
**THE IMPORTANCE OF INTELLECTUAL CAPITAL AND
BALANCED SCORECARD IN MANAGEMENT OF HIGHER
EDUCATION INSTITUTIONS UNDER THE PERSPECTIVE OF THE
COURSE'S MANAGERS**

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Abstract

Higher education institutions has undergone a boom in the nineties, driven by new economic growth cycle provided by the stabilization of the economy causing demand for professionals, causing a large jump in enrollment in higher education . Given this context, this study sought to identify at what point this change affects the positioning of an academic course of administration, aiming to identify differences / similarities in speech and so each engineer to verify how the Balanced Scorecard and intellectual capital have relevance in academic community of each type of HEI. Once identified the research outline with course coordinators of Directors, we systematize the research in relation to the type of HEI. For coordinators were interviewed four schools with different profiles. Were chosen four HEIs in Rio de Janeiro whose characteristics differ both in legal and in feature of your target audience: The IES - University controlled by a private corporation. The management is professionalized using the Balanced Scorecard as a management tool. Most of his students of management is from the class C / D, about 1/3 fellows (PROUNI and FIES), working and studying with age above 26 years. IES B - Public University, with management elected by the academic community. The social class of their students of administration is heterogeneous because of the quota system (Class C). Most work and study and age vary according to the shift that studies (up to 26 years in the morning shift and above 26 years on the night shift). HEI - C Faculty privately controlled by a corporation. Most of his years of Administration course are class A / B, with less than one third of Fellows, aged below 26 years. IES D - State Owned, with management elected by the academic community. The social class of their students of administration is class A / B / C. Most work and study and age up to 26 years.

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After a content analysis of the work aims to prove four assumptions: Assumption I - The Human Capital (HC) is the most relevant dimension for course coordinators of Directors positioned to training students with higher income;. Assumption II - Structural Capital (SC) is the most relevant dimension for course coordinators of Directors positioned to training students with incomes lower; Assumption III - The Relational Capital (RC) is a relevant dimension for all course coordinators of Directors, but with different purposes; Assumption IV - The use of tools for monitoring organizational performance, such as the BSC, is a relevant tool for course coordinators of private HEIs. This is a descriptive study with a qualitative approach. Data collection was conducted through semi-structured interview guide with intentional non-probabilistic sample (convenience) with the data analyzed with the aid of Atlas TI software. To categorize the elements of each capital study, we used as reference Awad (2010) , based on the model of Stewart (1997) and identified in each dimension of intellectual capital: Human Capital (Operational Activities, Teacher Training, Teaching Practice, Technical Knowledge and Scientific Research; Structural Capital (Management Philosophy, Management Processes, Information System and Economic Sustainability, and Relational Capital (Social responsibility, Corporate Image, Strategic Alliances and Customers).

Key words: *Intellectual Capital, Balanced Scorecard, Higher Education Institutions.*

THE IMPORTANCE OF INTELLECTUAL CAPITAL AND BALANCED SCORECARD IN MANAGEMENT OF HIGHER EDUCATION INSTITUTIONS UNDER THE PERSPECTIVE OF THE COURSE'S MANAGERS

1. Introduction

In the nineties we find a new period of expansion of higher education. A new cycle of economic growth provided by the stabilization of the economy and internationalization of markets caused a new demand for professionals. Faced with this need, the federal government stimulated the emergence of new higher education institutions (HEIs) and the expansion of others for various regions of the country.

This policy meant that the number of higher education enrollments jumped substantially to more than seven million students in 2010 (Census INEP, 2010). The HEIs knew that could take advantage of this growth in a short space of time, become true conglomerates.

This rapid expansion demanded professionalism in management and the emergence of new actors in the education sector. The traditional management, based on talent and entrepreneurship family business in private, has to deal with matrix management of large enterprise groups, currently controlled by investment funds.

For much of the private institutions related to education on a large scale, we find that management strategies are anchored in large part, absolute growth in the number of students. With this, the economies of scale can be realized with investments in information systems, computers, libraries, software, etc.

Schwartzman and Schwartzman (2002), since the nineties, signaled that growth without planning several HEIs would lead to a cut-throat competition, depending on the pricing of tuition low. The authors correctly forecast the rise of mergers and acquisitions, which would be confirmed a few years later.

Even in state owned universities, the accountability for results happens to be effectively performed. The structuring of the teaching career plan based on scientific productivity and the need for financial sustainability plans in creating new courses are examples of attempted professionalization of educational management.

