

Human and relational capitals that manage knowledge in academic organizations

Capitales humanos y relacionales que gestionan el conocimiento en las organizaciones académicas

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Abstract

Been deepened in aspects that make it possible to recognize how to determine the capabilities and relationships that each individual possesses. To achieve this, is made a Systematic Literature Review since knowledge management, multiple intelligences, intellectual capital and academic management. As a result it stands out that Human Capital, together with its capabilities, abilities and skills, is the one that builds Relational Capital in order to manage knowledge in an assertive way.

Key words: knowledge management, human capital, relational capital, academic quality.

Resumen

Se profundizó en aspectos que permiten reconocer cómo determinar las capacidades y relaciones que posee cada individuo. Para lograr esto, se realiza una revisión sistemática de la literatura desde la gestión del conocimiento, las inteligencias múltiples, el capital intelectual y la gestión académica. Como resultado, se destaca que el Capital Humano, junto con sus capacidades, habilidades y destrezas, es el que construye el Capital Relacional para gestionar el conocimiento de manera asertiva.

Palabras clave: gestión del conocimiento, capital humano, capital relacional, calidad académica.

1. Introduction

This research aims to understand, from the existing literature, the interactions of Human and Relational capitals in knowledge management and how these relationships lead to significant changes in the productivity of people who are part of academic organizations, which will allow to generate policies and activities of full identification of the intelligences, capabilities, and abilities of the members of a community, like an academic community, and activities of interaction or internal and external relationship in working groups, such as research groups, which generate high levels of productivity (Rojas, 2020).

In the full development of the concepts of knowledge economy, knowledge society and knowledge management, it is not enough to identify those aspects that from the theory lead to reflection, but it is necessary to consider a

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detailed analysis that satisfies questions (Rubens, Spigarelli, Cavicchi, Rinaldi, 2017), such as: Do the relationships derived from the components of Human Capital vs. Relational Capital generate in the academic structures a greater impact if the capabilities of the individuals linked to them are identified? An analysis of the information contained in the existing literature in relation to the subject of study, will allow giving orientations and valid interpretations to this work (Gimenes, Mota, Tapia, Carraro, & Gonçalves, 2019)

This research is based on the premise that Human Capital (HC) is the most important element in the structures of Intellectual Capital (IC); however, it is the subject that can generate relationships with other subjects (Relational Capital - RC) and on behalf of organizations (Ogunyomi & Bruning, 2016).

As for the structure of this research work, following its introduction, a conceptual framework is proposed for the analysis of the published research in relation to the HC and the RC, and their interconnection to manage knowledge. Subsequently, the methodology used and the results achieved are presented. Finally, the conclusions record the achievements and challenges that remain open for new studies on the subject of research.

1.1. The management of academic organizations

The purpose of this research allows the investigation by some theoretical developments that lead to understand each of the topics that are addressed and define the paths of construction and conceptual deconstruction around the themes of study, a work that is seen as interdisciplinary, so it has been necessary in the beginning to select readings somewhat distant from each other, but with the firm intention of getting meeting points that show the future alternatives of the research work.

Academic organizations, especially higher education institutions (HEI), have been developing strategies that allow public policies to be addressed around the relationship of people with high levels of education, especially with master and doctorate degrees (López Segre, 2016). Colombia, with its recent insertion in the OECD, must consider many of the indicators already present in other countries, where this organization has recommended an adequate valuation of intangibles (Sánchez & Elena, 2006), (Suárez, Olmeda, Illescas, & González, 2019).

