

# **The importance of Human Capital's Management to Obtaining Expected Results in terms of Academic Degree**

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## **ABSTRACT:**

*This article has as goal to discuss the importance of Human Capital's management before and after of teaching title in order to obtain positive results from the investments of Human Resources sector of the institutions of a private administrative nature and demonstrate how a professors' continuing education plan contributes to the maintenance and/or amplification of expected results from the investments in degree title. From the reach of these goals, it will be answered the problem: What is the relationship between professors' continuing education and the expected results by the Human Resources sector with academic degree? The hypothesis that guides this article are: there is a direct relationship between the professors' continuing education plan and the results expected by HEI after teaching title; there is not a direct relationship between the professors' continuing education plan and the results expected by HEI after teaching title. The data were analyzed in qualitatively in dialog with the theorization with the elaboration of inferences, deductions, and inductions. The results showed the importance of HEI having a plan of professors' continuing education to be reaching the results in terms of degree title investments.*

**Keywords:** Human Capital; Continuing Education; Teaching Title.

## **1. INTRODUCTION**

To Feili *et al.* (2018), in economics of knowledge, the surviving vital factor of organizations and the continuing competitive advantage in market is Knowledge Management that is, today, the foundation for making Human Capital expand, such as developing in a continuing way the other HRs in terms of intangibles.

According to Oliveira and Goldoni (2006), the Knowledge Management must act to create, locate, share, measure and use knowledge in order to expand the Human Resources and, for that, it must have metrics in all phases, from creation to sharing process with evaluation, including, the own metrics with qualitative and quantitative approach.

According Hughes, Erickson and Rothbe (2017), the proportion in which Knowledge Management has a bigger comprehension of the HEI, the company improves its capacity to evaluate the metrics associated to the HC skills, specially, knowing where and how the HEI provides greater competitive advantage acknowledging where the HEI's impacts are more or less critic in the chain of values.

It gets even more evident in companies of knowledge production, technology, and services. In them is more visible the direct relationship of intangible assets and the organizational life cycle. For Lima and Vasconcellos (2016), as they progress, there is an increase of Intangible Assets, specially, when there is joint monitoring, reversing its increase in aggregation of value to the company which reveals the dynamicity of the HEI once that is presented, since the beginning, as key elements to the company's evolution. Therefore, as the company grows it is required a bigger management in a global way for the HEI related to the collaborators' competencies and the company's external view.

According to Vidotto Bentafocourt and Bastos (2016), discuss and contextualize the conceptions of human capital allows potentialize application of HEI composed by attitudes, knowledge, skills and people's knowledge, main agents of the organization, to be source of competitive advantage.

The authors Kikuchi, Lima and Silveira (2015) reinforces that the organizations need to have a plan and a competency-building model for its collaborators based on the principle of the being in development that needs to allow themselves in the learning process to be in constant upgrade in order to learn, mainly, how to adapt the often changes with a great flexibility potential with complete professional skills, knowledge, ability and attitude, leaving aside only the process of instrumentalization and starting to have better communication skills every day, as well as know how to work in a team.

To Khastar, Attar and Ghorbanifar (2017), when this happens, the work environments turn to be collaborative spaces of learning, that is, it is created organizations of learning which results are improvements in the products and services of the organizations, collaborative and learning environment with income from people's work, therefore, gains that should be sought.

A privileged place to be a learning environment for all the actors of the process are the university environments when there is a management to follow-up and evaluation of tangible and intangible productions. It allows a strategic view of human's competencies, in special, of teaching management: teaching, research and extension.

In Higher Education Institutions of a Private Administrative Nature, it is expected that the level of teaching participation in academic activities will increase more and more, mainly, after academic degree because you have more training. In special, with differences that go beyond teaching and generate internal and external relationships: students, colleagues, sectors, coursers, and management; the external, community.

To ensure prior results, it becomes important a program of teaching title and follow-up management of the Capital. Therefore, it is problematized: What is the relationship between a professors' continuing education plan and the expected results by the Human Resources sector with teaching title in terms of Human Capital?