1.1 Research Question

To understand this movement of change in the management of HEIs, it becomes necessary to identify at what point this change affects the positioning of an academic course of administration. Therefore, it is critical to understand the perception of the course coordinator. This is the professional that mediates the goals of company management with the academic goals of the course. In other words is the link between the areas of administrative and pedagogical HEIs.

Thus, when we conduct a discourse analysis of the coordinators, we can identify the importance of intellectual capital and the Balanced Scorecard management model that adopts HEIs or enhance search. This study will identify differences/similarities in the speech of each coordinator and thus check how the Balanced Scorecard and intellectual capital have relevance in the academic community of each type of HEIs.

Once identified the research outline with course coordinators of Directors, we systematize the research in relation to the type of HEIs. For coordinators were interviewed four schools with different profiles.

After content analysis, the study aims to prove four assumptions:

- Assumption I - The Human Capital (HC) is the most relevant dimension for course coordinators of Directors positioned to training students with higher income.
- Assumption II - Structural Capital (SC) is the most relevant dimension for course coordinators of Directors positioned to training students with incomes lower.
- Assumption III - The Relational Capital (RC) is a relevant dimension for all course coordinators of Directors, but with different purposes.
- Assumption IV - The use of tools for monitoring organizational performance, such as the BSC, is a relevant tool for course coordinators of private HEIs.

2. Theoretical framework

To study the professional management of higher education, it should identify the application of management models that are aligned with the quality of education. Every care should be taken not to confuse professional management with a series of measures that will serve for a simple cost cutting.

The choice of the IC as the main reference of this study is due to the fact of having a special role in the educational sector. Within a strategic perspective, the IC is the main source of competitive advantage as demonstrated by authors such as Boulton, Libert and Samek (2000), Lev (2001), Low (2000), and wealth creation as stated Edvinsson and Malone (1997) and Stewart (1997). IC is generally defined as the intellectual material - knowledge, information, intellectual property, experience - that can be leveraged to create value or wealth (Stewart, 1997).

For García-Meca and Martínez (2005, p.308) this value creation can be achieved through the “knowledge, information, intellectual property and experience that can be used to create value”.

Often the concept of value is mistakenly related to accounting view where this relates, albeit in an incomplete form, tangible assets. From the 90s, the need for identification and measurement of intangible assets came to have relevance in academia.

Ross et al (1997) considers that the identification, measurement and management of intellectual capital are crucial for us to understand the determinants for revenue generation and value creation.

Kaplan and Norton (1996) developed the conceptual framework of the Balanced Scorecard from the need to create management tools of intangible assets and intellectual capital. Thus, the authors consider the limited traditional instruments performance of an organization, since they are focused on financial and accounting principles, which do not cover intangible assets.

Although labels for categories of CI differ slightly between researchers (Kaufmann and Schneider, 2004), CI is generally classified into three dimensions, namely: human dimension and Human Capital (HC), relational dimension or Relational Capital (RC) and dimension organizational and Structural Capital (SC) (Edvinsson and MALONE 1997; STEWART, 1997).

The Human Capital (HC) is related to innovation, knowledge, skills, ability and general competence of employees (Edvinsson and Malone, 1997; Sullivan, 1999; McGregor,

Tweed and Pech, 2004). This dimension represents the stock of knowledge within an organization and not in the minds of individual employees (Bontis, Crossan and Hulland, 2002). It is worth remembering that the HC interacts with other dimensions of CI.

The Relational Capital (RC) refers to customers (Bukh, 2002; Johanson, Martensson and Skoog 2001; Sanchez, Chaminade and Olea, 2000, Stewart, 1997), Capital (Bueno, Salmador and Rodriguez, 2004), and parts concerned (Ordóez de Pablos, 2003). CI represents a dimension which is in association with others (the) leading to organizational richness (Bontis, 1999).

The Structural Capital (SC) includes databases, systems and technical communication, political and other support mechanisms (Boisot, 2002; Edvinsson and Malone, 1997; Kaufmann and Schneider, 2004; Ordóez de Pablos, 2003). Represents the technologies and support systems that help employees do their jobs and ultimately create revenue for the organization resulting in entrepreneurial wealth.

To allow these three dimensions of CI can flourish and prosper, management systems must accommodate the special needs of intellectual assets. However, managers fail to recognize that organizational objectives related intellectual assets can only be met with adequate reasoning.

