

THE IMPORTANCE OF HR IN THE DEVELOPMENT OF SKILLS OF ITS EMPLOYEES BY INTERMEDIATE IN THE CORPORATE UNIVERSITY

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ABSTRACT

This article addresses the concepts of corporate university, competencies, and learning paths, to demonstrate the importance of its implementation in the organization, enabling competitive advantages, innovation, and knowledge retention through the valorization of internal talents. To start this process and make it possible within an organization, an organizational system is needed that prioritizes and gives due value to the development of employees in their competencies and adopts a performance policy where all subordinates and managers have a vision of the process in a broad way. And in this sense, human resources are fundamental. In addition to raising awareness of the importance of this professional and personal development that the corporate university makes possible, this area is a pillar in the mapping of competencies (pre-Corporate University) and especially about the needs of the employee as an individual. To carry out the research, the qualitative research method, and the method of data collection through theoretical saturation is the categorical analysis.

Keywords: Corporate University, Skills development, Learning paths.

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1 INTRODUCTION

This article analyzed and understood the importance that a Human Resources professional has for the implementation of the Corporate University and how the processes of this project are developed within companies.

And to better internalize the operation experimentally developed a Corporate University from the beginning because it is part of the Integrator IV Project that aims to train professionals with competence to manage people strategically. With disciplines focused on career development and management, organizational behavior (individual and group), recruitment and selection, training, labor legislation, psychology, skills management, coaching, quality of life at work, and staff routines, among others).

The general objective is to understand how the Corporate University is developed and planned its functioning within companies, and the emphasis that a Human Resources professional has on its continuation of it. The specific objective of the research was to understand the companies that use the program and how planning, operation, results, and the differential it generates for the company are made.

2 THEORETICAL FRAMEWORKS

The theoretical framework of this research was structured in 6 topics, i.e.: what is a corporate university; what is the importance of its implementation in the organization; how to identify the guidelines for the construction of learning trails aimed at the development of competencies in these professionals; how to manage these learning trails in the context of assertiveness to retain knowledge in the organization; corporate university: an organizational strategy, enabling competitive advantages and innovation; the importance of Human Resources (HR) in this process of implementation, management and innovation of the corporate university.

2.1 WHAT IS A CORPORATE UNIVERSITY

Corporate University is an educational institution linked to the organization that has been gaining space in the market where it operates. Currently, the companies themselves are creating their "Corporate Universities" (UC), to ensure a tailor-made education, for the realization of the so-called mission, a vision of the future, business, strategies, and organizational values (Lozano, 2019). In this context, "the fundamental issue for organizations of the 21st century is to understand that it has become essential to continuously improve the ability to better leverage mechanisms that allow the conversion of information into business value" (Mishra, 2019). UC's basic principles are the design of programs that reflect the company's commitment to supporting the organization's business objectives.

Within this theme, knowledge management stands out as something primordial within the UC, because according to Razzaq et al. (2019), it develops changes in organizational values and culture, in people's behavior and work models and, fundamentally, requires that people have easy access to important information resources, so that knowledge can be generated and distributed. The literature also assumes that knowledge management in an organization facilitates learning, a process that can occur at the individual, group, and organizational levels (Antonello, 2005; Brito et al., 2019). The study of organizations, in the context in which they

are inserted in the contemporary business world, has highlighted, since the second half of the twentieth century, the importance of "Organizational Learning" (AO) for understanding the dynamics of organizational changes arising from the creation or assimilation of new knowledge (Castro et al., 2018; Lozano, 2019).

In addition, Castro et al. (2019) and Mishra (2019) explains that in addition to the traditional classroom model, UC uses multiple forms of learning, such as distance learning resources, via the Internet and virtual campus, which enables "learning anytime and anywhere". This has made UC something possible without being implemented in organizations and according to Razzaq et al. (2019), the "Corporate Education System" (SEC) has been used to enable the development of employees efficiently in organizations.

2.2 WHAT IS THE IMPORTANCE OF ITS IMPLEMENTATION IN THE ORGANIZATION

To remain active and current in the labor market, continuous transformations that enhance capacity and guarantee profit is required from organizations.

