UNIVERSIDADE ESTADUAL DO OESTE DO PARANÁ
PROGRAMA DE PÓS-GRADUAÇÃO EM ADMINISTRAÇÃO
MESTRADO PROFISSIONAL

WESTERN PARANÁ STATE UNIVERSITY
PROFESSIONAL MASTER'S IN ADMINISTRATION

A relação do Capital Intangível e das *Soft skills* nas *Core Competencies* de uma Instituição de Ensino Pública

The Relationship Between Intangible Capital and Soft Skills in the Core Competencies of a Public Educational Institution

[TRADUÇÃO INGLESA]

ANA CLAUDIA LUSTOSA DE MELLO

CASCAVEL/PR
2025

Ana Claudia Lustosa de Mello

A relação do Capital Intangível e das Soft skills nas Core Competencies de uma Instituição de Ensino Pública

The Relationship Between Intangible Capital and Soft Skills in the Core Competencies of a Public Educational Institution

Dissertation presented in partial fulfilment of the requirements for the degree of Master of Science in Administration in the Department of Administration, Western Paraná State University.
Dissertation Supervisor: Dra. Delci Grapegia Dal Vesco.

Dissertação apresentada ao programa de pós-graduação em administração (PPGAdm) – mestrado profissional da universidade estadual do oeste do paraná, como requisito parcial para obtenção do grau de **Mestre em administração.**

Orientadora: Professor Dra. Delci Grapegia Dal Vesco

CASCAVEL/PR

2025

International Cataloging-in-Publication Data
UNIOESTE Library System

Mello, Ana Claudia Lustosa de.
The Relationship Between Intangible Capital and Soft Skills in the Core Competencies of a Public Educational Institution /Ana Claudia Lustosa de Mello Supervisor: Delci Grapegia Dal Vesco; 2025.
93 f.

Dissertation (Degree in of Master of Science in Administration) – Department of Administration, Western Paraná State University, 2025.

1. Competencies. 2. Soft skills. 3. Intangible Capital. I. Dal Vesco, Delci Grapegia. II.Title.

unioeste
Universidade Estadual do Oeste do Paraná
Reitoria
CNPJ 78.680.337/0001-84
Rua Universitária, 1619, Jardim Universitário
Tel.: (45) 3220-3000 - www.unioeste.br
CEP: 85819-110 - Cx. P.: 701
Cascavel - PARANÁ

PARANÁ
GOVERNO DO ESTADO

ANA CLÁUDIA LUSTOSA DE MELLO

A relação do Capital Intangível e das Soft skills nas Core Competencies de uma Instituição de Ensino Pública

Dissertação apresentada ao Programa de Pós-Graduação em Administração em cumprimento parcial aos requisitos para obtenção do título de Mestra em Administração, área de concentração Competitividade e Sustentabilidade, linha de pesquisa Estratégia e Competitividade, APROVADO(A) pela seguinte banca examinadora:

gov.br Documento assinado digitalmente
DELCI GRAPEGIA DAL VESCO
Data: 01/11/2024 10:42:11-0300
Verifique em https://validar.iti.gov.br

Orientador(a) - Delci Grapégia Dal Vesco

Universidade Estadual do Oeste do Paraná - Campus de Cascavel (UNIOESTE)

gov.br Documento assinado digitalmente
IVANO RIBEIRO
Data: 04/11/2024 12:10:18-0300
Verifique em https://validar.iti.gov.br

Ivano Ribeiro

Universidade Estadual do Oeste do Paraná - Campus de Cascavel (UNIOESTE)

gov.br Documento assinado digitalmente
MARCELO ROGER MENEGHATTI
Data: 04/11/2024 10:58:33-0300
Verifique em https://validar.iti.gov.br

Marcelo Roger Meneghatti

Universidade Estadual do Oeste do Paraná - Campus de Cascavel (UNIOESTE)

gov.br Documento assinado digitalmente
VIVIANE DA COSTA FREITAG
Data: 04/11/2024 12:07:32-0300
Verifique em https://validar.iti.gov.br

Viviane da Costa Freitag

Universidade Federal da Paraíba (UFPB)

Cascavel, 23 de outubro de 2024

DEDICATION

To Lucas.
The one who guides my dark days and
who magnifies the happy ones.

ACKNOWLEDGMENTS

The decision to pursue a master’s degree is something very serious. It goes beyond "just another course" or "I'll study when I can". Studying for a master’s degree is giving up a lot: time with family, friends, parties, sports. The focus becomes entirely on studies, articles, work presentations, congresses, and a lot is left behind. I believe that this is why we have a section called "acknowledgments", to really thank those who have been together on this journey, who have closely followed our dedication and who understood that, despite the absence, the master’s degree would bring me good results. And it really did: a new life, a turning of the page, knowledge I didn't have, people who took me out of my comfort zone and a whole path to follow.

The path was arduous, not only for the studies. I had to interrupt my dissertation for health reasons, due to a personal problem that destabilized me. It was a necessary pause to be able to continue. And it is in these moments, when we are at our worst, that we need to think about the people who did not let go of our hand. Therefore, I start by thanking two parts of me: my son Lucas and my mother Geovana. Lucas, in his sweet way, even though he knew nothing about my research, always told me: "Everything will be fine, Mom." And so, I calmed down and reminded myself of why I had followed this path. And my mother, who helped me start over, giving all the love and attention I needed to.

I also thank my sisters, Giselle and Janaina, who sent good energy, gave me support and welcomed me on one of the most challenging days of my life. To my (few and) good friends, who were by my side, supporting me in my personal and academic life: Mari, Andressa, Tânia, Ana, Josi, Jeferson, Gui, Sheila, Alê, Thay, Lo, Vini, Rê and Vanessa, my partner in articles and who helped me to hold the ends in the Master's Degree. To Leo, who arrived at the end, but reached out to me and brought me peace, so that I could continue.

To my advisor professor Delci Grapegia Dal Vesco, for her guidance and vast knowledge, and to all my Master's professors, who have always conducted classes and discussions with excellence, especially Professor Marcelo, who guided me and became my inspiration. To my psychologist Helena, who accompanied the process and brought the necessary basis for me to move forward.

Looking back, there are many people to thank. There is a lack of space. And it's good that it's like that. No one walks alone. I am really very grateful.

RESUMO

Mello, Ana Claudia L. (2025). A relação do Capital Intangível e das *Soft skills* nas *Core Competencies* de uma Instituição de Ensino Pública (Dissertação). Programa de Pós-Graduação em Administração (PPGA), Universidade Estadual do Oeste do Paraná – UNIOESTE, Cascavel, PR, Brasil.

A presente pesquisa teve como objetivo verificar a influência do Capital Intangível incorporado às *Soft skills* dos servidores, nas competências essenciais de uma Instituição de ensino pública. Os estudos mencionados na pesquisa indicam que compreender essas relações pode clarificar a gestão de recursos intangíveis em consonância com a otimização das core competencies, especialmente em relação a uma competência central que envolve a oferta de algo que apresenta características únicas em relação a outras instituições, dado que a visão da universidade é produzir, sistematizar e divulgar o conhecimento, contribuindo para o desenvolvimento humano, científico, tecnológico e regional. E em consonância com a visão de ser uma referência como universidade pública na produção e divulgação do conhecimento. Metodologicamente seguiu-se uma abordagem quantitativa, com desenvolvimento teórico / científico acerca do tema, por meio de uma pesquisa descritiva. A coleta dos dados deu-se por meio de um questionário, aplicado *a priori* como um pré-teste e posteriormente de maneira definitiva, e a análise dos dados foi (assim como no pré-teste) por meio de um modelo de equação estrutural, analisada pelo software SmartPLS4. Os principais resultados indicam que, embora a maioria das hipóteses tenham sido confirmadas, há melhorias a serem implementadas nessas relações, principalmente em se tratando de habilidade como profissionalismo, liderança, flexibilidade e empatia, variáveis essas que não trouxeram resultados estatisticamente significativos. Além disso, a pesquisa quantitativa pode não abranger todas as hipóteses mencionadas com tanta profundidade, ficando como sugestão para estudos futuros, a utilização da pesquisa qualitativa. O estudo trouxe contribuições teóricas e práticas, pois além de enriquecer a literatura, é um estudo incipiente que pode ser utilizado em distintos contextos. Na prática, é possível recomendar que as instituições invistam em formações de programas voltados às habilidades interpessoais.

Palavras-chave: Competências; *Soft skills;* Capital Intangível.

ABSTRACT

Mello, Ana Claudia L. (2025). The relationship between Intangible Capital and *Soft skills* in the *Core Competencies* of a Public Education Institution (Dissertation). Graduate Program in Administration (PPGA), State University of Western Paraná – UNIOESTE, Cascavel, PR, Brazil.

The present research aimed to verify the influence of Intangible Capital integrated with the Soft Skills of employees on the core competencies of a public educational institution. The studies mentioned in the research indicate that understanding these relationships can clarify the management of intangible resources in line with the optimization of core competencies, especially regarding a central competency that involves offering something with unique characteristics compared to other institutions, given that the university's vision is to produce, systematize, and disseminate knowledge, contributing to human, scientific, technological, and regional development. This aligns with the vision of being a reference as a public university in the production and dissemination of knowledge. Methodologically, a quantitative approach was followed, with theoretical/scientific development on the topic through descriptive research. Data collection was conducted using a questionnaire, initially applied as a pre-test and subsequently in a definitive manner. Data analysis was performed (as in the pre-test) using a structural equation model, analyzed by the SmartPLS4 software. The main results indicate that, although most hypotheses were confirmed, there are improvements to be implemented in these relationships, particularly regarding skills such as professionalism, leadership, flexibility, and empathy, which did not yield statistically significant results. Furthermore, the quantitative research may not cover all the mentioned hypotheses in depth, suggesting the use of qualitative research for future studies. The study provided theoretical and practical contributions, as it enriches the literature and represents an emerging study that can be applied in various contexts. Practically, it is possible to recommend that institutions invest in training programs focused on interpersonal skills.

Keywords: Competencies; Soft skills; Intangible Capital.

LIST OF FIGURES

FRAME LIST

LIST OF TABLES

LIST OF ABBREVIATIONS AND ACRONYMS

ACRONYMS	DESCRIPTION
IES	Higher Education Institutions
CAPES	Coordination for the Improvement of Higher Education Personnel
BDTD	Library of Theses and Dissertations
IBICT	Brazilian Institute of Information in Science and Technology
WEF	World Economic Forum
RBV	Resouced-Based View

SUMMARY

1 INTRODUCTION

When starting the discussion about the term soft skills or "interpersonal abilities," it is first observed that research on this topic is relatively recent, which may render studies on the subject subjective, requiring a more critical and in-depth analysis. This is because there is neither a seminal study nor a theory dedicated to the topic. While the analysis of the development of these abilities in academic and professional settings is a significant aspect to consider, the first step for advancing this study is to understand the concepts surrounding it and examine the related skills. Rasli, Ghani, Razali, Razak, Embong, Saleh, Idris, and Rani (2020), in their article “Do soft skills really matter?” introduce a question mark to what might initially seem like an absolute truth: that soft skills, much like technical skills, need to be taken into account for personal and professional development. The study's answer is straightforward and direct: soft skills are indeed crucial in the current context (Rasli et al., 2020).

Before delving into the main topic of this study, it is essential to present clear and didactic concepts for each of the subtopics covered by the research. Soft skills are interpersonal qualities, also referred to as relationship skills, and personal attributes that directly influence how individuals interact and communicate with others. These competencies encompass aspects such as empathy, effective communication, teamwork, leadership, conflict resolution, and adaptability (Robles, 2012). Intangible capital is defined as a non-physical resource that demonstrably generates or has the potential to generate future economic benefits for an organization. It is characterized by its intangible nature and is often related to knowledge, brand, and reputation (Bontis, 1998). Finally, core competencies refer to the strategic combination of various skills, knowledge, and capabilities that differentiate an organization in the market and are difficult for competitors to replicate. These competencies form the foundation for creating unique value, enabling the organization to achieve and sustain a competitive advantage over time. Beyond a set of technical skills, core competencies encompass the ability to integrate resources, innovate, and respond effectively to changes in the external environment (Zollo & Winter, 2002).

The term soft skills permeates the educational and organizational fields (Robles, 2012; Laker & Powell, 2011). The true definition of soft skills does not refer to abilities in their conventional sense but rather to traits of character, attitudes, and behaviors that are intangible factors of an individual, influencing how capable they are of being leaders, mediators,

facilitators, and negotiators (Robles, 2012). These intangible factors must be developed and measured within organizations to make sense for the company. Andrews and Higson (2008) associate the term soft skills with employability, focusing on academic skills and their significant influence on employment relationships. The skills mentioned in their study include professionalism, confidence, the ability to work under pressure, communication, and creativity.

Regarding the definitions surrounding soft skills, it is significant to relate them to another concept: intangible capital. As in Andrews and Higson's (2008) research, Pereira and Raposo (2019) highlight the importance of classifying soft skills as intangible assets that need to be measured, as they play a humanizing role in intrapersonal and interpersonal development. Additionally, these authors reflect on intangible competencies and demonstrate the influence of individuals' emotional development on social and economic development. Similarly, Robles (2012) acknowledges the criticality of hard skills for work but emphasizes that intangible skills are essential for recognition and improvement, complementing each other. Furthermore, Nesaratnam and Carnegie (2019) argue that intangible skills help identify strengths related to leadership, facilitation, mediation, and negotiation.

Like soft skills, there is no single definition of intangible assets, further linking the two concepts. Intangible capital is interpreted as something immeasurable, often associated with intellectual capital or knowledge assets (Stefano, Casarotto Filho, Freitas, & Martinez, 2014). Thus, analyzing soft skills as intangible organizational assets sheds light on understanding them as individual competencies that influence core organizational competencies and must be measured and evaluated to understand how they can be significant for the institution.

The theory of core competencies refers to organizational skills as a set of abilities that are the key to achieving a competitive advantage (Prahalad & Hamel, 1990; Tong, Iqbal, & Rahman, 2022). Initiated by Prahalad and Hamel (1990) and followed by various subsequent studies, the theory posits that core competencies are seen as the collective learning of the organization, encompassing skills, knowledge, and attitudes and their coordination across organizational boundaries, involving people and all their functions (Prahalad & Hamel, 1990).

When individual skills, whether soft or hard, are contained and not utilized in appropriate opportunities, these abilities begin to weaken, potentially leading to a decline in the organization's core competencies. These skills result in differentiated products and services that can compete in various markets, alongside resources (tangible and intangible) that add value and make products or services unique (Prahalad & Hamel, 1990; Mappigau, 2012). Thus, senior management must focus on both the process of acquiring capital and human skills, identifying

critical competencies among individuals, and leveraging them to the organization's advantage (Prahalad & Hamel, 1990).

Analyzing organizational competencies alongside individual competencies while placing them in different positions implies understanding what creates value and competitive advantage for the organization. Seminal authors such as Barney (1991), Porter (1985), and Rumelt (1994) describe value as something that cannot be replicated by any competitor, exceeding economic value and impacting competitive advantage. In the Resource-Based View (RBV), Barney (1991) explores the value of an organizational resource by relating it to its ability to identify opportunities or threats. In contrast, Teece (2017) argues that capabilities, while not directly classified as resources, have superior value in the context of core competencies, as they represent the strategic integration and effective utilization of resources to achieve competitive advantage.

Without effectively utilizing its resources, a company lacks a competitive advantage. Without a sustainable competitive advantage—attributes of price or performance in products or services—a company cannot survive over time (Prahalad & Hamel, 1990; Tong, Iqbal, & Rahman, 2022). Therefore, if a company's competitive advantage arises from its valuable and hard-to-replicate resources, the capabilities of individuals can serve as these resources, provided they are effectively measured and evaluated (Sordi & Azevedo, 2008; Madhala, Hongxiu Li, & Helander, 2020).

Although widely studied, analyzing core competencies beyond executive practice presents complexity. It is a theory requiring practice and practice requiring theory. Edgar and Lockwood (2021) propose a core competencies model applicable by managers and studied by researchers, as it is a topic of interest for both groups. This study will serve as a foundation for understanding core competencies.

It is noteworthy that the term soft skills is not universally agreed upon by scholars to describe non-technical abilities. Parlamis and Monnot (2019) even suggest replacing it with core skills. While interpersonal skills have been studied since the 1950s, the term soft skills emerged in the 1970s when the U.S. Armed Forces sponsored a soft skills training conference, gathering professionals to address these abilities (Parlamis & Monnot, 2019). However, the term lacks seminal authors and is not considered a theory. Nevertheless, for this study, the nomenclature will follow Robles' (2012) definition: interpersonal abilities combined with personal career attributes.

Previous studies highlight the importance of balancing soft and hard skills in the supply chain (Bak, Jordan, & Midgley, 2019), among workers in general (Turek & Perek-Bialas, 2013;

Bak, Jordan, & Midgley, 2018), and even among students (Cernusca, 2020; Kenayathulla, Ahmad, & Idris, 2019; Gintin, Mahiranissa, Bekti, & Febriansyah, 2020). However, studies analyzing soft skills in organizational practice, particularly in public services where these abilities are demanded, remain scarce. Soft skills have become indispensable in an increasingly technological and competitive job market. Contemporary companies value and seek individuals with social interaction skills, such as teamwork, communication, leadership, decision-making, and others recognized as market differentiators (Klauss, 2016). This highlights the relevance of studying these skills in the current market. Moreover, understanding the relationship between these abilities and organizational competencies represents a gap in the literature, as no studies have thoroughly addressed these topics in practice.

1.1 RESEARCH PROBLEM

The problem-situation presented in this study is associated with the analysis of soft *skills*, their proper relationship with Intangible Capital and the impact on Core Competencies. In the organizational reality, competencies arise within a certain context, but they are not always treated with the proper criteria to understand when they can help in the company's strategy and growth (Swiatkiewicz, 2014). Laker and Powell (2011) dealt in their studies with the differences between *hard* and *soft skills*, and the impact on organizational training, which demonstrates the relevance of skills to the organizational context, taking into account the importance of measuring such skills for the effectiveness of training, highlighting the difficulties in transferring *soft skills*.

