

THE BRAZILIAN RESEARCH ABOUT THE MANAGEMENT OF PRIVATE INSTITUTIONS OF HIGHER EDUCATION

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ABSTRACT

This article presents the outcomes of a systematic study having in mind the charting of dissertations and theses brought forth within post graduation programs focusing the management of Private Institutions of Higher Education located in Brazil. Through a consultation for advice at the Bank of Theses of the CAPES (Higher Education Personnel Training Coordination) we were enabled to identify 234 dissertations and 25 Theses defended from 1993 to 2012. We verified that the management of private institutions of higher education within the areas of Education, Administration, Psychology, Production Engineering, among others, had been investigated. Starting from the Analysis of Contents, we could categorize the thematic apperception derived from the abstracts of the dissertations into thematic main points. The outcomes indicate a concentration of studies within the thematic pivotal question named Patterns and Tools of management, aimed at the consolidation of the institutional mission and objectives.

Keywords: Management - Higher Education Institution - Brazilian Research

1. INTRODUCTION

The discussion on the management today requires consideration of some trends in the management such as the decentralization of power and the sharing of decision-making processes from a strategic and participatory management (or cooperative) in order to maximize resources and reduce costs; the increasing of competitiveness; the globalization of the economy; the integration of technologies in the administrative and productive procedures of the organizations; entrepreneurship; the focus and consideration of the client; the emergence of the third sector; responsibility for the environment and the quality of life of employees (Maximiano, 2002). Drucker (2009: 31) referring to the administration tasks highlights three major perspectives: "to achieve specific purpose and mission of the institution, be it a trading company, a hospital or a university; make it a productive work and transform the worker into a performer; to manage social impacts and the social responsibilities". In the educational sector, characterized as belonging to the service sector, there is a growing expansion of private educational institutions which are gaining a significant space in the Brazilian economy and these institutions have the highest number of students of Brazilian higher education.

According to the Census of Higher Education (2011), the 2,365 higher education institutions that participated in the Census, 2,081 (88%) are private institutions and 284 (12%) are public; (4.3% federal, 4.7% state and municipal 3.0%). As for the academic organization (Decree No. 3860 of July 9, 2001, Art. 7), 190 (8%) are Universities, 131 (5.6%) are University Centers and 2,004 (84.7%) are Colleges. The 40 (1.7%) other institutions are characterized by being Federal Institutes and Federal Centers of Technological Education (INEP, Census 2011).

However, with the proliferation of Private Higher Education Institutions competitiveness becomes fierce in offering differentiated educational products at a lower price and the search for funding students. Associated to this, the concern about the reduction of evasion and default rates are also worrying factors that may compromise the survival and the competitive advantage of the Institutions. Thus, perhaps this is one of the segments that still needs further attention from their managers, because the existence of an administrative culture often marked by an empirical approach. This practice no longer meets the demands arising from the complexity of the contemporary world (Drucker, 2011). Due to rapid changes in contemporary society (Kotter, 1997) the need of professionalism is urged in processes and management practice in order to attain results (Drucker, 2009). The forms of planning, organizing and realizing the mission and institutional goals are key factors for the success of any institution. With regard to Private Higher Education Institutions, the universalizing and the provision of quality education associated with the need for economic and financial sustainability, has required the institutional managers to adopt a strategic management. According to Cardoso (2001: 36): "The Strategic Management emphasizes the analysis and evaluation of opportunities and threats of the environment given the strengths and weaknesses of the organization, in order to develop its future, to set its goals and strategies in a dynamic and uncertain context."

Such considerations made, the paper presents the results of a systematic review (Davies, 2007), which focuses on the management of private higher education institutions. Initially we introduced the investigative subject. In the following sections we describe the methodology of the study and, following, we present an analysis and discussion of the collected data. Finally, we return to the main findings of the study in terms of final remarks, pointing issues to be further developed in other researches

2. METHODOLOGY

The study is characterized by a systematic review (Davies, 2007), in the field of a review of exploratory and preliminary nature, whose aim is to map work under dissertations and theses that focus on the management of private higher education institutions. Referring to the systematic reviews, Davies (2007: 32) explains that such reviews "are a form of research synthesis that contributes to the policies and practices based on evidences while identifying the accumulated research evidence on a topic or issue." ". In addition, they "help to identify what is known about a topic or issue and thus direct new primary researches in the areas where there is a gap in the evidences base" (ibid). Roesch (2010: 105) explains:

The literature review, amongst other purposes permits to raise alternative solutions to address a problem. [...] To collect data and contextual information in order to dimension and qualify the problem under study; to raise methods and alternative tools of analysis and assure its author that his work has some originality.

For the location of the dissertations and theses, we referred to the Bank of Theses of CAPES (www.capes.gov.br/servicos/banco-de-teses) using the descriptor *management of private higher education institutions*. We identified 234 studies (209 dissertations and theses 25) that had this issue as an investigative focus, in the space between the years 1993-2012. Since 2001 it is possible to observe a gradual increase in the number of studies dedicated to the subject of the management of Higher Education Institutions, as shown in Table 1.

Table A:

The 234 works were defended in the Postgraduate Programs located in different Brazilian states in the following areas: Education, Psychology, Business Administration, Industrial Engineering, Information Science and Technology, among others, indicating that the university management is a topic that is raising the academic and scientific interest in various areas of knowledge. For data analysis we used the Content Analysis Technique (Bardin, 1988).

The content analysis which allows the realization of inferences about the production and / or reception of a particular message, through systematic procedures of description of content, Bardin (1988) presents three stages to be observed: pre-analysis, material exploration and treatment of results, inference and interpretation. In the pre-analysis phase we performed the *initial reading* of the paper abstracts to ensure they were in accordance with the objectives of the study. After the initial reading, we validated this material bearing in mind the rules of completeness, representativeness, consistency and relevance (Bardin, 1988). In the operation phase of the material, we conducted coding, classification and the establishment of the register units, choosing the structuring themes. These axis themes were identified during the analysis of the material, observing the same rules followed in the pre-analysis phase. In the next section we present the results and discussion of each axis.