The awareness of this ideal scenario can take place in several ways, and the implementation of the Corporate University is one of them. The availability of this corporate education builds and/or retains knowledge and skills of the organization's talents. This educational practice makes permissible the innovation originated internally, that is, from the employees themselves through information and meaningful learning.

In this sense, regarding the interest of companies in the implementation of the Corporate University Program, Eboli (2004), Li et al. (2019) and Lozano (2019) affirm that successful organizations have used these resources as a strategy to develop their intellectual capital.

Knowing the importance of the implementation of the Corporate University (UC) in the organization and why investing in knowledge is that we should think about its broad application, that is, for all employees of the organization, aiming at general knowledge in the company's processes.

Therefore, UC must include in its programs all stakeholders of the organization, employees, suppliers, customers, and other participants of its collaborative network. This is possible in both private and public organizations (Freire et al., 2016, apud Aires, Freire and Souza, 2017).

2.3 HOW TO IDENTIFY THE GUIDELINES FOR THE CONSTRUCTION OF LEARNING TRAILS AIMING AT THE DEVELOPMENT OF PROFESSIONAL NESSES SKILLS.

About learning trails, we can build them within the context of competencies management, to ensure and develop certain competencies in employees aligned with the objectives of the organization, aiming beyond organizational competitiveness, the complete development of its employees, which goes beyond superior performance in the company, but seeking to develop their in addition to the organization's goals, aiming beyond organizational competitiveness, the complete development of its employees, which goes beyond superior performance in the

company, but seeking to develop their aides as well (Freitas; Brandão, 2006; Almeida, 2013, Brandão, 2017 and Santos, 2020).

Within this context of building skills-based learning trails, the development of the organization's employees should be planned very carefully. The core competencies of the organization must be mapped according to the strategies it has established, from this, the professional competencies of the employees must be defined.

Within this survey of competencies, that is, in the mapping of the same must be observed which is necessary for the organization and professionals. From this diagnosis, it is possible to identify the competencies that will need to be prioritized and developed in employees and think about strategies to be applied to reduce skills GAPS. With this, the evaluation and monitoring of performance indicators should be constant (Guimarães et al., 2001, Brandão, 2017 and Santos, 2019).

Also, on mapping competencies, Guimarães et al. (2001) and Brandão (2017), stated that mapping the essential competencies of the organization and the skills gaps (GAPS) of workers are the first steps that need to be considered in the design of Learning Trails.

From the survey of skills GAPS, it is possible to identify which target audience for each course makes up the learning path. Each professional can follow a different path from the other using different teaching and learning strategies. In the Learning Trails, several learning strategies can be carried out: self-instructional training, face-to-face courses, distance courses, internships, study trips, seminars, lectures, reading of magazines, books, newspapers, study groups, and several other means of learning (Freitas; Brandão; 2006; Antonello; Flach, 2011; Almeida, 2013 and Brandão, 2017).

After identifying the guidelines of the learning trails through the mapping of skills, skills gaps, and the target audience that will need to be reached, the organization will certainly be able to build and offer an assertive trail that develops the necessary skills that it needs for a given sector. Corroborating Guimarães et al. (2001) and Brandão (2017), after the offer of the Learning Trail, professionals trained in their work practice should be followed, observing their performance, and mapping new competencies gaps, thus building a consistent follow-up, and offering new possibilities of skills development or even mapping the need to update the learning trail initially built (Wich; Pollock; Jefferson, 2011 and Silva, 2019).

2.4 HOW TO MANAGE THESE LEARNING TRAILS WITH THE AIM OF ASSERTIVENESS TO RETAIN KNOWLEDGE IN THE ORGANIZATION.

When developing the learning trails within what has been proposed (mapping of competencies), we must not forget that they should be created from the idea of combining the needs of the organization with the objectives of the collaborators (Freitas; Brandão, 2006; Almeida, 2013 and Brandão, 2017).

However, knowledge has become something overvalued within organizations, where it has become the center of attention, but many organizations do not know how to manage it and ended up being a great challenge for them. Within this theme, knowledge management emerges as a necessity for all companies that want to improve their results (Aires, 2017).

