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A EDUCAÇÃO CORPORATIVA COMO FERRAMENTA PARA O DESENVOLVIMENTO DE LÍDERES NAS ORGANIZAÇÕES

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ABSTRACT

Em um cenário em que competitividade e mudanças são as palavras-chave, a formação e o desenvolvimento contínuo dos líderes tornam-se vitais. Uma forma de viabilizar isto é através da Educação Corporativa. O presente estudo parte dessa premissa e traz como objetivo central apontar a relevância da educação corporativa enquanto ferramenta para o desenvolvimento de líderes nas organizações. Para isso, foi desenvolvida uma pesquisa bibliográfica de abordagem qualitativa e natureza exploratória e descritiva. Com a sua aplicação foi possível perceber que a educação corporativa é um fator essencial a qualquer organização, visto que possibilita que os líderes desenvolvam competências específicas, personalizadas de acordo com que as necessidades reais da empresa e mais importante, de forma contínua.

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INTRODUCTION

The current scenario is characterized by market dynamism. Changes are fast and constant, and this requires that companies are also in constant transformation. In this context, it is understood that each organization must invest in the development of leaders, employees capable of making efficient and effective decisions that lead the company to its goals. The work of an organization's leaders directly impacts its results and, for this reason, organizations need to continuously invest in their development. One solution to this can be Corporate Education since this aspect has as its main objective the development of critical competencies for the viability of business strategies. Based on this, the present study aims to point out the relevance of corporate education as a tool for the development of leaders in organizations, as well as to conceptualize leadership, corporate education, and understand the importance of their development. The work consists of bibliographic research of a qualitative approach and an exploratory and descriptive nature. For its elaboration, books and articles were used as references. As for the articles, only those published as of 2000 were included, located in the scielo and google academic databases, using as a search filter the keywords: corporate education; leadership; development of competencies and organizational improvement. This study contributes with relevant information about organizational improvement, as well as providing an important foundation on corporate education.

Leadership: Much is heard about leadership, this term has been the focus of numerous researches over time and several concepts are presented about it. Among these concepts, the one by Chiavenato, author of several books in the area of business administration and human resources, stands out. According to Chiavenato (2000, p.107), "leadership is the interpersonal influence that occurs in a situation and that is directed using the human communication process towards the achievement of a certain objective". Some other authors follow the same line of reasoning, as is the case of Maximiano (2000, p.388) who conceptualizes leadership as "the achievement of a goal through the direction of human collaborators." Seelert (2011, apud Laruccia, 2012, p.644), on the other hand, brings a slightly different concept of leadership, based on the construction of an organizational climate conducive to the development of employees, defining it as being "the ability to manage a creative climate in which people become self-motivated towards the mastery of goals built over the long term, in a participatory environment, of mutual respect and compatible with personal values." The common point among all authors is that leadership is about the ability to influence people to perform their roles for the organization to achieve its goals. According to Vecchio (2008), leadership is capable of having considerable effects on the organization's results and performance. However, it is important to reinforce that leadership is a behavior and is not necessarily linked to a position, as Freitas (2008, p.10) points out when he says that "the formal position does not guarantee anyone the performance of a true leader.

Essential Competencies of a Leader: The term competence brings together the idea of knowing, knowing how to do and knowing how to be. (BOMFIM, 2012) in other words, its concept concerns the knowledge, skills, and attitudes necessary for professional practice. According to Küller and Rodrigo (2018, p.66), competence is something that can be "inexhaustibly developed." According to the authors, "we never conclude or exhaust the possibilities of expanding a competence". Knowing that leadership is something decisive for organizations, the leader must be someone who possesses the "necessary and appropriate competencies for his/her functions and the position he/she holds", as pointed out in chart 1. (BORGES and MENDES, 2014, p. 105)

Chart 1. Essential competencies for the exercise of leadership

a) Leading changes, which involves constant learning, creativity and innovation, external awareness, flexibility, persistence, service motivation, strategic thinking, and vision.
b) Leading people, related to conflict management, leading with cultural diversity, integrity, honesty, and teamwork.
c) Result orientation, involving responsibility, customer service, decision making, entrepreneurship, problem solving, and technical credibility.
d) Business skills, focused on financial management, human resources management, and technology management.
e) Communication and relationships, with influence, negotiation, persuasion, interpersonal skills, oral communication, partnership building, political skills, and written communication being key.

Source: Oliveira and Marinho (2006) apud Sandri (2013, p. 20)

Leadership is a competence that, according to Cunha and Silva (2010, p. 67), is linked to "people who stand out in this scenario of change". Vergara (2007, p. 62) complements by stating that "the ingredients that make up this competence are in continuous learning".

Corporate education as a development tool

When talking about the search of companies for competitiveness, more and more the term corporate education has been mentioned. According to Esteves and Meiriño (2015, p.2), this term consists of a set of "organizational processes, which are the creation of continuous learning, or continuing education, reaching the very intellectual and personal resource of the company". The authors further state that it is not a way to "qualify the labor force", "corporate education is related to a new way of thinking and working, shaping the vision of continuous learning, setting goals for the organization, adding value to the business". (ESTEVES E MEIRIÑO, 2015, p.4). Pereira et al. (2006, p.1) understand corporate education as being "a people development system guided by competence management where organizational knowledge management is the articulating element". Based on knowledge management, corporate education works towards business success on many levels, as shown in Chart 2. Moscardini and Klein (2015, p. 87) indicate Corporate Education as a "set of ongoing educational strategies that the organization promotes to develop critical competencies for the business" through people. Given the relevance of this method, some companies are establishing themselves as true universities. According to Kraemer (2004, p.3) "corporate universities embody the organization's learning philosophy, whose goal is to provide, to all employees, the knowledge and skills necessary for the strategic objectives to be achieved." For Menezes (2001) apud Dengo (2001), UCs aim to improve job performance and solve business problems through learning.