The challenges of organizations are exactly in measuring the intangible capitals, knowledge and skills, which together with attitudes, form the competencies of individuals, in addition to the challenges in relating, in essence, such individual competencies with the organizational Core Competencies. In other words, the company should use its knowledge to develop specific products and services, delivering some kind of value to its customers (Edgar & Lockwood, 2021). Thus, the more the organization knows its strategic workers and uses its resources productively, the more competitive advantage the organization should have, since better products and/or services will be offered (Ito; Hayashi Júnior; & Gimenez, 2012).

However, the measurement of *soft skills* alone cannot be understood as a problem to be solved by this research, since there are already studies that suggest such measurement of skills, such as the studies developed by Wang (2014); Luna; Rodríguez; Branches; Andrade;

Figueredo & Gómez (2021); Robles (2012). Another situation that arouses the need for studies is the perceived relationship between such *soft skills* and organizational Core Competencies. Therefore, it is understood that there are still questions to be solved regarding these issues and this research may contribute to this.

In this sense, although it is a frequent theme, there are gaps regarding the relationship of these skills as intangible capitals within public universities, such as the one that was the object of study in this research. The first step was to understand how such skills are perceived by civil servants, and later, to integrate them with intangible capital to observe the influence of these intangible capitals with Core Competencies. For the analyzed institution, understanding how skills can become a competitive advantage will bring an opportunity to improve its services, since it elucidates the best way to organize its human resources, through their perception of their own skills.

1.1.1 Research Question

Taking into account the organizational challenges, as well as the need to understand the skills of public education institutions, the guiding question of the research was constructed, which was the following: What is the influence of Intangible Capital incorporated into *Soft skills* on organizational Core Competencies, in the context of a public institution?

1.2 OBJECTIVES

1.2.1 General

To verify the influence of Intangible Capital incorporated into the *Soft skills* of civil servants in the Core Competencies of a public HEI.

1.2.2 Specific

Based on the above, the specific objectives are defined:

a) To verify the effect of the dimensions of business skills, individual competencies and work experience of *soft skills* on intangible capital.

b) To verify the effect of human, structural, relational capital and soft skills in the generation of higher-order intangible capital;

c) To verify the effect of the dimensions of intangible capital on the organization's Core Competencies.

1.3 JUSTIFICATION AND CONTRIBUTION OF TECHNICAL PRODUCTION

This work is justified by some aspects: firstly, by the need to understand in depth and in a practical way the concepts related to research in this area, since the concepts that permeate this research are still subjective and their relations bring gaps in the literature on studies in this area. In particular, there is a lack of studies that analyze how interpersonal skills, such as communication, leadership, and teamwork, contribute to the development of intangible assets, such as organizational knowledge, institutional culture, and interpersonal relationships. In this sense, the research can bring a new perspective on the valuation of these assets in the context of core competencies.

Another justification refers to the possible effective strategic formulations for organizations, especially educational institutions, combining workers' knowledge and skills with organizational strategy. The research represents an opportunity to contribute to a model or framework that connects the aforementioned areas and broadens the practical applicability of the concepts in the education sector. A previous bibliometric analysis suggests future research that relates individual competencies and organizational competencies, especially when it comes to the analysis of small and medium-sized organizations (Gonzalez-Tejero & Molina, 2022), in addition to propositions of new organizational models that encompass these and other themes and that need to be deepened, bringing opportunities for development in the area of administration, involving individual and organizational competencies in a practical way.

Thus, understanding the motivations associated with skills and their impact on organizational competencies, as well as understanding these skills as resources for the organization, is a part of the study. Among these motivations are some recent ones, such as the analysis of human resources post-pandemic or in fast and dynamic environments (Giotopoulos, 2022; Harvey, 2022). In addition, observing competencies within analytical HR areas is also a motivation to be observed, proposed by Margherita (2022). Another point suggested by previous research and which, therefore, is a justification for this study, is a debate about the

importance of individual competencies for corporate entrepreneurship, proposed by Gonzalez-Tejero (2022), along with agile methodologies and organizational culture.

Researching competencies, whether individual or organizational, goes beyond understanding the importance of the organization's resources and the creation of value. Other recent research addresses the topic within innovation, either through the search for external knowledge and the company's absorption capacity, or in the digital field and its use in competencies (Bedford, 2022; Li, 2022). Or even, how open innovation relates to such organizational capabilities (Li, 2022). In this sense, it is fully justifiable to deal with skills also from the point of view of innovation, understanding their relationships and differentiations for the creation of value and competitive advantage.

Another justification is about the gap in academic production regarding skills (*soft skills*) analyzed in a practical way in the organizational environment, especially in educational institutions. The investigation can offer valuable insights into how these concepts manifest and interact in public organizations, considering their cultural, structural, and administrative characteristics.

To support this work, a bibliometric analysis was previously carried out on the state of the art of individual competencies and competencies of the organization. After the research, some studies were found that analyze *soft skills* in the public organizational environment. Therefore, this study is one of the precursors of these relationships, thus justifying the interest and relevance of contributing both academically and practically, in addition to corroborating the advances of future research on this topic.

1.4 STRUCTURE OF THE REPORT

As presented (Figure 1), the dissertation is structured in eight chapters: introduction, theoretical review, research methods and techniques, context of the problem situation, types of intervention and mechanisms adopted, analysis and interpretation of the results, contributions to practice and final considerations.

1. Introduction	Research problem; Objective; Justification.
2. Theoretical Review	Definition and Categorization of Soft Skills; Soft Skills as Intangible Capital; The Theory of Core Competencies.
3. Research Methods	Research design; Data collection and analysis procedures; Limitations of research methods and techniques.
4. Context of the problem situation	Information about the object of study
5. Types of intervention and mechanisms adopted	Intervention steps
6. Analysis and interpretation of results	Main results
7. Contributions to practice	Contributions, lessons learned, suggestions
8. Final considerations	Summary of the results and contributions of the study. Limitations and recommendations for future studies.

Figure 1. Estrutura da dissertação
Fonte: Elaborado pela autora (2024).

Chapter 1 contains the introduction, which brings the contextualization of the study, the research problem, general and specific objectives, ending with the justification and contributions. Chapter 2 presents the theoretical and practical references on the topic studied, being subdivided into subsections and named as follows: Definitions and categorization of *soft skills*; *Soft Skills* in Educational Institutions; *Soft Skills* and Intangible Capital; Defining and identifying Core Competencies. Chapter 3 discusses the methodological aspects used in the study. In Chapter 4, the object of study will be presented and in Chapter 5, the stages of the study intervention. Chapter 6 presents the analysis of the data, in addition to the characterization of the project employed. In Chapter 7, the main contributions and, finally, in chapter 8, the final considerations of the study, with the synthesis of the results.

2 THEORETICAL AND PRACTICAL REFERENCES

This chapter deals with one of the main points of a research, which is the bibliographic review, since it provides the basis and conceptual support for the good development of the research. It is understood that the references serve as a first step to understand the problem investigated and to establish an initial theoretical model. Therefore, in this chapter the essential themes for this research were addressed, that is, topics related to the theory of Core Competencies, soft skills as intangible capital and soft skills in HEIs.

The searches took place throughout the development of the research, which began in September 2022. Searches were carried out for theses and dissertations from the CAPES Thesis and Dissertation Catalog platforms and in the Brazilian Digital Library of Theses and Dissertations (BDTD) of the Brazilian Institute of Information in Science and Technology (IBICT). In the second stage, the searches focused on works available in the databases: Scielo, Scopus, Web of Science, Google Scholar and Capes Journals portal, considering scientific articles, published book chapters and complete books. For all searches, Portuguese and, primarily, English were used. At first, the abstracts, introduction, methodologies and conclusions were read and, after selecting the main articles that would make up this study, they were read in full, which totaled around 40 articles. Articles that dealt with other contexts, such as articles in the area of health and information technology, were excluded, since this is not the objective of this research. Frame 1 presents the references of authors used for the elaboration of this reference according to each theme.

Frame 1
Main authors used for the theoretical framework

Topics	References
Core Competencies	Prahalad & Hammel (1990); Sparrow (1998); Morozevich; Kuznetsova; Kubrikova; Livak; e Makarov (2022); Liu (et al, 2019); Schulze; Bals; e Johnsen, (2019); Edgar e Lockwood (2021); Hecker (2012); Tong; Iqbal e Rahman (2022); Zhong-hai (2008); Sordi e Azevedo (2008); Jabbouri e Zahari (2014); Alrubaiee (2014); Wright; McMahan; McCormick e Sherman (1998).
Soft skills	Robles (2012); Beardmore (2019); WEF (2023); Andrews e Higson (2010); Escolá-Gascón e Gallifa (2021); Succi & Canovi (2019); Nesaratnam (2019); Sanchéz-Fernandéz & Ferreira (2015); Laker e Powell (2011); Heckman e Kautz (2012); Shakir (2009); Traylor, Reyes e Holladay (2021); Lopes-Jr; Matos; Neri; Marinho; e Zukowsky-Tavares (2021); Mitchell (2008); Araujo e Pedron (2015); Klaus (2016).
Intangible capital	Bontis (1998); Santos et. al. (2006); Coppati; Oliveira; Zonatto; Degenhart; Marquezan (2019); Kayo, Kimura, Martin e Nakamura (2006); Lopes & Carvalho (2021); Hall (1993); Curado (2006); Sveiby e Simons (2002); Zollo e Winter (2Intangible capital002).

2.1 DEFINITIONS AND CATEGORIZATION OF *SOFT SKILLS*

Soft skills are soft skills in nature, but they are difficult to observe or measure. They are essential for success at work and in personal life, and can be developed through understanding, practice, and *feedback.* Soft *skills* are basic skills for workers in the current context, being critical factors for organizational performance, in different aspects (Robles, 2012; Beardmore, 2019).

The term, which does not have a significant theory to support it, was brought up during a training session of the American Armed Forces (CONARC) in 1971, in the workshop "educational engineering", for the development of *soft skills*. The term brought strangeness to the participants and, even though it was mentioned for the first time, its differentiation between *hard skills* was noted, which were already known to be more technical (Beardmore, 2019). The term continues to cause rejection until the present moment, being replaced by other concepts and nomenclatures, since they are not considered "soft" (literal translation) and not easy to develop. However, this failure can be seen as a way to understand it more deeply, and to put into practice research that has this purpose: to understand the importance of *soft skills* in the organizational environment (Beardmore, 2019).

The discussion about *soft skills* gained the organizational world after the 70s, being extremely relevant for large events and researchers. The World Economic Forum, a nonprofit that brings together business leaders, politicians, and scholars to discuss pressing issues, highlights interpersonal skills in its reports. However, the term used is *core skills*, which encompass both technical and *soft* skills (WEF, 2023). The reports bring a survey made with the organizations, which evaluate which skills are increasing or decreasing their degree of importance, shown in Figure 2.

Figure 2. Most important skills for today's job market
Fonte: WORLD ECONOMIC FORUM. The Future of Jobs Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution. Janeiro, 2023.

Research on *soft skills* is in different fields of study, as shown in Table 1. The area of education is the area that brings the most research related to the theme. An example is the studies by Andrews and Higson (2010) that propose a study with undergraduate students and employers, to find out which are the main skills needed for the job market. The top three themes found were: business-specific skills, interpersonal competencies, and work experience. Another study that brought a proposal to measure *soft skills*, but still evaluating the educational field, was the work of Escolá-Gascón and Gallifa (2021), who proposed a questionnaire that evaluated the background, educational context, and future of students. In all studies researched within the educational area, the debates bring the same relevance to interpersonal skills, being extremely necessary for professionals to be prepared for the job market (Escolá-Gascón & Gallifa; Succi & Canovi, 2019; Andrews & Higson, 2010).

Table 1
Areas of research regarding *soft skills*

Research areas	Registration N	% (5.607)
Education Educational Research	1390	25%
Education Scientific Disciplines	679	12%
Management	409	7%
Engineering Electrical Electronic	316	5%
Computer Science Interdisciplinary Applications	258	4,6%
Business	255	4,5%
Computer Science Information Systems	249	4,4%
Engineering Multidisciplinary	249	4,4%
Computer Science Theory Methods	243	4,3%
Surgery	229	4%

Source: Prepared by the author (2024).

In addition to educational studies, researchers from other areas show interest in the topic, such as engineering, computer science, and the health area. The business area (Management and Business) are in third and sixth place respectively, when it comes to research related to *Soft skills.* In addition, there is a growing number of studies on the subject (Web of Science, 2023), which indicates opportunities for more research to be done, either using the same term or improving it.

One of the most cited authors when researching *soft skills* is Robles (2012). Robles developed a work whose objective was to verify the critical interpersonal skills that employers sought in their employees, to enable their development. For Robles (2012), the definition of *soft skills* revolves around the traits, attitudes and behaviors that determine the characteristics of a person, whether a leader, mediator or negotiator. These are intangible skills that can improve work performance and their interactions, resulting in better career prospecting. Such

skills do not depend on specific knowledge. The study identified 10 most important interpersonal skills, which will be listed later along with the classifications of the other authors.

In a similar understanding, other studies define *soft skills* as interpersonal and communication skills, which impact development in the labor market, such as: oral and written communication, teamwork, problem solving, time management, creativity, among others (Andrews & Higson, 2008; Nesaratnam, 2019; Sanchéz-Fernandéz & Ferreira, 2015).

Another aspect related to *soft skills* concerns the impact of their transfer on training. Although this study does not contemplate organizational training, understanding how soft skills can be transferred to organizational practice after training is an aspect to be considered. The study by Laker and Powell (2011) on training proposed discussions about the differences between training that involves *hard and soft skills*. The authors suggest that not understanding the differences between the two types of training may have consequences for the transfer of these trainings to everyday practice. They conclude that understanding the differences between these two types of skills will facilitate training and knowledge transfer.

However, to better understand how *soft skills* can make a difference for organizations, whether in training or other aspects, it is necessary to understand how to "capture" and measure such skills. In the academic context, which consequently reflects on organizations, there are tests that do not adequately capture *soft skills*, traits, goals, motivations in any domain, such as IQ tests – to measure cognitive abilities, or those used among academics: SAT *(Scholastic Assessment Test*), GRE (*Graduate Record Examination*) and ACT (*American College Training).*Interpersonal skills predict success, as already mentioned by other authors, but they need good measurement tools to be effective in organizations (Heckman & Kautz, 2012). In addition to this problem, Shakir (2009) mentions that *soft skills* are not easily taught, which makes it a challenge for educators, whether in schools, universities or organizations, because the elements are less measurable and the result will vary for each person.

Another interesting perspective is the relationship between the development of *soft skills* and leadership performance, since leadership is part of the continuous improvement of workers. Traylor, Reyes, and Holladay (2021) compare leadership performance with the present and the past, through a longitudinal investigation, testing associations between *soft skills* judgments and performance evaluations over time, with participants who were enrolled in a leadership development program. For participants evaluated later (in the present study), *soft skills* had a significant impact on performance evaluation, above hard skills, which suggests a change in the importance of leadership skills over time. Therefore, the higher the level of leadership, the

higher the level of *soft skills* as a whole (Lopes-Jr; Matos; Neri; Marine; & Zukowsky-Tavares, 2021; Traylor; Reyes & Holladay, 2021).

A similar and basic study for the present research, since it also guided the construction of the instrument for data collection, is the study by Araújo and Pedron (2015), who conducted a survey with IT project managers, applying the MBTI test to identify the personality type of individuals, and cross-referencing the data with the interviews to verify the difficulties in the development of *soft skills*.

Thus, although the term *soft skills* does not come from a seminal study, the authors mentioned in this chapter based their research using the proposed concept to understand what interpersonal skills are, and studies are growing in all guidelines – educational, organizational and in the areas of health. For a better understanding, however, a categorization of *soft skills* is suggested, which will be verified in the next topic.

2.1.1 Categorization of *soft skills*

In the literature, there are categorizations for *soft skills*, based on the studies carried out by the authors in question. Table 2 identifies the ones that will base this research.

Table 2
Categorization of *Soft Skills*

Category nomenclature consensus	***Robles (2012)***	***Andrews & Higson (2008)***	***Shakir (2009)***	***Mitchell (2008)***	***WEF (2023)***
Communication	Communication	The ability to communicate and interact with others.	Communication skills	General communication, oral and written	
Courtesy	Courtesy			Etiquette	
Flexibility	Flexibility				Resilience, flexibility, and agility
Integrity	Integrity				
Empathy	Interpersonal skills				Empathy and active listening
Motivation	Positive attitude	Confidence			Motivation and self-care
Profissionalism	Profissionalism	Profissionalism	Entrepreneurial skills		
Teamwork	Teamwork		Teamwork	Teamwork	
Ethics	Work Ethics		Ethics and morals	Ethics and diversity	

Critical thinking and problem-solving	Ability to think and plan strategically	Critical thinking and problem-solving	Critical thinking and problem-solving	Analytical thinking
Tech skills	Tech skills			Technological literacy, Artificial intelligence
Creativity	Creativity and self-confidence			Creative thinking
Time management	Time management		Time management and organization	
Continuous learning		Continuous learning and information management skills		Curiosity and continuous learning
Leadership		Leadership	Leadership	Leadership and social influence

Source: Prepared by the author (2024).

The nomenclatures brought by the authors on which this study was based are similar, and revolve around communication, creativity, time management, leadership, among others. Although some are different, the similarity happens among all.

When putting it on a timeline, it is possible to see that some skills listed by the World Economic Forum (2023) are not mentioned by other authors, especially those related to technology and artificial intelligence, which suggests that technology-oriented skills will be increasingly gradual and necessary in the job market. Comparing with Robles (2012), the author also mentions some skills that had not been mentioned in previous studies, but appeared in the WEF report (2023), such as flexibility that deals with adaptability, willingness to change, continuous learning, accepting new things, adjustments, and learning capacity. In addition to this, there are also interpersonal skills, which deals with a sense of humor, friendliness, care, empathy, self-control, patience and social skills (Robles, 2012; WEF, 2023). Finally, another skill that follows this line is motivation, which Robles (2012) names as a positive attitude, which deals with optimism, enthusiasm, encouragement, joy and confidence.