2.5 CORPORATE UNIVERSITY: An ORGANIZATIONAL STRATEGY Enabling COMPETITIVE ADVANTAGES AND INNOVATION.

The organization is the way a system is available to achieve the desired results, that is, it is the union of people, ideas, ideologies, and resources to achieve their goals. We know that organizations are undergoing change, and this requires internal attention to let everyone know about these changes and know why they are. These changes often generate innovations and competitiveness. With this, innovations form the basis for achieving competitiveness and organizational sustainability with intellectual capital (Vieira and Quadros, 2017).

Within this competitiveness scenario, we can observe that the employee (human capital) began to have a prominent role in the construction of distinct values for this competitiveness. (Aires; Kempner-Moreira; Freire, 2017). And this caused companies to begin to realize the value and importance of keeping their organizational strategies aligned with employee objectives to achieve competitive advantages in the external sphere.

This comes in line with the statement of Meister (1999) and Freire et al. (2016), who demonstrated that the evolution of corporate education goes beyond the walls of organizations, involving addition to company professionals, clients, and supply chain, involving these actors both in the construction of the Learning Trail and in the offer of learning solutions themselves. The need to develop skills beyond technical skills (SENAI, 2019; Freire et al., 2019).

For Aires, Freire, and Souza, (2017), the dynamics of capitalism challenge organizations to ensure their priority and competitiveness. Thus, investing in knowledge should be something continuous to configure and as a competitive advantage for organizations, contributing to the company's effective strategic action, with a focus on achieving the strategic growth goals of organizations (Hosseini et al., 2019; Li et al., 2019).

Furthermore, Meister (1999) apud Aires, Freire e Souza (2017) present ten characteristics that constitute the basis of UC objectives and principles that any organization should follow to mobilize its workforce in the construction of sustainable competitive advantages in the global market:

Basic features of a Corporate University:

1. Offer learning opportunities that support the organization's most important business issues.
2. Consider the UC model a process and not a physical space for learning.
3. Develop a curriculum that incorporates the three Cs: Corporate Citizenship, Contextual Structure, and Basic Competencies.
4. Train the value chain and partners, including customers, distributors, suppliers of outsourced products, as well as universities that can provide the workers of tomorrow.
5. Move from instructor-led training to various learning presentation formats.
6. Encourage and facilitate leaders' involvement with learning.
7. Move from the corporate financing model by allocation to "self-tuning" by the business units.
8. Take a global focus on developing learning solutions.
9. Create a system for evaluating results and investments.

10. Use UC to gain a competitive advantage and enter new markets.

2.6 WHAT IS THE IMPORTANCE OF HR IN THIS PROCESS OF IMPLEMENTATION, MANAGEMENT, AND INNOVATION OF THE CORPORATE UNIVERSITY?

In an increasingly competitive market context, the role of RH plays a dominant role in building a competitive advantage for the organization. It has been a while since the Human Resources area has been undergoing transformations and this has been making it increasingly strategic and full of challenges.

Therefore, the role of HR within this whole process is to try to identify the essential competencies of the organization, the skills necessary for employees in each area of the company that needs more attention to be developed and identify the gaps "GAPS" that exist and from there begin to trace the paths according to what is desired for the position.

Starting from the idea that the corporate university is a space offered and managed by the organization to promote education through a culture of continuous learning, where new competency will be linked to the organization's strategies enabling competitive advantages concerning organizational development and growth, large companies have perceived, as advocated Silva et al. (2017), the competitive differential that its people management has in the business environment and how much it has invested heavily in structured educational actions to improve its performance and reach high levels of its services.

And not to put there, the HR professional within the organization to which he provides his service, needs to understand the needs of employees and not only develop technical skills (SENAI, 2019; Freire et al., 2019). Developing the EU of each one, emotional and motivational skills are also part of this development. The knowledge gained at the process logo is only one part, we need to have the intelligence to extract from people their attitudes and help them in the development of their skills.

3 METHODOLOGY

Qualitative research of the basic type, based on the study of data bibliography, a bibliographic study of the theme using interviews as data collection technique and as data technique the category analysis according to Flores (1994).

The results obtained in the interviews conducted to understand in practice how the Corporate University is established, and developed, the results and achievements that it can bring both to the company and to the gain of knowledge for the employee who takes advantage of (enjoy) the program.

Given of the objective of this research, semi-structured interviews were used through theoretical saturation and qualitative research methods. Where the entertained are employees/managers of Human Resources who work in companies that have the Corporate University, analyzing the answers to the understanding of the reality and effects of the program.