3. RESULTS AND DISCUSSION

Based on the explained in the previous section, we use the Content Analysis Technique (Bardin, 1988) for the categorization of the data collected by reading the abstracts of the dissertations and theses. Data were categorized into themes presented in sequence.

3.1 Models and management tools

To Oliveira (2007: 63) the management model can be understood as "a structured, interactive and consolidated process - supported by administrative, strategic instruments and style of top executives - to develop and operating the strategic management aiming increasing the results and the company's growth." This axis is one that has more work done, as stated in table 1.

Table 1:

In the paradigms of management presented by Maximiano (2002) you can see that the current trend is directed to participatory and shared management in which one seeks the pro-activity of all employees who work in a given institution. Thus, the institutions seek to support their management model, linking the achievement of results with the quality of life of the people that the institution serves and for the employees of this institution.

3.2 People Management

As Drucker (2009: 29) highlights: "Management is about human beings. Its task is to enable people to work together and carry out their strengths and make their weaknesses irrelevant. [...] and this is the reason that management is a critical and determining factor." Thus, it is essential that managers are aware of the profile of their employees and their compatibility or not with the profile of positions and tasks that they must accomplish. It is possible to infer that the success and employee satisfaction in the workplace is related to their ability to perform actions consistent with their skills and competencies. Authors such as Richmond (1999), Burkhard and Moggi (2004, 2009), Pierce (2006), Rego, Souto and Cunha (2007), Murad (2008) Vasconcelos (2008), Kerber (2009) and Borba (2011) emphasize the working environment, besides being a pleasant space should be a space where the development and the experience of spirituality is possible. According to Burkhard and Moggi (2009) it is necessary to provide within institutions the development of "spiritual capital". Therefore, the success of the institutions has a direct relationship with the management of people (Conner, 1995; Drucker, 2002; Garfield, 1993; Motta, 2000). The focus on people management is contemplated in the studies presented in table 2.

Table 2:

3.3 The manager of Higher Education Institutions

The management can be understood as a way to make an organization can get results to achieve its mission and vision. Still, management is responsible for coordinating processes and lead people, in view of results in order to perform effectively the mission of an institution. In this sense, comes into play the role of managers as leaders within an organization. According to Murad (2008: 195):

[...] the manager forms his team, accompanies it and trusts it; delegates responsibilities and divides tasks. He socializes the necessary information so that all employees understand the organization and feel part of it. He creates an "empowerment" culture in which each person becomes responsible for his area of operation, and effectively acts autonomously and independently. (emphasis added).

Leadership requires conditions such as personal and interpersonal skills, such as knowing to communicate and express themselves and lead with individuals and groups, and provisions and abilities to face the future with confidence, boldness and flexibility (Drucker, 2001, 2002). The discussion on the profile and the performance of the manager of HEI educate the ones included in the studies presented in table 3:

Table 3:

Articulated to the importance of training the manager of HEI is the training of other employees who work in this Institution, because they are responsible for the management of educational services provided. The employees often are the first reference to the future academics even before the professors and course coordinators. Therefore, part of the success of an HEI is in the performance of its employees in the relationship they establish with their current or future academics. According to Vasconcelos (2008: 30):

[...] The effects of our management decisions, the projects that we prioritize and implement, the ideas that we receive, the goals we set, the way we communicate and behave, the content of our proposals, the products and / or services we conceive or help materialize [...] usually have great impact on the lives of customers, employees,

business partners and society as a whole, being able to produce satisfaction or discomfort.

3.4 Management of educational services and relationship with students

Knowledge of the target audience's needs may be indicative for the projection of new fronts for HEI. For this, organizations need to develop strategies, action plans and processes that show to the academics prospects of satisfaction for the present and the future bearing in mind the socio-economic transformations and the world of work. Thus, the relationship management with the students and the educational services are essential. Such issues are the focus of the work presented in tables 4 and 5 respectively.

Tables 4 and 5:

3.5 Management of Social Responsibility

The concept of Social Responsibility, arising from the corporate world, refers to how a particular organization relates to its surroundings bearing in mind the impacts caused by it or what it can do to improve the conditions of this environment. According to Drucker (2009: 84): "Everyone is responsible for the impact he causes [...] Sooner or later society will consider any impact causing an attack on his own integrity and will charge a high price from those who did not take on the responsibility of working to eliminate the impact or to find a solution to the problem." The author draws attention to the fact that organizations need to be aware and "join the community of fundamental concerns with the qualitative aspects of life, that is, goods and economic services, concern for quality of life, that is, with the physical, human and social environment of modern man and modern community." He goes on explaining that:

Just a few years, both managers and economists considered the social dimension so intangible that it would not be possible to establish performance goals for it. We now know that the intangible can turn even into very tangible. Lessons like consumerism or the attack on the industries that harm the environment are expensive methods to learn that a company needs to think about its responsibilities and about the impacts that it causes and to establish goals for both. (Drucker, 2009: 49).

The Social Responsibility constitutes one of the ten dimensions present in the National Higher Education Evaluation System (NHEES) is a requirement for any HEI, whether public or private (Ashley, Ferreira, Reis, 2006). The current trend is directed to a management that articulates the Social Responsibility to the triple university mission of Education, Research and Extension contributing to an education and training that glimpse the sustainable development of societies. From this perspective, Jimenez et al. (2006) states:

[...] We mean by USR the capacity that the university has to disseminate and implement a set of principles and values, general and specific, through four processes considered as keys: management, teaching, research and university extension, responding socially this way before the own university community and the country where it operates.