Thus, to support knowledge workers, organizations require the flexibility found in network and systems organic and inflexibility found in structures of hierarchical nature. Management systems should promote creativity and innovative practices, rather than ensuring compliance with policies and procedures. For this to happen, managers should provide opportunities for participatory decision-making in a trusting and respectful context (ISAAC HERREMANS and Kline, 2009).

But the use of the Balanced Scorecard in HEIs can help facilitate management processes, especially in an activity heavily bureaucratized, as the educational sector. The outlook described by Kaplan (1996) can contribute not only to the administrative as well as for the joint management processes between the administrative and pedagogical

3. Method

This study fits into descriptive research methodology category (GIL, 2002; BERVIAN AND HART, 1996; MILK, 2004) , it aims to transcribe, describe, interpret and explain the results obtained from the study in the evaluation of the importance of intellectual capital and the Balanced Scorecard, the perception of management, have the management model that adopts IES or search leverage .

The qualitative approach (CHIZZOTTI, 2000; MILK, 2004) to tackle the research question was conducted with course's managers of State Owned and private HEIs with different placements in the public served.

Data collection was conducted through semi-structured interview guide with intentional non-probabilistic sample (convenience) (KIDDER et. al., 1987; GIL, 2002), having as subject the course coordinators of Business Administration courses. Each interview lasted about twenty minutes, being recorded in full.

The profile of respondents is homogeneous: all of them have Master's/PhD with experience in academic and professional. The choice of course's managers is because these are considered the fundamental elements between the sectors academic and administrative office of HEIs.

Were chosen four HEIs in Rio de Janeiro whose characteristics differ both in legal person characteristics and in feature of their target audience:

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- HEIs A - University controlled by a private corporation. The management is professionalized using the Balanced Scorecard as a management tool. Most of his students of administration is from the class C/D, about 1/3 fellows (PROUNI and FIES), working and studying with age above 26 years.
- HEIs B - State Owned University, with management elected by the academic community. The social class of their students of administration is heterogeneous because of the quota system (Class C). Most work and study and age vary according to the shift that studies (up to 26 years in the morning shift and above 26 years on the night shift).
- HEIs C - Faculty privately controlled by a corporation. Most of his years of Administration course are class A/B, with less than one third of Fellows, aged below 26 years.
- HEIs D - State Owned University, with management elected by the academic community. The social class of their students of administration is class A/B/C. Most work and study and age up to 26 years.

In order to categorize the elements of each capital study, we used as reference Awad (2010) — based on the model of Stewart (1997) — that has elaborated categories of each dimension of intellectual capital.

In the dimension of the Human Capital we can identify the following categories:

- Operating activities - activities performed by the technical-administrative body in order to realize value to the course`s managers
- Teacher training - Training and capacity building of the faculty through courses and encouraging specialization in post graduate programs
- Expertise - Knowledge related to the skills and abilities to perform something. Consists of teacher training, professional experience and their involvement in promoting extension courses, assist the institution and articulate junior offers internships / jobs on the basis of its knowledge network.
- Scientific research - is the involvement with faculty research that translates into the participation of conferences, seminars, preparation of scholarly articles and undergraduate research projects.

As the analysis of the Structural Capital categories considered were:

- Management philosophy - Understands the management philosophy of the institution or course`s managers. Can be submitted through the mission, vision, and values of HEIs or the guidelines established by the Institutional Development Project (IDP), Institutional Educational Project (IEP) or even the Pedagogical Project Course (PPC).
- Management processes - Covers administrative procedures at all stages: administrative meetings, operational goals and objectives to be met, process mapping and monitoring of performance indicators.
- Information system - Represent the importance of all information systems of HEIs that can add value to the course. Can be identified with operational objectives, as the academic system files, or strategic, identified with the systems to support decision making.
- Economic sustainability - Characterized by economic viability of the course, bounded by supply conditions necessary for its operation. Covers measures to

increase revenue of HEIs or even cut costs considered offenders to economic equilibrium.