4 DATA ANALYSIS AND DISCUSSION

"Table 1" reveals the expectations that the organization is projecting in the result of its product or service and how its employees contribute to this goal by developing professionally.

Table 1 - Metacategory "Intrinsic business desires"

Code	Category Definition	Units
PERF	Includes allusion to the company's design in the final product/service result.	R1 - "have better productivity, a better result at work." R2 - "It aims to improve the services provided."
DPP	Includes allusion to the development of the professional and staff.	R4 – "The main focus of this work that we do here is just what? It's about these people, it's her deep, her deep work, what she must know and attract these people so that they didn't leave the company and we have that profitability within the company of good employees. So, the follow-up from the beginning, from when he enters we make a development to know in which area he can act, and if he serves to be a future manager if he has this ability to is assuming a team, then the beginning of all this is to try to absorb everything that the person understands, what she has to know for her in the future to be a good manager within the company is." R5 – "The initial goal has always been, and it is even in the mission of Corporate University is to work and develop the quality of life and the professionalism of all employees, regardless of whether it is in one sector or in another, the University in which I work works for the quality of life and personal and professional development of employees."

Source: Adapted from Flores (1994).

"Table 2" presents the forms, techniques, and methodologies of the organizations participating in the research for the development of knowledge in employees. Learning is strengthened through technologies, and training and still has the possibility, in some companies, of a more personalized educational approach.

Table 2 - Metacategory "Learning models and different profiles"

Code	Category Definition	Units
DTC	It includes an allusion to various techniques to pass on knowledge.	R5 – "In this you a list of didactic material, of different ways of ministering, right, we have small lectures, we have is::cultural coffee, we have is:: classes even, right::, courses of two, three, five days, twenty days and within these courses we have different techniques also of learning, whether Powerpoint designed, or developing group work, through gamification, it we have what we call a platform for you to take online

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		courses, is has a specific name, right, inside the organization that we use, even by marketing but it is a platform where you develop, do online courses without necessarily having a teacher there, using the same techniques, right, you play games, competitions between employees for those who have higher scores, so it is the way it is taken and the technique that is used to have more dynamics are diverse within the University."
TTR	Includes allusion to technology in training.	R3 – "So we always support the online training part, even if it's a recap, sometimes we can do a strong face-to-face training that lasts three (3) days, four (4) days, and then we just do a recap online so they can access it."
APA	Includes allusion to the adult learning model (andragogy).	R5 - "It is andragogy, which is teaching to the adult, you need to value what he knows, right, you need to value what he knows and show that it has value what he is learning too. So I think: it's tested mainly if you're talking about ways of learning, right, from "ah I'll do gamification" "I'll do a lecture presentation only I talk" this all has to be tested because sometimes ... there are different profiles and different moments is:: and value then I will not speak only the classroom reversed because there are other ways to do this, but what the staff usually talk about the inverted classroom is:: a trend there on the part of educational, mainly of andragogy because you value the knowledge that has its participants, employees."
PAA	Includes allusion to the target audience to be reached.	R5- "then we will also see what the target audience is, if the audience our target of that sector is younger, then we will bring one different didactics if the audience were a more audience old."

Source: Adapted from Flores (1994).

In "Table 3" are the definitions of how monitoring is done that ensures that past knowledge is translated into organizational results. There are also forms of evaluation and indicators coming from a particular information base of companies and enabling knowledge management.

Table 3 - Metacategory "How to manage knowledge"

Code	Category Definition	Units
ACO	Includes allusion to monthly monitoring and closer management.	R1 – "It is a good follow-up through KPIs, which would be our performance indicators. So, we need to have follow-up monthly there of what is happening, what was achieved, what was it, it allows us to make management is closer, closer."
AVA	It includes an allusion to evaluating people,	R2 – "Yes, making an assessment right, is you first... you need to evaluate people, the functions are the skills

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	roles, and skills and applying and providing tools or courses.	you intend to develop in people and apply, make tools or courses available, then make an assessment..."
REL	Includes allusion to course completion reports for viewing employee usage.	R3 - "Preparation of reports, where the business units identify who concluded. And like all our tracks they have a question-and-answer game that is standard within our corporate university. So, we have a way to extract reports, and some business units ask us to extract this report so they can see how their employees are being used."
INF	Includes allusion about the manager having information of the employee and through them visualize the indicators.	R5 – "So we have a spreadsheet where we have a lot of information from the manager, where the manager puts the employee's information, and the employee puts information from him as if they were indicators."