For Vallayes (2006: 39):

The University Social Responsibility requires, from a holistic view, the articulation of the various sectors of the institution, in a project of social promotion of ethic principles and of equitable and sustainable social development, with a view to production and transmission of responsible knowledge and for training citizen professionals equally responsible.

However, one should bear in mind the need not to be confused Social Responsibility with Philanthropy or even welfare. The studies that focus on the management of Social Responsibility are presented in table 6.

Table 6:

3.6 Management and Evaluation

One way to monitor the quality of education in the HEIs is the National System of Higher Education Evaluation (NSHEE) which was introduced by Law No. 10,861, of April 14, 2004. The objective of the NSHEE is "to ensure national evaluation process of the higher education institutions, of the undergraduate courses and of the academic performance of their students" (Art. 1). The NSHEE is comprised of ten evaluative dimensions, being evident that the university management mainstreams such dimensions. A quality higher education pursues the development of the potential of each person, respecting its characteristics and needs, in order to contribute to the scientific, technological, educational and socio-cultural advancement of a country. It envisages the training of persons capable of acting in an ethical, critical, participatory and responsible way in the context in which they live, basing their ways of being and acting by the common welfare. For this to happen, it is necessary, among other aspects,

to enable the realization of the triple university mission, the links between education, research and extension. For this to happen, it is necessary, among other things, enable the realization of the triple university mission, the links between education, research and extension. This articulation requires, among other aspects: a) investments in infrastructure (physical spaces, laboratories and other necessary materials) compatible with the needs and specificities in undergraduate and postgraduate levels; b) in continuing education for human resources in order to update constantly for the exercise of the function that is theirs; ; c) in actions that facilitate social integration in the context in which it operates providing opportunities of different spaces and times for the (re) construction, socialization and diffusion of knowledge; d) in networks of cooperation with other national and international HEI in order to establish partnerships for the establishment of scientific communities and of learning and the internationalization of HEIs. The studies that focus on the issues of evaluation and quality management are shown in tables 7 and 8 respectively.

Table 7:

With regard to quality, it is noteworthy that some researches were founded with the insertion of Quality Program being used as a tool to assist in planning, monitoring and evaluation of processes and institutional results. One can see that there is a wide open field of research regarding the quality of higher education seen from the perspective of external evaluation and its implications in terms of educational management

Table 8:

3.7 Economic-Financial Management

The maintenance of a standard of quality assessed periodically by SINAES (from a set of dimensions) and the daily assessment that academics make the services offered requires investments. However, with the increased supply of IHEIs, it is no longer possible to manage an educational institution only with resources from the monthly payments. These questions are rated in the studies presented in tables 9 and 10 respectively.

Table 9:

Any institution should be prepared to design new paradigms, new ideas, new products and markets as well as new ways of doing things, creating thus, new environments that favor the development, enabling ideas that can become reality. The entrepreneurial vision needs to be cultivated throughout the educational community as a way of managing ideas and projects that can add value to personal and institutional development.

Table 10:

3.7Gestão knowledge

Knowledge management refers, above all, to the existence of databases that are used within the institutions. They are skills that are created by work teams and that are shared within the system enabling rapid identification of the problem and its solution so that, through specific tools so that there is an integration of all institutional sectors. Thus, the economy knowledge follows a new economic logic different from what we are used to the extent that knowledge – that is, information as a product of knowledge - is, at present, perhaps one of higher value-added products (Rodrigues, 2001 ; Silveira, 2001). The works that focus on *Knowledge Management* are presented in table 11.

Table 11:

3.8 Information Management and Technology

The advancement of Information and Communication Technologies has contributed to the Institutions to work in a systematic and integrated way. According to Bevort and Belloni (2009: 1091):

At the end of the twentieth century, we see a real "technological revolution", due to the technical advancement in the fields of telecommunications and information technology, making available to society new possibilities to communicate, produce and disseminate information. All the so-called "cultural industries" (radio, cinema, television, prints) lives an unprecedented technological change, with the scan that although far from having exhausted its effects, already outlines a new communicational and informational landscape. (emphasis of the authors)

Furthermore, the existence of systems and programs specifically developed for the educational context has facilitated the management of processes and services provided. Unlike what is defined as knowledge management, information management works with the raw drive - because everything is information and is not the responsibility of the Administration as the first, but of Information Sciences. In this sense, according to Greenwood (cited Caution and Polioni 1982: 1) "Information is considered as the basic ingredient of which depends the decision-making process." In table 12 we present the main theme *Management Information*.

Table 12:

The information contributes to the management if they had properly indexed and available in databases that allow easy access. And here again, there is another area involved in the process, that is, the technology - which needs to ensure the technical infra-structure required so that the information can be available and indexed in the way that this knowledge is available to all members of the institution. The idea of a Higher Education Institution inmate in its space and educational environment is refuted in contemporary times, bearing in mind that we live in an age that knowledge, interpersonal relations, the space-time, the world and the nature of work being resized, mainly due to the advancement of Information and Communication Technologies. Undoubtedly, these features of contemporary society bring direct implications for the education sector, requiring higher educational levels and investments in research and development (R & D) and in Science, Technology and Innovation (STI). (Carnoy, 2004). The studies that focus on the issue in question are presented in Table 13.

Table 13:

4. CONCLUSIONS

The text presented the results of a systematic study aimed to map dissertations and theses produced in Postgraduate programs, located in Brazil, which focus is on the management of private higher education institutions. Based on the study it is clear that the management of private higher education institutions has been a research theme researched in areas such as Education, Business, Psychology, Engineering Productions, among others. For the effective and efficient administration of the private HEIs in this century, managers should focus their efforts on the following challenges: managing change, reaffirming the academic leadership, balance the varied and distinct interests, increase the increasing amounts of funds and respond to demands for restricted budgets. Therefore, HEIs, whether non-profit or are not seeking more and more models that include results and effectiveness to carry out their mission and the care of advocating regulatory devices of higher education in the Brazilian scenario in order to provide a quality education. However, with the HEI privileged locus of building knowledge and responsible for the formation of the "intellectual capital", it seems viable to state that before these challenges, it needs to reinvent itself. This reinvention requires a review of its role and its social function, especially as regards to the construction, socialization and dissemination of knowledge. The strategic management seeks a competitive advantage in a setting that is dynamic and complex, through the management of all available resources. Thus, it seems to be a consensus that the Private Higher Education Institutions that crave to offer quality educational services while maintaining competitive advantages and obtaining satisfactory results, should strive for the professionalization of university management. According to Drucker, (2009: 27): "Not knowing how to manage is the only biggest reason for the failure of new ventures." (emphasis added).