In the Colombian case, it is possible to identify some specific processes that lead to comply with the demands of this requirement, for example: to apply for a new qualified registration or the renewal of an academic program under development, to apply for high quality accreditation of a program or the renewal of an accreditation that has expired, or even an accreditation and institutional re-accreditation (CNA, 2014). These normative demands and educational policy generate several questions about the quality conditions under which higher education is developed in different countries of the world (Kwiek, 2001; García-González, Sánchez-Sánchez, Orozco, & Obredor, 2019), but particularly in Colombia for which purpose is intended, when proposing this research work, to have clarity regarding whether the training at the highest academic levels develops in each teacher the necessary skills so that when interacting with others he/she can elaborate proposals that allow the organization to incorporate the capacities of each individual and of the collective, as it is expressed by (Nussbaum, 2012): "Capabilities belong, first and foremost, to individual persons, and only then, in a derivative sense to the collective."

This leads to consider some other questions such as: Does the linking of professors with a master's degree or doctorate to an HEI guarantee the quality of the educational service offer? Or seen from another angle: What capabilities and relationships should a university professor have to guarantee a quality education? Likewise, we must ask ourselves: Do university professors correlate their abilities to develop one or several of their multiple intelligences in order to intervene in university classrooms with high levels of quality?

1.2. Knowledge Management and connection of Human and Relational Capitals

The management of knowledge and quality in academic organizations allows the HC, the RC, and their interactions to be taken as the central axis of analysis, generating the creation of value in the knowledge society (Massingham & Tam, 2015; Aguirre, Vaca, & Vaca, 2019) taking into account that the HC is the most representative in the universities and the one that allows the generation of value of the other capitals (Di Bernardino & Corsi, 2018; Secundo, Elena Perez, Martinaitis, & Leitner, 2017). In particular, in the organizational processes of the universities, the HC implies a permanent concern regarding the valuation of intangibles (Sánchez & Elena, 2006; Araya-Guzmán, Bravo, Ramírez-Correa, & Salazar, 2019), that determines without a doubt a new space in the analysis of quality in the management of university education, associated with cultural and contextual valuations that limit management capability (Vidotto, Ferenhof, Selig, & Bastos, 2017).

The theory in relation to knowledge management becomes a subject that presents a certain degree of difficulty when understanding both the concepts of tangible and intangible assets (Manuti, Impedovo, & De Palma, 2017) as the visible and invisible active concepts knowing that these, the invisible, incorporate the analysis of the recognition and evaluation of the IC. This has caused that the current approaches consider the analysis of this concept much more complex, perceiving that the knowledge-based approach is becoming a new paradigm to understand the economy and the organizations that make it up in its structure, behavior and evolution, thanks to the analysis of knowledge processes as an expression of the activities that put it into action and justify the economic transformation or the processes that create, develop, measure, and manage assets or tangible resources -based on knowledge- that are the main feature in the new socio-economic reality (Bueno, Campos, Sánchez, & Paz, 2010; Alarcón-Quinapanta, Freire-Lescano, Pérez-Barral, Frías-Jiménez, & Nogueira-Rivera, 2019).

On the other hand, in the valuation of intangibles there are several aspects that have been analyzed through models and structures that generate new alternatives; for example, it is valuable to understand that the three main components that make up the IC: HC, RC and EC (Structural Capital) (Del Castillo, 2019), added to the strategic management of the IC, focus on ways of visualizing and making use of resources and individual and organizational capabilities in an integral manner with a focus on intangible assets and, on the other hand, on how to sustainably manage these resources and activities in the context of the academic organization (Axtle-Ortiz, 2013; Secundo, Dumay, Schiuma, & Passiante, 2016).

1.3. The concept and description of Intellectual Capital variables

For a better understanding of the subject, the first thing will be to be clear about the concepts of IC, HC, and RC. Although there are many definitions for each of these concepts, we will start with some of the most recognized, so that they allow us to continue and articulate our theoretical development.

For Stewart (2010, 28) the IC "is the knowledge, the information, the intellectual property, the experience that can be object of an adequate use to create wealth, and if that intellectual capacity is collective, it will be difficult to identify and, even more, it will be difficult to implement effectively, but once the alternative is found and exploited, success will be achieved."