METHODOLOGY

The present work consists of bibliographical research, of a qualitative nature. The bibliographical research consists of a foundation for the study, a review of everything that has already been written on the subject, which enables the definition and strengthening of its hypothesis based on the opinion of other scholars in the area. (Marconi AND Lakatos, 2003)

Chart 2. Principles of success in corporate education

Principle	Definition
1. Competitiveness	It values education as a way to develop the intellectual capital of employees, turning it into a factor of competitive advantage over competitors, thus expanding their ability to compete. It means to continuously seek to raise the level of business competitiveness through the installation, development, and consolidation of critical business and human competencies.
2. Perpetuity	It understands education not only as a process of developing and realizing the potential that exists in each employee, but also as a process of transmitting cultural heritage in order to perpetuate the company's existence.
3. Connectivity	It favors the social construction of knowledge, establishing connections and intensifying communication and interaction. It aims to expand the quantity and quality of the network of relationships with the internal and external public.
4. Availability	It seeks to offer and make available activities and educational resources that are easy to access and use, so that learning can take place at anytime and anywhere.
5. Citizenship	It stimulates the exercise of individual and corporate citizenship, forming social actors capable of critically reflecting on the organizational reality, of building and changing it, and of acting guided by ethical and socially responsible attitudes.
6. Partnership	Establishes internal partnerships with leaders and managers and external partnerships with educational institutions in order to continuously develop the competencies of employees
7. Sustainability	It seeks to be a center that generates results for the company, always seeking to add value to the business. It can also mean the search for alternative sources of resources that allow for a self-sustaining budget.

Source: Eboli (2004) apud Pereira et al. (2006, p. 6)

For the construction of this study, books and articles about Leadership and Corporate Education were used as references. The inclusion criteria for the articles were: published from 2000 onwards, located in the scielo and google academic databases, using the following keywords as a search filter: corporate education; leadership; competency development and organizational development. All those that do not meet any of the criteria presented were excluded. As for the objectives, the research can be: exploratory, descriptive, and explanatory. The three types may appear in the same research because they are interconnected; however, this research is classified as exploratory and descriptive, for having as focus the deepening corporate education to understand its contribution to the development of new leaders. Through exploratory research, the researcher seeks to acquire knowledge about a certain subject, while in descriptive research, the researcher delves into this subject through observation, recording, and interpretation of data, without interfering in them. (ANDRADE, 2001)

ANALYSIS AND DISCUSSION OF THE RESULTS

When analyzing the data collected in the bibliographical survey, one notices several direct or indirect relationships between corporate education and the development of leaders, as shown in Chart 3. Another point to be noted is that all the competencies pointed out in Table 1 as being essential for the exercise of leadership, according to Oliveira and Marinho (2006) apud Sandri (2013, p. 20), are skills that can be worked as from the application of activities and educational resources characteristic of the learning programs developed in corporate universities.

Chart 3. Relationship between corporate education and leadership development

Author	Identified Relationships
Oliveira and Marinho (2006)	The authors state that one of the essential competencies for the exercise of leadership is the act of leading change and that this involves constant learning. Continuous learning is one of the premises of Corporate Education.
Vergara (2007)	The author points out the importance of continuous learning for the exercise of leadership. Which again reinforces the significance of corporate education in the development of leaders.
Eboli (2004)	The author states that one of the principles of corporate education is to form "social actors capable of critically reflecting on the organizational reality". These social actors are related to the leaders' figures.
Moscardini and Klein (2015)	The authors define corporate education as a "set of educational strategies" used with the purpose of developing in people competencies that are decisive for the success of the business. It is understood that one of the most decisive competencies for the success of a business is the exercise of leadership.
Menezes (2001)	The author brings corporate universities as being a way to solve business problems through learning. In light of this, it is understood that CUs are totally linked to the role of leaders in organizations.

Source: Data extracted from survey (2021)

The implementation of an assertive corporate education system enables the alignment between organizational strategy and the human competencies required to achieve it. Given this analysis, the relevance of corporate education for the development of leaders and, consequently, for the success of organizations seems unquestionable.

FINAL CONSIDERATIONS

The present work allowed visualizing theoretical shreds of evidences that support the hypothesis of this study which was that corporate education could be seen as a solution for the development of leaders in organizations. Meeting the objectives of the work, it was found that corporate education enables leaders to develop specific competencies, customized according to the real needs of the company and, most importantly, continuously. This finding makes corporate education vital to the success of organizations. This study contributes to the organizations as it presents very relevant information about organizational development. In addition, it also contributes to the academic world, since the data collected brings an important foundation about corporate education and how it relates to the development of leaders. Finally, as a suggestion for future research, it is suggested that studies be carried out that analyze the development of leaders in companies that have a consistent corporate education system, to deepen the practical bias of this theory.

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