In the context of this question, two are the goals of this article: discuss the importance of Human Capital management before and after teaching title in order to obtain positive results from the investment of Human Resources' sector from the institutions of a private administrative nature and demonstrate how a professors' continuing education plan contributes for the maintenance and/or enlargement of expected results from the investments in degree title. Already regarding the hypothesis, they are:

H<sub>0</sub>: there is a direct relationship between the professors' continuing education plan and the expected results by HEI after teaching title.

H<sub>1</sub>: there is not a direct relationship between the professors' continuing education plan and the expected results by HEI after teaching title.

## **2. METHODOLOGY**

From the methodological procedures' point of view, one of the ways of making a phenomenon analysis inside of a universe to be able to make generalizations is the case study. It is about preserving the unitary character of a set of data organizing them and establishing the similarities inside the universe serving as foundation of knowledge production applied in other cases. This unit of study may be a community, a group, an individual and an institution. Many can be their goals to be accomplished in a study: accomplish descriptions, test and/or generate theory (GIL, 2008).

Thus, inside the universe of private higher education institutions, it was chosen one HEI, based on the criteria: academic quality, be a reference in the region, present excellent results in the Ministry of Education (MEC), be a known brand in Bahia's Northeast and Sergipe's South Center and level switching of a lot of their professors, in their degree title, from specialist to master and from master to doctor.

Regarding the data of percentage increases of the career plan from the increase of degree title, the department of People Management provides each semi-annual selection of professors a table with these percentage increases, as well as the class hours value for specialist, master and doctor highlighting the exclusivity contract being 20 hours for teaching and 20 hours for others academic activities, via projects presented by professors, being that regardless of presenting or not the project, the value stays the same and in case it is presented and executed, will be added the proportional to the project hours.

The values on the tables were found from the valuation tool Management Control Systems it consists in two interdependent electronic spreadsheets and compatible with the operational systems Linux, MacOS and Microsoft, proposed by Nunes-Silva (2020). It is developed to value the institution's human capital, from the teaching process, research, and extension. Is composed by five quadrants: a) Identification of human capital; b) Degree title; c) Invested value by class/hour according to degree title; d) Correction factor applied; e) The amount of dedicated hours to teaching, research and extension activities. After data insertion, the tool generates information about the invested values in professors, depending in their degree title. It is possible to indicate: f) Minimum value to be invested in each professor; g) The real value invested; h) And the risk value invested by the institution (NUNES-SILVA, 2020).

The population was composed by professors that were in the database of HEI of 2012 to 2019.1 totalizing 120 professors with selection for sample the professors that were hired as specialists or masters and changed their degree title staying in HEI in that time interval. Therefore, the sample was composed by 16 professors in which 11 changed their degree title from specialist to master and 5 from master to doctor.

For analysis of relation Human Capital and Intellectual Capital, it was analyzed the curriculum *lattes* of 16 professors comparing the present data in the curriculum of the professors before and after degree title, attributing quantitative and qualitative value to the capital produced by them with statistical analysis repeated-measures t-test.

### 3. RESULTS

The results are presented in a table. It contains the Human Capital and Intellectual Capital variations with application of student's t-test that indicated there were no differences between the slopes of the line before and after degree title.

Table 1- Variations of HC and IC Productions After Degree Title

Professor	Degree	Variation	Variation IC
	Title		
Prof. 1	Master	-0,02	0,00
Prof. 2	Doctor	0,01	0,07
Prof. 3	Master	-0,90	-0,34
Prof. 4	Doctor	0,05	-3,50
Prof. 5	Master	-0,80	-005
Prof. 6	Master	0,10	0,03
Prof. 7	Master	0,50	0,10
Prof. 8	Doctor	-2,75	-3,75
Prof. 9	Doctor	-0,80	-0,30
Prof. 10	Master	-7,00	-2,00
Prof. 11	Master	0,50	-0,20
Prof. 12	Master	-0,30	-0,30
Prof. 13	Doctor	2,50	-0,35
Prof. 14	Master	0,70	-1,75
Prof. 15	Master	0,90	-0,95
Prof. 16	Master	0,02	0,00

**Source: authors elaboration produced in June of 2021.**

According to data in the table, that compares the variations after degree title of Human and Intellectual capitals, only three professors presented positive variation in two capitals corresponding to 18,75%. They are the professors number 2, 6 and 7, being two from specialists to master and one from master to doctor.