In this sense, for the construction of the questionnaire that will be applied to the workers to verify their perceptions in relation to *soft skills*, the Table presented will be followed, as well as the questions proposed by the same authors to understand these skills.

Given the context, the following research hypotheses are formulated:

H1a: Business skills are positively associated with *soft skills*.

H1b: Interpersonal skills are positively associated with *soft skills.*

2.1.2 Soft Skills in Educational Institutions (HEIs)

Studies on *soft skills* in educational institutions are basically linked to educators and students. A study conducted in 2023 on the interpersonal skills of educators addresses the Covid-19 pandemic as a key point in changing the professional lives of teachers, in the way they use and develop their *soft skills*. Thus, there is an urgent post-pandemic need for a measurement of the level of acquisition of such skills and an assessment of how their implementation has been impacted (Al-Sa'di; Yamjal; Ahmad; Panjabi; McPhee; & Guler, 2023).

Another study carried out in 2020 on soft skills for engineering students points out that students in general need to be prepared to face complex problems in the job market, and that interpersonal skills are essential for this to be achieved. The study reviews the techniques used for studies in five European countries, which suggests an increase in the importance of the topic, and especially of the teaching of these skills in higher education (Caeiro-Rodríguez, Manso-Vázquez, Mikic-Fonte, Llamas-Nistal, Fernández-Iglesias, Tsalapatas; & Sørensen, 2021).

While most studies on *soft skills* in educational institutions are about students or teachers, looking at them from the point of view of employees is also growing (Krpálek, Berková, Kubišová, Krelová, Frendlovská; & Spiesová, 2021). Employees of public educational institutions are employees of the public administration and there are studies on *soft skills* in the field of public administration. These servers increasingly need skills such as teamwork, flexibility, systems thinking, as environments are increasingly dynamic, uncertain, and with a rapid flow of information (Krpálek et al., 2021). Pham (2021) proposes a similar study, but aimed at the academic team in HEIs, however, it deals with professional development through training and the correct development of human resources. In this way, quality teaching (through educators) of specific knowledge, skills, and values will also bring high quality to the future roles of active students in society (Pham, 2021).

In this sense, it is necessary to fill the gap proposed between the relationship of *soft skills* in the servers of educational institutions, not only in educators, but in employees in general, that is, all those involved in the educational process, and to understand how the development or not of interpersonal skills in these servers can impact academics. However, this

is not the purpose of this research, but analyzing perceptions is a first step for this comprehensive and impactful study for formal education to be continued.

2.2 SOFT SKILLS AND INTANGIBLE CAPITAL

The relationship between intangible capital and competitive advantage in organizations comes from the Resource-Based Theory (RBV), but which had as its precursor the Theory of Firm Growth, by Edith Penrose (Santos et al., 2006). To understand the concept of intangible capital, it is first conceptualized what an asset is. Santos et al. (2006) mention that the economic concept of assets refers to goods that add a flow of services over time, and that their main attributes are the "control of resources and the ability to provide future benefits to the organization" (Santos et. al., 2006, p. 3).

Intangible capital, on the other hand, are assets that are not physical and, therefore, cannot be touched. However, regardless of whether they cannot be touched, intangible capital is as important as tangible capital, and is therefore indispensable resources for organizational performance (Coppati; Olive tree; Zonatto; Degenhart; Marquezan, 2019). The importance of intangible capital for the organization is also described by Kayo, Kimura, Martin and Nakamura (2006), who brought the definition of something valuable, rare, that cannot be imitated or replaced.

Observing the concepts discussed, it is possible here to make a relationship with the studies related to Core Competencies, mentioned in the previous chapter, which bring similar concepts of what are the essential competencies of the organization. Thus, once the company becomes aware of and manages these resources effectively, competitive advantage can be generated, coupled with profits that will result in organizational value (Lopes & Carvalho, 2021).

Intangible capital has a subset, which is intellectual capital, which in turn deals with human capital, structural capital and relational capital, which are interconnected and affect each other (Bontis, 1998). Human capital is made up of individual knowledge and skills, necessary to perform functions, and there is no use without the support of the company. Bontis (1998) talks about the importance of supporting and maintaining individuals who are talented, since this impacts business performance, according to the results of his study. The aforementioned author will be important for the study in question, as it will provide the basis for the dimensions of intangible capital in the proposed instrument. In addition, the author considers essential skills

to be a source of competitive advantage, whether at the individual or company level (Bontis, 1998).

However, in sectors where the use of human resources is significant, another component must be considered as a source of intangible capital. Tefera & Hunsaker (2021) call it psychological capital, which is responsible for boosting collective motivation within the organization, promoting better performance. It involves persisting energy and driving toward goals, employees' positive expectations of their efforts, and their ability to overcome adversity to ensure superior performance. For the present study, the higher-order construct proposed by Tefera & Hunsaker in 2021 was used as a theoretical model, but instead of using psychological capital, *soft skills* were used.

To relate *soft skills* to intangible capital, it is first necessary to understand how competencies (knowledge, skills, and attitudes) can be connected with such capital. Hall's (1993) article on these topics, together with competitive advantage, brings six case studies related to assets and competencies, which include employees' skills and know-how, perception of quality and learning capacity. These competencies are produced by the organization's intangible resources (Hall, 1993). Therefore, human resources are a source of intangible capital and, although employees are physical, their knowledge, skills and attitudes are not (Santos et al., 2006).

Given the context, the following hypotheses are formulated in relation to intangible capital:

H2a: Human capital is positively associated with intangible capital.

H2b: Structural capital is positively associated with intangible capital.

H2c: Relational capital is positively associated with intangible capital.

H2d: Soft skills are positively associated with intangible capital.

2.3 THE THEORY OF CORE COMPETENCIES

2.3.1 Defining Core Competence

The basic text to define Core Competencies is the theory proposed by Prahalad & Hamel (1990). Basically, the authors define a core competence as an interaction of skills and technologies, which helps the company to generate some kind of value for the customer. Using numerous practical cases, the theory gained notoriety by defining Core Competencies as

competencies that have a great impact on organizational competitiveness, such as the company's activities, skills and disciplines (Prahalad & Hammel, 1990).

Organizational competence revolves around three concepts, which represent different levels of analysis: managerial competence, whose method considers effectiveness in occupations and sectors; behavioral competence, which revolves around the management of hierarchies; and "core competences", which adopt a level of organizational analysis (Sparrow, 1998). The latter describe the organization's resources and capabilities that are connected to organizational performance, and are identified through market analysis and strategic planning (Prahalam & Hamel, 1990; Sparrow, 1998). In this sense, in order to understand the studies on this theme, the terms of organizational competence will be considered, in the sense of *core competences*.

The skills of a professional are necessary for any job. They reflect on the way the professional acts, on their standards and can be demonstrated and verified. Individual competencies are the knowledge, skills, and attitudes that a worker develops throughout his or her professional life and that directly impact his or her activities and performance (Morozevich; Kuznetsova; Kubrikova; Livak; & Makarov, 2022). In the case of an individual level, professionals have desires and motivations, acquired throughout their lives, but which change as the dynamics of the organizations happen, especially with the other resources used in the organizational process, and such factors permeate the decisions of these individuals (Schulze; Bals; & Johnsen, 2019; Morozevich; Kuznetsova; Kubrikova; Livak; & Makarov, 2022).

Edgar and Lockwood (2021) in their studies on Core competencies bring several perspectives of definitions for the term, ten in total, and point out the main authors of each of these perspectives. The first deals with core competencies as disciplines or intellectual topics; the second involves knowledge and some specific physical phenomena; the third defines a core competence as the technology or the ability to use technology; Emphasizing people's competencies, the fourth perspective suggests that a core competence includes functional skills for the organization; a fifth perspective proposes the integration between technical and functional skills; A sixth perspective relates the core competencies of the organization with other types of competencies, as it includes general skills for the organization; the firm's intellectual potential to continuously improve its performance is the seventh perspective; an eighth perspective proposes that core competencies are more tangible, real, such as a unique product or service; the ninth perspective brought by the authors points to core competencies as being the relationships between people and their interpersonal ties; Finally, the tenth perspective addresses that core competencies are all these perspectives simultaneously. For this

study, the authors mentioned in perspectives four, six and nine will be considered, which bring a greater relationship with the mentioned line of research.

The language of competencies in the organizational environment, especially to deal with aspects within human resources, became one of the greatest ideas after the theory of Prahalad and Hammel (1990). It has become important to revise the terms according to their validity and implications (Sparrow, 1995; Edgar & Lockwood, 2021). However, a central and essential point in understanding both the definition of core competencies and this work is that core competencies are not competencies of the individual, but essential competencies of the organization that occur when individuals who have skills and understandings work together with the organization. That is, core competencies are shared and complementary knowledge (Hecker, 2012; Edgar & Lockwood, 2021).

2.3.2 Identifying Core Competencies

There are three situations that can help organizations discover Core Competencies. First, a core competence provides potential access to many markets; second, a core competence brings a significant contribution to the consumer's perception of the benefits of a final product; and finally, a core competence must be difficult for competitors to imitate (Prahalad & Hammel, 1990). Core competencies have unique characteristics, including rarity, non-imitation, and non-sustainability, i.e., the impossibility of being copied by competitors and whose technology is difficult to replace with other resources or capabilities (Tong; Iqbal & Rahman, 2022).

Before starting any discussion about how skills can or cannot influence organizational Core Competencies, it is necessary to define them. Edgar and Lockwood (2021) present two methodologies to assist in this discovery.

The first concerns "space": using key documents from the organization and interviews with the corporation's managers and key leaders. In contrast, the second methodology comes into contact with a deeper analysis of the documents, in addition to a managerial review of the strategy. (Edgar & Lockwood, 2021). Either methodology needs to take into account the organization's value provision, according to Figure 3.

As these skills are applied, products and services are provided and disseminated in a competitive environment, which are transformed into value. The company must ask: how much of this value created through Core Competencies is being transformed into profit? How much

are workers being compensated for this? How much non-financial value is being generated for the organization and its *stakeholders*? (Edgar & Lockwood, 2021).

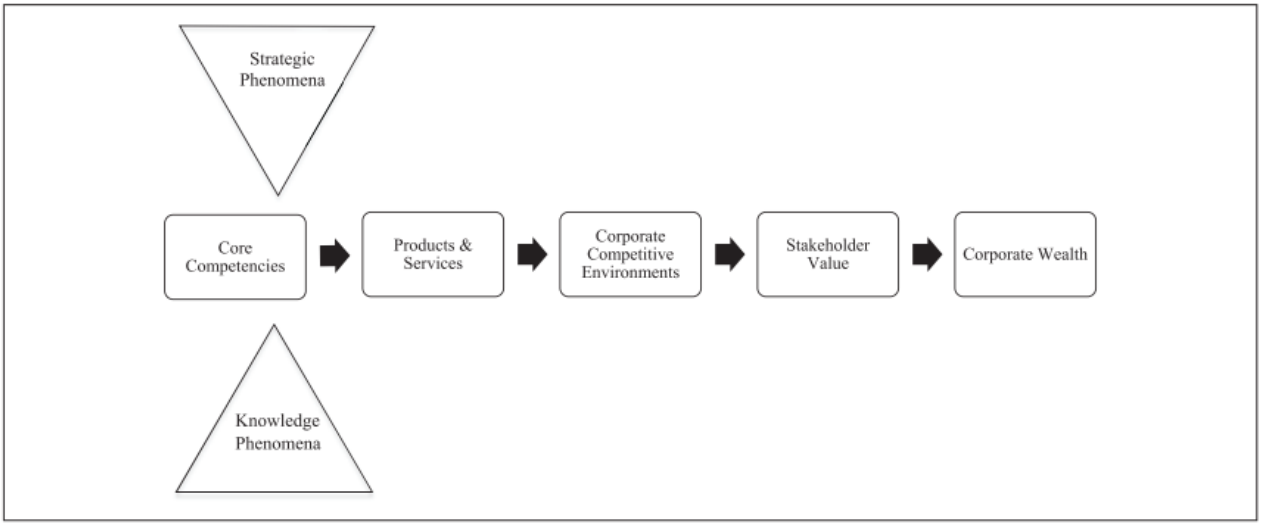

Figure 3. Provisão de valor resumida numa cadeia de eventos
Fonte: Edgar, W. B., & Lockwood, C. A. (2021). Corporate Core Competencies' essence, contexts, Discovery, and future: A call to action for executives and researchers. *Sage Open, 11*(1_suppl), 21582440211051789.

A similar understanding is presented by Zhong-hai (2008), who says that a core competence can be tested by a system of basic criteria: extensibility – a core competence provides potential access to a wide variety of markets; value for the customer – it must offer benefits in the final product that are perceived by the customer; and imitability – it must be difficult for competitors to imitate. The latter is best explained by the author who says that a competitor can acquire the technologies that comprise competence, but will not be able (or will understand as challenging) to copy the standard and internal processes (Zhong-hai, 2008).

A company can maintain constant competitive advantages in its business environment, since when Core Competencies are established, they are usually stable and difficult to change. However, the greater its rigidity, the more difficulty in changing competencies to deal with the change in internal and external environments (Zhong-hai, 2008). Therefore, it is necessary to review these competencies, whenever necessary (Zhong-hai, 2008; Edgar & Lockwood, 2021).

In the same vein, Jabbouri and Zahari (2014), based on the studies of Harrison and John (1998), use a model that proposes that Core Competencies mean the use of resources and capabilities in order to guarantee the capacity of the company's members. In this model, the authors use human and organizational resources and competencies as a strategy as a dependent variable.

Other seminal authors form the basis of the theory of Core Competencies and it is worth mentioning the main ones. Barney (1991), Jaworski (1993) and Wernerfelt (1984) deal with the resource-based view, the basic theory to initiate discussions about organizational competencies. Amit (1993) analyzes strategic assets and works on the company's resources and capabilities in order to examine the conditions for a sustainable economy. Eisenhardt (1989; 2000) navigates through areas of knowledge and is cited to understand strategic decisions made quickly in dynamic environments. Helfat (2003; 2011) deals with the life cycle of organizational capabilities and defines patterns for them over time, similar to the studies of Winter (2003) and Zollo (2002). Teece (1997; 2007) analyzes dynamic capabilities in the concept of strategic management. Zahra (2006) relates such capabilities to entrepreneurship.

In addition to these, some authors work with Core Competencies in the sphere of knowledge. Cohen (1990) speaks of the firm's capacity to absorb knowledge. Dyer (1998) encompasses the capabilities within strategies and how they can be transformed into competitive advantage. Grant (1996) analyzes the firm and proposes a theory that is based on knowledge. Kogut (1992) combines skills and knowledge. March (1991), Zahra (2002) and Zander (1995) are similar in their studies and deal with organizational learning, its sources and the speed with which this knowledge can be transmitted.

Added to the studies by Edgar and Lockwood (2021), for the construction of the instrument to be used in this work, the research by Alrubaiee (2011) will also be considered. The author mentions that Core Competencies are the result of the learning process of individuals (following Prahalad & Hammel, 1990), and these are manifested in business processes. It also highlights that the organization's core competencies are the result of the integration and harmonization of individuals' competencies. The research in question brings the core competencies such as: shared vision of the group, cooperation and empowerment, as well as flexibility and quick response capacity (Alrubaiee, 2011). These will be the dimensions used for this study, since the results of the author's work suggest that such dimensions have a positive effect on the organization's performance.

Thus, the last hypothesis is proposed here:

H3: Intangible capital is positively associated with Core Competencies.

Organizational Core Competencies are factors in the synergy process between business units, whether public or private. Recognizing Core Competencies as strategic pillars that shape the competitiveness of organizations and guide the professional development of individuals is

one part of understanding (Jabbouri & Zahari, 2014). Thus, understanding and learning more about core competencies involves substantial complexity, which is expected, since complexity confers value on core competencies (Edgar & Lockwood, 2021).

3 METHOD AND TECHNIQUES OF TECHNICAL PRODUCTION RESEARCH

To achieve the objectives proposed by this study, a descriptive research was carried out, which aimed to deepen concepts related to *soft skills*, Core Competencies and intangible capital, with a quantitative approach that has a numerical and statistical character (Creswell, 2007) and the collection instrument was carried out through a questionnaire. At first, scientific content was searched in the literature that provided a theoretical basis for the problem-situation, regarding the phenomenon studied. Thus, it was possible to identify the elements necessary to understand the proposed relationship between the constructs. To facilitate the understanding of how the design was constructed, Figure 4 was drawn, which presents the answer to the proposed problem.

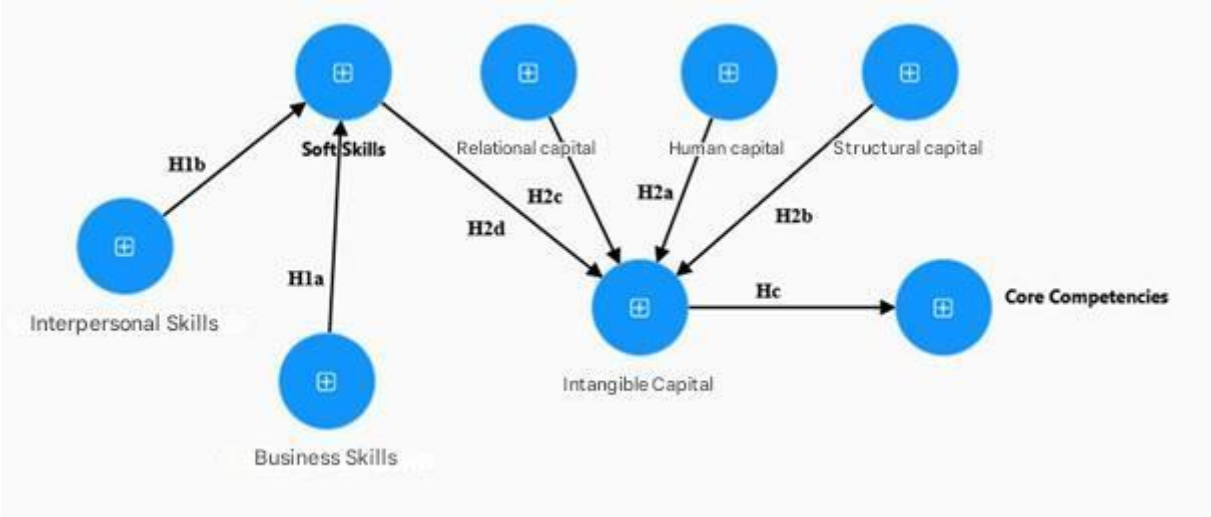

Figure 4. Proposed initial model
Source: Prepared by the author (2024)

It is assumed that *soft skills*, that is, the skills of workers, influence the intangible capital of the organization, which is also formed by human, structural and relational capital, and these, in turn, are related to the construction of the institution's Core Competencies.

