

TALENT MANAGEMENT: THE ROLE OF LEARNING ORIENTATION IN FOSTERING DYNAMIC ORGANIZATIONAL CAPABILITIES

GESTÃO DE TALENTOS: O PAPEL DA ORIENTAÇÃO DE APRENDIZAGEM NA PROMOÇÃO DE CAPACIDADES ORGANIZACIONAIS DINÂMICAS

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Recebido em: 25 de março de 2023

Aprovado em: 22 de junho de 2023

Sistema de Avaliação: Double Blind Review

RGD | v. 20 | n. 2 | p. 224-249 | jul./dez. 2023

DOI: <https://doi.org/10.25112/rgd.v20i2.3221>

ABSTRACT

In the current conjuncture, companies can recover human capital, and developing development capabilities at the human and organizational levels has become a huge challenge. The present research aims to identify and analyze what shapes management and the exercise of competence management in the dynamic capabilities of management. Given this, it is essential to conceptualize talent, and dynamic capabilities and emphasize their importance in organizations. The study is characterized as descriptive research with an approach. In research, which has the technical methodology as a form of investigation, there is a need for the research problem to be in the form of a question, interrogation, or as a form of objective, affirmation. From the results, it can be seen that talents favor the development of capabilities. From the data, there must be a strong incentive to do things right, as well as the positive development of large companies and, consequently, the development of dynamic forces and, consequently, the development of the company's dynamic capabilities. which are crucial to organizational success.

Keywords: Dynamic Capabilities. Talent. Talent Management.

RESUMO

Na atual conjuntura, as empresas conseguem recuperar o capital humano, e desenvolver capacidades de desenvolvimento ao nível humano e organizacional tornou-se um enorme desafio. A presente pesquisa visa identificar e analisar o que molda a gestão e o exercício da gestão por competências nas capacidades dinâmicas de gestão. Diante disso, é fundamental conceituar talento e capacidades dinâmicas e enfatizar sua importância nas organizações. O estudo caracteriza-se como pesquisa descritiva com abordagem. Na pesquisa, que tem a metodologia técnica como forma de investigação, é necessário que o problema de pesquisa seja na forma de pergunta, interrogação, ou na forma de objetividade, afirmação. A partir dos resultados, percebe-se que os talentos favorecem o desenvolvimento de capacidades. A partir dos dados, deve haver um forte incentivo para fazer as coisas certas, bem como o desenvolvimento positivo das grandes empresas e, conseqüentemente, o desenvolvimento de forças dinâmicas e, conseqüentemente, o desenvolvimento das capacidades dinâmicas da empresa. que são cruciais para o sucesso organizacional.

Palavras-chave: Capacidades Dinâmicas. Talento. Gestão de Talentos.

1 INTRODUÇÃO

Over the years, the concept of talent has been studied and developed by several authors, however, there is still no concept accepted in common agreement by the academy. Over the years, the concept of talent has been studied and developed by several authors, however, there is still no concept accepted in common agreement by the academy. In that regard, market dynamics require organizations to change their management methods, by developing dynamic capabilities (Campos et al., 2020). From a strategic point of view, an important action can be taken to adjust the way to define and manage talent management programs. The need arises to develop, update and reinvent the worker's capabilities so that they can sustain a competitive advantage (FERREIRA; COELHO; MOUTINHO, 2020). In conjunction with this, the demands of employees in terms of security, stability, and opportunity for development and growth, in turn, increase organizational management challenges.

In this scenario, to attract, retain, and engage employees, companies need to deliver a sustainable value proposition (ASIF et al., 2019), while using knowledge as a way to reinforce their competitive advantage and dynamic capabilities. organizations (EASTERBY-SMITH; PRIETO, 2008). It is also evident the need for organizations to obtain and share information, adapting to the needs of customers, the market, and new technologies.

Thus, considering the importance of attracting, retaining, and engaging employees in companies, the following research question emerges: How do talent management and retention influence organizational dynamic capabilities? Starting from the premise of investigating talent management, this article has the general objective of analyzing how talent management and retention influence the dynamic capabilities of the organization.