1.4. Competitive advantage of Human Capital

HC is understood as the capacities, attitudes, skills, and knowledge that each member of the institution contributes to it; that is, they form individual and non-transferable assets. This capital cannot be owned by the organization (Edvinsson & Malone, 1997). The HC represents the result of the combination of different variables, especially knowledge, skills, abilities, values, and attitudes, interacting in specific cultural, economic, political,

and social contexts, that through experience, they incorporate training in the identity of each person and thereby generate value in a social organization (Vidotto et al., 2017).

The time that an individual invests in the workplace represents a significant investment in HC specific to the institution, both for the individual and for the organization (Buchholtz, Ribbens, & Houle, 2003; Zambrano, Alvarado, Luna, Chira & Vásquez, 2019). As a basis for the role of the HC, it can be considered that the research developed on industrial districts and innovative means has allowed to debate how regional economic development can be promoted by factors such as a share attitude toward mutual trust in commercial exchanges, social prestige related to local business behavior, and geographical proximity between a critical mass of HC and physical (Dakhli & De Clercq, 2004; Guerra, Santos, & Ramírez, 2019)

This analogy makes it possible to assess the evaluation conditions required by HEI to identify the basic characteristics of their HC.

In the HC the difference between the emotional and the talent allows to identify and measure the existing relationships between the aspects that are part of the structure of each component (Schaper, Nielsen, Roslender, 2017); for example, the HC is made up of three sub-constructions: employee capacity, employee satisfaction, and employee commitment (Massingham & Tam, 2015). However, aspects that enhance the technical training that is part of the operational component must be taken into account, just like it's necessary to define measurements for those emotional aspects that invite to identify the abilities and relationships of each individual (Navas & Ortiz, 2002; Pollán, Pena-López, & Amboage, 2019). In the case, for example, of "emotional liberation", a technique that allows from trust to establish closeness with people who are part of a work team, to determine with certainty the characteristics associated to the HC, specifically in the abilities, skills, and values intrinsic to the human being, but extrinsic to the organization under natural conditions of relationship (Ouchi, 1981; Guerra et al., 2019).

Some previous studies have found effects on the competitive advantage attributable to CH (Hatch & Dyer, 2004; Sánchez, 2019). Other studies mention that the RC, through the articulation of the clients and the satisfaction that these demonstrate to the organization, promotes attitudes of loyalty and commitment generating positioning as a competitive advantage (Suárez, Vásquez, & Díaz, 2005; Montoya Acosta, Arenas Botero, Arias, & Di, 2018). However, the alternatives for the implementation of knowledge management and reporting depend to a large extent on the specific characteristics of each HEI, its previous experience with management and its managerial orientation (Chiucchi & Dumay, 2015). This leads to consider the conditions and frames of reference under which HEI measure the impact of their knowledge management, (Singh, 2018), under parameters of rediscovering the skills or competences, values, abilities, attitudes and relationships of their HC.

These characteristics inherent to the condition of each person imply an analysis towards the possibilities of developing innovation processes when these are determined by some factors such as the holistic, the use of new technologies, the improvement of processes, the empowerment of communities or citizens, and the use of the private sector to achieve public purposes (Borins, 2001), or the innovation analyzed as the one that in an organization can be measured by the level of strategies and tactics that are used and that generate value in the internal and external structure, forging alternatives that lead to recognition in the middle or competitive advantage (Collins & Hitt, 2006; Melo, 2020).

Considered the HC as one of the most important in relation to the concept and development of the IC, it is understood as one that analyzes the skills and abilities that people acquire throughout their life, either by means of formal studies such as those carried out within HEI, or by informal knowledge which is what people acquire from experience (Bueno, Paz Salmador, & Merino, 2008; Passaro, Quinto, & Thomas, 2018). However, there is a more complex frame of reference even closer to a greater understanding of the characteristics associated with

capabilities in terms of innovation and quality (Manatos, 2017), the latter must be intellectually, spiritually, emotionally, and physically balanced and harmonious (Hamzah & Abdullah, 2009).

