterizing quantitative research of a descriptive nature as the focus (RUIZ, 2006).

The sample selection criterion is based on the concept used for the term "student". All students of the dentistry course from public and private universities located in the Brazilian states were included in this group, therefore, this sample can be considered non-probabilistic and intentional (MARCONI & LAKATOS, 1996). The initial objective was to saturate the entire sample universe of higher education institutions located in Minas Gerais, but it was possible to obtain responses from students from other states of Brazil, totaling two hundred and thirteen responses (213).

The justification for choosing this group is based on the assumption that students have relatively robust knowledge about the corporate scenario and about the relationship between man and work; and the proximity of the end of graduation in the conduct of professional life, which should result in encouragement for students to seek more knowledge for decision-making and actions about their careers, as well as a plan for growth in professional practice.

The questionnaires applied are semi-structured and non-disguised (MARCONI & LAKATOS, 1996), and are divided into two blocks, the first block consisting of seventeen closed questions, and the second block with two open questions regarding "the area that the interviewee wants to work", and "what is the motivating cause for choosing this area"

With the help of two participants, a pre-test was applied to identify possible errors in the questionnaire, with few changes being indicated, after the necessary corrections, the form adapted by Dutra (2020) was validated by the researcher (ANNEX I).

Data collection took place through semi-structured interviews with digital resources (google forms), recorded at the link: <https://forms.gle/ZBtoENkKDHTAc8r27> which was sent to coordinators, professors, class leaders, students and administrative staff in the various dental schools, from September to October 2024 preceded by the informed consent form - ICF.

The tabulation was performed in an Excel For Windows spreadsheet, allowing the researcher a view of the horizontal macro-process of the research. The analysis was carried out through descriptive statistics (percentages) of the answers obtained, and later confronted with literature for analysis and quantitative results, delimiting the sociographic profile of the students of the dentistry course that composed the N of this study (total of 213 interviews).

FROM THE ETHICAL ASPECTS, this study fits into the modality of minimal risk research, according to resolution 466/2012 of the National Health Council, regarding research on human beings. This research was approved by the Research Ethics Committee (CEP) of the Universidade Vale do Rio Verde (UNINCOR) under opinion number: 6.459.997 (opinion attached).

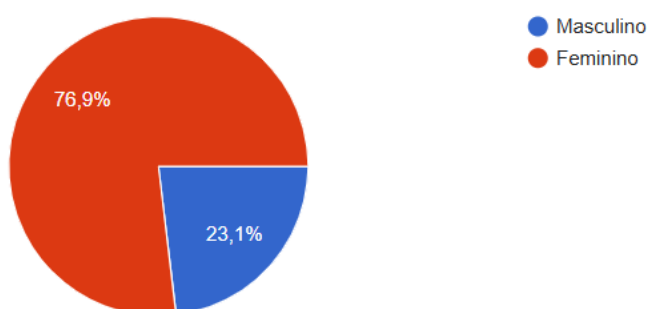
RESULTS AND DISCUSSION

The gender distribution among the participants was balanced when compared to the total number of subjects interviewed, however, the female gender prevailed, with a total of

163 students, representing 76.9% of the valid samples, while the male gender was composed of a total of 49 students, which represented 23.1%. As a plausible discussion for this result, the authors infer that the female prevalence is a reflection of the greater insertion of women in the labor market and in the search for qualification (MIANO and VIEIRA, 2022).

Graph 1: Distribution by gender.

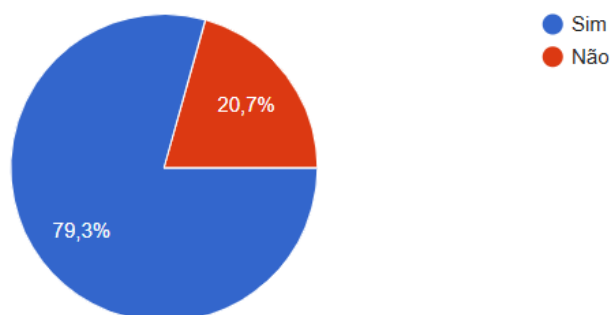
Sinalize seu gênero:



Source: Survey data.