3.1 RESEARCH DESIGN

This study, in addition to being a descriptive research, which seeks to describe a phenomenon according to the perceptions of the participants, through its primary data (Cooper & Schindler, 2016), is also an applied research, as it provided knowledge for a specific problem,

in a practical way (Prodanov & Freitas, 2013). In this case, the specific problem is to propose a relationship between the proposed constructs.

As for the objectives, the research is classified as descriptive, and in this study it is carried out through the analysis of the literature, with a survey with the institution's employees.

Regarding the approach to the problem, this study classifies as quantitative, a conclusive method, whose data can be observed statically, quantifying the problem and understanding its dimension (Creswell, 2007). Thus, since it seeks to understand the relationships between three constructs and analyze these connections through statistics, this approach is the most indicated. Thus, the complete design used in the present study is illustrated in Figure 5.

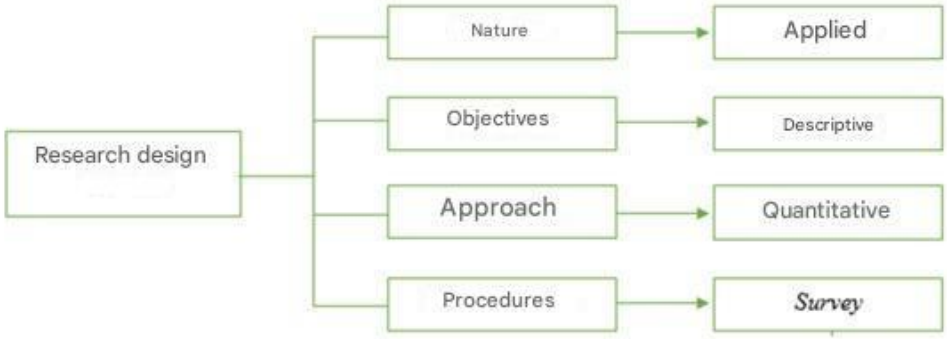

Figure 5. Research design
Source: Prepared by the author (2024)

First, the effect of the dimensions of business ability, interpersonal skills and work experience on the composition of *soft skills is verified* in order to perceive the significance of each dimension. Later, this dimension was added to the intangible asset. Finally, the effect of intangible capital on the core organizational competencies was verified. In this sense, Figure 6 presents how the response to the problem and the conclusion of each specific objective will be.

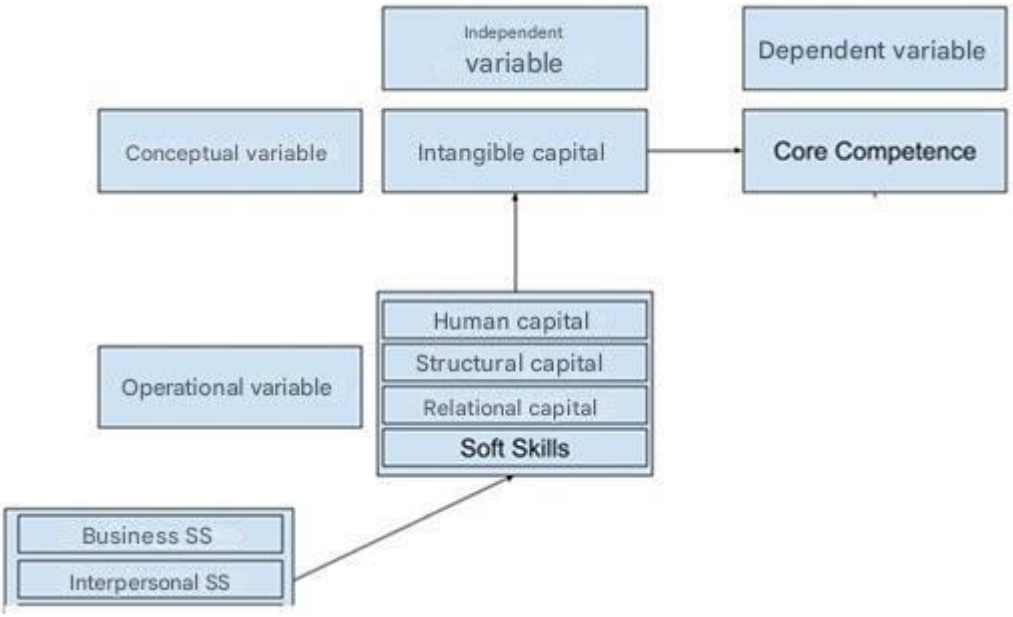

Figure 6. Processes for answering the research problem
Source: Prepared by the author (2024)

The sample was calculated using the G*Power software, with a 90% confidence interval and placing the independent interactions whose dependent variable of the structural model was received, resulting in the need for 76 respondents, which were randomly defined, since the objective was to collect in a census manner. The research instrument consisted of a questionnaire, in an online version, with a Likert scale from 1 to 5, with 40 questions based on the theoretical construct presented in Figure 6. The validity of these constructs was based on the literature and, later, with factor validation.

In view of the design of the research carried out so far, the following are the procedures for data collection and analysis.

3.2 DATA COLLECTION PROCEDURES

As for the technical procedures, this research adopted the data collection through a questionnaire via *Google Forms* and presented four sections:

- Section 1: perception of the *soft skills* necessary for the position occupied;
- Section 2: understanding of organizational Core Competencies;
- Section 3: Importance of Intangible Capital;
- Section 4: Respondents' profile.

It is noteworthy that, for section 2, the scale was important, with 1 = not important and 5 = very important; and in sections 3 and 4 the scale is agreement, with 5 = totally disagree and 1 = totally agree. The questionnaire was answered by employees of a public educational institution in the city of Cascavel – PR.

The constructs were elaborated considering the topics *soft skills*, Core Competencies and Intangible Capital. Each topic was segmented into dimensions of analysis, and each dimension gave rise to observable variables. Table 3 presents the authors who supported the construction of the data collection instrument.

Table 3

Constructs and references for the data collection instrument

Section	Construct	Dimensions	Variables	Id	Question
Section 1	*Soft Skills*	Business Skills	Teamwork	HN	7. Be professional when dealing with situations, try not to take it personally. 8. Teamwork = the ability to work effectively with a group to achieve goals.
			Critical thinking		10. Critical thinking = the ability to find solutions to problems.
			Continuous learning		13. Continuous learning = continue studying, learning and seeking experiences.
			Professionalism		
		Interpersonal skills	Communication	CI	1. Ability to communicate on multiple levels: ability to communicate with team members, supervisors, customers and other partners.
			Courtesy		2. Be courteous and friendly to all partners involved in the organization.
			Flexibility		3. Be flexible when faced with a problem or situation.
			Integrity		4. Be honest, that is, be clear about all information, have good conduct, respect the rules.
			Empathy		5. Interpersonal skills, empathy, that is, understanding the other person's problem and trying to help them in the best way possible.
			Motivation		6. Motivation = being a motivated person.
			Ethics		9. Being ethical = having the ability to do "the right thing" in business situations.
			Creativity		11. Be creative and develop resources and projects.

			Time management		12. Time management = the ability to manage time and complete tasks in a given period.
			Leadership		14. Leadership = the ability to be a leader and lead others.
Section 2	Core Competencies	Shared vision	Organizational strategy	YOU	15. The institution's mission, objectives and strategy are clear and coherent.
			Commitment		16. Everyone is committed to the same goal and there is cooperation to deal with difficult tasks.
			Participation in decisions		18. Servers effectively participate in the institution’s decisions and activities.
		Employee skills	Communication	HE	17. There is open communication between individuals and the environment is characterized by friendly relationships and trust.
			Talent attraction and retention		19. The institution attracts and retains competent employees.
			Skills development		20. The institution develops the necessary skills for employees.
			Motivation		22. The institution seeks ways to motivate employees.
		Innovation	Threats and opportunities	IN	23. The institution perceives market opportunities and threats and seeks to anticipate solutions.
			Service efficiency		21. The institution is known for its service efficiency.
			New proposals		24. The institution is looking for new partners.
Section 4	Intangible Capital	Human capital	Training programs	CH	26. The institution has a training program.
			Satisfaction and motivation		27. Servers are satisfied and motivated.

			Learning together		28. Servers are listened to and learn from each other.
			Skills development		29. The academic community is generally satisfied.
		Structural capital	Efficiency	EC	31. The institution frequently proposes projects with the academic community.
			Implementation of new ideas		32. The institution implements new ideas.
		Relational capital	Customer service	CR	25. Service is an innovative differentiator.
			Feedback		29. The academic community is generally satisfied. 30. The institution listens to what the academic community has to say.

Source: Prepared by the author (2024)

To help understand the usability, clarity and adequacy of the data collection instrument, a pre-test was necessary, which collected 32 responses with random respondents. The pre-test was performed with the questionnaire with 53 observable variables. After the adjustments, a confirmatory factor analysis was performed with the pre-test data for validation of the suggested model, in addition to a two-step test using the SmartPLS4 software.

The pre-test constructs were valid when the mean variances (AVEs) were greater than 0.50. This means that the construct will explain more than 50% of its variance (Fornell & Larcker, 1981; Hair Jr. et al., 2014). The criterion used, by Fornell and Larcker (1981), verifies the extent to which a construct shares variance with its indicators in comparison with other constructs. Another criterion used to validate the model is the Composite realibily, or composite reliability (CC), whose measurement must present a minimum of 0.70 (Hair et. al., 2014).

The model showed internal consistency (WC > 0.70), convergent validity (AVE > 0.50) and discriminant validity according to the Fornel-Larcker criterion (the values in bold are higher than the values of the rows and columns) and is presented in Table 4. Therefore, under these conditions and for an initial pre-test, the model becomes reliable.

Table 4
Validity of the model proposed in the pre-test

	Intangible Capital	Core Competencies	*Soft skills*
Intangible Capital	**0,932**		
Core Competencies	0,766	**0,847**	
Soft skills	0,336	0,378	**0,870**
RHO_C	0,952	0,908	0,901
AVE	0,869	0,717	0,757

Source: Prepared by the author (2024)

The analysis was performed at a significance level of 5% ($p < 0.05$). The VIF – Variance Inflation Factor – evaluates the collinearity of the indicators. For this index, the ideal values should be less than 3. From 3 to 5 indicate possible problems and above 5 indicate problems. It was found that the relationship has a VIF lower than 3, that is, there is no collinearity problem in the proposed model.

Although the model has been validated, two hypotheses have not been confirmed and new tests must be run to verify which variables do not match the proposed model. For the structural model to be considered substantial, the R2 value needs to be above 0.75 and above

0.50 are considered moderate (Hair et al., 2014). In the model presented, the R2 presented a value higher than 0.50, not being substantial, but moderate. In any case, the model presented is valid and, for application in a real environment, its variables must be analyzed and changed as necessary, which was done later, in the final test.

With the final questionnaire, after data collection and analysis and validation of the pre-test, necessary adjustments and new application, 101 responses were collected within the proposed period. The respondents work only on the Cascavel campus, and are university or teaching agents, PSS or civil servants, selected in this way so that it was possible to analyze the skills of the different positions and sectors, and thus, seek more concrete relationships between the constructs.

3.3 DATA ANALYSIS PROCEDURES

After data collection, data analysis was performed, whose descriptive statistics and PLS-SEM structural equation modeling were performed by the Smart PLS4 software. The justification for choosing structural equation modeling is due to the fact that it is a flexible method that allows the researcher to analyze several parameters and perform quantitative analyses on theoretical models (Amorim et. al., 2012). PLS (Partial Least Squares) is an interactive construct combination that brings a causal relationship between the chain of such constructs (Cooper & Schindler, 2011).

The PLS is particularly suitable for analyzing abstract and subjective constructs, such as attitudes, perceptions, and competencies, due to its ability to deal with latent variables that cannot be directly observed, but are measured through indicators. In addition, PLS is robust in scenarios where data does not follow a normal distribution or when the sample size is relatively small. It is also effective in modeling complex relationships between variables, allowing one to simultaneously examine the direct and indirect effects between constructs (Cooper & Schindler, 2011).

The final analysis occurred as in the pre-test: first, the effect of the soft skills dimensions was analyzed. Next, the effect of the dimensions on the Core Competencies was verified and, finally, the effect of the three dimensions (human, structural and relational) on intangible capital was analyzed. The data analysis procedures used the respondents' profile, descriptive statistics and structural equation modeling, which was based on the significance tests, Cronbach's Alpha, reliability, collinearity and discriminant validity, and thus, a descriptive analysis was carried

out with the set of information collected. The software used for the descriptive analysis was Minitab 22.

3.4 PROFESSIONAL SKILLS EMPLOYED IN SOLVING THE PROBLEM

The researcher has an intimate connection with the theme of this study, since, due to her professional activity at the University, this interest has been enhanced. Professionals, being hired for their technical skills, but fired for their behavioral or interpersonal skills, become problems that are difficult to solve within organizations, which happens due to the lack of training, feedback, leadership, and assertive communication. This is a motivational factor for conducting this research. Although she does not work in the area of People Management at the institution, the researcher currently holds a strategic position as an administrator in the Distance Education sector, and has already developed projects related to these issues in other companies, working together with other sectors to seek technical solutions to human resources problems. In addition, the author was a member of the industry innovation group she previously worked for, and has already proposed training practices and behavioral skills analysis together with the DHO sector – organizational human development – where she worked in the production of competency mapping of employees in the sector in which she works.

Therefore, she experienced daily all the difficulties faced by people when seeking to develop skills that are consistent with the organization's competencies and in understanding how these *skills* can be measured in intangible capital to impact the institution's core competencies. Thus, with the skills acquired throughout his career, combined with the experience of different work environments, it was possible to understand more effectively the proposed objective, the concepts that permeate the themes and the environment that permeate the public area.

3.5 LIMITATIONS OF RESEARCH METHODS AND TECHNIQUES

The main limitation of this study is related to subjectivity of the subject, which can bring erroneous answers to the questionnaire, or that do not match reality. Of the studies found, there was none that brought a solution to this issue. The concepts within the tool are clear to the researcher, however the respondents may not have the necessary clarity to assist in the research.

Therefore, a more detailed study of the proposed topics can be done later. This limitation can be minimized by explaining in detail each topic within the questionnaire, using simpler and less technical language. In any case, all difficulties will be reported as perceptions and proposals for improvement for the application of the questionnaire and analysis of the proposed model.

Another limitation is related to getting enough answers to validate the model according to the proposed objective. Currently, the institution has approximately 600 employees, only on the campus of Cascavel-PR, however, not all employees answered the questionnaire, which may bring a less significant result to the study. Obtaining this data inevitably needs the participation and availability of those involved.

4 CONTEXT OF THE RESEARCH, PROJECT OR PROBLEM-SITUATION

The institution used for intervention is the State University of Western Paraná, which has been operating for more than 50 years, offering approximately 64 undergraduate courses, between face-to-face and distance learning, on the five campuses: Cascavel, Foz do Iguaçu, Marechal Cândido Rondon, Toledo and Francisco Beltrão (Proplan, 2023).

Although it is more than 50 years old, Unioeste was recognized as a University in 1994 and, in addition to having the five campuses mentioned in this way, it also has a university hospital and a rectory. It has a total of 2882 workers in its FRAME of servers, including professors and university agents, and of these, 1990 are permanent (Proplan, 2023), as represented in Table 5.

Table 5
General FRAME of Unioeste employees (Professors and University Agents)

Unit	Acronym	Professor	University Agent	Total	%
Cascavel	CSC	523	153	676	24%
Foz do Iguaçu	FOZ	210	80	290	10%
Francisco Beltrão	FBE	184	56	240	9%
Marechal Cândido Rondon	MCR	185	84	269	10%
Toledo	TOL	184	66	250	9%
Hospital Universitário	HUOP	0	995	995	35%
Reitoria	RTR	0	102	102	4%
Total Unioeste		**1286**	**1536**	**2822**	**100%**

Source: Human Resources (2023)

This research was applied to the University's employees, through a random sample, that is, not identifying their sector, nor their connection to the University, which could be university agents or professors, from interns to coordinators. With the help of the Dean of Human Resources – PRORH – whose responsibility is to formulate and implement policies for the administration and development of human resources, it was possible to identify the sectors and make a schedule so that the research was, in fact, answered, since it was necessary to go through the University's Ethics Council.

Regarding the evaluations of civil servants, the University has a performance evaluation system, which is structured within the PDA – Development Plan for University Agents, a plan that helped the connection between HR and the interest of civil servants to have access to their

duties and rights, and to better understand their performance within the university (PRORH, 2023). However, there is no tool that evaluates the competencies of civil servants related to the competencies of the institution, which can be a determining factor for its success.

The Unioeste campus in Cascavel offers a wide range of undergraduate and graduate courses, with a focus on academic training of excellence and integration with the community. The institution is recognized for its performance focused on innovation, applied research and extension, aiming at regional development and the solution of local problems. The campus's competencies involve the training of qualified professionals, the encouragement of interdisciplinary research, and the promotion of sustainable practices (Proplan, 2024). In addition, Unioeste de Cascavel has a strong relationship with the productive sector, companies and regional entities, always seeking to align its performance with the needs of the market and society.

5 TYPE OF INTERVENTION AND MECHANISMS ADOPTED

To carry out the intervention at the university, first the initial research project had to go through the Ethics Committee for Research with Human Beings – CEP – of Unioeste, that is, it was registered on the Brazil Platform under the number 80967124.1.0000.0107. Before issuing it to the Committee, it was necessary to follow the case study script, defining the research problem, objectives and hypotheses.