On the other hand, analyzing the intrinsic conditions of the human being implies that knowledge management in the organization becomes one of the key tasks in the corporate agenda. However, this work is especially difficult due to the problems related to the identification, classification, measurement, and strategic evaluation of IC (De Castro, G., Alama, M., López, P., Navas, 2009); (Sáenz, Sánchez, & Higuera, 2018), since the diversity of models, approaches and definitions generate greater analysis by researchers in order to find a clear path and better understanding of the use of the different capitals that are part of the analysis process in the organization (Pep, Simo & Sallán, 2008).

Likewise, the characteristic features of those elements that from the assessment of the HC can generate a deep knowledge of the characteristics associated with solving the questions surrounding the contribution of people in the development of each organization must be undertaken in depth; as for instance, the evaluation of the security and the certainty that each individual possesses within the scope of his daily life that allows, for certainty, satisfaction and belonging for a clear and persistent performance in the achievement of the objectives of the organization (Hart, 1950; Diaz & Macías, 2019). For issues, such as employee satisfaction and commitment to the individual's relationships within the organization, you can know if people are going to use and share their knowledge. Bright people, or individuals with high technical knowledge and even knowledge related to work, can be very unproductive if they do not want to use or share their knowledge due to low satisfaction within the organization (Tam, L. 2015).

1.5. Competitive advantage of Relational Capital

It is understood that the RC is the one that is responsible for building relationships with the different interest groups inside and outside of an organization. This set of relationships are generally of market, power and cooperation and arise from the sense of belonging and cooperation of the HC through communication, since the generation of networks enhances the competitive advantage of the organization (Parra, M. G., Simo, P., & Sallan, J. M. 2006; Zuluaga López, 2019), and it is achieved through the identification of the skills and abilities of individuals and the construction of alternatives that generate knowledge.

Nowadays, managing knowledge has become the opportunity to understand new dynamics where individuals and business processes are involved, based on strategic innovation which is the one that is potentiated through the HC and with the supplement of the RC. In the integration and synergy of tactics of these components is how growth and profitability are projected (Sumedrea, 2013; Sánchez Rivera, Mitte Loor, & Ormaza Pincay, 2019). It will be then the HC that indicates the route of the individual to potentiate growth alternatives through a close relationship, and one that can be built in order to manage actions that integrate the skills and his relationships, promoting not only benefits in academic quality but also in the construction of identity, image and organizational reputation.

In the review of the RC concept there are different alternative approaches, one of them articulates the RC to the business capital and others find in the social capital the possibility of management to achieve a better relationship with the environment. It is important to focus on external aspects for the classification of the RC, such as clients, suppliers, alliances, and competition (Cegarra & Rodrigo, 2003; Navas & Ortiz, 2002; Quevedo Alejos, 2019), where the perception of corporate reputation is achieved depending on the communication and the type of link of the organization with these stakeholders. On the other hand, there are the internal aspects categorized as shareholders, managers and workers (Campell, 2002; Huerta-Riveros & Pedraja-Rejas, 2019). The ability of these internal groups to enhance organizational values will create a better identity and image, being the most valuable for financial results and visibility to improve.

The guidelines will be of great support for the organizational culture to be built on a day-to-day basis, and aspects such as the work climate are consolidated in motivation and empowerment of the functions to be developed so that the organizational objectives can be achieved as a team (Guan, Yan, & Zhang, 2017). It is said that when an employee has satisfaction and loyalty, the level of productivity increases and the sense of belonging becomes the best marketing tool, since this will finally be transmitted to the different external interest groups (Hormiga, Batista, & Sánchez, 2007; Pacheco & Elvira, 2019).

Likewise, it is necessary to look to an adequate assertive communication and the commitment of the individuals that are part of the networks, which will result in the management of the quality of the information within the organizations. This advantage will be the best response to the community to connect with institutional policies and values (Kohtamäki, Vesalainen, Henneberg & Naudé 2012), since individuals with their abilities and skills will be responsible for generating identity, positioning, image, and good will to an institution (Ferguson, Deephouse, Ferguson, 2000; Hirose, Ramírez, De la Peza, García, Hernández, García 2019).