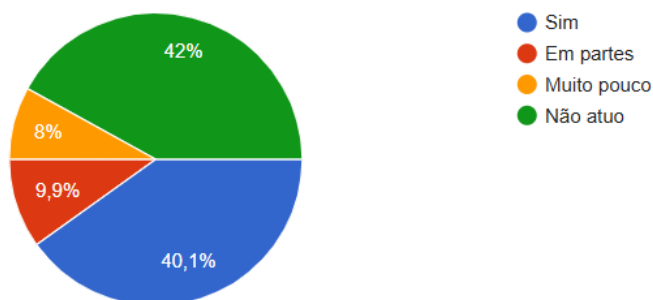
Graph 2: First graduation x obtaining a new title.

Esta é a sua primeira graduação ?



Graph 3: Distribution by practice in the field of dentistry

Você já atua na área da odontologia (estágio, auxiliar de saúde bucal, técnico de saúde bucal...)?



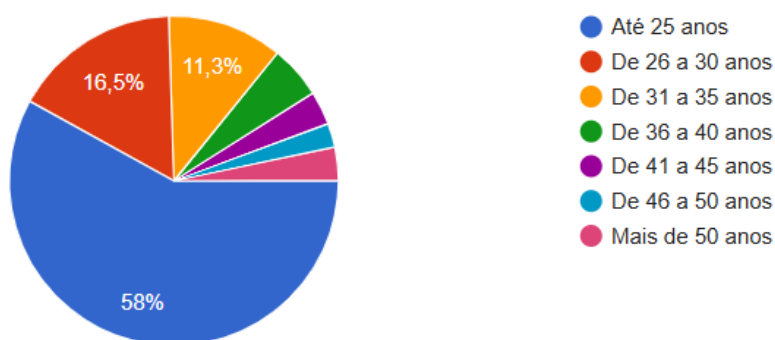
Source: Survey Data

The survey showed that 79.3% (169) of the interviewees are attending their first undergraduate degree, while 20.7% (44) are holders of a diploma enjoying obtaining a new degree.

As for the distribution of health graduates to obtain a new title, it is possible to group them in the following format: 36% have degrees in nursing, 25% in biomedicine, 18% in physiotherapy, 11% in law and 10% in other courses.

Graph 4: Distribution by age.

Qual a sua idade?



Source: Survey Data

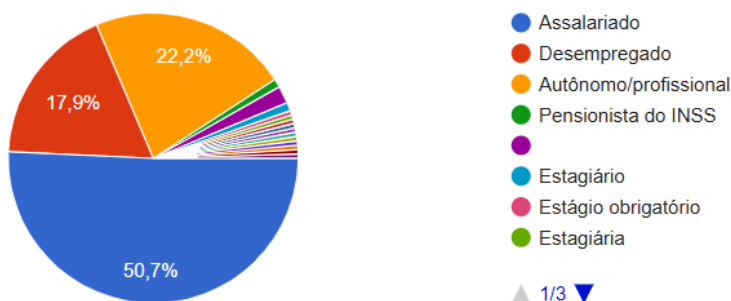
Distributing the interviewees in scales by age, the following results were obtained: 123 students are in the age group of up to 25 years old, representing 58% of the surveys answered; 35 students are in the age group of 26 to 30 years old, representing 16.5% of

the surveys answered; 24 students are in the age group of 31 to 35 years old, representing 11.3% of the surveys answered; 11 students are in the age group of 36 to 40 years old, representing 5.2% of the surveys answered; and 7 students occupy the age group between 41 and 45 years of age, being represented by only 3.3% of the surveys answered. It is noteworthy that the public over 45 years of age is incipient in our study, occupying a percentage of 5.7%

For this distribution, it is highlighted that curve A of the statistical results is composed of young people up to 25 years old, which in the view of Perez (2021) is the stage of life in which the subject is not yet concerned with career management, and does not have a contingency plan for the first months of leaving the job market, making the perspective of the future of dentistry more youthful and with a characteristic of being more technological. It is also worth noting that the enrollment of students over 35 years of age in higher education institutions is still incipient, when compared to first-world countries.