After understanding the problem-solution and the construction of the hypotheses, we searched the literature for tools that could help and support the survey of the questions necessary to understand the proposed relationships, as already demonstrated in chapter 3. After the construction of the questionnaire and the acceptance of the Ethics Committee so that it was possible to proceed with the research, the Dean of Human Resources – PRORH – was contacted so that it was possible to carry out a survey regarding the number of sectoral centers, as well as the number of servers and their respective contacts to send the questionnaire via *Google Forms*.

Such intervention, which resulted in the verification (or not) of the proposed relationships, is characterized as a technical opinion, since it aims to diagnose the problem situation. This diagnosis is passed on as a report with the results obtained. Frame 2 presents the schedule with all the stages of the intervention detailed.

Frame 2
Stages of the intervention

Fase	Period	Procedure
Problem identification and analysis	Between May 2023 and December 2023.	Identification of a gap in the framework on the relationship between soft skills, core competencies and public educational institutions.
Intervention planning	Between March 2024 and July 2024	Submission of the initial research project to the Ethics Committee through Plataforma Brasil. Contact with PRORH for assistance with the contacts of the servers.
Action plan		Definition of the questionnaire to be sent to the servers.
Mechanisms for evaluation	September 2024	*Softwares Smart PLS,* Final report

Source: Prepared by the author (2024)

In view of the information collected, the report is finalized with the appropriate suggestions for improvements for the University, in relation to its human capital.

6 ANALYSIS AND INTERPRETATION OF RESULTS

6.1 RESPONDENT PROFILE

To outline the profile of the respondents, the following variables were analyzed: gender, age, level of education, area of education, experience and function. The results obtained are shown in Figure 7.

Gênero		**Área de formação**	
Masculino	25,70%	Humanas (sociais)	59,40%
Feminino	69,30%	Exatas	20,80%
Prefere não dizer	5%	Biológicas	10,90%
		Não possui formação	8,90%
Idade			
18 a 25 anos	11,90%	**Experiência na área em que atua**	
26 a 35 anos	19,80%	Menos de 1 ano	10,90%
36 a 45 anos	21,80%	De 1 a 5 anos	25,70%
46 a 60 anos	43,60%	De 6 a 10 anos	8,90%
Acima de 60 anos	3%	Mais de 10 anos	54,50%
Nível de escolaridade		**Função**	
Ensino fundamental	0%	Estagiário	0%
Ensino médio	9,90%	Bolsista	0%
Graduação	22,80%	PSS - Unioeste	32,70%
Especialização ou MBA	45,50%	PSS - Ead	2%
Mestrado	15,80%	Agente Universitário	62,40%
Doutorado	5,90%	CC - Cargo comissionado	2%
		Docente	1%

Figure 7. Respondents' profile
Source: prepared by the author (2024).

The predominant gender in the university object of this study is female, which was reflected in the survey numbers. In addition, there are civil servants of almost all age groups, with 43.60% of the respondents being between 46 and 60 years old, however, there is a smaller number of young people between 18 and 25 years old, which are 11.90%.

The level of education is also less uniform, with 45.50% of civil servants with specialization or MBA, while 9.90% have only high school. There are also 5.9% of respondents who have a doctorate, which shows that civil servants need to continue their studies for their professional development at the university, which can impact the levels of service offered.

Regarding the area of training, 59.40% are in the area of human sciences, thus perceiving a coherence, since it is the area that most trains civil servants for the administrative area. Another point that deserves attention is that more than 50% of these employees have more than 10 years of experience, information that impacts the present research, since it demonstrates knowledge of the institution on the part of its workers.

Another piece of information that can be analyzed through the respondents is that 62.40% of these are university agents, and 32.70% are PSS, that is, they were approved through a simplified selection process and have a temporary contract with the university. This information can also impact the research, since most PSS contracts expire in a maximum of two years. Thus, those hired through this type of process do not have a close connection with the university compared to those who have passed the exam and, consequently, do not know the University as a whole. This point is important to note, since this fact may also have influenced the results of the survey.

6.2 DESCRIPTIVE STATISTICS

To evaluate each variable or dimension of the construct, descriptive analyses were performed with the indicators of mean, standard deviation, minimum and maximum values. The questionnaire was applied using a Likert scale from 1 to 5, where, for Section 1, 1 corresponded to "not important" and 5 to "very important; and for sections 2 and 3, 1 corresponded to "strongly disagree" and 5 to "strongly agree", with 4 as the median point. The calculations were made using Minitab 22 software, and the results are presented in Table 6.

Table 6
Descriptive statistics

Observed variables	Average	Minimal	Maximum	Median	Standard deviation
SOFT SKILLS					
CI1	4,73	3,00	5,00	5,00	0,51
CI2	4,69	2,00	5,00	5,00	0,60
CI3	4,45	3,00	5,00	5,00	0,66
CI4	4,79	3,00	5,00	5,00	0,48
CI5	4,65	1,00	5,00	5,00	0,67
CI6	4,33	2,00	5,00	4,00	0,76
HN1	4,63	2,00	5,00	5,00	0,61
HN2	4,71	3,00	5,00	5,00	0,52
CI7	4,82	3,00	5,00	5,00	0,43
HN3	4,62	3,00	5,00	5,00	0,58
CI8	4,32	1,00	5,00	5,00	0,88

HN4	4,49	3,00	5,00	5,00	0,62
HN6	4,52	2,00	5,00	5,00	0,70
HN5	4,14	1,00	5,00	4,00	0,99
Core Competencies					
VC1	3,87	1,00	5,00	4,00	0,98
VC2	3,06	1,00	5,00	3,00	1,19
HE1	3,07	1,00	5,00	3,00	1,18
VC3	2,89	1,00	5,00	3,00	1,00
HE2	3,13	1,00	5,00	3,00	1,06
HE3	3,02	1,00	5,00	3,00	1,08
IN3	3,95	1,00	5,00	4,00	0,93
HE4	2,96	1,00	5,00	3,00	1,10
IN1	2,92	1,00	5,00	3,00	1,02
IN2	3,76	1,00	5,00	4,00	0,81
HUMAN CAPITAL					
CH1	2,62	1,00	5,00	3,00	1,16
CH2	2,69	1,00	5,00	3,00	1,05
CH3	2,95	1,00	5,00	3,00	1,05
CH4	2,90	1,00	5,00	3,00	0,99
STRUCTURAL CAPITAL					
CE1	3,58	1,00	5,00	4,00	0,94
CE2	3,52	1,00	5,00	4,00	0,83
RELATIONAL CAPITAL					
CR1	3,16	1,00	5,00	3,00	0,97
CR2	3,23	1,00	5,00	3,00	0,85
CR3	3,29	1,00	5,00	3,00	0,91

Note: prepared by the author (2024).

From the analysis of the averages presented in Table 7, it is possible to notice that, according to the sample respondent of the questionnaire, the institution needs to find ways to work its human capital, since the lowest average comes from this dimension (2.61). However, only this dimension, through the CH1 variable, whose question was: "There is a training program in the institution", was below the average. It is understood that the institution should invest more in training for its employees, which is connected to Core Competencies, according to the studies by Sordi & Azevedo (2008) and the conclusion of the studies by Liu (2019). It is worth mentioning that both studies mentioned talk about Core Competencies in private organizations, which is a differentiation from this study.

Figure 8 shows the "thermometer" of the Human Capital dimension, whose questions were: CH1 – "There is a training program in the institution"; CH2 – "The servers are satisfied and motivated"; CH3 – "Servers are heard and learn from each other"; CH4 – "Institutions improve the skills of civil servants". The results of these variables presented the worst results, and are subjects that deal with training, motivation and skills of the civil servants. Among these, the variable that has the highest average is CH3, which shows that among the different ways of

learning that the institution could offer, learning among its peers is the one that best occurs. The averages were close to the median, so efforts are suggested for these indicators to rise.

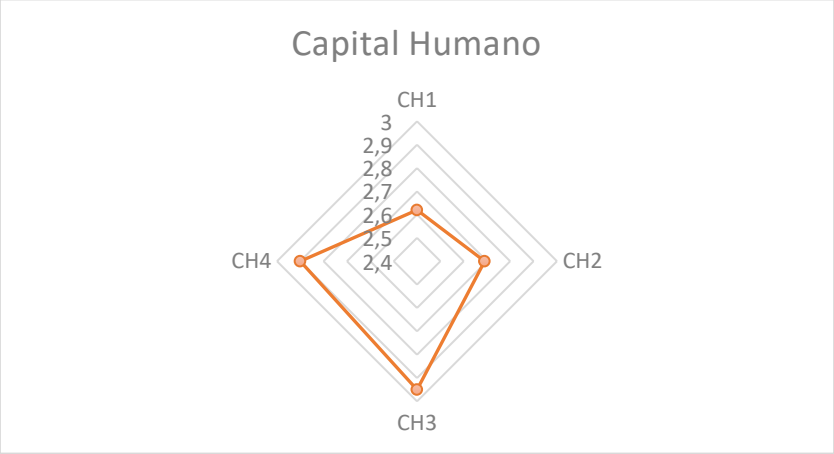

Figure 8. Average of Human Capital variables
Source: Prepared by the author (2024).

It is verified that, for the respondents, the institution should carry out more training to qualify its employees, which will result in more qualified workers, with greater development of skills, whether interpersonal, behavioral or technical.

The Structural Capital, as shown in Figure 9, among all the variables in this dimension, presents more comfortable averages than the previous one, showing results less close to the median. The questions of this variable are: CE1 – "The institution frequently proposes projects to the academic community" and CE2 – "The institution implements new ideas". Both had similar averages, so both are highlighted in a positive way. Because it has only two variables, the network graph has a different structure from the others.

Figure 9. Average of structural capital variables
Source: Prepared by the author (2024).

It is visible that the institution presents projects to the academic community, which can be seen through the presentations of Proex – Pro-rectory of extension, which had the approval of 25 extension projects in the University Without Borders Program, promoted by SETI – Secretariat of Science, Technology and Higher Education (Unioeste, 2024). Although these approvals came out after the application of the questionnaire of this research, the fact that this variable had the lowest mean can be compared with this news.

When it comes to the dimension of Relational Capital, the analysis is similar to Structural Capital. The questions were: CR1 – "Service is an innovative differential compared to competitors"; CR2 – The academic community is satisfied, in general" and CR3 – "The institution listens to what the academic community has to say". Figure 10 shows the difference in the averages, and presents the external process related to intangible capital.

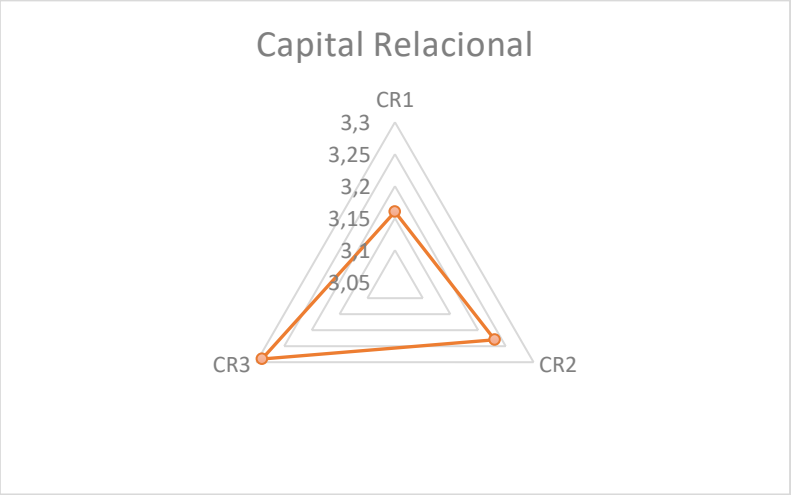

Figure 10. Average of Relational Capital variables
Source: Prepared by the author (2024).

The Soft Skills dimension, as shown in Figure 11, highlights the C17 variables, whose question addressed ethics, that is, the ability to do what is right in business situations. This variable demonstrates the perception that civil servants have about the relevance of working correctly within the institution. Ethics is among the ten most cited skills in the studies of Robles (2012). Although it is a study of more than ten years, Robles (2012) supported several other studies on *soft skills*, such as *Soft skills* in industry 4.0 (Penhaki, 2019); *Are the soft skills important in the workplace* (Nesaratnam, 2019) and *Studies in Higher Education Soft skills* (Succi & Cannovi, 2019), and this continues to be shown in practice with the present research, demonstrated by the ethical variable. Another variable that is in first place as the most important in the studies of Robles (2012), in the present research is in second place with an average of

4.79, the IC4, whose question dealt with the importance of integrity, having clarity of information, having good conduct and respecting the rules. For the responding civil servants, these two skills are extremely important for the proper functioning of their activities, considering the positions they occupy. Also noteworthy is the variable HN5 – Leadership skill and leading the others, with the lowest average, 4.14. For the civil servants, the data show that leadership is not as important as the other skills mentioned.

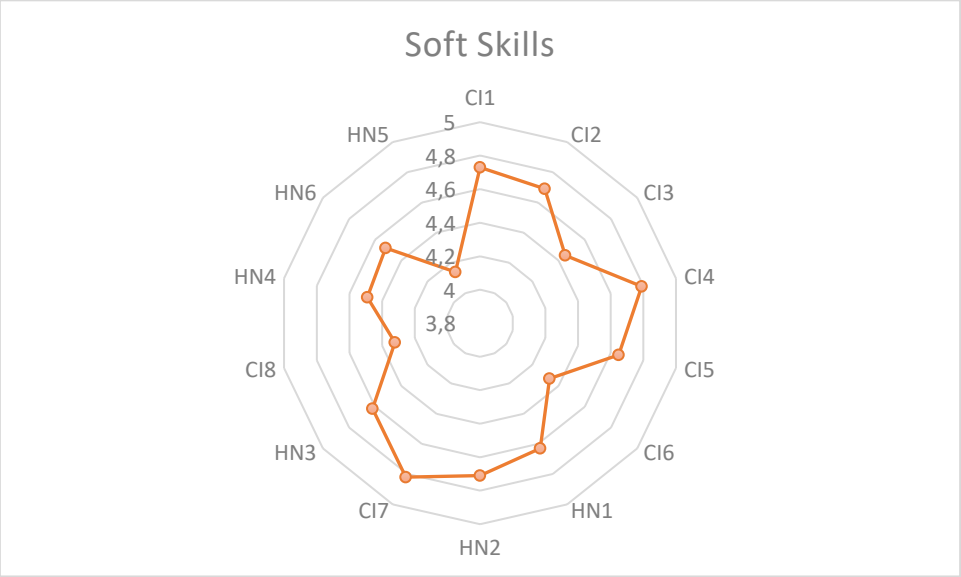

Figure 11 – Average of Soft skills variables .
Source: prepared by the author (2024).

The IC1 variable, which deals with communication skills, is also mentioned, which appears in the studies of almost all authors who deal with *soft skills*. In the present study, this skill ranked third among the highest averages, which also indicates that this skill continues to be important, regardless of the sector, whether public or private, for the proper functioning of activities. At the institution, communication is done via email, telephone, in person, bulletin boards, advisory, applications, among others. The third place occupied by this skill demonstrates that in all sectors of the respondents it is necessary that this skill be well developed.

A new dimension presented in this study relates and brings to light the influence on the institution's core competencies, the Core Competencies. In the object of study, it is noted that the averages were neutral, as shown in Figure 12, which means that the respondent civil servants agree that the institution has the competencies mentioned. The variable IN3 stands out, whose question was "The institution is known for its efficiency in service", with a mean of 3.95, the highest of all variables. In this way, the institution's employees express a significant consensus

regarding the efficiency of the services provided. Through the response to this variable, it was found that most employees recognize the institution's commitment to optimizing processes and ensuring the quality of the activities performed. This recognition is directly related to the initiatives adopted to improve infrastructure, resource management, and the implementation of technological tools. In addition, the perception of efficiency reflects not only on the agility and accuracy of service, but also on the institution's ability to adapt to demands and challenges, promoting a more productive and effective work environment.

Another highlighted variable is VC1, which talks about the clarity of the institution's mission, vision, and values. This variable presented an average of 3.87, that is, a reasonable number of employees expressed agreement that the mission, vision and values of the organization are transmitted in a clear and coherent way. The answers obtained show that these elements serve as guides for institutional practices and decisions. The consistency between the principles established and the actions carried out reinforces the alignment between the institution and its employees, promoting a work environment with greater engagement and a sense of purpose. Thus, clarity in organizational objectives facilitates the understanding of the role of each individual within the institutional structure, contributing to a greater commitment to results.

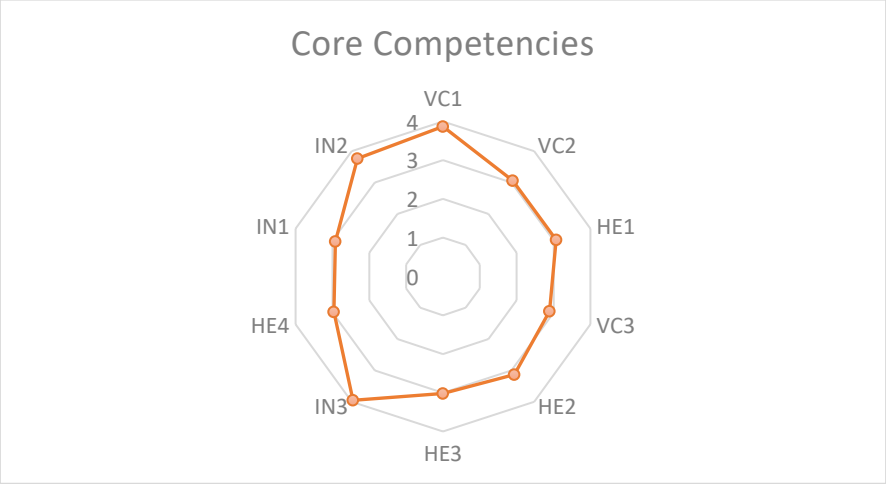

Figure 12. Average of the Core Competencies variables
Source: Prepared by the author (2024).