One of the RC approaches has to do with social capital and the commitment that is derived from it to analyze and project reputation (Bueno et al., 2008; Ferenhof, Durst, Zaniboni; & Selig, 2015; Boix, Boluda, & López, 2019). It will be the individual and the ability he has to communicate, socialize and project an idea, the best competitive advantage alternative, especially in academic organizations (Moon, Choi, & Armstrong, 2018). Likewise, one can identify as a competitive advantage the strategy with which the internal client transmits the information to the external client, the sensations and experiences of the employees in an organization which are transferred positively to the clients or users (Olmedo, Martínez, Davies, 2014), being the internal human talent or the so-called employees, the key pieces that generate relational learning (Saint-Onge, 1996). The level of employee satisfaction in the organization potentiates the results of innovation and projection in individual and team development strategies (Griffin, Patterson, & West, 2001; Pita Beramatos, Perez, & Cruz, 2019).

2. Methodology

The methodology used in this research has been based on the Systematic Literature Review, which according to (Beltrán & Óscar, 2005) is defined "as an integrative, observational, retrospective, and secondary research, in which studies that examine the same question are combined". In our case, some key authors were addressed for the research, such as Nussbaum (2012), Gardner (2016), Maturana (2003), Becker (1993), Thomas Stewart (1997), among others. Likewise, scientific databases were consulted, such as SCOPUS, taking as reference some search terms or equations, among them: "Knowledge Management", "Human Capital", "Relational Capital", "Academic Organizations", "Capabilities", "Skills", and "Multiple Intelligences", yielding the results of Table1, which presents the number of documents that the query showed for each of the terms and the number of documents when the different terms were related; therefore, the review was focused on the evaluation and analysis of documents that, due to their citation, were considered important for this study; and on the other hand, those that contributed and gave relevance to the objective of this review were filtered. It is also clear from the table that each keyword is consistent with the word "Skills", except for the relational capital, whose intercept is human capital, which allows us to infer that the topic is mediated by the abilities or capabilities of the individual to address his role in each organization.

Table 1
Description of results obtained in the revision of the SCOPUS database

	"Management Knowledge"	"Human Capital"	"Relacional Capital"	"Academic Organizations"	"Capabilities"	"Skills"	"Multiple Intelligences"
"Management Knowledge"	1,885	13	1	1	98	235	0
"Human Capital"	13	23,411	277	3	845	2,849	1
"Relacional Capital"	1	277	694	1	74	34	0
"Academic Organizations"	1	3	1	628	19	35	0
"Capabilities"	98	845	74	19	775,095	10,755	24
"Skills"	235	2,849	34	35	10,755	441,892	148
"Multiple Intelligences"	0	1	0	0	24	148	975
TOTALES	2,233	27,399	1,081	687	786,910	455,948	1,148