Graph 5: Distribution of respondents by type of type of work.

Quanto a natureza do seu trabalho você é:



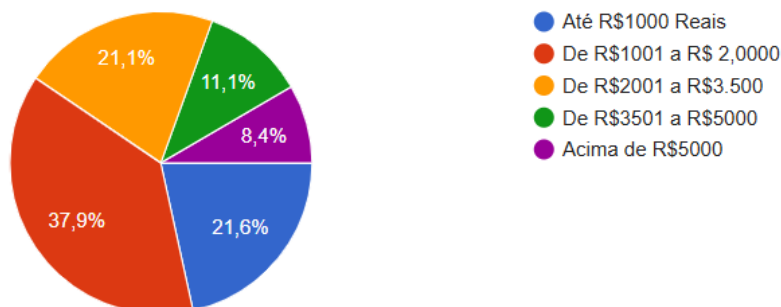
Source: Survey Data

Regarding the students' work nature, it was possible to obtain the following results: 105 students answered that they were salaried (50.7%); 46 students declared themselves self-employed (22.2%); 37 students declared themselves unemployed (17.9%); 20 students answered that they were interns (9.38%). For MIANO and VIEIRA, 2022 the professional having contact with an internship while still in their training ensures that the student fills the gaps in theory in the practical scenario, and that the absence of this phase of interning in a proposed course brings great damage to training and to the quality of the workforce that is delivered to the job market.

Graph 6: Distribution of respondents by salary age group.

Qual é a sua renda mensal ?

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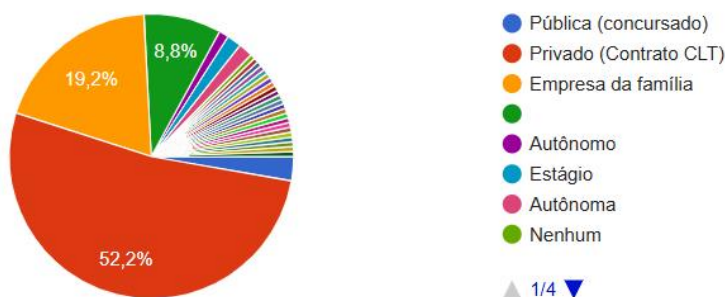


Source: Survey Data

Regarding the distribution of income, it was possible to identify the hyposufficiency of income of the interviewees, with the remuneration being compiled between R\$1,001.00 and R\$2,000.00, which corresponds to 21.6%, making it challenging for these students to meet the high cost of materials and tuition throughout their academic training, as well as justifying the high volume of default and dropout of dentistry students throughout their academic training in private HEIs. According to Formiga (2022), another point of discussion is that students with higher earnings are students who obtain a new degree who already have earnings from a higher education course, and this may be a strategy of private universities to improve their average ticket, influencing corporate sustainability.

Graph 7: Distribution of respondents by type of employment relationship

Tipo de vínculo empregatício:



Source: Survey Data

For Martins (2021), Brazilian companies are unable to provide a series of resources and rules necessary for career management. Thus, the following results were obtained from

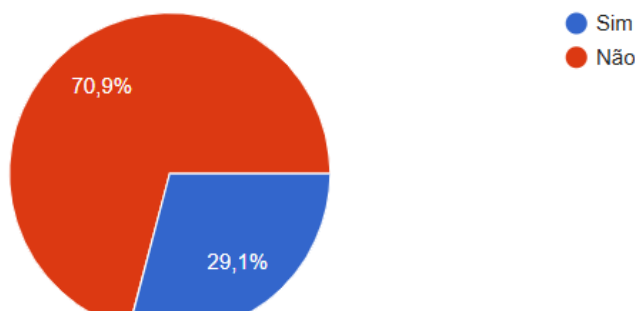
the research: 95 students declared that they worked in a private capital company, representing 52.2% of the survey answered; 35 students declare that they work in a family business, representing 19.2% of the survey answered; 16 students declare themselves to work as public servants, representing 8.8% of the survey answered; and the remaining 19.8% were distributed in other types of employment contracts. However, all the interviewees claim that they did not have the development of career management in their workplaces, which may have resulted in an interest in changing areas because they were not promoted or received better conditions for personal appreciation.