Finally, the composition of the Relational Capital categories used was:

- Social responsibility - The social action initiatives with beneficial effects for society, without monetary consideration. Can be classified as scholarships to students from low-income or even environmental sustainability actions.
- Institutional image - All the efforts to build a positive image of the course with the labor market and society as a whole. Can be identified through institutional marketing programs, or conducting activities that create a positive externality for the course, as the Junior Company.
- Strategic alliances - These cooperation agreements with other educational institutions, mostly from abroad, agreements with private companies seeking to enter their students in the labor market and closer ties with class representative bodies such as the Regional Board of Directors (RBD).
- Customers - Corresponds identifying who will enjoy the products and services generated by the course directors. It is an ideological issue, as there is a dichotomy of discourse about who would be the client of HEIs: student or society.

As a tool for processing and analysis program was used Atlas TI, in order to identify words, items and even phrases that characterize evidence in the discourse of topics related to Intellectual Capital (IC) and use of tools for monitoring the performance, for example, the Balanced Scorecard (BSC).

4. Results and Analysis

To systematize the interviews organized the observations in the three major dimensions of intellectual capital: human, structural and relational. The results can not lead to the conclusion that an HEIs is more intensive than the other only by the number of citations, but the coordinator prioritized in his speech a certain line.

	HC	SC	RC	TOTAL
HEI A	8	15	8	31
HEI B	19	3	4	26
HEI C	9	2	8	19
HEI D	7	3	7	17
Total	43	23	27	93

State owned HEI	26	6	11	43
Private HEI	17	17	16	50

Table 1 - Number of citations per HEIs

As can be seen in Table 1, in the Private HEIs the number of citations is predominantly focused on Structural Capital. In the State Owned HEIs (C and D) the focus is directed at Human Capital. The HEI C there is a balance between observations of Relational Capital and Human Capital (concentrated in Picture of the institution).

Subject I work with the issue of the importance of Human Capital in HEIs, and its possible linkage with students from higher income. The relevance of Human Capital refers to the appreciation of the teaching- research as job training. So you can be assured of the quality of management academic focus of the course is given in appreciation of the HC faculty. The study of the management of a HC HEIs was studied by Francisco (2011), from the concept of “core competence”. This definition is linked to the competence that an organization will develop, which can become differential compared to other competitors. According to Hamel & Prahalad (1990), this competence should be accessible to multiple markets, be relevant to the final product and provide an edge over your competitors.

From this premise, the study of HC in HEIs should focus on faculty. Only this group can meet the requirements indicated by the principles of “core competence”, to be mainly linked to the formation of the final product.

According to Francis (2011, p.88), “*the knowledge, skills and attitudes of teachers, consolidate the systematic heuristics related to the construction of knowledge in the organization*”. The role of the faculty is not only limited to a mere teacher , but as an important agent in the development of political-pedagogical projects , the construction of curricula and teaching plans and the sharing of best teaching practices .

However , when analyzing the information contained in Figure II , the Assumption I is not confirmed since the HEIs B (composed of students of class B and C) presents a highlight in relation to other HEIs not only in quantity, such as the breadth of their Human Capital recorded in Table I (from the appreciation of the expertise teachers)

The “quota system” — for specific groups and minority population — implemented by HEIs B for over 10 years has enabled the access of students, mostly from class C. With that, he might have access to a good quality course, considered by ENADE at the grade five, thanks to the efforts and qualifications of its faculty.

All HEIs value the importance of Human Capital, but under different perspectives. In the HEIs, the role of teaching practice is fairly valued (Observation 1:2 - “*We use surveys that are done regularly, in which students greatly facilitate assessing the performance of the teacher*”), this being the only way to measure quality cited by coordinator course. Moreover, it was the only HEIs presents a program of teacher training through online courses (Observation 1:6 - “*We Incentive Program Qualification through distance learning courses*”), which demonstrates the competitive advantage of its systems information and implementation of management philosophy in relation to other HEIs.

The Human Capital found in State Owned HEIs (C and D) values the expertise and dedication of its faculty (Observation 2:5 - “*I highlight the theoretical and practical quality of teachers*”). This expertise is positioned both in academia (where the majority is composed of Doctors of Science backed by scientific production), as the experience (many have occupied important positions in private and state owned companies).

HEIs D identifying quality of faculty is by academic titles (most with PhDs/DScs) and the regime of full time work, a form of internalization and retention of Human Capital for the HEIs (Observation 4:1- “*We have great part of our faculty with doctorates and 40 hours of exclusive dedication*”). The career path that encourages scientific production contributed to the positioning of the course as one of the best in the country.

Although there is a strategy for linking the students with the labor market on the part of State Owned HEIs, most faculties fills this gap through its good network of contacts.