In this context, it is fundamental to the continued training of managers, so that they have a framework of theoretical and practical knowledge that enable the daily management action, guided by the principles of strategic management. Likewise, the training of employees should be afforded continuously because as pointed out by Davenport (2001), it is the people that make up the human and intellectual capital of any organization. In this respect, people management of an HEI has a fundamental role in that it is its responsibility to manage human capital.

Finally, we wish that the findings of our review may contribute to the advancement of the studies that refer to the management of Higher Education Institutions, considering that these findings indicate for some trends in previous studies. To continue the study on display, our research group will look at the studies presented here in each thematic area in order to identify the theoretical perspectives underlying the studies, characterization and methodological approaches adopted by establishing approximations, detachments, advances and possible gaps.

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Tables:

Table A – Year and level of works

Year	Nº of Dis.	Nº of Theses	Total	%
1993	1	0	1	0,43
1994	0	0	0	0,00
1995	4	0	4	1,71
1996	1	0	1	0,43
1997	2	0	2	0,85
1998	0	0	0	0,00
1999	4 (1)	0	4	1,71
2000	6	0	6	2,56
2001	6	1	7	2,99

2002	12 (2)	0	12	5,13
2003	14 (5)	1	15	6,41
2004	11 (3)	1	12	5,13
2005	21 (7)	1	22	9,40
2006	26 (8)	0	26	11,11
2007	20 (7)	3	23	9,83
2008	16 (5)	4	20	8,55
2009	17 (6)	3	20	8,55
2010	14 (4)	3	17	7,26
2011	18 (6)	6	24	10,26
2012	16 (6)	2	18	7,69
Total	209 (60)	25	234	100,00

Source: Direct research – Summaries of Dissertations and theses

Note: The number in parenthesis indicates those that were defended in professional master's degrees.

Table 1: Main Topic Models and management tools

Author	Institution-Course	Year	Level
Carvalho, M. I. R.	Universidade Metodista de Piracicaba/Educação.	1993	M
Faleiro, M. de O. L.	Universidade de São Paulo/ Educação.	1996	M
Piovesana, A. C.	Pontifícia Universidade Católica de São Paulo/ Administração.	1999	M
Santana, D.	Universidade Metodista de São Paulo/ Administração.	1999	M
Both, B.	Universidade Federal do Rio Grande do Sul/ Administração.	2000	M
Busarello, O.	Pontifícia Universidade Católica do Paraná/ Educação.	2000	M
Esteves, M. A. S.	Universidade Federal Fluminense/ Engenharia de Produção.	2000	M
Sabia, C. P. de P.	Universidade Estadual Paulista Júlio de Mesquita Filho/Educação.	2001	M
Garcia, C. O.	Universidade Federal Fluminense/ Sistemas de Gestão.	2002	MP
Leal, D.	Universidade de Brasília/ Educação.	2002	M
Muller, R.	Universidade Católica de Petrópolis/ Educação.	2002	M
Nogueira, M. P. S.	Universidade Federal de Santa Catarina/ Administração.	2002	M
Storópoli, M. C. B.	Pontifícia Universidade Católica de São Paulo/ Administração.	2003	M
Keller, E.	Pontifícia Universidade Católica de São Paulo/Administração	2003	M
Miranda, M. de B.	Universidade Paulista/ Engenharia de Produção.	2003	M
Rodrigues, F. de P. M.	Universidade Federal do Rio Grande do Sul/Educação.	2003	D
Souza, H. O. U. P. de.	Universidade Federal Fluminense /Sistemas de Gestão.	2003	MP
Fleming, M. V. de L.	Universidade Federal de Minas Gerais/Administração.	2004	M
Loch, J. M.	Universidade Tecnológica Federal do Paraná/Tecnologia.	2004	M
Mastella, A. S.	Universidade de São Paulo/Educação.	2004	D
Nogueira, A. G.	Universidade São Marcos/ Educação, Administração e Comunicação.	2004	M
Rolim, A. F.	Universidade Federal de Minas Gerais/ Administração.	2004	M
Romagnh, M. J. F.	Fundação Instituto Capixaba de Pesquisa em Cont. Econ. e Finanças/Ciências Contábeis.	2004	MP
Santos, W. C. B. dos.	Centro Universitário FECAP/ Ciências Contábeis.	2004	M
Silva, R.	Universidade Federal do Rio Grande do Sul / Economia.	2004	MP
Silva, A. M. da.	Universidade Nove de Julho/Administração.	2005	MP
Roque Filho, M. P.	Universidade São Marcos/ Educação, Administração e Comunicação.	2005	M
Rocha, R. M. C.	Faculdades Integradas de Pedro Leopoldo /Administração.	2005	MP
Silva, T. P. da.	Universidade Regional de Blumenau/ Ciências Contábeis.	2005	M
Bartz, D.	Universidade do Vale do Rio dos Sinos/ Ciências Contábeis.	2006	M
Bertoldi, W. J.	Universidade Federal de Santa Catarina/ Administração.	2006	M
Cardoso, W. M.	Faculdades Integradas de Pedro Leopoldo /Administração.	2006	MP
Cassol, M.	Pontifícia Universidade Católica do Rio Grande do Sul/Administração.	2006	MP