It also stands-out that both the maximum variation were 0,5 of Human Capital to the professor 7. The others variations were bellow 0,2 being that the 16 was stagnant in Intellectual Capital.

Said in a different way, it can also be said that 13 professors present at least one negative capital, which means in percentages 81,25% and nine have at least one positive capital which is in percentages 64,3%.

Six of sixteen professors presented negative variation in two capitals corresponding to 37,5%. They are the professors 3, 5, 8, 9, 10 and 12. From these, the numbers 9 and 10 are doctors, that is, 40% of the professors with negative values for the two capitals are doctors.

It is also highlighted that only professor 5 has a smaller variation than 1. The rest have predominance above 0,5. In everyone there is at least a superior value to 1. Here, still, draws attention to high values of variation such as 10, that had -7 for the Human Capital.

By comparing the two capitals, the one that presented a positive predominance was the Human Capital with the professors 2, 4, 6, 7, 11, 13, 14, 15 and 16 totalizing nine professors. There is one decrease for the Intellectual Capital with the professors 2, 6, and 17, only three; and the numbers 1 and 16 were stagnant.

#### **4. DISCUSSION**

To Vidotto, Bentafocourt and Bastos (2016), in 60's decade, it was already thought that the people's knowledge made the human capital; in the 90's, it became considered primordial for the companies to be able to present innovation, competitive advantage and frequency of strategic renovations integrating the intellectual capital; and, today, it is recognized this essential capital for the quality of the services, which makes it fundamental for the organizations' survival.

To Araújo and Costa (2019), the Called "Information Era" which big mark is in the early 90's is characterized by technological revolution and by the globalization process' of the planet's economy with the expansion of competitiveness in business for being about a new dynamic and mutable scenario that begins to demand new shapes, models, methods, procedures and tools that put the companies in an excellency level in assets and services, which creates deep changes and evidences of the need to financially locate the intangible assets in professional, social and organizational terms.

According to Silva *et al.* (2019), the knowledge management positively influence on the dynamic of finance and not finance, which allows a better evaluation of tangible and intangible assets with positive results for the organizations, in terms of growth and development, to ensure its survival and, in one HEI, must have an action plan to implement a set of structured indicators for the performance regarding the follow-up of the knowledge management, which shows how it is important to realize the evolution of measurement systems and the performance in this new and mutable scenario of Information Era, in special, measurement systems for the IA with effective knowledge management regarding the human capital, structural and relationship, with the creation of a software to systematic follow-up the indicators of knowledge management.

According with Bezerra, Ramos and De-Bortoli (2021, p.124):

How the HEI, in study, helps professors' qualification (investment in Human Capital in its Human Resource – HR), there is na expectation that, also, increase the Intellectuals and Integrative Capitals of this HR. If this does not happen, it would be simpler to hire a degree titled already corresponding the criteria of evaluation of MEC and avoid questions of adaptation and schedule flexibility, adjustments to work demands and its own investment.

In accordance with Stoeckicht and Soares (2009), the studies about knowledge management, as well as data analysis regarding the annual study of *Ocean Tomo* of market value of IA allow us to affirm that the capacity of innovation learning of a company are determined each more by intangible assets by providing value and credibility for these two competencies of organizations because from 1990 to 2010, in 20 years, the intangible brands, management quality, intellectual capital, strategies and others went thru a percentage of 68% to 87% corresponding to the company's value, while the tangible finances, machines and equipment decreased from 32% to 13%.

According Stefano and Filho (2018), one of the factors that collaborates for the organizations lose their strength for competition in market is the absence of an organizational culture regarding the knowing and knowledge produced, devaluation of IC, when in fact, the sharing of knowledge transforms the organizational environments with aggregation of value to IA with regard to employees, shareholders, clients, suppliers, anyway, all society.