From the general objective, the specific objectives are: (a) to assess, through descriptive statistics, the organizational scenario regarding employee satisfaction with remuneration, work characteristics, superiors, career development, work balance, personal life, commitment to the organization, learning orientation, and dynamic capabilities; (b) perform a correlation test between the themes; (c) verify the impact of learning orientation on organizational dynamic capabilities, according to the study hypothesis.

In addition to this introductory section, the article discusses the contextualization of talent management, segmented into the concept of talent and intellectual capital in organizations. The second topic addressed is talent and human capital, subdivided into how to attract, retain, and develop talent via mentoring. Another topic addressed is dynamic capabilities. The method, on the other hand, presents the choices made for data collection and analysis. Subsequently, the results are discussed, followed by final considerations, with limitations and suggestions for future lines of investigation.

2 THEORETICAL REFERENCE

In this section, aspects related to the definition and evolution of the concept of organizational culture will be addressed, followed by the understanding of organizational culture in contexts of higher education institutions.

2.1 TALENT AND INTELLECTUAL CAPITAL

Talent is a changing concept and is often related to people with high IQ or people who hold high positions in the organization. In addition, they can be the best technicians or students. However, the concept of talent is increasingly being used to refer to high performance and competence (JÄRVI; KHOREVA, 2020; CAMPOS et al, 2017). In this way, it is the people who, with their characteristics and experiences already lived, constitute the organizational competitive differential, and collaborate with the success or failure of the company. People and their talents, therefore, can be considered the center of business strategy, since the success of any venture is made possible by human capital (GALLARDO-GALLARDO; THUNNISSEN; SCULLION, 2020; KLEIN, 1998).

Michaels; Handfield-Jones; Axelrod (2002) mention that talent represents the set of skills, knowledge, experiences, intelligence, discernment, attitude, character and ability to learn and develop. It is possible to observe the performance of talent with that of other employees in an organization: talent needs something more, makes unusual deliveries, does what an average employee would not do, and mobilizes his effort and his passion in the activities that perform (ANLESINYA; AMPONSAH-TAWIAH, 2020).

People are the center of business strategy because they represent human capital, capable of fostering the organization's unique and inimitable capabilities, that is, its dynamic capabilities (NIEVES; HALLER, 2014). Companies recognize that regardless of their business strategy, the right talents need to be present to achieve the objectives (GEBELEIN, 2006).

Coming from the approximate translation of the expression dynamic capabilities, in English. The word capability can be understood as the ability to produce something using skills and competencies. The production capacity of a machine is useless if there is no user with the skills to operate it. In this way, the word capability cannot be confused with the concept of production capacity. With this, an industry may have some installed capacity, however, it will not be able to produce if it does not have employees with skills and competencies working in the institutional routines of the organization (OXFORD UNIVERSITY PRESS, 2010).

After the initial definition, the concept of dynamic capacity has evolved on different bases (Campos et al., 2020). Regarding the evolution of the theme, it is possible to notice different theoretical-analytical approaches, from which different conceptions of what dynamic capabilities are and the way to identify them derive.

Capabilities refer to the ability to deploy resources, often in combination, and identify both the explicit processes and tacit inputs that are intrinsic to the process. In this way, capabilities can be developed over time, through complex interactions between organizational resources, and are company-specific.

For the author Wang; Ahmed (2007), the definition of dynamic capabilities is related to organizational behavior that is constantly oriented to aggregate, reconfigure, renew and reinvent its resources and capabilities, and also to improve and restore its main capabilities in response to changes. that the environment suffers to create and sustain competitive advantage.

Almost a century has passed, since the so-called Industrial Age, a time when valued ideas were related to physical and measurable attributes. Currently, organizations experience the so-called Knowledge Era, a time in which information and knowledge are considered strategic resources and can generate value for the organization (LIN, 2007), also generating business results. These changes lead to the need to manage intangible assets, where intellectual capital is in the spotlight (SINGH; RAO, 2016). Intelligence management involves the use of intellectual capital, formed by tacit and explicit knowledge (NONAKA; TAKEUCHI, 1997).