On the other hand, the VC3 variable, which deals with the participation of civil servants in the institution's decisions, obtained the lowest average, 2.89, which is understandable within the public service, where most decisions are made through council and votes, and not directly

by civil servants. Any change must go through the Centers, and the impact can happen in the work of the respondents, even without them effectively participating in the decisions.

In view of the above, the dimension with the lowest average is human capital, as already presented individually in the variables, and the highest was the dimension of *soft skills*. Therefore, it is up to the institution to analyze and build a possible action plan to align the critical points presented. Figure 13 shows the relationship between the means of each dimension.

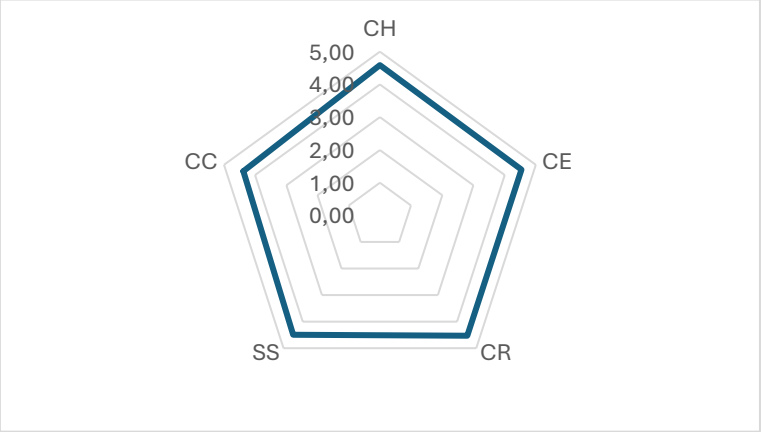

Figure 13. Averages by size
Source: Prepared by the author (2024).

Based on the evaluation of the dimensions, both individually and in a consolidated way, it is necessary to build structural equation modeling, which will be presented below.

6.3 APPLICATION OF STRUCTURAL EQUATION MODELING

After the presentation of the data on the profile of the respondents and the classification of the variables, in order to identify the points in which the company stands out and those that require greater attention in unfavorable situations, an analysis of the data was carried out using structural equation modeling (SEM), based on the technique of partial least squares (PLS), via the SmartPLS 4 software.

Based on the feedback collected in the application of the pre-test, they were divided into 8 first-order dimensions (Human Capital, Structural Capital, Relational Capital, Business Skills, Interpersonal Skills, Shared Vision, Innovation and Employee Skills), 2 second-order (*Soft Skills* and Intangible Capital) and 1 third-order (Core Competencies).

To adjust the measurement model, factor validity was performed, removing variables with factor loadings lower than 0.5, as Chin (1997) suggests removing variables with weights lower than 0.5. As a result, 24 observable variables remained. The variables maintained, together with their respective factor loadings, are shown in Table 7.

Table 7
Factor loadings of the variables maintained

VARIABLE	FACTOR LOAD	VARIABLE	FACTOR LOAD
INTANGIBLE CAPITAL		***SOFT SKILLS***	
Human Capital		**Business Skills**	
CH1	0,809	HN2	0,602
CH2	0,868	HN3	0,791
CH3	0,888	HN4	0,684
CH4	0,869	HN5	0,662
Structural Capital		**Interpersonal Skills**	
CE1	0,932	CI2	0,789
CE2	0,935	CI4	0,777
Relational Capital		CI6	0,664
CR1	0,529	CI7	0,7
CR2	0,924	CI8	0,58
CR3	0,901		
Core Competencies			
Shared Vision		**Innovation**	
VC1	0,635	IN1	0,676
VC2	0,731	IN2	0,691
VC3	0,788	IN3	0,536
Employee Skills			
HE1	0,735		
HE2	0,832		
HE3	0,781		
HE4	0,814		

Note: Prepared by the author (2024).

When classifying the variables, four variables were removed: IC1, IC3 IC5 – Interpersonal skills, which dealt with communication, flexibility and empathy; HN1 and HN6 – Business Skills, which explored about continuous learning and professionalism; all of the same dimension: *Soft skills.*

Communication, although it is the basis for the other skills (Shakir, 2009), in the context of a public institution may have less significance due to a rigidity in processes and relationships, creating an environment where there is usually no sharing of information or ideas. In addition,

if a skill is not prioritized in performance evaluations, for example, employees do not realize its importance for professional growth (Penhaki, 2019).

Professionalism may not have manifested itself in a relevant way in an environment where interactions are predominantly oriented towards administrative and operational processes, limiting their influence on individual performance. Leadership, in turn, tends to be more noticeable in management roles, which may explain its lack of impact among civil servants who perform more executive functions and who are not in formal leadership positions. Regarding flexibility, despite its importance in dynamic environments, it may be that servers are already adapted to established routines, reducing the need for such a variable skill.

The security provided by the competition, for those who do not have a temporary employment contract, can reduce the pressure for the development of continuous learning. Added to this, there may be no motivation to pursue further learning, as there are no direct rewards for doing so. Finally, empathy, while essential in interpersonal interactions, may not have proved as influential in an administrative context, where relationships are often more transactional than emotional. Thus, the analysis suggests that the relevance of these soft skills may be more contextual and that, in certain environments, their impact may be mitigated by specific organizational and operational factors.

6.4 EVALUATION OF THE MEASUREMENT MODEL

To evaluate the quality of the measurement model, as well as in the pre-test, discriminant validity, VIF, extracted mean variance (AVE), Cronbach's alpha and reliability were used, presented in Table 9.

Table 9
Reliability and validity by dimension

	AVE	Composite reliability	Cronbach's Alpha
Intangible Capital	0,569	0,903	0,910
Core Competencies	0,528	0,898	0,908
Soft skills	0,519	0,813	0,823

Source: Prepared by the author (2024).

The VE evaluates the convergent validity of a construct and, if it has high values, indicates that the items that make up the construct are capturing its essence well. A high stroke

suggests that the construct is relevant and reliable, as it means that most of the variance of the indicators is explained by the latent variable (Hair et al, 2014). A stroke with a value of 0.50 or more is generally considered acceptable (Hair et al, 2014). Looking at Table 9, it is possible to see that all categories are above 0.5. Therefore, after extracting some variables, it can be said that the model is relevant and reliable.

With regard to Cronbach's alpha and Composite Reliability, the minimum values suitable for these indicators range from 0.6 to 0.7 and from 0.7 to 0.9, respectively. Given that both indicators exceeded the value of 0.8 (Hair, Gabriel & Patel, 2014), it can be said that the survey data are reliable. On the other hand , the VIF (collinearity) has satisfactory results, for SmartPLS, whenthey are below 10, so, according to Table 10, they are all below (Hair, Gabriel & Patel, 2014).

Table 11 presents the results of the analysis for discriminant validity, which followed the Fornell & Larcker (1981) criterion, which proposes the comparison between the composite reliability of each construct and the correlations with the other constructs. The criterion is considered satisfactory when the square root of the AVE of a construct is greater than its correlations with other constructs, as can be seen in Table 11.

Table 10
Collinearity values (VIF)

	Intangible capital	Structural capital	Human capital	Relational capital	Interpersonal skills	Core Competencies	Employee skills	Soft Skills
Intangible capital						1.000		
Structural capital	1.799							
Human capital	2.195							
Relational capital	2.218							
Interpersonal skills								1.557
Core Competencies								
Business Skills								1.557
Soft skills	1.027							

Source: Prepared by the author (2024).

Table 11
Discriminant validity

	Intangible Capital	Core Competencies	*Soft skills*
Intangible Capital	**0,830**		
Core Competencies	0,755	**0,727**	
Soft skills	0,010	0,006	**0,678**

Source: Prepared by the author (2024).

After the analysis, it was observed that the model meets all the established definitions and criteria, including convergent and discriminant validity, however there are still opportunities for improvement. This can include other variables, adjustments to construct definitions to better reflect the reality of the context in which they are inserted, which can strengthen the model and create deeper and more meaningful insights in future analyses. With the appropriate quality, it is possible to start the analysis of the structural model of this study.

6.5 STRUCTURAL MODEL

The analysis of the structural model was conducted through the calculation of the PLS Algorithm and the *bootstrapping technique* (non-parametric calculations with resampling). Based on these calculations, the explanatory power (R^2) and the path coefficients were obtained.

We then arrive at the final model proposed in this study, and the validation or not of its initial hypotheses By verifying the factor loadings of the 33 observable variables, it is noted that there are variables with a load lower than 0.500. To adapt the model, therefore, it was necessary to exclude four variables from the *soft skills*, which are within the Business Skill and Interpersonal Skills dimensions – CI1, CI3, CI5, HN1, HN6. The possibility that these variables are not so significant for study is that they are subjective and difficult to understand topics, which can be assumed as something that does not directly impact the organization's core competencies. If empathy, for example (CI3), in the opinion of the respondents, has no significance for the institution's competencies, consequently it has no value for the institution's intangible assets. This proposition can be confirmed in a more in-depth study of the *soft skill* "empathy", and how it can be favorable for the organization.

The model proposed in this study, represented in Figure 16, uses the measurement of *soft skills* in the generation of intangible assets and their consequent influence on institutional Core Competencies. It is possible to observe in the measurement of the set that, although the impact is lower than when treated alone, the explanatory power is still 68.9%, with a significant positive coefficient of 0.830.

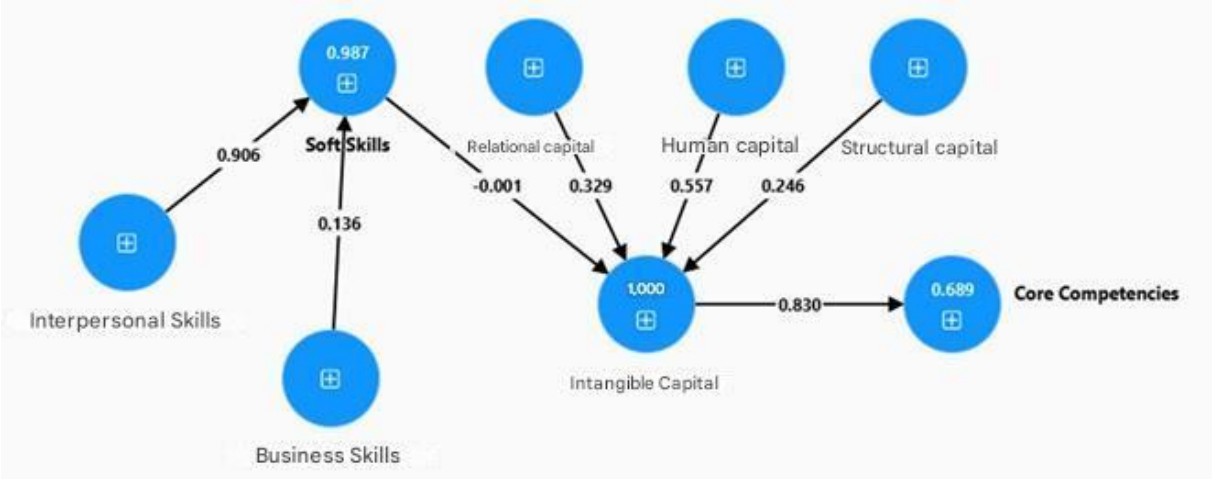

Figure 14. Proposed model
Source: Prepared by the author (2024).

The evaluation of the hypotheses by the p-value criterion < 0.05 is summarized in Table 12.

Table 12
Evaluation of the hypotheses

	Hypothesis	Coefic.β	Std. err.	T-value	p-value	Signif.	Result
Intangible Capital > Core Competencies	**H3**	**0.834**	**0.031**	**26.474**	**0.000**	**Sim**	**Accept**
Human Capital > Intangible Capital	H2a	0.558	0.026	21.598	0.000	Sim	Accept
Structural Capital > Intangible Capital	H2b	0.245	0.017	14.687	0.000	Sim	Accept
Relational Capital > Intangible Capital	H2c	0.329	0.019	17.592	0.000	Sim	Accept
Business Skills > Soft Skills	H1a	0.139	0.030	4.498	0.000	Sim	Accept
Interpersonal Skills > *Soft skills*	H1b	0.901	0.025	36.418	0.000	Sim	Accept
Soft skills > Intangible Capital	H2d	-0.001	0.002	0.350	0.726	Não	Reject

Source: Prepared by the author (2024).

From the results found so far, as a result of the quantitative analyses made through the model, it is proposed here, the qualitative analysis of each of the hypotheses and their due relationships.

Business skills, represented here by the variables professionalism, leadership, critical thinking, time management, teamwork and continuous learning, had a positive impact on *soft skills*, that is, they are significant skills for the work environment of civil servants, and are relevant in the development of their behavioral skills. An example of what was verified is the ability of critical thinking, mentioned in the studies of Andrews & Higson (2008); Shakir

(2009); Mitchell (2008) and at the World Economic Forum (2023), which is essential for problem-solving and decision-making. Employees who develop this skill can critically evaluate the information received, which leads to better institutional outcomes. It encourages the ability to question processes, identify problems, and propose improvements, which are essential skills for maintaining the quality of public services (Shakir, 2009). Another example is time management, a skill that can be bored by three aspects: prioritization of tasks, organization of schedules and time management tools (Islami; There; & Osmani, 2021). All of them impact the development of a worker's tasks.

Interpersonal skills, represented in this study by the variables: communication, flexibility, integrity, courtesy, empathy, ethics, motivation and creativity, are essential for the development of any type of work. Therefore, they are intuitive skills and, in collaborative work environments, such as educational institutions, they are significant, as demonstrated in the analysis of hypotheses. Communication is an essential skill that affects all other *soft skills*. The ability to express clearly and effectively is crucial in any sphere, as good communication results in better informed decisions and a healthy organizational climate (Robles, 2012). In the same way, creativity can be considered, as civil servants must propose new approaches, especially for less structured services or for already established routines that need improvement. Creativity fosters critical thinking, as creative solutions require careful analysis and evaluation (Andrews & Higson, 2008).

In terms of hypotheses 2 – a, b, c and d – the first three, which are structural, relational and human capital, demonstrated a positive impact on the institution's intangible capital. However, one of the hypotheses of the study, which concerns *soft skills* and their impact on Intangible Capital, was not accepted, since it did not present sufficient significance within the model. Some of the possible reasons for this may be bureaucratic and rigid processes, which limit the impact of *soft skills*; excessive formalities; focus on *hard skills* due to the fulfillment of pedagogical goals and standardized assessments; lack of incentives on the part of the coordinators or the Dean of Human Resources itself, to further validate technical skills; resistance to change, what prevents innovation and continuous improvement; and focus on immediate results.

In sum, the limited impact of soft skills on the intangible capital of a public educational institution can be attributed to a combination of structural, cultural, and prioritization factors. While these skills are critical to success in the workplace and in interpersonal relationships, the rigid structure and priorities of public institutions can reduce their visibility and influence.

In public institutions, intangible capital plays a crucial role in the quality and efficiency of services offered to society. Within this context, structural, relational, and human capital exert a positive impact on the strengthening of intangible capacities, contributing directly to innovation, transparency, and the continuous improvement of administrative processes.

Structural Capital can be referred to, in the public sector, as the systems, processes and norms that govern institutional functioning. This includes IT infrastructure, governance policies, internal regulations, and management systems. Well-developed structural capital promotes operational efficiency, ensuring that information and services flow effectively between sectors, as well as sustaining the implementation of new public policies (Bontis, 1998). It is inferred here, with the positive impact on intangible capital, that the organization is able to consistently apply knowledge and resources in order to maximize the use of its capabilities. Standardized processes and a solid infrastructure increase efficiency and facilitate the creation of new solutions to complex public problems, increasing the intangible value of the institution (Curado, 2006).

Relational Capital, in turn, refers to the relationships that the public institution, for example, maintains with citizens, other institutions, non-governmental organizations and the private sector (Sveiby & Simons, 2002). Public institutions that are able to build and maintain relationships of trust with their stakeholders and with society as a whole reap great benefits in terms of intangible capital. Collaborative relationships with the community and other agencies promote the exchange of information and successful practices, generating more effective solutions to public challenges. This type of interaction builds a positive reputation and strengthens the bond of trust with the public, which is essential for the legitimacy and acceptance of the policies implemented. Therefore, relational capital enhances intangible capital by expanding the capacity to act and generate impactful results in society (Sveiby & Simons, 2002).

Human Capital, on the other hand, refers to the set of skills, abilities, and experiences of public servants, in this case. The impact of human capital on the intangible capital of a public institution is immense, as civil servants are responsible for the execution of public policies and the provision of direct services to the population. When you invest in the training and continuous development of civil servants, you create an environment that values innovation, adaptability, and excellence in public service. Accumulated knowledge and the ability to respond efficiently to citizens' demands become valuable intangible assets (Bontis, 1998). In addition, qualified and motivated employees are able to Identify new opportunities for

improvement in processes and service delivery, raising the quality and reputation of the institution.

Together, it is possible to say, through the analyses, that structural, relational and human capital create an ecosystem that strengthens the intangible capital of a public institution. Structural capital provides the operational and technological basis for efficiency and innovation; relational capital builds networks of trust that expand the institution's capacity to act; and human capital, by generating new ideas and solutions, ensures the continuous adaptation and improvement of public services. The interaction between these capitals is what allows the public institution to become increasingly effective, legitimate and innovative, consolidating its reputation and its ability to generate social value.

Finally, the last hypothesis – H3 – which evaluated the positive impact of intangible capital on the Institution's Core Competencies, was accepted, validating the purpose of this study. The Intangible Capital construct brought issues such as training, motivation, learning, service, among others that are fundamental for strengthening the institution's Core Competencies. They are intangibles that directly impact the reputation of the educational institution, a valuable asset for the academic community, because when the institution is widely recognized for its academic excellence, quality of courses and the relevance of its research, it positions itself as a reference in the educational field.

7 CONTRIBUTIONS TO PRACTICE

The research on the relationship between *soft skills*, Core Competencies and intangible capital offers significant practical contributions to the educational institution analyzed. By exploring how the interpersonal skills of civil servants influence intangible assets and, consequently, organizational competencies, the institution gains the opportunity to better organize and develop its human resources. One of the main contributions is the possibility of more closely aligning individual competencies with the institutional strategy, increasing efficiency in delivering value to its various stakeholders, whether students, teachers or the community at large.