Perez (2021) states that the larger the size of the organization, the more career management is fostered, and employees are then more likely to have their talents recognized and be promoted and become partners according to the career plan planned and executed in each institution.

It was also possible to verify the profile of the reasons that made the students participating in this research choose dentistry, namely: 47% of the interviewees answered that they opted for the acquisition, updating and expansion of knowledge; 26% improve the chance of employability and 12% aim to change jobs or add value in their primary practice, strongly linked to health professionals who already work in aesthetics and have opted for a dentistry degree to increase the scope of action in the area and autonomy for intercurrent care.

Graph 8: Distribution of respondents by those who have already taken a vocational test

Você já fez algum teste vocacional para a escolha do seu curso ?



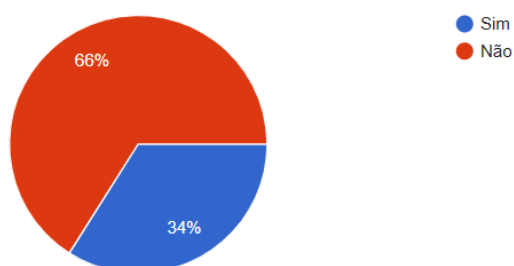
Source: Survey Data

Regarding the need for psychological tests to carry out career management and/or to choose the area of activity, it was possible to obtain the following data: 70.9% of the students totally disagree with the vocational test before or during their undergraduate

degree in dentistry and only 29.1% claim to have had contact with the vocational test, Shein (2004) and Miano (2022), They state that vocation and time of experience in an organization is one of the main factors to be evaluated when it comes to promotion or career progression, so the student knowing his vocation before or during his academic period helps him in the process of building his career and especially in its consolidation.

Graph 9: Distribution of respondents by those who have already completed a career plan

Você já possui um plano de carreiras ?



Source: Survey Data

Of the total number of interviewees, it was found that only 34% were concerned with carrying out their career plan during their graduation, while of the 66% of respondents who did not do their planning will graduate without having yet established the route of action.

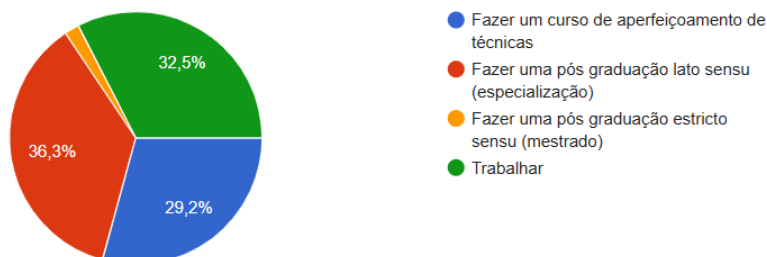
Competition and dispute for the choice of profession has always been one of the biggest challenges in career management, because through these careers there will always be one or another individual allocated in an environment that is not of their choice, but by their financial ambition (SCHEIN, 2004).

Paixão and Silveira (2022) also state that career planning is the responsibility of each individual, and organizations, in view of the career planning of their individuals, are responsible for Career Management.

Graph 10: Distribution of respondents' priorities after graduation

O que você acha mais importante logo após sua formatura:

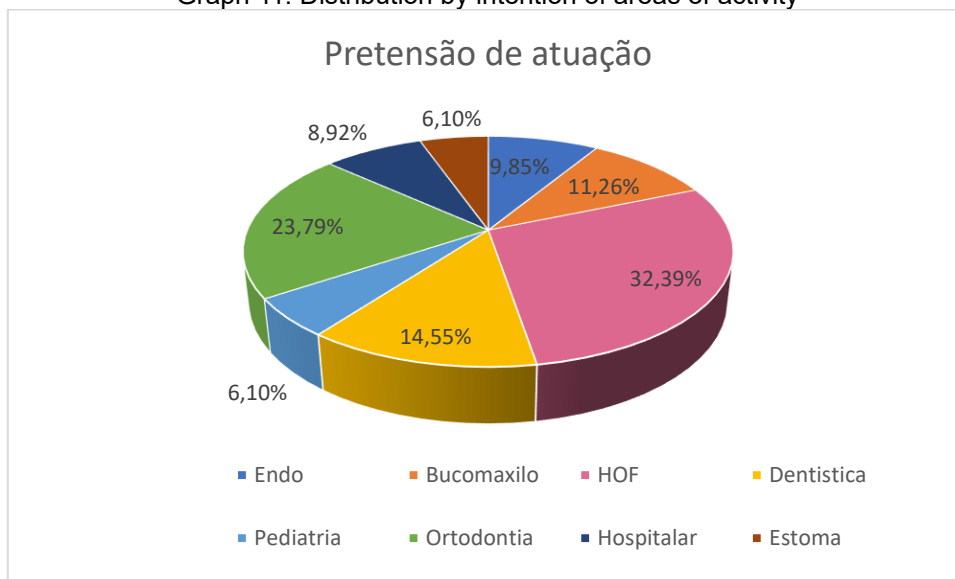
[Copiar gráfico](#)



Source: Survey Data

For this calculation of these results, the following priorities were considered after the conclusion of the course between master's degree, postgraduate, improvement and working without specialization. Stratified as follows: 77 students want to attend a lato sensu postgraduate course, totaling 36.3%, 69 students want to work immediately without any type of studies after completing the course, which is equivalent to 32.5%, 62 want to carry out an improvement, which corresponds to 29.2% and only 4 students intend to do a stricto sensu postgraduate course, which accounts for 1.9%. This result is in line with the generation of dental surgeons aged up to 25 years who made up 58% of the scope of this research, instilling characteristics of individuals of a generation that wants quick results and with the help of technology as a facilitator of academic progress and career progression.

Graph 11: Distribution by intention of areas of activity



Source: Survey Data

It was evidenced that this new generation of dental surgeons aspire to dental training to work in the area of aesthetics, given that 32.39% wish to work at HOF; 23.79% will work in orthodontics; 14.55% intend to practice dentistry; 11.26% opted for oral and maxillofacial surgery; 9.85% will work for endodontics; 8.92% in hospital dentistry and tied with 6.10% in the areas of pediatrics and stomatology.

For Albuquerque et al, 2014; Dall'Magro et al., 2021, the HOF arises from these scientific evolutions, as well as other preexisting dental specialties. Although harmonization is an area of specialty criticized by dental surgeons with a dental focus, the authors demonstrate that it can even contribute to other areas aiming at an integrated work, such as oral and maxillofacial surgery.

Regarding the inspiration of the interviewees to choose the areas mentioned above, they were admiration for professors who teach, expectation of earnings without much effort in dentistry, social status, flexibility in the work schedule and for living with a family member who already works in the intended area.

CONCLUSION

Nowadays, important changes in the work scenario are visible, impacting on the great volatility in the processes and relationships of professionals, fostering a growing commitment on the part of students in their own career management, or knowledge to become successful entrepreneurs and in a short time of operation, given that it is a young population and belonging to an accelerated generation.

This research achieved the proposed objectives, in addition to evidencing the students' commitment in the area of dentistry, having as an initial assumption that, due to the very nature of the course that aims to train autonomous professionals, the students would be evolved in the planning of their own career, however, contrary to expectations, it was noted that the individual initiative of this practice is unsatisfactory, and that the HEIs do not unfold the career management in the undergraduate course, fostering a need to reevaluate the National Curriculum Guideline for Dentistry for a greater depth in clinic and office management, given that this is the core of labor practice.

It is noteworthy that most of the participants stated that they did not have any type of knowledge about career planning, Thus, this research contributes as a tool to elucidate the need to reflect, plan and implement career management as a mandatory discipline in undergraduate courses, fostering the process of continuous improvement in the training of professionals that universities deliver to society, being more prepared as managers of their own health businesses.

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