Fahl, A. C.	Pontifícia Universidade Católica de São Paulo/ Ciências Contábeis e Atuariais.	2006	M
Sponchiado, P. J.	Universidade do Vale do Rio dos Sinos/ Administração.	2006	M
Magalhães, M. C.	Universidade de Salvador/ Administração Estratégica.	2006	M
Oliveira, E. C. de.	Faculdade de Economia e Finanças do Ibmec/Administração.	2006	MP
Paiva, A. J. de O. E.	Pontifícia Universidade Católica de Campinas/ Educação.	2006	M
Zat, R.	Universidade Católica do Paraná/ Educação.	2006	M
Duarte, R. S.	Universidade Federal Fluminense/Sistema de Gestão.	2007	MP
Moreira, A. J. L.	Universidade Católica de Campinas/Educação.	2007	M
Pereira, S. M. M.	Universidade Metodista de Piracicaba/Administração.	2007	MP
Fonseca, J. S.P. da.	Pontifícia Universidade Católica de São Paulo/ Educação.	2007	D
Hirofumito, M.	Universidade Federal de Santa Catarina/ Administração.	2007	M
Moço, L. C. do E. S.	Universidade Católica de São Paulo/ Ciências Contábeis e Atuariais.	2007	M
Nogueira, M. S da G. G.	Universidade Braz Cubas/ Semiótica, Tecnologias de Informação e Educação.	2007	M
Saramago, M. M.	Pontifícia Universidade Católica de Minas Gerais/Administração.	2007	MP
Silva, C. L. de S.	Pontifícia Universidade Católica de São Paulo/ Administração	2007	M
Telles, C. V. D.	Fundação Getúlio Vargas/Administração	2008	MP
Campos, R. F. de P.	Universidade Federal do Rio Grande do Norte/ Engenharia de Produção.	2008	M
Damião, M. de L. Z.	Universidade Metodista de São Paulo/ Administração.	2008	M
Kobs, F. F.	Universidade Tecnológica Federal do Paraná/Tecnologia.	2008	M
Lima Júnior, G. F. de.	Universidade Federal do Rio Grande do Norte: Engenharia de Produção.	2008	M
Morais, M. A. D. de.	Universidade Católica de São Paulo/ Ciências Contábeis e Atuariais.	2008	M
Santos, S. R. B. dos.	Universidade de Brasília/ Contabilidade.	2008	M
Antonucci e Silva, D. F.	Centro Estadual de Educação Tecnológica Paula Souza/ Tecnologia: Gestão Desenvolvimento e Formação.	2009	MP
Costa, M. E. M. da.	Universidade Federal de Pernambuco/ Administração	2009	M
Cassola, E. A.	Universidade Est. Paulista Júlio de Mesquita Filho- Araraquara/Educação Escolar.	2009	D
Coradini, M. T.	Universidade Federal de Santa Maria/Engenharia de Produção.	2009	M
Denadai, O. G.	Universidade Federal Rural do Rio de Janeiro/ Gestão e Estratégia em Negócios.	2009	MP
Lacerda, D. P.	Universidade Federal do Rio de Janeiro/ Engenharia de Produção.	2009	D
Leite, M. L.	Universidade Estadual Paulista Júlio de Mesquita Filho/ Educação Escolar.	2009	M
Prezoto, M. A. de G.	Centro Estadual de Educação Tecnológica Paula Souza / Tecnologia: Gestão, Desenvolvimento e Formação.	2009	MP
Rabelo, R. C.	Pontifícia Universidade Católica de Goiás/ Educação	2009	M
Rossetto, A. C.	Universidade Católica de São Paulo/ Ciências Contábeis e Atuariais	2009	m
Schiffer, F. A.	Universidade do Grande Rio – Prof. Jose de Souza Herdy/ Administração	2009	M
Alves, A. B.	Universidade De São Paulo/ Controladoria e Contabilidade	2010	M
Renner, R. A.	Universidade do Vale do Rio dos Sinos/ Ciências Contábeis	2010	M
Scharmach, A. da R.	Universidade Regional de Blumenau/ Administração.	2010	M
Silva, G.	Universidade do Estado de Santa Catarina/Administração	2010	MP
Speroni, S. M.	Universidade de Santa Cruz do Sul/ Desenvolvimento Regional	2010	D
Toledo, A. G. C.	Universidade Metodista de São Paulo/ Administração	2010	M
Campos, N.	Faculdade de Estudos Administrativos de Minas Gerais/Administração.	2011	MP
Ellwanger, M. C.	Universidade de Santa Cruz do Sul/ Sistemas e Processos Industriais.	2011	M
Pinheiro, H. D.	Universidade Federal do Rio Grande do Norte/ Administração.	2011	D
Ramos Filho, J. J.	Faculdade Novos Horizontes/ Administração.	2011	M
Reis, P. N. C.	Universidade Estácio de Sá/Administração e Desenvolvimento Empresarial.	2011	MP
Santos, C. H. G. dos	Universidade Regional de Blumenau/ Administração.	2011	M
Santos, R. L. dos.	Universidade Federal de Santa Catarina/ Engenharia Civil.	2011	M

Souza, I. R. de.	Universidade Est. Paulista Júlio de Mesquita Filho/Educação.	2011	M
Santo, M. E.	Universidade Metodista de Piracicaba /Administração.	2011	MP
Gomes, P. C G.	Pontifícia Universidade Católica do Rio de Janeiro/Engenharia Urbana e Ambiental.	2012	MP
Alves, M. A de O.	Universidade Federal de Pernambuco/Engenharia de Produção.	2012	MP
Carvalhoe Silva, H. T.	Pontifícia Universidade Católica de São Paulo/ Ciências Contábeis e Atuariais.	2012	M
Marinho, L. E.	Universidade Federal de Pernambuco/Engenharia de Produção.	2012	MP
Santos, A. V. dos.	Universidade Católica de Brasília/Educação.	2012	M
Sanderson, S.	Pontifícia Universidade Católica do Paraná/ Administração.	2012	M