Source: own construction based on the results of the Scopus database

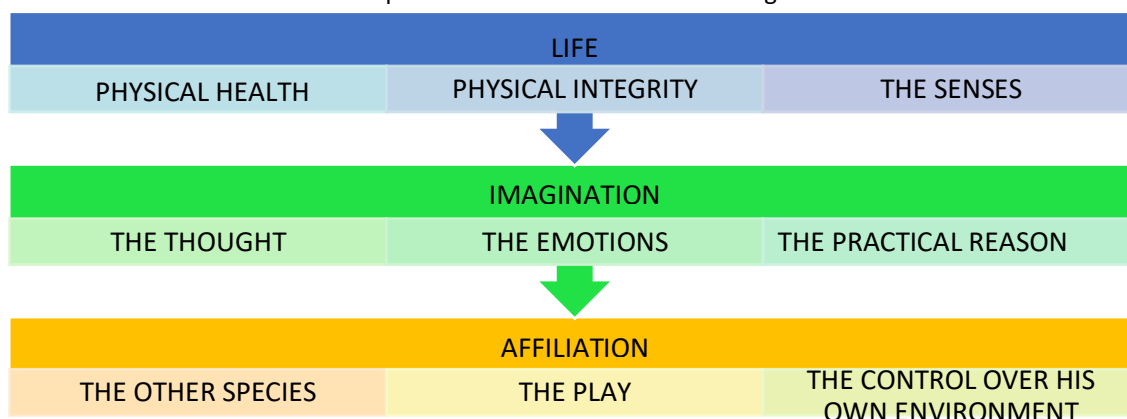
3. Results and discussion

In order to group the main components found in the literature review, the characteristics of the individual, knowledge, and multiple intelligences are classified with aspects that allow a greater understanding of the importance that it brings to the generation of value in organizations.

3.1. Characteristics in the individual

The individual, as the transforming axis of society, has the capabilities to build processes that lead to the development of objectives, which is why, according to Nussbaum (2012), the most important characteristics that help to build a better individual that contributes to human and organizational development will be mentioned below. The work done by Nussbaum (2012), will help to define some important aspects of the characterization of each individual with respect to the determination of his abilities, and in general to investigate the meaning that each individual gives to the capabilities and his relationships such as: life, physical health, physical integrity, the senses, the imagination and the thought, the emotions, the practical reason, the affiliation, the other species, the play, and the control over his own environment. This would make it possible to understand the impact that these capabilities and their interactions have on the decision-making that a professor performs daily as an actor in the field of academic organizations, and then generate an articulation with the group, as expressed by Nussbaum (2012), as interpreted in the figure 1.

Figure 1
Capabilities associated with "the being"



Source: own elaboration based on Nussbaum (2012)

3.2. Knowledge

The second correlation scenario invites to go through the paths of knowledge, its highlights around the introjections that each person interprets and uses within the strategies and structures of academic organizations, as expressed by Maturana & Varela (1991, 9): "Solving the central difficulty of human knowledge is based in recognizing its circular nature, in recognizing what I call the phenomenon of cognitive tautology."

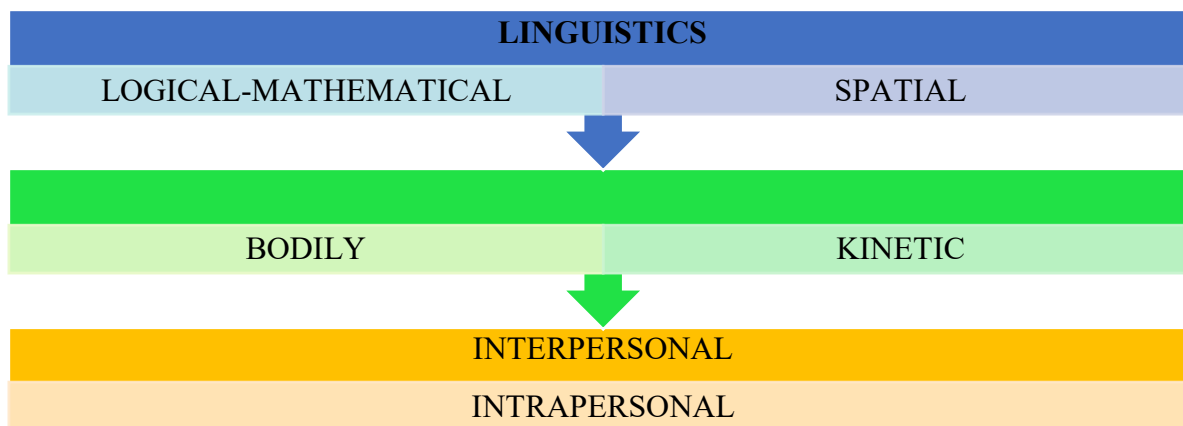
Likewise, we must approach the concept of integration and correlation of the different aspects that cross-section the human being, to characterize him and provide him with tools that allow him to make daily decisions with greater or lesser weight in the assessment of his intervention in matters of improvement of quality in the academic organization, in other words: "... With the previous terms I am designating the fact that the universe of knowledge, experiences, and perceptions of the human being, is not possible to explain from an independent perspective of that same universe. Human knowledge (experiences, perceptions) can only be known by us "(Maturana & Varela, 1991, 9).