It is not possible to have innovations without intellectual capital competencies aligned with the organization's strategies. For innovation to occur, action strategies need to be clear, as well as employees to be motivated, and present the fundamental competencies for a good performance of innovation and creativity (MIAO; CAO, 2019). Human capital can be defined as a composite of skills, competencies, talent, knowledge, and experiences and is reflected in the organizational capacity to extract knowledge from its employees and use it to generate the best solutions for its customers (PEDRO, 2009).

For an employee to be considered a talent, he must be able to achieve the functional objectives entrusted to him, as well as he must present behavior in line with the objectives of others and of the entire organization to achieve these objectives, thus respecting the organizational culture and ethical standards (CAMARA; GUERRA; RODRIGUES, 2016).

In recent times, greater attention has been given to the intangible assets of organizations, especially in times of crisis, where the entrepreneurial attitude plays a fundamental role (ROSA et al., 2020). This attention is widely deserved, considering that companies and businesses are reinventing themselves in

terms of formats and means of diversified and digital commercial transactions (GRAHAM; HJORTH; LEH-DONVIRTA, 2017).

After having an understanding of intellectual capital in organizations, it is necessary to have a vision of how it is possible to attract, retain and develop talent since talents make up the organizational intellectual capital.

The next topic will be explained about organizational culture in educational institutions.

2.2 ATTRACTING, RETAINING, AND DEVELOPING TALENT

With changes in the labor market, lasting organizational stability becomes less and less common. Contextual issues of leadership, satisfaction, career management, and generational issues emerge, and turnover becomes commonplace in organizations, imposing limits on the permanence of talent in organizations (OLIVEIRA; CAVAZOTTE; DUNZER, 2019).

Fernandes (2001) mentions that enterprises that can ensure the future of their talented employees, with the possibility of taking on new responsibilities, are more attractive to new talents. In this way, such organizations create a virtuous circle, where the greater the number of existing and developing talents, the greater the chance of developing new strategies to attract new talent.

Facing new challenges, attraction strategies only remuneration based, become insufficient (MAGNAN; MARTIN, 2019). The beginning of a talent's career is usually marked by the goals of evolution, learning, and skills development (MCDONALD; HITE, 2018). Such evolution and learning are achieved through career development opportunities within the company, participation in challenging projects to apply skills and knowledge, as well as the possibility of taking on management positions, and feeling recognition for their work (LOONEY; LOONEY, 2005). To sustain a talent attraction policy, the organization must have a proactive attraction and bet on the development of potential internal talents (MICHAELS; HANDFIELD-JONES; AXELROD, 2002).

There is enormous importance in attracting talent to the organization, but it is also essential that the organization can retain talent, generate competitive value and create dynamic capabilities, which are rare and difficult to imitate (Campos et al., 2020). Increasingly, human resources management must have the ability to make use of management tools that collaborate in the creation of favorable working conditions, thus achieving the satisfaction of organizational talent needs. Keeping talent is, therefore, the second fundamental step for the company to achieve competitive advantages (MARTINS; OHE, 2002).

It is up to the organization, through its managers, to adapt its rewards policy so that it can retain its talents, satisfy expectations, motivate them, and reduce turnover (OLIVEIRA; CAVAZOTTE; DUNZER, 2019). It is also an organizational role to create dynamics so that the talented employee feels constantly

stimulated to act towards the proposed objectives (JÄRVI; KHOREVA, 2020). This is because there is evidence that autonomy, a sense of responsibility, and technical competence increase intrinsic motivation, which in turn increases work engagement and creativity (AL HARBI; ALARIFI; MOSBAH, 2019).

As we can see, the factors such as learning, communication, challenge, equity, job security, teamwork, participation in the company, relationship, and meaning are of fundamental importance in terms of talent retention, as they allow talent to develop, ability to take on new challenges, pride in belonging to the organization, participation in decision-making, recognition and, last but not least, professional fulfillment in the organization where you work (ONÇA; BIDO; CARVALHO, 2018; SENDJAYA et al., 2019).