Source: Direct Research - Summaries of Dissertations and theses

Table 2: Main Topic People Management

Author	Institution-Course	Year	Level
Ribeiro, S. P.	Universidade Metodista de Piracicaba / Engenharia de Produção.	2005	M
Karawejczyk, T. C.	Universidade Federal do Rio Grande do Sul/ Administração.	2005	D
Zamberlan, C. O.	Universidade Federal de Santa Maria/ Administração.	2006	M
Abreu, B. F. Z.	Universidade Católica de Brasília /Administração.	2007	M
Vianna, P. S.	Faculdade de Estudos Administrativos de Minas Gerais/Administração.	2010	MP
Santos, E. H. dos.	Universidade Metodista de São Paulo/Administração.	2010	M
Quel, L. F.	Universidade de São Paulo/ Administração.	2010	D
Oliveira, I. I. S. de.	Universidade Metodista de Piracicaba/Administração.	2011	MP
Assbú, L. B.	Pontifícia Universidade Católica de Minas Gerais/ Administração.	2011	MP
Ventura, V. L. da S.	Universidade Nove de Julho/Administração.	2012	D

Source: Direct Research - Summaries of Dissertations and theses

Table 3: The manager of Higher Education Institutions

Author	Institution-Course	Year	Level
Piazza, M. E.	Universidade Federal de São Carlos/ Educação	1997	M
Bock, C. P. P.	Universidade Presbiteriana Mackenzie/ Mestrado Educação, Arte e História da Cultura.	2001	M
Silva, M. G. R. da.	Universidade Federal do Rio Grande do Sul/Administração.	2002	M
França, C. S.	Faculdades Integradas de Pedro Leopoldo/ Administração.	2004	MP
Milani, A.	Universidade Metodista de Piracicaba/ Educação.	2004	M
Andrade, M. M. de.	Universidade Tecnológica Federal do Paraná/Tecnologia	2005	M
VASCONCELLOS, Paulo R. N. M.	Universidade Federal Rural do Rio de Janeiro /Gestão e Estratégia em Negócios	2006	MP
Valoi, F.	Universidade Federal do Rio Grande do Sul/ Administração	2007	M
Vidor, J. J. S.	Faculdade de Estudos Administrativos de Minas Gerais/ Administração.	2007	MP
Cruz, R. C.	Universidade Federal de Santa Catarina/ Psicologia.	2008	D
Marcon, S. R. A.	Universidade Federal de Santa Catarina/ Psicologia.	2008	D
MELLO, Ana Paula D.	Universidade Potiguar/ Administração.	2008	MP
Visentin, I. C.	Faculdades Integradas de Pedro Leopoldo/Administração	2008	MP
Tittanegro, P. A.	Pontifícia Universidade Católica de São Paulo/ Administração.	2008	M
Farinelli, C. A.	Faculdade Novos Horizontes/ Administração.	2009	M
Nunes, L. I. S.	Universidade Federal Fluminense/ Engenharia Civil.	2009	M
Gondim, T. de J. P.	Universidade Federal do Ceará/Políticas Públicas e Gestão da Educação Superior.	2010	MP
Argeta, C. A. L.	Pontifícia Universidade Católica de São Paulo/ Educação.	2011	D

Silva, F. M. V. da.	Universidade Federal de Santa Catarina/ Engenharia de Produção.	2011	D
Alencar, O. L. G. de.	Universidade Federal do Ceará/ Psicologia.	2012	M
Santana, L. C. de A.	Faculdade de Estudos Administrativos de Minas Gerais/Administração.	2012	MP

Source: Direct Research - Summaries of Dissertations and theses

Table 4: Main Topic Management of educational

Author	Institution-Course	Year	Level
Oliveira, A.T. de.	Universidade Metodista de Piracicaba/Administração	2006	MP
Schmitz, L.	Universidade Federal de Santa Maria/ Engenharia de Produção	2006	M

Source: Direct Research - Summaries of Dissertations and theses

Table 5: Main Topic Management and relationship with students

Author	Institution-Course	Year	Level
Guérios, R.	Universidade Paulista/ Engenharia de Produção.	2008	M
Trindade, M. F.	Universidade do Vale do Rio dos Sinos /Ciências Contábeis.	2008	M
Rizzo, C.	Universidade de São Paulo/ Administração.	2010	D

Source: Direct Research - Summaries of Dissertations and theses

Table 6: Main Topic Social Responsibility Management

Author	Institution-Course	Year	Level
Borges, M. G.	Pontifícia Universidade Católica do Paraná/ Educação	2003	M
Tanaka, E.	Universidade de São Paulo /Administração	2003	M
Tamanini, D.	Universidade Regional de Blumenau/ Ciências Contábeis	2005	M
Salgado, M. F. de M. A	Universidade Federal Fluminense/ Sistemas de Gestão.	2006	MP
Águia, J. de C.	Universidade Estácio de Sá/Administração e Desenvolvimento Empresarial	2007	MP
Reis, A. R.	Fundação Visconde de Cairu/ Desenvolvimento Humano e Responsabilidade Social.	2007	MP
Tauchen, J. A.	Universidade de Passo Fundo/Engenharia.	2007	M
Cordeiro, T. S. T.	Fundação Visconde de Cairu/ Desenvolvimento Humano e Responsabilidade Social.	2009	MP
Machado Júnior, E. V.	Universidade Metodista de Piracicaba/ Engenharia de Produção.	2009	D
Otero, G. G. P.	Universidade de São Paulo /Ciência Ambiental.	2010	M
Silva, V. A. da.	Fundação Visconde de Cairu/ Desenvolvimento Humano e Responsabilidade Social.	2010	MP
Melo, E. de.	Universidade Regional de Blumenau/ Administração.	2011	M
Bernardi, R. S.	Pontifícia Universidade Católica do Paraná/ Direito.	2011	M
Bordignon, J.	Universidade Positivo/ Gestão Ambiental.	2011	MP
Braga, J. M.	Centro Universitário Nilton Lins/ Biologia Urbana.	2012	MP
Torres, L. E. S.	Universidade Católica do Rio de Janeiro/ Engenharia de Produção.	2012	M
Reidler, N. M. V. L.	Universidade de São Paulo/Saúde Pública.	2012	D