In fact, not knowing the analysis of the capabilities and relationships of the HC within the academic organization does not allow clarity in the implications that its permanent action generates to the structure: "This is not a paradox, it is the expression of our existence in a domain of knowledge in which the content of knowledge is knowledge itself; beyond that, nothing is possible to say" (Maturana & Varela, 1991, 9).

3.3. Multiple Intelligences

Gardner (2016, 49) states that "the intelligence must also be capable of being codified in a symbolic system: a system of meaning, product of culture, which captures and transmits important forms of information ". Some of the intelligences can be: linguistics, logical-mathematical, spatial, musical, bodily, kinetic, interpersonal, and finally, intrapersonal, as expressed in figure 2.

Figure 2
Multiple intelligences associated with "the doing"



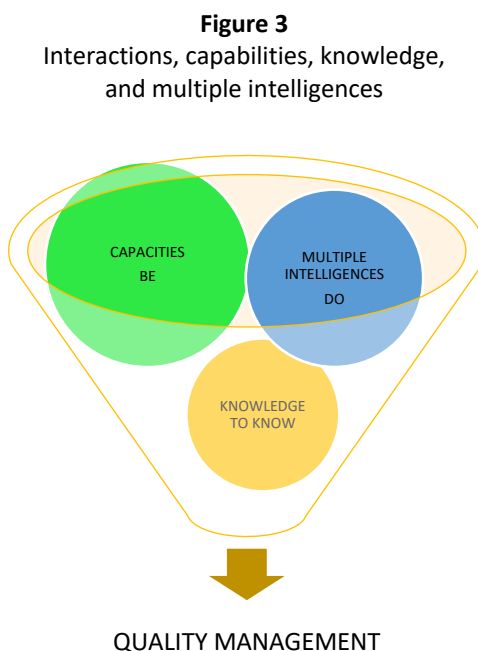
Source: Own elaboration, based on Gardner (2016)

3.4. Analysis of the management between human capital and relational capital

One of the results found in this research shows that it is necessary to clearly define the relationships between capability, knowledge and intelligence, to understand the decision making of individuals and groups in an academic environment, and it implies to deepen in the study of the characteristics associated to each concept and its different interrelations, allowing a better understanding of the human nature in consonance with their daily task, interpreted from the reciprocity of their associated characteristics in their "being", "knowing" and

“doing”, each based on a countless knowledge and interpretations of the cultural and contextual reality where they move.

The knowledge society requires individuals with characteristics immersed in determining factors in their abilities, such as: skills, intelligence, interdisciplinary, and effective teamwork, an entrepreneurial spirit and dense social relations (Kjelstrom, McDonald, Hargadon & Agatstein, Arnold, 2012). Figure 3, shows a mixture or interaction between the components of “being”, “knowing” and “doing”, causing the materialization of the innate and acquired competences by the subjects, so that in their context they generate relationships with other individuals and enhance the management of quality in an academic organization, guiding such efforts to a knowledge structure that integrates the constituent elements that enrich the subject, everything that impacts their being and everything that allows their integration with other human beings, in order to strengthen their daily work and give new dimensions to their integrality to develop continuous improvement schemes in an organization.



Source: Own construction based on Nussbaum (2012), Maturana (2003) and Gardner (2016)

The result of the searches carried out allows to understand that in terms of the IC, all the components are of great value for the construction of knowledge; however, for this study the most representative were HC and RC, since from them the individual is identified and constructed to be strengthened in the scenario of “the being”, to know and to make him transform into a relationship that lasts over time and that generates value for the management of knowledge in organizations.