In addition, understanding how *soft skills* impact Core Competencies helps to improve recruitment, selection, and training processes. By measuring these skills with clear and objective criteria, the institution can create more effective professional development programs focused on strengthening the skills necessary for organizational success. This also makes it easier to identify internal talent, fostering an environment of continuous growth and innovation.

It is possible to understand the institution's mission and vision, to have a clearer idea of what can be considered a practical contribution. Its mission is: "To produce, systematize and socialize knowledge, contributing to human, scientific, technological and regional development, committing to justice, democracy, citizenship and social responsibility". That is, knowledge and human development are strategies to achieve its vision: "to be recognized as a public university, a reference in the production and socialization of knowledge, committed to the training of professionals to act based on ethical principles for the exercise of citizenship". Producing and socializing knowledge are strategies that can be achieved through the development of their workers.

Assessing physical assets is already a challenging task in many situations. However, analyzing the formation of intangible assets within an institution can be even more complicated. Therefore, carrying out a detailed analysis through a technical opinion becomes essential to determine whether or not the organization is on the right track to ensure its continuity and growth, through its servers. In this sense, a practical suggestion would be the creation of tools for the evaluation and development of *soft skills* specific to this context, which may include the use of feedback, performance evaluations focused on interpersonal skills, and lectures that address the topic. These initiatives would not only develop the institution's human capital, but also foster a culture of learning and continuous improvement, contributing to the organization's structural and relational capital.

A greater integration between *soft skills* and innovation processes within the institution is necessary, because by recognizing the role of such skills in fostering creativity, collaboration and problem solving, the institution can strengthen its innovation capacity in key areas, such as the implementation of new educational technologies and innovative pedagogical practices. In this way, *soft skills* become a strategic differential for university services in the current competitive scenario.

In addition, valuing interpersonal skills as part of your strategy can include benefits linked to the development of such skills.

Finally, it is recommended that the institution invest in initiatives aimed at retaining talent, valuing interpersonal skills as part of its organizational culture. This can include benefits linked to the development of soft skills and the formal recognition of their contributions to institutional performance. Such practices help to ensure that employees feel engaged and motivated, which directly contributes to the sustainable growth of the institution.

In view of the above, collecting the perception of civil servants can help measure the evolution of *soft skills* and their impacts over time. Thus, the dimensions analyzed were those that are already considered by intangible capital, in addition to *soft skills*, which can be considered a competitive differential, as mentioned in the literature. Table 15 shows the mean of the dimensions that were below the median, and therefore the potential problems are verified. It is mentioned that the development of the constructs was based on the literature, and that the verification of references is indispensable for the analysis of research already done on the subject.

Table 15
Observable variables

Observed variables	Average	Median	Standard deviation
HUMAN CAPITAL			
CH1 - The institution has a training program.	2.62	3.00	1.16
CH2 - Servers are satisfied and motivated.	2.69	3.00	1.05
CH3 - Servers are listened to and learn from each other.	2.95	3.00	1.05
CH4 - The institution improves the skills of its employees.	2.90	3.00	0.99
STRUCTURAL CAPITAL			
CE1 - The institution frequently proposes projects with the academic community.	3.58	4.00	0.94
CE2 - The institution implements new ideas.	3.52	4.00	0.83
SOFT SKILLS			
CI1 - Ability to communicate on multiple levels: ability to communicate with team members, supervisors, customers and other partners.	4.73	5.00	0.51
CI2 - Be courteous and friendly with all partners involved in the organization.	4.69	5.00	0.60
CI3 - Being flexible when faced with a problem or situation.	4.45	5.00	0.66

CI4 - Be honest, that is, be clear about all information, have good conduct, respect the rules.	4.79	5.00	0.48
CI5 - Interpersonal skills, empathy, that is, understanding the other person's problem and seeking to help them in the best way possible.	4.65	5.00	0.67
HN1 - Be professional when dealing with situations, try not to take it personally.	4.63	5.00	0.61
HN2 - Teamwork = the ability to work effectively with a group to achieve goals.	4.71	5.00	0.52
CI7 - Being ethical = having the ability to do "the right thing" in business situations.	4.82	5.00	0.43
HN3 - Critical thinking = the ability to find solutions to problems.	4.62	5.00	0.58
CI8 - Be creative and develop resources and projects.	4.32	5.00	0.88
HN4 - Time management = the ability to manage time and complete tasks in a given period of time .	4.49	5.00	0.62
HN6 - Continuous learning = continue studying, learning and seeking experiences.	4.52	5.00	0.70
Core Competencies			
VC1 - The institution's mission, objectives and strategy are clear and coherent.	3.87	4.00	0.98
VC3 - Servers effectively participate in the institution's decisions and activities.	2.89	3.00	1.00
IN3 - The institution is known for its service efficiency.	3.95	4.00	0.93
HE4 - The institution seeks ways to motivate employees.	2.96	3.00	1.10
IN1 - The institution perceives market opportunities and threats and seeks to anticipate solutions.	2.92	3.00	1.02
IN2 - The institution is looking for new partners.	3.76	4.00	0.81

Source: Prepared by the author (2024).

Having presented the points of attention, it is understood that the practical contribution of this study is the understanding of *soft skills* and the perception of civil servants in relation to their impact on intangible capital and Core Competencies. This study can be replicated for other institutions, private companies from different segments, generating parameters for comparison between the samples.

8 FINAL CONSIDERATIONS

Based on the analysis carried out throughout this study, it was evident that the development of interpersonal skills, or *soft skills*, together with the strengthening of human capital and the proper management of essential competencies, play a crucial role in the construction and expansion of intangible capital in public universities. The integration of these skills with institutional human capital contributes to a significant improvement in the services provided, in addition to directly impacting the capacity for innovation and organizational efficiency.

The present research aimed to verify the influence of Intangible Capital incorporated into the *Soft skills* of civil servants, in the essential competencies of a public educational institution. By examining the perceptions of employees and the relationship of these competencies with intangible capital, it was possible to identify areas that need adjustments to achieve a better alignment with the institution's strategic guidelines, such as improving internal communication and investing in training aimed at continuous development. The survey also highlighted the importance of human capital and interpersonal skills as strategic tools for growth and innovation within the university context. Faced with the new demands of the labor market and the challenges faced by the public sector, valuing these intangible assets emerges as an effective approach.

The variables of flexibility, ethics, empathy, continuous learning, professionalism, anticipation, communication (from the company) and motivation were not significant, suggesting that, in structured environments, these characteristics are perceived as expected norms and, therefore, less valued. On the other hand, teamwork, critical thinking, and time management skills have been shown to have a significant positive impact on employees' *soft skills*. In addition, structural, relational and human capital have been identified as positive influences on the intangible capital of public institutions, with a strong interconnection between these factors and the core competencies of the organization.

The study offered insight into how interpersonal skills are perceived and valued in the public sector, which contributes to a better understanding of the dynamics that occur within an institution. The relevance of specific skills, such as communication and critical thinking, fundamental for the efficiency of operations in the public service, is also highlighted.

Another aspect of the research is that it opens paths for future investigations on the relationship between work experience, *soft skills* and competencies in the civil service, which

can be positive for studies in several areas: people management, public management, skills, intangible assets and competencies of organizations.

On the other hand, the study had some limitations: the exclusion of the variables mentioned above may limit the understanding of *soft skills* in the analyzed context. In addition, the study was carried out in a specific context, which may restrict the generalisation of the results to other public institutions or other sectors. Reliance on quantitative data may not fully capture the complexity of interpersonal interactions and *soft skills*. Therefore, one of the suggestions for future studies would be the adoption of qualitative research, since it can encompass a deeper and more textual understanding of the subject, in addition to exploring greater perceptions and meanings.

Other suggestions for future studies may be analyses that explore the relationship between work experience and *soft skills*, aiming to understand how practical experience can impact the competencies of civil servants. In addition, applying the study in other contexts such as industry, commerce, private educational institutions, can also be done, so that it is possible to make a comparison of the results. Another aspect would be studies that explore in greater depth the impact of different types of intangible capital, such as social capital, on the performance of public institutions. This will enable a more comprehensive understanding of the relationship between interpersonal skills and organizational success in complex and ever-changing environments.

For the institution studied, the recommendations involve investments and incentives in training and training programs focused on the *soft skills* identified in this study as critical: teamwork, flexibility, leadership, and empathy. In addition, promote a culture that values flexibility and innovation, which allows civil servants to explore and develop their skills more broadly.

During the process of building this model, it was possible to identify that business skills and interpersonal skills, although with a lag in some variables, have a positive impact on *soft skills*. Human, structural and relational capital positively impact the intangible capital of the HEI studied, however, *soft skills* deserve greater attention for their correct development. Finally, intangible capital is positively associated with Core Competencies, which indicates that the dimensions studied by this construct are related to the essential competencies of the institution.

REFERENCES

Al-Sa'di, A., Yamjal, P., Ahmad, E., Panjabi, R., Allott McPhee, C. A. M., & Guler, O. (2023). Assessing Educators' Soft Skills: Developing a Self-Assessment Instrument. Administrative Sciences, 13(9), 208.

Alrubaiee, L., Alzubi, H. M., Hanandeh, R. E., & Al Ali, R. (2015). Investigating the relationship between knowledge management processes and organizational performance the mediating effect of organizational innovation. *International Review of Management and business research*, *4*(4 Part 1), 989.

Amit, R., & Schoemaker, P. J. H. (1993). Strategic assets and organizational rent. Strategic Management Journal, 14(1), 33–46. https://doi.org/10.1002/smj.4250140105

Amorim, L. D. A. F., Fiaccone, R., Santos, C., Moraes, L., Oliveira, N., Oliveira, S., & Santos, T. N. L. D. (2012). Modelagem com equações estruturais: princípios básicos e aplicações.

Andrews, J., Higson, H., Andrews, J., & Higson, H. (2010). Higher Education in Europe Graduate Employability , ' Soft Skills ' Versus ' Hard ' Business Knowledge : A European Study Graduate Employability , ' Soft Skills ' Versus ' Hard ' Business Knowledge : A European Study 1. 7724. https://doi.org/10.1080/03797720802522627

Araújo, C., & Pedron, C. D. (2016). The Importance of Soft Skills and it Project Managers' Personality Type. International Journal of Professional Business Review, 1(1), 40–59. https://doi.org/10.26668/businessreview/2016.v1i1.8

Bak, O., Jordan, C., & Midgley, J. (2019). The adoption of soft skills in supply chain and understanding their current role in supply chain management skills agenda: A UK perspective. BENCHMARKING-AN INTERNATIONAL JOURNAL, 26(3), 1063–1079. https://doi.org/10.1108/BIJ-05-2018-0118 WE - Emerging Sources Citation Index (ESCI)

Bedford, D., Bisbe, J., & Sweeney, B. (2022). Enhancing external knowledge search: The influence of performance measurement system design on the absorptive capacity of top management teams. Technovation, 118, 102586.

Bedford, D., Bisbe, J., & Sweeney, B. (2022). Enhancing external knowledge search: The influence of performance measurement system design on the absorptive capacity of top management teams. Technovation, 118, 102586.

Bontis, N. (1998). Mapping the human capital management research trends using bibliometric analysis. Management Decision, 36(2), 63–76.

Caeiro-Rodríguez, M., Manso-Vázquez, M., Mikic-Fonte, F. A., Llamas-Nistal, M., Fernández-Iglesias, M. J., Tsalapatas, H., ... & Sørensen, L. T. (2021). Teaching soft skills in engineering education: An European perspective. IEEE Access, 9, 29222-29242.

Cernuşca, L. (2020). Soft and hard skills in accounting field-empiric results and implication for the accountancy profession. Studia Universitatis Vasile Goldiş, Arad-Seria Ştiinţe Economice, 30(1), 33-56.

Cohen, W. M., & Levinthal, D. A. (1990). Absorptive Capacity: A New Perspective on

Learning and Innovation. Administrative Science Quarterly, 35(1), 128–152. https://doi.org/10.2307/2393553

Cooper, D. R., & Schindler, P. S. (2016). *Métodos de Pesquisa em Administração-12ª edição*. McGraw Hill Brasil.

Creswell, John W. Projeto de pesquisa: métodos qualitativo, quantitativo e misto / John W. Creswell ; tradução Luciana de Oliveira da Rocha. - 2. ed. - Porto Alegre: Artmed, 2007.

Curado, C. (2006). Organisational learning and organisational design. *The learning organization*, *13*(1), 25-48.

de FRAMEs Copatti, E., de Oliveira, M. A., Degenhart, L., da Silva Zonatto, V. C., & Marquezan, L. H. F. (2021). Influência dos ativos intangíveis nas variáveis financeiras de empresas do Brasil, Chile e México. Gestão Contemporânea, 11(1), 1-24.

De Sordi, J. O., & de Azevedo, M. C. (2008). Avaliação de competências requeridas aos trabalhadores da informação: análise da experiência com a seleção de alunos para programa de iniciação científica. Revista de Administração-RAUSP, 43(4), 301-314.

Dyer, J.H. and Singh, H. (1998) The Relational View: Cooperative Strategy and Sources of Interorganizational Competitive Advantage. Academy of Management Review, 23, 660-679.

Edgar, W. B., & Lockwood, C. A. (2021). Corporate Core Competencies ' Essence , Contexts , Discovery , and Future : A Call to Action for Executives and Researchers. https://doi.org/10.1177/21582440211051789

Eisenhardt, K. M. (1989). Building Theories from Case Study Research. Academy of Management Review, 14(4), 532–550. https://doi.org/10.5465/amr.1989.4308385

Escolà-Gascón, Á., & Gallifa, J. (2022). How to measure soft skills in the educational context: psychometric properties of the SKILLS-in-ONE questionnaire. Studies in Educational Evaluation, 74, 101155.

Fornell, C., & Larcker, David, F. (1981). Fornell, C., & Larcker, D. F. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, *18*(1), 39–50.

Gerhardt, T. E., & Silveira, D. T. (2009). *Métodos de pesquisa*. Plageder.

Ginting, H., Mahiranissa, A., Bekti, R., & Febriansyah, H. (2020). The effect of outing Team Building training on soft skills among MBA students. INTERNATIONAL JOURNAL OF MANAGEMENT EDUCATION, 18(3). https://doi.org/10.1016/j.ijme.2020.100423 WE - Social Science Citation Index (SSCI)

GONZÁLEZ-TEJERO, Cristina Blanco; MOLINA, Cayetano Medina. Training, corporate culture and organizational work models for the development of corporate entrepreneurship in SMEs. Journal of Enterprising Communities: People and Places in the Global Economy, v. 16, n. 1, p. 168-188, 2022.

Grant, R. M. (1996). Toward a knowledge-based theory of the firm. Strategic management

journal, 17(S2), 109-122.

Hair Jr., J. F., Gabriel, M. L. D. da S., & Patel, V. K. (2014). Modelagem de Equações Estruturais Baseada em Covariância (CB-SEM) com o AMOS: Orientações sobre a sua aplicação como uma Ferramenta de Pesquisa de Marketing. *Revista Brasileira de Marketing*, *13*(2), 44–55. https://doi.org/10.5585/remark.v13i2.2718.

Hall, R. (1993). A framework linking intangible resources and capabiliites to sustainable competitive advantage. *Strategic management journal*, *14*(8), 607-618.

Harvey, J. F., Bresman, H., Edmondson, A. C., & Pisano, G. P. (2022). A strategic view of team learning in organizations. Academy of Management Annals, 16(2), 476-507.

Hecker, A. (2012). Knowledge Beyond the Individual ? Making Sense of a Notion of Collective Knowledge in Organization Theory. https://doi.org/10.1177/0170840611433995

Heckman, J. J., & Kautz, T. (2012). Hard evidence on soft skills ☆. Labour Economics, 19(4), 451–464. https://doi.org/10.1016/j.labeco.2012.05.014

Helfat, C. E., & Peteraf, M. A. (2003). The dynamic resource-based view: Capability lifecycles. Strategic management journal, 24(10), 997-1010.

Helfat, C. E., & Winter, S. G. (2011). Untangling dynamic and operational capabilities: Strategy for the (N) ever-changing world. Strategic management journal, 32(11), 1243-1250.

Ito, N. C., Hayashi Junior, P., Gimenez, F. A. P., & Fensterseifer, J. E. (2012). Valor e vantagem competitiva: buscando definições, relações e repercussões. Revista de Administração Contemporânea, 16(2), 290–307. https://doi.org/10.1590/s1415-65552012000200008

Jabbouri, N. I., & Zahari, I. (2014). THE ROLE OF CORE COMPETENCIES ON ORGANIZATIONAL PERFORMANCE : AN EMPIRICAL STUDY IN THE IRAQI PRIVATE BANKING SECTOR. 23–26.

Jaworski, B.J. and Kohli, A.K. (1993) Market Orientation: Antecedents and Consequences. The Journal of Marketing, 57, 53-70.

Kayo, E. K., Kimura, H., Martin, D. M. L., & Nakamura, W. T. (2006). Ativos intangíveis, ciclo de vida e criação de valor. Revista de administração contemporânea, 10, 73-90.

Kenayathulla, H. B., Ahmad, N. A., & Idris, A. R. (2019). Gaps between competence and importance of employability skills: evidence from Malaysia. Higher Education Evaluation and Development, 13(2), 97–112. https://doi.org/10.1108/HEED-08-2019-0039

Klaus, P. Communication breakdown. California Job Journal, v. 28, n. 1248, p. 1-9, 2016.

Kogut, B., & Zander, U. (1992). Knowledge of the firm, combinative capabilities, and the replication of technology. Organization science, 3(3), 383-397.

Krpálek, P., Berková, K., Kubišová, A., Krelová, K. K., Frendlovská, D., & Spiesová, D. (2021). Formation of professional competences and soft skills of public administration employees for sustainable professional development. Sustainability, 13(10), 5533.

Laker, D. R., & Powell, J. L. (2011). The Differences Between Hard and Soft Skills and Their Relative Impact on Training Transfer. 22(1), 111–122. https://doi.org/10.1002/hrdq

Li, L., Zhu, W., Wei, L., & Yang, S. (2022). How can digital collaboration capability boost service innovation? Evidence from the information technology industry. Technological Forecasting and Social Change, 182, 121830.