Source: Direct Research - Summaries of Dissertations and theses

Table 7: Management and evaluation

Author	Institution-Course	Year	Level
Abreu, M. F. D. V.	Universidade de Brasília/Administração.	2001	M
Bartolomeo, R. Di.	Centro Universitário FECAP/ Administração de Empresas.	2002	M
Santos, M. C. L. dos.	Universidade Católica de Brasília/Educação.	2003	M
Gianotti, S. S. C.	Universidade Federal do Rio Grande do Sul/Engenharia de Produção.	2004	M
Rodrigues, S. G.	Universidade Estadual do Norte Fluminense Darcy Ribeiro/ Engenharia de Produção.	2005	M
Cavalcante, J. H. M.	Fundação Getúlio Vargas/ Administração.	2006	MP
Soares, J. A.	Universidade Positivo/ Administração.	2007	M
Leal, M. G. A.	Universidade do Vale do Itajaí/Educação.	2008	M

Travassos, P. F. da S.	Universidade Federal Fluminense/Sistemas de Gestão.	2009	MP
Lemos, I. dos S.	Universidade Federal da Bahia/Educação.	2011	M
Alonso, D. de F.	Universidade Católica de Santos/Educação.	2012	M

Source: Direct Research - Summaries of Dissertations and theses

Table 8: Quality management

Author	Institution-Course	Year	Level
Min, C. S.	Instituto Tecnológico de Aeronáutica/ Engenharia e Organização Industrial.	1995	M
Rohleder, E.	Universidade Federal de Santa Catarina/ Engenharia de Produção.	1995	M
Oliveira, E. L. de.	Universidade Metodista de São Paulo/ Administração.	1997	M
Thomé, V.	Universidade Federal de Santa Maria/ Engenharia de Produção.	1999	M
Carvalho, H. A. de.	Universidade Tecnológica Federal do Paraná/ Tecnologia.	2002	M
Bacelar, S. R. B.	Universidade Estadual de Campinas/Engenharia Mecânica.	2003	MP
Delpino, R.	Pontifícia Universidade Católica de Campinas /Educação.	2005	M
Xidieh, R.	Universidade Bráz Cubas/ Semiótica, Tecnologias de Informação e Educação.	2005	M
Silva, E. A. da.	Universidade Católica de Brasília/Gestão do Conhecimento e da Tecnologia da Informação.	2005	MP
Oliveira, M. A. de.	Universidade Paulista/ Engenharia de Produção.	2006	M
Amaral, A. C. V.	Pontifícia Universidade Católica de São Paulo/ Ciências Contábeis e Atuariais.	2007	M
Coutinho, F. C. C.	Universidade Federal da Bahia/ Administração.	2007	MP
Alves, M. P.	Faculdade de Economia e Finanças do IBMEC/Administração.	2008	MP
Porem, M. E.	Universidade Estadual Paulista Júlio de Mesquita Filho/ Educação Escolar.	2011	D
Santana, R. G.	Pontifícia Universidade Católica do Rio de Janeiro/ Metrologia.	2012	M
Costa, G. D. P.	Universidade do Vale do Itajaí /Administração.	2012	M
Dias, C. C. C.	Universidade Paulista/ Engenharia de Produção.	2012	M

Source: Direct Research - Summaries of Dissertations and theses

Table 9: Main Topic economic and financial management

Author	Institution-Course	Year	Level
Linguitte, H. V.	Pontifícia Universidade Católica de São Paulo/ Ciências Contábeis e Atuariais.	1995	M
Amaral, J. J. do.	Universidade Federal de Santa Catarina/ Administração	1999	M
Souza, A. C. de.	Universidade Federal de Santa Catarina/ Administração	2000	M
Filipak, S. T.	Pontifícia Universidade Católica do Paraná/ Educação	2011	D
Hachmann, M. A.	Universidade Federal de Santa Catarina/Administração.	2001	M
Luz, O. S. da.	Universidade Federal de Santa Maria/ Engenharia de Produção.	2001	M
Oleiro, W. N.	Universidade do Estado do Rio de Janeiro/ Ciências Contábeis.	2001	M
Hansen, J. E.	Universidade de São Paulo/ Controladoria e Contabilidade.	2002	M
Dalledone F.A.	Universidade Federal de Santa Catarina/Administração.	2002	M
Sant'ana, M. M.	Universidade do Vale do Rio dos Sinos/ Ciências Contábeis.	2002	M
Chiarella, L. E.	Faculdades Integradas de Pedro Leopoldo/ Administração.	2002	MP
Monser, N. T. B.	Universidade Federal do Rio Grande do Sul/Engenharia de Produção.	2003	MP
SILVA, Jessé A. da.	Universidade Federal do Rio Grande do Sul/Economia.	2003	MP
Machado, L. de S.	Centro Universitário FECAP/ Ciências Contábeis.	2005	M
Belluca, L. F. B.	Universidade Metodista de Piracicaba /Administração.	2005	MP
Biazzi, J.	Universidade Regional de Blumenau/ Ciências Contábeis.	2005	M
Lima, M. L. H. de.	Universidade Regional de Blumenau/ Ciências Contábeis.	2005	M
Lara, B. A. S.	Universidade Federal de Minas Gerais/ Ciências da Computação.	2006	M
Menegat, V.	Universidade Regional de Blumenau/ Ciências Contábeis.	2006	M
Otharan C. P.	Universidade Federal do Rio Grande do Sul/Economia.	2006	MP
Soares, T. C.	Universidade Federal de Santa Catarina/ Administração.	2006	M
Alencastro, L. D.	Universidade Católica do Rio Grande do Sul/ Economia.	2006	M
Muraro, M.	Universidade do Vale do Rio dos Sinos/ Ciências Contábeis.	2007	M