Source: Adapted from Flores (1994).

The organization's relations with its employees are expressed in "Chart 4" through corporate education, where the cultivation of motivation for self-knowledge is established and how the results of this education impact the organization's placement in the competitive market.

Table 4 - Metacategory "Corporate Education as a competitive differential"

Code	Category Definition	Units
IAA	Includes allusion to encouraging self-development.	<p>R1 – "so it's a culture of self-development, a culture of learning and empowerment so they can be... have better productivity, a better result at work [...] I believe it's... much because, this process of... learning, corporate education, has to do with people's professional development."</p> <p>R2 – "I already took platforms like this when I started my first job and I learned how to do some Excel tables there, served to this day for me. So that platform, that training made me, taught me to be a better professional, and today I use it for life. It is extremely important for those who want to develop, stay in a company that provides these tools, it is even a decoy, and even a... a differential."</p> <p>R3 – "It's not for the salary as many people think, firstly comes this part of the development of the employee, and secondly comes the quality of life and there... Right up front comes the wage issue. So, it is of paramount importance that every company has this channel and that develops its employees right, and the better developed the employees are better will be a job, the better will be the integration of these companies ... of these people in the company, for sure."</p>

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MET	Includes allusion to the best companies to work for.	R3 – "I understand of paramount importance because we know that companies that receive the title of best companies to work for in Brazil, the ranking, the number one that employees put there. Because what they think is the best company to work for are the companies that invest in the knowledge of their employees."
ACM	Includes allusion to market competition.	R5 – "I have a hundred percent certainty like this, and absolute conviction that the Corporate University is a differential for the market, it is a differential for the company itself, right, this leaves behind some competitors who do not have the Corporate University of the same sector, for example."

Source: Adapted from Flores (1994).

It is reported in "Chart 5" the role of HR in enabling, coordinating, and ensuring the functionality as head of the Corporate University.

Table 5 - Metacategory "The HR area and its importance in UC"

Code	Category Definition	Units
ORG	It includes an allusion to organizing and enabling the corporate education process.	A1 – "The human resources area that organizes, that enables, that provides this process of corporate education. Because all demand comes to us, we see this demand together with the business areas."
MA P	Includes allusion about HR being the matrix part for everything to happen/work.	R2 – "Everything revolves around HR in my view, HR is the matrix piece for all gear to rotate, without HR, nothing flows, because it will tie the function, the needs of the company, the needs of management, management, develop courses, make an evaluation of effectiveness, whether the course was effective or not, if you do an adherence assessment if the staff is being able to follow the course, you understand."
CUC	Includes allusion about HR being the head of the corporate university.	R4 – "He is the head of the business, of the corporate university."
EXT	It includes an allusion to the extreme importance of HR in the corporate university.	R5 – "HR has the support function that is of utmost importance to the Corporate University, making HR employees of workers and students of it"

Source: Adapted from Flores (1994).

"Chart 6" shows how the identification, direction, and mapping of competencies and skills that need to be developed is established, and these processes originate from the relationship between HR and managers.

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Table 6 - Metacategory "RELATIONSHIP of HR with managers in skills mapping"

Code	Category Definition	Units
NES	It includes an allusion to identifying the collective and individual needs of employees.	R2 – "Work with managers to identify the need of the team, right, and what needs of each employee, that is, what skills, he has to have, which for example, the Softs skills that he wants to develop in the employee, which he thinks is important for a given task."
DHC	Includes allusion to targeting skills and competencies.	R5 – "what skills want to be worked on, what skills want to be developed, and then we work on it."
EAE	It includes an allusion to mappings that generally encompass the areas of the company.	R4 – "So we work, it is first a survey of the area that the person is in and together with the current managers we identify those points, those people."

Source: Adapted from Flores (1994).

"Table 7" exposes how fundamental and advantageous it is for employees and the organization that knowledge is disseminated and decentralized allowing it to be improved and lasting as part of the organizational culture.