Already in HEIs C, the faculty is oriented to maintain brand quality education. For this, in addition to solid professional and academic training, is “the teacher demanded a

charge strong in training their students throughout the course” (Observation 3:16) This can be proven by only report pointed out that the rigor of the course as the main cause of dropout students.

The quality monitoring procedures at HEIs C is performed by the course’s coordinator who has the autonomy of HEIs to implement their undergraduate Management Program. But this autonomy should be combined with the maintenance of the quality mark Another point to be noted is the fact that this HEIs faculty be involved in the development of the Junior Company (Observation 3:4 "highlight our Center for Entrepreneurship and Enterprise Junior involving faculty"), whose work strengthens the brand of the institution with the labor market.

The administrative staff also has its share in Human Capital (Observation 4:17 - "They are like tires on a Ferrari. Without the tires, the car will not go"). However, in view of the courses’ coordinators, this share is small, because their activities are limited to perform operational tasks whose success is directly related to an adequate information system.

By analyzing teacher training, we found that in addition to the training courses mentioned above by the coordinator of the HEI A, all institutions encourage the teaching qualification for Masters and PhD. At the state owned HEIs that incentive goes through licensing maturing, while at the private HEIs in the aid are given by granting scholarship.

Only coordinators of the state owned HEIs emphasized in his speech the scientific research capacity of its faculty. This includes the potential for scientific production (Observation 2:4 - "Our faculty has published in ballast "), participation in research projects (Observation 2.7 - "participation on projects granted by FAPERJ") and involvement in research

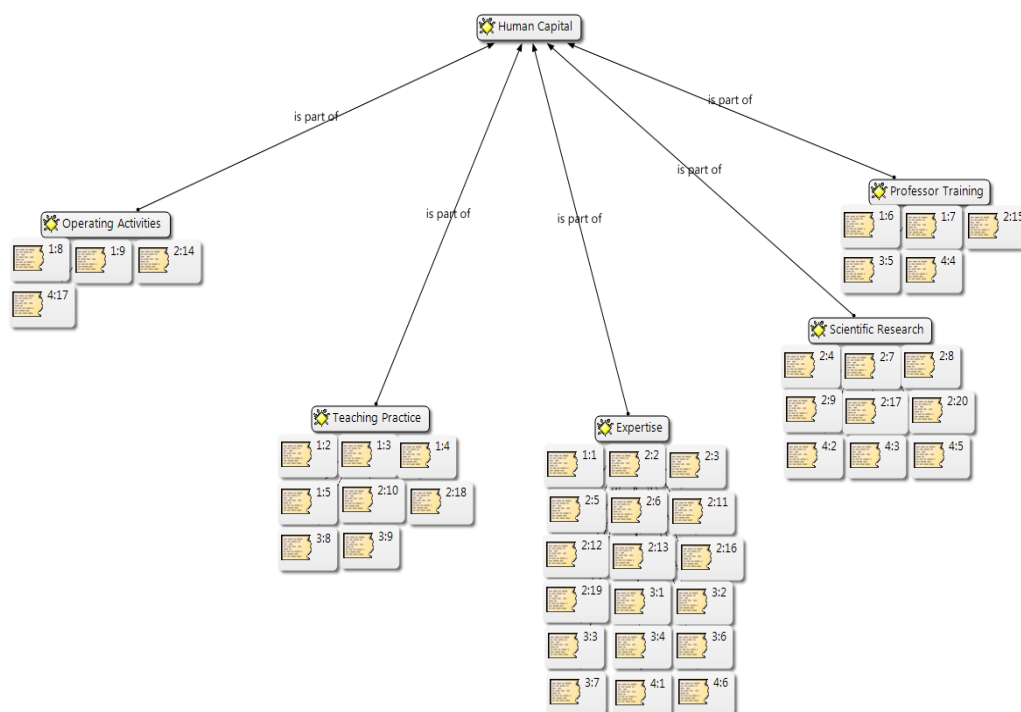


Exhibit 1 – Observations covering Human Capital
 Notes : HEI A (1:..), HEI B (2:..), HEI C (3:..) and HEI D (4:..)

The need to train a large number of students enrolled in a short space of time, makes the management processes have great relevance. In the dimension of SC, we must consider

the role of technology as a determinant both in the administrative and academic. In administrative proceedings, the technology operates in the enhancement of information systems capable of meeting the management processes of an educational institution. As for the academic side, technology can facilitate the creation of new educational products and services.