In HEI's case of study, there was not IC's evolution, it was presented equal in changes of degree title from specialist to master and master to doctor. Therefore, after degree title, there was not improvements in terms of IC's results to the HEI. The Human Resources are equal before and after degree title because there are no differences between the Intangible Assets produced by Human Resources before and after their degree title, which creates the need of dialog from the HR sector with the HEI's management for decision making from this information.

Therefore, the academic managers need to make choices and make decisions based in the IA's management. Thus, if the HEI has a policy of management and follow-up of intangible assets that makes possible a short, medium and long-term comeback, it is possible to see the positive results of this investment and incentive on academic degree so that the priority keeps being the same; or, if it does not have, which strategies is needed to search for attending the market, demands of regulatory body and qualitative of services; or still, how to manage all of these variables of intangible assets in favor of positive results for the HEI (BEZERRA *et al.*, 2021, p.8).

As Tran and Vo (2020), the HC is the key element for the social and economic development of countries, which shows the impact that there is in HC for the growth of companies, in special, the ones of service, what succinct a methodology to measure the efficiency of HC in the process of the company's growth with enlargement of the other capitals and perception of financial impacts.

To Vaz *et al.* (2015), is not that simple to conceptualize the HC, although, it is noticed that is about a significant way of knowledge capable of improving the development of people if well structured inside the company with highlight and intensification in the 90's and can be defined as centralization of individuals' knowledge, that is, the competencies and abilities with the name of Human Capital; focus in the relationship of human and the others company's components, regardless of being physical, demarcating well the IA being called Structural Capital; and, finally, the focus stays at relationships' net having as

foundation principles and values (cooperation, thrust) that strengthen the bonds of all agents in which the company internally and externally relates for always having positive results.

According with Kikuchi, Lima and Silveira (2015), many organizations still mistake the Human Capital development with training and they are really different processes, because, formation for developing the Human Capital involves cognitive processes attached to intellectuality that will allow people to improve their creative processes in favor of innovation; already training, is a simple instrumentalization of techniques, procedures and knowledges that the person already has and only improves, but it does not interfere with motor and intellectual integrality.

With this, is important that the HEI invests in the academic processes of professors with incentive to degree title, to the scientific production and professional qualification, but it also needs to follow and observe the arising results of this process in order to generate competitive advantages of their HEI from this data according to the institutional goals because, if this is not done, may just be an indicator that you have HR with knowledge.

(BEZERRA; RAMOS; DE-BORTOLI, 2021, p.125).

According Amorim (2015), with that, the company's sustainability objectives are expected to be achieved from the investments, so that the practices of management are improved focused on human capital and, to it happens, the organizations need to see the people as leading figure for the success and growth of the company.

In accordance with Amorim *et al.* (2015), what is proposed is a harmonic and constant interaction between the people, the institutions, as well as, the relationships and the strategies for the company sustainability and, for that, it becomes necessary a rereading and construction of new meanings of IC with analysis of everything that happens internally and externally in the company regarding all of the relations and its economical and social impacts; do with congruence the actions of valorization of the human in direct dialog with the relationship net resulting in positive influences in the organization; recognize in stakeholders, be it in a collective or individual way the qualitative aspects and the intensity of the relationship; foment and value; from processes of education and awareness, the leading figures of the organization are the people.

According with Kikuchi, Lima and Silveira (2015), a good developing model of Human Capital is the Work, Professional Training and Social Development (TCD), applied by a Brazilian electronics' company both at the strategic and operational level to its collaborators through its three elements the work of each collaborator needs to have sense and meaning for them; formation that in fact develops the competencies and attitudes for personal development in perfect syntony with the work values and the subject's life.

Study carried out by Bezerra, Ramos, De-Bortoli (2021, p.126):

It is important that HEI checks how the process of pedagogical training of the total staff of teachers is going because the fact of presenting a degree title does not necessarily means an improvement on the teaching/learning process, once that the degree title focused more in research than teaching and,

furthermore, it must be considered what was settled with the professor regarding what was expected from him after degree title in terms of improvement in the triad teaching/research/extension so that the degree title is not only an act of fulfilling MEC's evaluation.