Souza, C. de.	Universidade Regional de Blumenau/ Ciências Contábeis.	2007	M
Dittadi, J. R.	Universidade Do Vale do Rio dos Sinos/ Ciências Contábeis.	2008	M
Oliveira, M. de.	Universidade Federal de Juiz de Fora/ Ecologia.	2009	M
Cittadin, A.	Universidade Federal de Santa Catarina/ Contabilidade.	2011	M
Santos, M. V. dos.	Universidade do Vale do Rio dos Sinos/ Ciências Contábeis.	2011	M

Source: Direct Research - Summaries of Dissertations and theses

Table 10: Main Topic Entrepreneurship and university management

Author	Institution-Course	Year	Level
Rocha, R. M. A. da.	Pontifícia Universidade Católica do Paraná/ Educação.	2006	M

Source: Direct Research - Summaries of Dissertations and theses

Table 11: Knowledge management

Author	Institution-Course	Year	Level
Mello, L. F. R. de.	Sociedade Brasileira de Instrução/Economia Empresarial.	1999	MP
Pereira, R. K. M.	Universidade Federal de Santa Catarina/ Engenharia de Produção.	2000	M
Maccari, E. A.	Universidade Regional de Blumenau/ Administração.	2002	M
Andrade, M. A.	Faculdades Integradas de Pedro Leopoldo/ Administração.	2003	MP
Pimentel, M. G.	Universidade Paulista/ Engenharia de Produção.	2003	M
Castilho, M. L.	Universidade Católica de Brasília/ Educação.	2004	M
Bezerra, L. N. M.	Universidade Paulista/ Engenharia de Produção.	2005	M
Alves, A. T.	Faculdades Integradas de Pedro Leopoldo/ Administração.	2005	MP
Coelho, R. P.	Pontifícia Universidade Católica de Minas Gerais/ Administração.	2005	MP
Martorelli, B. C. P.	Universidade Federal Fluminense/ Sistemas de Gestão.	2005	MP
Del Tio, A. L.	Pontifícia Universidade Católica de Campinas/Ciência da Informação.	2006	M
Coelho, E. J. P.	Universidade Estadual de Campinas/ Múltiplos.	2007	D
Almeida, T. C. S. de.	Universidade Federal Rural do Rio de Janeiro/ Gestão e Estratégia em Negócios.	2008	MP
Cajueiro, J. L. G.	Universidade Federal de Pernambuco/ Engenharia de Produção.	2008	D
Cislaghi, R.	Universidade Federal de Santa Catarina/ Engenharia e Gestão do Conhecimento.	2008	D
Chaves, M. V. S.	Faculdades Integradas de Pedro Leopoldo/Administração.	2009	MP
Polizel, C. E. de G.	Fundação Instituto Capixaba de Pesquisa em Contabilidade .Economia e Finanças/ Administração.	2009	M
Carmo, R. S. do.	Fundação Instituto Capixaba de Pesquisa em Contabilidade Econômica e Finanças/ Administração de Empresas.	2010	M
Paxeco, N. M. V.	Faculdade Novos Horizontes/ Administração.	2010	M
Weber, C.	Universidade Federal de Santa Maria/ Engenharia de Produção.	2010	M
Benzi, H. M. S. do Ó.	Instituto Superior Tupy/Engenharia de Produção.	2011	MP
Silva, A. R. da.	Universidade Federal de Santa Catarina/ Engenharia e Gestão do Conhecimento.	2011	D
Verçosa, B. J.	Faculdade Novos Horizontes/Administração.	2012	M

Source: Direct Research - Summaries of Dissertations and theses

Table 12: Main Topic Management Information

Author	Institution-Course	Year	Level
Antonio, B. P.	Pontifícia Universidade Católica do Paraná/Educação.	1995	M
Branco, J. V.	Universidade de São Paulo/Educação.	2003	M
Senger, I.	Universidade Federal de Lavras/ Administração.	2005	M

Source: Direct Research - Summaries of Dissertations and theses

Table 13: Main Topic Management and Technologies

Author	Institution-Course	Year	Level
Stasiesvski, A. L.	Universidade Católica do Paraná/ Educação.	2000	M
Palaia, R. T.	Fundação Getúlio Vargas/ Administração.	2001	D
Takakura, R. I.	Universidade Federal de Santa Catarina/ Engenharia.	2003	M
Alves, C. F. M.	Universidade Salvador/ Administração Estratégica.	2005	M
Cella, A. S.	Pontifícia Universidade Católica de Campinas/ Ciência da Informação.	2006	M
Alvarenga, J. C. da S. de.	Universidade Católica de Campinas/ Ciência da Informação.	2006	M
Tavares, A. C.	Universidade Regional de Blumenau/ Administração.	2007	M
Rosa, M. R.	Universidade Metodista de Piracicaba/ Engenharia de Produção.	2007	D
Córdoba, L. C. M.	Universidade Católica de Brasília/ Educação.	2009	M
Silva, R. J. de S.	Universidade Federal de Pernambuco/ Educação Matemática e Tecnológica.	2011	M
Pandolfi, A. S.	Universidade São Marcos/ Educação, Administração e Comunicação.	2010	M
Amorim, A. A. V. C. de.	Universidade Federal da Paraíba/ Ciência da Informação.	2011	M
Lima, N. P.	Faculdade de Estudos Administrativos de Minas Gerais/ Administração.	2012	MP

Source: Direct Research - Summaries of Dissertations and theses