Tachizawa (2006) works with the idea that the processes of directing an HEIs are made from the transformation of inputs into outputs. According to the author, the inputs correspond to faculty, pedagogical and material resources, technological and financial. Already the production process consists in teaching - learning and information systems to support the student. Finally, the final product would be discharged from the institution.

Again, because of the quota system in existing HEI B, the Assumption II — that low-income students studying in HEIs that highlight Structural Capital — cannot be confirmed. Featured this analysis HEI A being the one that is present on all topics pertaining to Structural Capital. This means course's coordinator understands the management philosophy of the institution, as well as mentions in great detail a number of initiatives taken by the management of HEIs as regards the improvement of the conditions of supply of HEIs.

In HEI A, according to the course's coordinator, there is a link between the administrative and academic with the organization's goals. Regular meetings are held between the administrative managers and program coordinators to identify weaknesses and possible ways of solving problems (Observation 1:23 - "*We have meetings planning meetings where we discuss the suggestions in order to improve administrative processes and tracking of targets*"). It was also the only one who mentioned the importance of economic sustainability as strength of the HEIs working.

Information systems to assist the decision making of issues relating to the course as the institutional assessment of its faculty (performed by students, coordinators and administrative managers), or even profile of its student body, so you can strategize well to attract new students.

On the other hand, at the institutions B, C and D, the courses' coordinators indicated much critical management of their information systems. Many answers about student profile requested in the interview, the coordinators not having information to prove this fact, not having the coordinator information to prove this fact. The lack of coordination between the different information systems of HEIs was the main point mentioned in the interview.

It is worth noting the report of the coordinator of the Institution B which states that "*the information systems of the HEIs are sufferable, "where" they are not linked and are configured decision-making systems do not exist*".

The management philosophy was identified in institutions A, B and D, but with different approaches. While in the private HEIs, the management philosophy was presented with the alignment of the course's practices and guidelines of its management (Observation 1:16 - "*We use the Intranet to disseminate goals, processes and initiatives*"), in state owned HEIs the focus was in the educational course (PPC), which serves as a guide for actions to improve the quality of the course (Observation 4:7 - "*the teacher must obey the pedagogical project*"). Although not identified directly in his speech, it is clear that the HEI C coordinator has some degree of autonomy in managing their program, provided that it meets the requirements for maintaining/improving good corporate image she has.

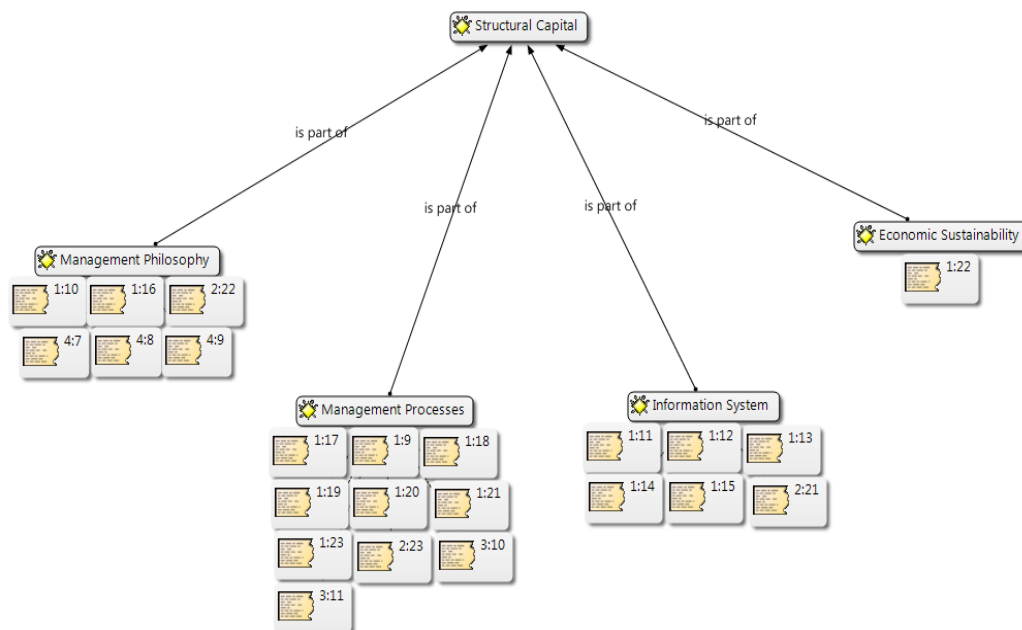


Exhibit 2 – Observation covering the Structural Capital
Notes : HEI A (1:..), HEI B (2:..), HEI C (3:..) and HEI D (4,..)