Thus, talent retention depends on development and learning policies, from which the organization will achieve greater innovation, and increase organizational dynamic capabilities (ONÇA; BIDO; CARVALHO, 2018). One of the best ways to develop talent is to offer challenging experiences, guidance, feedback, advice, and a constant exchange of experiences (BAK, 2020). A talent development policy is based on the premise that there is strategic planning so that talent can grow and apply their knowledge, and for this, a training program aligned with practice is necessary (JÄRVI; KHOREVA, 2020). Talent development is also linked to skills. Competence can refer to the knowledge, skills, and values of individuals that enable them to perform their functions in the organization (ULRICH, 2014).

One of the ways to ensure the permanent development of talent skills and their retention is to offer mentoring and coaching advice (Camara; Guerra; Rodrigues, 2016), which are perspectives of learning orientation capable of developing dynamic organizational capacities as they act as tools for improving technical capabilities and skills of employees (SILVA, 2010). The application of these instruments involves at least two people: the person who seeks to develop and the mentor or coach, who can be internal, a manager of the organization or a person with a high degree of technical capacity, or even a trained professional hired to develop collaborators.

2.3 TALENT MENTORING AND COACHING

According to Silva (2010), mentoring involves a relationship between two people, whose focus is on the development of one of the individuals. It can be compared with the relationship between the sponsor, where a competent and experienced employee is dedicated to obtaining the functional growth of a colleague who needs help because alone he is not able to reach the objective proposed by himself or by the organization (ALPES; WOLF, 2018).

The role of the mentor is based on supporting and supporting the development of talent within the organization, in which the objective is to show the way to fulfill the expectations of the employee, as well

as the company (SILVA, 2010). The mentor accompanies the talent on the path he chooses, seeking to help him overcome adversities and facilitate adaptation in the framework of the organization's dynamics (KAPPES; DRUMM, 2008; SILVA, 2010).

Mentoring is a process that develops in stages: the phase in which the relationship commitment is contracted, where all agreements are made on how the relationship will be, and in which surveys are carried out on the needs of the employee (ALPES; WOLF, 2018; SILVA, 2010). After this is established, it is time to establish a climate of trust, because without it it will not be possible to reach the final objective. It is in the third phase in the mentor seeks the development of the collaborator, offering him all the necessary tools for learning (HIGGINS; KRAM, 2001). According to Higgins; Kram (2001), mentoring is directly linked to development, and being applied in learning-oriented organizations.

Similar to mentoring, the coaching process is learning-oriented and involves interpersonal relationships, which play an important role in the development of employee learning. A coach, also called a trainer, maintains frequent contact with the person being trained, with the aim of training and permanent development (SILVA, 2010). The coach is usually not a talented leader, as he or she is not always qualified to follow up in specific training areas (ALPES; WOLF, 2018).

The training process seeks to develop both generic and talent-specific skills, enhancing the most desirable skills for the organization. Through coaching, there is also the dissemination of good practices, as well as facilitation of the communication channel between manager and employees, and, in this way, brings all hierarchical levels closer (Camara; Guerra; Rodrigues, 2016), towards improving performance and increasing organizational dynamic capabilities (SCHOEMAKER; HEATON; TEECE, 2018).

Professionals who seek to develop their skills can deliver to the organization that goes beyond what ordinary employees can, since their dynamic capabilities allow them to add, reinvent, and produce a competitive differential for the organization ((LIN, 2007; KINDSTRÖM; KOWALKOWSKI; SANDBERG, 2013. Because of the above, it is hypothesized that:

H1. The learning orientation of talent management has a positive impact on dynamic organizational capabilities: the more an employee perceives that their organization values learning, the more the organization demonstrates dynamic capabilities.

3 METHODOLOGY

The present work is characterized as descriptive research with a quantitative approach. A questionnaire was applied to employees of a financial institution, from which we obtained 70% participation. The survey instrument was sent through the email database provided by the organization.