To Khastar, Attar and Ghorbanifar (2017), The IC and INC are the intangibles that are in the ranking of importance for the companies to present competitive advantages in the market with greater prominence of importance of IC for the organizations that works with knowledge and technology, followed by HC.

According to Pérez, Posada and Marrufo (2019), the IA are key factors for the company's success, in special, the HC with spotlight to knowledge at first place, followed by experience, creativity and innovation, soon, the HC, the IC and the INC are the main intangible for the success and survival on the companies market.

In prior analysis, the data showed that there was an investment of HEI, in study, for the enlargement of human resources, but it was not followed by an Intellectual and Integrative Capital increase after degree title. On the contrary, both had a decrease, showing an inverse proportionality of the relation: HEI's investments to enlarge the Human Capital X Intellectual and Integrative Capital, that is, the first one was increased and the two decreased, confirming the hypothesis that there was not an increase of Intellectual and Integrative Capital after teaching title. Therefore, it is necessary a good management of intangible assets arising from the increase of degree title, as well as clear politics and quality indicators of the professors after degree title; and the HEI needs to act to perceive the conversion of this investment in positive values, which makes it seeks for alternatives of conjoint measuring of tangible and intangible assets, in case this does not happen, it may be taking equivocated decisions regarding the intended goals (BEZERRA; RAMOS; DE-BORTOLI, 2021, p.126).

This understanding is also followed by Spinelli (2015), when he states that there is already a recognition by employees of the importance of educational actions to promote graduation for the development of personal and professional skills to work in the organization, but on the other hand, organizations, despite also realizing this importance, they summarize the graduation to merely technical and procedural issues as if it was enough for the employees, which constitutes a limitation for actually carrying out graduation with an approach that transforms mentalities.

The HEI management, in study, must not only invest on degree title and believe that will have the expected results, unless that their only goal is to attend one of the MEC's evaluation criteria, that is the percentage of masters and doctors, which is not an insurance of reaching the total goal of evaluation because there are others criteria associated with HC, IC and INC in the relation to the conjoint of academic activities. It must, besides degree title, invest in other institutional interests, look at the degree title results, trace goals and evidence the expected goals of their qualified



professors so that it does not only serve to achieve documentary standards of quality and increase in salary value (increase in expenses) because the difference before and after degree title, almost all negative, do not point to an increase in the production of Intangible Assets, especially the integrative (BEZERRA *et al.*, 2021, p.7)

For Romani and Julie (2016), the union of tangibles and intangibles, during the process of management operationalization, provides ideas of great value regarding the decisions to be made from an analysis of territorial capital, institutional context, and structure.

It is confirmed, thereby, the existent direct relationship between the development of a company, including in financial terms and the IA's management, specially, in cases of the ones who works intensely with creative potentials, science and services like the HEI.

## **5. FINAL CONSIDERATIONS**

Therefore, after analysis and discussion of results, in relation to the teaching title changes it refers to Human and Intellectual Capital, it might infer the following considerations:

- Only the Human Capital presented a small positive variation, after degree title, although not very expressive;
- In Intellectual Capital, there was a decrease;
- There was a highlight, also, in terms of stagnation for the two capitals;
- The Evolution of the capitals after degree title, followed the following logic of result increscent HC and IC;
- According with the studied sample, it was confirmed the hypothesis that there is a direct relationship between the professor's continuing education plan and the expected results by the HEI after teaching title, because there were no differences in the production of Intangible Assets from Human Resources before and after academic degree, in special, for the Intellectual Capital;

It is important, then, the management to carefully observe the HC and IC of the HEI's faculty for coherent and assertive decision making in academic, economic terms and in terms of achieving the desired objectives with the incentives for academic degrees and professionalization.

Therefore, is necessary a good management of intangible assets arising from the increase of degree title, as well as clear politics and quality indicators of the professors after degree title; and the HEI needs to act to perceive the conversion of this investment in positive values, which makes it seeks for alternatives of conjoint mensuration of tangible and intangible assets, in case that does not happen, it might be making equivocated decisions regarding the intended goals. Finally, it is recognized the importance of these results for the educational field and, in special, the academic management that needs to make decisions about the main IA for aggregation of values to HEI.

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