The RC represents the relationship among an organization and its customers. Most authors consider the customer as one who plays a swap transaction or product/service with a particular organization. However, the work expects the definition of customer is not consensus among course`s managers.

The Assumption III — on different visions of the client Relational Capital — is not only accepted as can be enlarged according to Exhibit 3. In the definition of customer for the course`s coordinator of the HEIs D, the customer is characterized by marked (Observation 4:11 - *“labor market private and public in general (banks, telephone, oil, energy and mining in general)”*). On the other hand, for the HEI managers a, B and C, the definition of customer is focused on the student. However, the coordinator of the IES C made the proviso that the students in his class *“know they will be highly charged their teachers”*, being the major cause of failure avoidance course.

This assumption can also be validated by the analysis of strategic alliances. When we find a difference between the speeches of coordinators of courses with students from different income levels. While the track coordinators lowest (HEIs A and B) emphasized the need for partnerships with companies and professional organizations as the CRA (Observation 1:26 - *“seek the nearest organs such as the CRA”*), those with a body higher income students value the partnership with foreign education institutions (Observation 4:16 - *“We have agreements with 120 foreign HEIs”*). The coordinator of the HEI D stated that the differential of the student body is that *“the vast majority already have experience in international exchange”*.

Note that the courses` coordinator of the HEIs was the one who pointed out the geographic location as a differentiator in their relationship with the market. According to it, *“the location of the campuses facilitates the accessibility of students mainly field`s q is close to the work of these students. So, later, when the traffic is better, return to their homes”* (Observations 1:24 and 1:28).

Social responsibility was also cited only by the coordinator of the HEI A. According to that, "there is a policy of granting scholarships to students of HEIs with financial difficulties" (Observation 1:30) and "*environmental sustainability is also adopted in the institution through courses, lectures, selective garbage collection, etc.*" (quota 1:31).

Institutional Image on the item, highlight the relevance this has for the HEI C. According to the coordinator of this HEI "*there is a great brand awareness of the institution by the market*" (Observation 3:12). Thus, reinforces "*the employability of their students because the course mark*" (Observation 3:13). Still it is worth mentioning the role of this HEIs Junior Companies that "*contribute to the improvement of the institutional image of the HEIs*" (Observation 3:19).