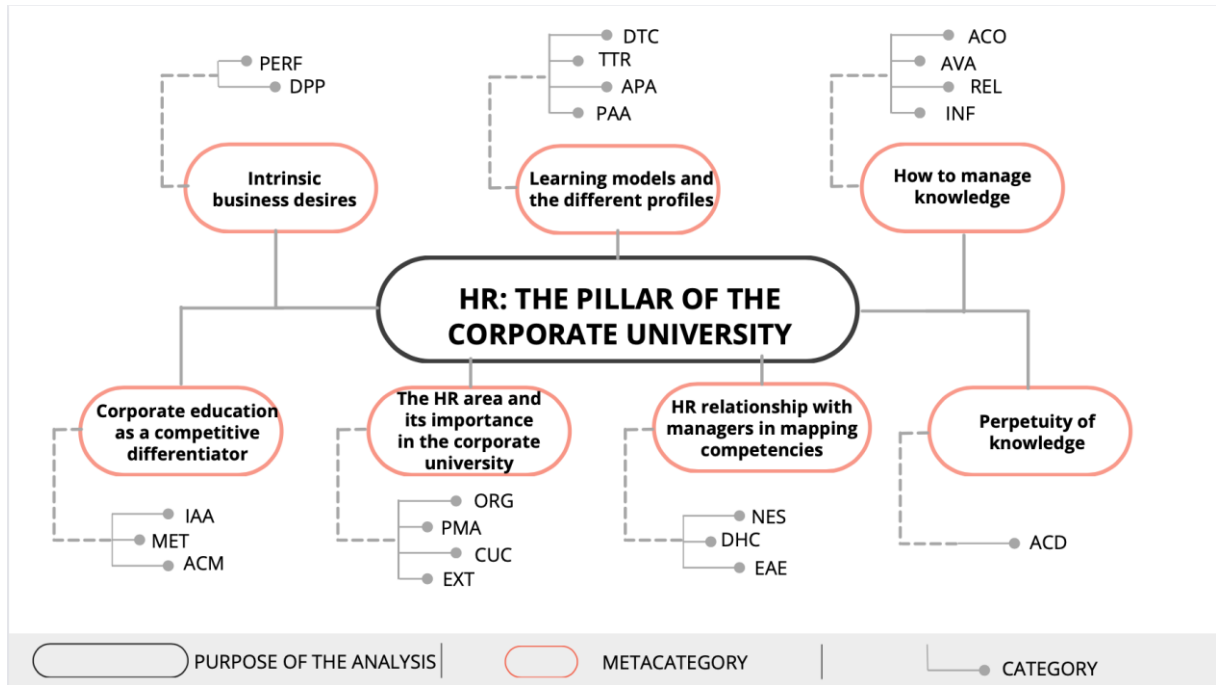
Table 7 - Metacategory "Perpetuity of Knowledge"

Code	Category Definition	Units
ACD	Includes allusion to decentralized knowledge.	A5 – "It is fundamental for a company to have is::: a Corporate University, even for perpetuity, right, because if you have a good business on account of an employee X, Y, Z this knowledge, if you stay alone with him you end up losing longevity, one hour this employee will retire, will leave the company, the Corporate University she rightly tries to avoid as much as that happens, right, the centralization of knowledge in one person, it tries to be sprayed or passed there to an employee who has the profile of that person, to perpetuate the business and knowledge of that person."

Source: Adapted from Flores (1994).

Figure 1 below presents the synthesized configuration of the research development, where the central theme is presented as the objective of the analysis: HR: The pillar of the Corporate University. From it and through the interviews arise the metacategories and consequently also the categories.

Figure 1 - Category system



Source: Prepared by the authors themselves.

5 CONCLUSIONS AND FINAL CONSIDERATIONS

In the analysis of a market that prioritizes learning and has an intelligent vision from the perspective of possibilities that HR offers, it was possible to identify the processes that guarantee excellence and translate the importance of people management.

Identification and development of skills and GAPS, planning of learning trails, a stimulus for professional growth and structuring from a more human eat constitute some of the measures and responsibilities attributed to the human resources professional, which ensures good planning and development of the learning culture of the Corporate University.

The results and interviews that enriched this article both present themselves as models of organizations that grow together with their collaborators, and from this are recognized and differentiated in the market because they show the importance of immediacy of an integrated perspective that proves so necessary for business and professional advances.

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