Liu, Y. P., Jensen, D., Chan, C. Y., Wei, C. J., Chang, Y., Wu, C. H., & Chiu, C. H. (2019). Development of a nursing-specific Mini-CEX and evaluation of the core competencies of new nurses in postgraduate year training programs in Taiwan. *BMC medical education*, *19*, 1-10.

Lopes, F. C. C., Peixoto, F. M., & Carvalho, L. (2021). Gerenciamento de resultados, ativos intangíveis e controle familiar: análise da qualidade da informação contábil brasileira. Enfoque: Reflexão Contábil, 40(2), 153-170.

LOPES-JR, D. da S., MATOS, J. S. A. de, NERI, V., MARINHO, R. M., & ZUKOWSKY-TAVARES, C. (2020). Liderança autêntica e desenvolvimento de soft skills. Revista Eletrônica Científica Do CRA-PR, 7(2), 120–135. http://www.spell.org.br/documentos/ver/62347/lideranca-autentica-e-desenvolvimento-de-soft-skills/i/pt-br

Luna, R. P., Rodríguez, G. G., Ramos, L. A. G., Andrade, R. A. E., Figueredo, S. R., & De-León-gómez, V. (2021). Smart competence management using business analytics with fuzzy predicates. Axioms, 10(4). https://doi.org/10.3390/axioms10040280

Madhala, P., Li, H., & Helander, N. (2020). Organizational Capabilities in Data-driven Value Creation : A Literature Review. 3(Ic3k), 108–116. https://doi.org/10.5220/0010175601080116

Mappigau, P. (2012). Core Competence And Sustainable Competitive Adventage Of Small Silk Weaving Industries (SIs) In Wajo District, South Sulawesi. 4(Icsmed), 160–167. https://doi.org/10.1016/S2212-5671(12)00331-0

March, J. G. (1991). Exploration and exploitation in organizational learning. Organization science, 2(1), 71-87.

Margherita, A. (2022). Human resources analytics: A systematization of research topics and directions for future research. Human Resource Management Review, 32(2), 100795.

Mitchell, G. W. (2008). *Essential soft skills for success in the twenty-first century workforce as perceived by Alabama business/marketing educators*. Auburn University.

Morozevich, E. S., Kuznetsova, Y. A., Kubrikova, A. S., Livak, N. S., & Makarov, A. I. (2022). Employee's Competence Profile for Adaptive Organization Management. ORGANIZACIJA, 55(1), 3–16. https://doi.org/10.2478/orga-2022-0001 WE - Emerging Sources Citation Index (ESCI)

Nesaratnam, S., & Carnegie, D. (2019). Are Soft skills Important in the Workplace ? – A Preliminary Investigation in Malaysia. August. https://doi.org/10.6007/IJARBSS/v4-i4/751

Parlamis, J., & Monnot, M. J. (2019). Getting to the CORE: Putting an End to the Term “Soft Skills.” Journal of Management Inquiry, 28(2), 225–227. https://doi.org/10.1177/1056492618818023

Pereira, O., & Raposo, M. J. (2019). Soft Skills in Knowledge-Based Economics non-traditional. Marketing and Management of Innovations, 6718(1), 182–195. http://mmi.fem.sumdu.edu.ua/sites/default/files/15_MMI_A208-01-2019_Orlando_MJoao_0.pdf

Prahalad, C. K., & Hamel, G. (n.d.). The Core Competence of the Corporation.

Prodanov, C. C., & De Freitas, E. C. (2013). *Metodologia do trabalho científico: métodos e técnicas da pesquisa e do trabalho acadêmico-2ª Edição*. Editora Feevale.

Rasli, M. A. M. (2020). Do Soft Skills Really Matter? 427–435. https://doi.org/10.15405/epsbs.2020.12.05.46

Richard, H. (1993). A Framwork Linking Intangible Resources And Capabllllltes To Sustainable Competitive Advantage. Strategic Management Journal, 14(July 1992), 607–618.

Robles, M. M. (2012). Executive Perceptions of the Top 10 Soft Skills Needed in Today ’ s Workplace. https://doi.org/10.1177/1080569912460400

Santos, J. L. D., Gomes, J. M. M., Fernandes, L. A., Pinheiro, P. R., & Schmidt, P. (2006). Ativos intangíveis: fonte de vantagem competitiva. Contexto. Porto Alegre. Vol. 6, n. 10 (2. sem. 2006), p. 29-46.

Schulze, H., Bals, L., Johnsen, T. E., & Bals, L. (2019). Individual competences for sustainable purchasing and supply management (SPSM) A literature and practice perspective management. https://doi.org/10.1108/IJPDLM-01-2018-0036

Shakir, R. (2009). Soft skills at the Malaysian institutes of higher learning. April, 309–315. https://doi.org/10.1007/s12564-009-9038-8

Sparrow, P. (1995). Organizational Competencies : A Valid Approach for the Future ? 3(3), 168–177.

Stefano, N. M., Casarotto Filho, N., Freitas, M. do C. D., & Martinez, M. A. T. (2014). Artigos De Revisão Gestão De Ativos Intangíveis : Implicações E Relações Da Gestão Do Conhecimento E Capital. Perspectivas Em Gestão & Conhecimento, 4(1), 22–37.

Succi, C., & Canovi, M. (2019). Studies in Higher Education Soft skills to enhance graduate employability : comparing students and employers ’ perceptions. Studies in Higher Education, 0(0), 1–14. https://doi.org/10.1080/03075079.2019.1585420

Swiatkiewicz, O. (2014). Competências transversais, técnicas ou morais: um estudo exploratório sobre as competências dos trabalhadores que as organizações em Portugal mais valorizam. Cadernos EBAPE.BR, 12(3), 633–687. https://doi.org/10.1590/1679-395112337

Sveiby, K. E., & Simons, R. (2002). Collaborative climate and effectiveness of knowledge

work–an empirical study. *Journal of knowledge Management*, *6*(5), 420-433.

Teece, D. J. (2007). Explicating dynamic capabilities: the nature and microfoundations of (sustainable) enterprise performance. Strategic management journal, 28(13), 1319-1350.

Teece, D. J., Rumelt, R., Dosi, G., & Winter, S. (1994). Understanding corporate coherence: Theory and evidence. Journal of economic behavior & organization, 23(1), 1-30.

Tong, T., Iqbal, K., & Rahman, A. A. (2022). Core Technological Competence and Competitive Advantage : A Study on Chinese High-Tech SMEs. 13(August 2020), 1–12. https://doi.org/10.3389/fpsyg.2022.959448

Traylor, A. M., Reyes, D. L., & Holladay, C. L. (2021). Do we practice what we preach?: the association between Judgements of soft skills and performance evaluations over time. Current Psychology. https://doi.org/10.1007/s12144-020-01276-0

Turek, K., & Perek-Bialas, J. (2013). The role of employers opinions about skills and productivity of older workers: example of Poland. Employee Relations, 35(6), 648–664. https://doi.org/10.1108/ER-04-2013-0039

Universidade Estadual do Oeste do Paraná. (2023). Proplanejamento. Unioeste. https://www.unioeste.br/portal/proplanejamento

Wang, C. H. (2014). A longitudinal study of innovation competence and quality management on firm performance. Innovation: Management, Policy and Practice, 16(3), 392–403. https://doi.org/10.1080/14479338.2014.11081995

Wernerfelt, B. (2014). On the role of the RBV in marketing. Journal of the Academy of Marketing Science, 42(1), 22–23. https://doi.org/10.1007/s11747-013-0335-8

Winter, S. G. (2003). Understanding dynamic capabilities. Strategic management journal, 24(10), 991-995.

World Economic Forum. The future of jobs report 2023. Geneva, 2023. Disponível em: www.weforum.or

Wright, P. M., McMahan, G. C., McCormick, B., & Sherman, W. S. (1998). Strategy, core competence, and HR involvement as determinants of HR effectiveness and refinery performance. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management*, *37*(1), 17-29.

Zahra, S. A., Sapienza, H. J., & Davidsson, P. (2006). Entrepreneurship and dynamic capabilities: A review, model and research agenda. Journal of Management studies, 43(4), 917-955.

Zhong-hai, X. (2008). On Company Core Competence and its Sustainable Competitive Advantage during Industrial Transformation. https://doi.org/10.1109/ICIII.2008.313

Zollo, M. and Winter, S.G. (2002) Deliberate Learning and the Evolution of Dynamic Capabilities. Organization Science, 13, 339-351.

APPENDIX A

APPLIED RESEARCH QUESTIONNAIRE
THE INFLUENCE OF CORE COMPETENCIES ON THE CONNECTION BETWEEN SOFT SKILLS AND INTANGIBLE CAPITAL IN A PUBLIC HEI

Hello!

My name is Ana Claudia Lustosa de Mello, I am an academic in the Graduate Program in Administration - Professional Master's Degree at the State University of Western Paraná - UNIOESTE.

I am conducting, under the guidance of Profa. Dr. Delci Grapegia Dal Vesco, a study that seeks to relate soft skills (behavioral skills) with the Core Competencies (essential competencies) of the institution and intangible capital. The questionnaire is designed to be completed in approximately 15-20 minutes and, for each question, you must select on a scale of 1 to 5, according to the position you hold. I emphasize that there are no right or wrong answers, it is your perception of your position.

This questionnaire has an academic and research objective, that is, all information provided will be treated with total confidentiality and exclusively for this purpose. In addition, the research went through the University's Ethics Committee, requiring the signature on the document sent in the attachment.

Total: 40 questions. Estimated response time: 15-20 minutes. I thank you immensely for your participation and collaboration.

Carefully,

Ana Claudia Lustosa de Mello
Graduate Program in Business Administration - PPGAdm
State University of Western Paraná - UNIOESTE
ana.mello@unioeste.br

INFORMED CONSENT FORM - ICF

Title: THE INFLUENCE OF CORE COMPETENCIES ON THE CONNECTION BETWEEN SOFT SKILLS AND INTANGIBLE CAPITAL

Certificate of Presentation for Ethical Appreciation – "CAAE" Contact Researcher No.: Ana Claudia Lustosa de Mello Phone: 45 99901-0149

Contact address (Institutional): Rua Universitária, 1619

I invite you to participate in a research on the influence of organizational competencies and interpersonal skills. The objectives are to analyze their perceptions about the organization's essential competencies and the connection between interpersonal skills and intangible capital, and have the purpose of understanding how skills can interfere in the functioning of the institution, and how they can impact the development of the work of civil servants. For this to occur, you will need to answer a questionnaire that can be completed in approximately 15 to 20 minutes.

The main risks when answering this questionnaire are associated with the possible feeling of emotional discomfort with some questions, since these are questions related to your position and your work environment. However, if this happens, we, researchers, will be available to clarify any doubts. In addition, you may, at any time, withdraw from participating in the survey, without any prejudice. For this to occur, it is enough to inform, in any way possible, that you wish to stop participating in the research and any information you have provided will be removed from the set of data that will be used in the evaluation of the results.

We, researchers, guarantee the privacy and confidentiality of your participation in all stages of the research and future publication of the results. Your name will never be associated with the results of this search, except when you wish. In this case, you must sign a second term, specific to this authorization and which must be presented separately from this one.

The information you provide will be used solely for this research. In the event that the information provided and obtained with this consent is considered useful for other studies, you will be asked to re-authorize the use.

If you need to inform any fact or result from your participation in the research and feel uncomfortable looking for the researcher, you can personally contact the UNIOESTE Human Research Ethics Committee (CEP), from Monday to Friday, from 8:00 am to 3:30 pm, at the UNIOESTE Rectory, Ethics Committee room, PRPPG, located at Rua Universitária, 1619 –

Bairro Universitário, Cascavel – PR. If you prefer, you can contact us via the Internet by e-mail: cep.prppg@unioeste.br or by phone of the zip code which is (45) 3220-3092.

I declare to be aware of and sufficiently informed about the facts reported in this document (signature in the next section).

I, Ana Claudia Lustosa de Mello, declare that I have provided all the information about this research to the participant.

Text, Letter Automatic description

Signature of the researcher

1. *

Marcar apenas uma oval.

Concordo com o TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO - TCLE

SEÇÃO 1 - Percepção da importância das soft skills (habilidades comportamentais ou interpessoais) para a atuação no seu cargo.

Das questões 1 a 14, você deverá escolher uma opção, sendo: 1 = não é importante, 2 = às vezes importante, 3 = moderado, 4 = importante e 5 = muito importante, a respeito da sua percepção sobre a habilidade mencionada para o seu cargo.

2. 1. Habilidade de se comunicar em múltiplos níveis: habilidade em comunicar com membros da equipe, supervisores, clientes e outros parceiros. *

Marcar apenas uma oval.

1	2	3	4	5
○	○	○	○	○

3. 2. Ser cortês e amigável com todos os parceiros envolvidos na organização. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

4. 3. Ser flexível diante de um problema ou situação. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

5. 4. Ser íntegro, ou seja, ter clareza em todas as informações, ter boa conduta, respeitar as regras. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

6. 5. Habilidades interpessoais, empatia, ou seja, compreender o problema do outro e buscar auxilia-lo da melhor forma. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

7. 6. Motivação = ser uma pessoa motivada. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

8. 7. Ser profissional ao lidar com as situações, buscar não levar para o lado pessoal. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

9. 8. Trabalho em equipe = a habilidade de trabalhar efetivamente com o grupo para atingir os objetivos. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

10. 9. Ser ético = possuir a habilidade de fazer "a coisa certa" nas situações de negócios. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

11. 10. Pensamento crítico = a habilidade de encontrar soluções para os problemas. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

12. 11. Ser criativo e desenvolver recursos e projetos. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

13. 12. Gestão do tempo = a habilidade de gerenciar o tempo e completar tarefas num determinado período de tempo. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

14. 13. Aprendizagem contínua = continuar estudando, aprendendo e buscando experiências. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

15. 14. Liderança = a habilidade de ser um líder e liderar os demais. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

SEÇÃO 2 - Entendimento de quais são as *Core Competencies* (competências essenciais) da instituição.

Iremos agora falar sobre as competências da universidade. As *Core Competencies* são características únicas da instituição, difíceis de serem imitadas por outras. **Portanto, neste momento é preciso avaliar a instituição de acordo com seus CONCORRENTES**. Para as questões 15 a 25,

você deverá escolher uma opção, sendo: 1 = discordo totalmente, 2 = discordo, 3 = não estou decidido, 4 = concordo e 5 = concordo totalmente.

16. 15. A missão, objetivos e a estratégia da instituição são claros e coerentes. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

17. 16. Todos estão comprometidos com o mesmo objetivo e há uma cooperação para lidar com as tarefas difíceis. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

18. 17. Há uma comunicação aberta entre os indivíduos e o ambiente é caracterizado por relações amigáveis e confiança. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

19. 18. Os servidores participam efetivamente das decisões e das atividades da instituição. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

20. 19. A instituição atrai e mantém servidores competentes. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

21. 20. A instituição desenvolve habilidades necessárias para os servidores. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

22. 21. A instituição é conhecida por sua eficiência no serviço. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

23. 22. A instituição busca meios para motivar os servidores. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

24. 23. A instituição percebe oportunidades e ameaças do mercado e busca antecipar soluções. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

25. 24. A instituição busca novos parceiros. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

26. 25. O atendimento é um diferencial inovador frente aos concorrentes. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

SEÇÃO 3 - Importância do Capital Intangível.

O capital intangível são ativos "não-físicos" (que não podemos tocar), mas que trazem valor à instituição, como por exemplo, a marca, as habilidades dos trabalhadores, entre outros.
Para as questões de 26 a 33, você deverá escolher uma opção, sendo: 1 = discordo totalmente, 2 = discordo, 3 = não estou decidido, 4 = concordo e 5 = concordo totalmente.

27. 26. Na instituição há um programa de treinamento. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

28. 27. Os servidores estão satisfeitos e motivados. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

29. 28. Os servidores são ouvidos e aprendem uns com os outros. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

30. 29. A comunidade acadêmica está satisfeita, de um modo geral. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

31. 30. A instituição ouve o que a comunidade acadêmica tem a dizer. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

32. 31. A instituição propõe projetos com a comunidade acadêmica, com frequência. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

33. 32. A instituição implementa novas ideias. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

34. 33. A instituição aprimora as habilidades dos servidores. *

Marcar apenas uma oval.

1	2	3	4	5
◯	◯	◯	◯	◯

SEÇÃO 4 - Questões pessoais
Para as questões de 34 a 39, selecione a melhor opção:

35. 34. Com qual gênero você se identifica? *

Marcar apenas uma oval.

- ◯ Masculino
- ◯ Feminino
- ◯ Outro
- ◯ Prefiro não dizer

36. 35. Qual a sua idade? *

Marcar apenas uma oval.

- ◯ 18 a 25 anos
- ◯ 26 a 35 anos
- ◯ 36 a 45 anos
- ◯ 46 a 60 anos
- ◯ Acima de 60 anos

37. 36. Qual a sua formação? *

Marcar apenas uma oval.

- ◯ Ensino fundamental
- ◯ Ensino médio
- ◯ Graduação
- ◯ Especialização ou MBA
- ◯ Mestrado
- ◯ Doutorado

38. 37. Qual a área da sua formação? *

Marcar apenas uma oval.

- ◯ Humanas (sociais)
- ◯ Exatas
- ◯ Biológicas
- ◯ Não possuo formação

39. 38. Quantos anos de experiência você possui na área em que atua hoje? *

Marcar apenas uma oval.

- ◯ Menos de 1 ano
- ◯ De 1 a 5 anos
- ◯ De 6 a 10 anos
- ◯ Mais de 10 anos

40. 39. Atualmente você exerce qual função? *

Marcar apenas uma oval.

- Estagiário
- Bolsista
- PSS - Unioeste
- PSS - Ead
- PSS - Docente
- Agente Universitário
- CC - Cargo Comissionado
- Docente

41. 40. Caso deseje receber uma cópia da versão final com os resultados da pesquisa, deixe seu e-mail abaixo.