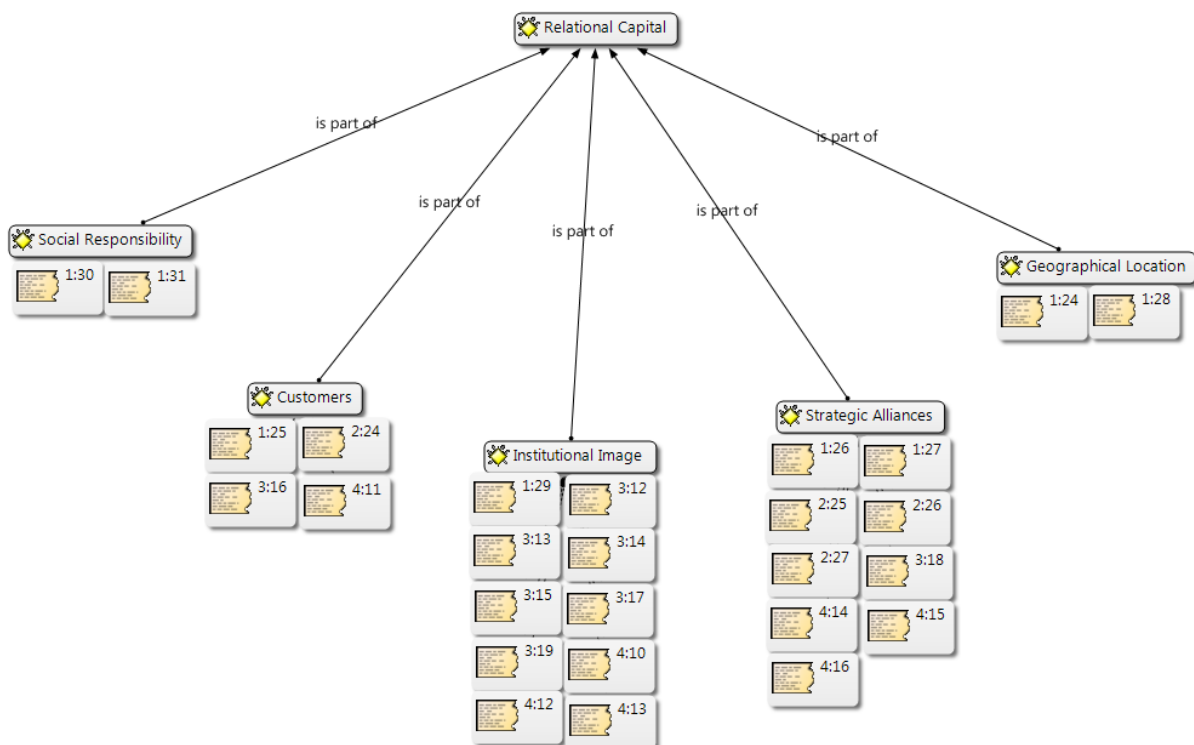


Exhibit 3 – Observation covering Relational Capital
Notes : HEI A (1:..), HEI B (2:..), HEI C (3:..) and HEI D (4,..)

So you can equate the need for financial sustainability quality of teaching, course coordinators Administration private institution can identify the Balanced Scorecard tool, an important support tool for course management. Hekis (2010) presents the case study of an HEIs private Brazilian which uses the principles the Balanced Scorecard as control tool management processes administrative and pedagogical. The HEIs structured its goals having as reference the dimensions: financial, customers, internal processes and learning and growth.

However, the use of management tool can become complex the separation of administrative processes and academics. Even so, it is believed that the coordinators' opinion, this fact can be settled, once the emphasis of mapping processes provided by Balanced Scorecard facilitates the demand both by part of student body, how much of High administration of HEIs.

In research held, we verified that the supposition IV not only is valid, as is relevant for managing for all HEIs studied. Although only the HEIs that possesses a management model

based on Balanced Scorecard, all coordinators in the interview affirmed the need of an adequate information system, that can assist in your decision making. According with the Table II, we see that the HEIs A, by having the Balanced Scorecard implanted, facilitates knowledge of HEIs by part of its coordinator, covering more capital items intellectual than the remaining HEIs. Thus, we can affirm that the Balanced Scorecard facilitates the visualization of items that compose the intellectual capital.

	HC (5)	SC (4)	RC (5)	TOTAL
HEI A	4	4	5	13
HEI B	5	2	2	9
HEI C	3	1	3	7
HEI D	4	1	3	8

Table 2 - Scope of Intellectual Capital Items by HEIs

The knowledge of the strategy and actions propagated by information systems (intranet, regular meetings) of the HEIs, enabled the coordinator detailing a series of measures that the administration realizes that and is often not disseminated to the academic community. We can illustrate the fact that environmental actions are not mentioned by the coordinators of HEIs B, C and D, does not mean that such actions do not exist institutionally, but that probably were not disclosed.

Although State Owned HEIs are successful in terms of quality of education, do not mean that Structural Capital is despised. Rather, strengthening institutional management can generate opportunities for Administration Courses such as strengthening the monitoring of the implementation of teaching, research and extension.

5. Final Thoughts

Assumptions presented for study only refers to the importance of Human Capital in HEIs students with characteristics of higher social class were refuted. In fact, the quota policy allowed students from class C could have access to HEIs potential Human Capital intensive teaching. If the HEIs B were excluded from the sample, the Assumptions I and II would be validated.

Another point to be considered is the importance of the course coordinator within HEIs. During the interviews there was great concern about the quality of teaching in all interviews with the coordinators. This can be translated on feedback from students regarding the quality of the classes, in the pursuit of strategic partnerships and also in encouraging the performance of the student body in research projects and in the Junior Enterprises.

Regarding the importance of the Balanced Scorecard, although he discussed the importance of managing for results, not yet concrete data on the improvement of teaching quality. Thus, although an improvement of management processes generates value for the intellectual capital of the HEIs as a business, has not yet been a study on the impact of management tools in the academic performance of students in the course, as in ENADE egg.

Finally the work opens the door to an expanded version that can cover other private institutions, such as those that are still run as family businesses. Other qualitative research can

also be conducted with administrative managers of HEIs to thus be able to check the alignment of speech with their course coordinators.

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