Among the findings it is also necessary to mention that management in academic organizations will be productive when managers know and understand the HC they have and the way they lead to teamwork for the construction of projects that generate greater visibility in terms of knowledge. In this way, relationships will be built and work will be carried out under a culture of cooperation for long-term sustainability, with a relationship that will generate university brand value and competitiveness.

At the same time it is concluded that the HC can be molded from different multiple intelligences, in order to make the individual a better person that contributes to his life and to society. Today professionals from different areas are required to support academic organizations in aspects such as competitiveness, innovation, and sustainability in projects, which generate financial and visibility benefits; however, there is also clarity after the

analyzes made from the researched material, that if there is no a motivated, empowered of the processes, and satisfied HC, it will be difficult to generate results and little will be articulated with other colleagues or other academic institutions with new knowledge networks to generate RC that allows the consolidation of successful processes.

This systematic review of literature allowed us to consider some aspects that trigger a more adequate foundation for the analysis of the addressed topic. It can be noted that the elements of inclusion and exclusion privilege the documents that are written in English, and determine the production that for the last five years appears associated to each keyword, enhancing the possibilities of the present study. In addition, the most cited articles in the SCOPUS database, for each of the key words and presented in Table 2, are consolidated in this review:

Table 2
Inclusion and exclusion results

INCLUSIONS AND EXCLUSIONS OF RESULTS TO THE KEYWORD CONSULTATION OF THIS ARTICLE							
	"Management Knowledge"	"Human Capital"	"Relational Capital"	"Academic Organizations"	Capabilities"	"Skills"	"Multiple Intelligences"
Business, Management and Accounting	534	6,395	460	89	30,460	27,322	63
Article and review	406	5,124	384	64	23,157	22,532	40
ingles	398	4,965	370	62	22,192	21,890	37
2014 and 2018	116	1,962	193	21	6,926	5,977	14
SECI, Ba and Leadership: A Unified Model of Dynamic Knowledge Creation	1,565						
The role of social and human capital among nascent entrepreneurs		1,456					
Learning and protection of proprietary assets in strategic alliances: Building relational capital			1,376				
Mentoring and Other Communication Support in the Academic Setting				45			
Dynamic capabilities and strategic management					10,529		
Core capabilities and core rigidities: A paradox in managing new product development						2,919	
Personalize training: Determine learning styles, personality types and multiple intelligences online							48

Source: Own elaboration based on the consultations in the SCOPUS database

4. Conclusions and recommendations

The HEI have structures which have gradually understood that knowledge management depends on each and every one of the members in the different roles that they have. The main objective is to join forces to understand

the assertive method that generates alternatives for the consolidation of ideas that ultimately materialize in actions that impact quality management.

The interpretation of capitals in terms of knowledge management allows us to understand the importance which the adequate analysis of the capabilities, knowledge and multiple intelligences available to people within the institution has for the organization; they will be the most representative to generate identity and image, which will finally become organizational reputation.

As a synthesis of this research, we conclude that when individuals have capabilities and skills linked to the “being”, the “knowing” and the “doing”, the knowledge management models of academic organizations must flex their processes and understand the individual under a system that allows for greater construction, only in the synchronization of interactions, capabilities, knowledge and multiple intelligences, according to Nussbaum (2012), Maturana (2003) and Gardner (2016); and thus, an important construction of HC and RC will be achieved that will generate a lasting quality relationship and transform knowledge management in academic organizations.

After the accomplished analysis and the contextualization of the aspects within the HC and RC, the following is proposed as future lines of research: the management of capitals according to the innovation processes in organizations with projection and sustainability; on the other hand, it is considered that issues such as leadership and motivation capability in the work teams are key axes to investigate in depth, taking as a central theme the characteristics of the HC and RC; at the same time, it will be useful to investigate high-level teacher training and its relationship with the capabilities and projection of the academic organization; and it is also necessary to deepen in HC measurement models, taking as reference their emotional characteristics and the conditions of work environments.

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