In addition, the form was delivered personally to those who wished to do so. Thus, the sample was chosen in a non-probabilistic and intentional way.

The survey instrument was adapted from Silvério (2017) and measured using a 5-point Likert scale, ranging from very dissatisfied to very satisfied, or from disagreeing to agree, depending on the dimension studied. In other words, the questionnaire anchor involved the respondents' level of satisfaction.

The model used for this research was based on the priorities and needs of the company under study. For statistical analysis of the data, Microsoft Excel was used, as well as the statistical software SPSS and SAS Enterprise Guide version 7.13.

Excel spreadsheets were used in the organization and descriptive analysis of the data. SPSS, on the other hand, was applied to the correlation test between the items of the questionnaire. Finally, the SAS software was used to perform the multiple linear regression, to verify the acceptance or not of the hypothesis of this study.

4 RESULTS

About 53.85% of the respondents are male and 46.15% are female. 46% of respondents are between 26 and 35 years old. A large percentage of respondents were identified who have been in the company for 4 to 10 years, a total of 61.53%. Employees with less than one year in the company total the percentage of 15.4%, equalling those who have been with the company for 1 to 3 years. It is observed that only 7.69% of the respondents have been with the company for 11 to 20 years and that none of them have been in the company for more than 20 years. Finally, 53% of the surveyed public holds the position of administrative assistant. Next, we discuss descriptive research results.

4.1 CHARACTERIZATION OF RESPONDENTS

Regarding remuneration, as far as the benefits package, it is noted a high degree of employee satisfaction, since the average of responses is 4.615, out of a maximum of 5 points. Likewise, it is shown that employee satisfaction is relatively high concerning the benefits they receive (average = 4.154). This fact indicates that such factors are considered important or key in retaining talented employees, since, as mentioned by the authors Camara; Guerra; Rodrigues (2016), it is the organization's role to adapt its rewards policy so that it can retain its talents.

The degree of satisfaction with the 'remuneration' is shown in Table 1. The search result will be displayed in the next chapter.

4.2 ORGANIZATIONAL CULTURE IN AN INSTITUTION

The analyzed data on organizational culture are presented below in Table 01.

Table 1 – Remuneration

Satisfaction degree with remuneration	Average	σ
R1 – My benefit package	4,615	0,5064
R2 – My recent salary increases	3,615	0,9608
R3 – Information on salary issues provided by the company	3,923	0,6405
R4 – My current total salary package (basic wage, variable remuneration, and benefits)	4,000	0,8165
R5 – Company remuneration layout	3,923	0,2774
R6 – Influence of my superior on my wage	3,769	0,4385
R7 – Competitiveness of my total salary package (basic wage, variable remuneration, and benefits)	4,154	0,5547
R8 – The value of my benefits	4,154	0,6887
R9 – Coherency in the company's salary policies	3,923	0,6405
R10 – Size of my current financial incentive	3,923	0,7596
R11 – Number of the benefits I receive	4,462	0,6602
R12 – How my salary increases are established	3,462	0,5189
R13 – How the company manages remunerations	3,615	0,5064

Source: Author's elaboration. σ = standard deviation.

Concerning the work characteristics of the investigated employees, it is highlighted that the highest averages of the answers are related to the development opportunities that exist in the company, as well as the fact that the company allows team members to be involved in activities that promote their development, totaling, respectively, the averages of 4,230 and 3,769. This fact demonstrates that the company seems to be concerned with developing its employees.

This result corroborates the findings of the authors' Looney; Looney (2005), for whom the attraction and retention of talent depend on offering opportunities for career development within the organization, participation in challenging projects, providing opportunities for the use of knowledge, acting in positions management and recognition of work.

Table 2 addresses the characteristics of work in the organization studied. As highlighted by the authors Camara; Guerra; Rodrigues (2016), one of the best ways to develop talents is to provide challenging experiences, guidance, feedback, advice, and exchange of experiences, development opportunities, and

growth, such arguments in line with practice. of the researched organization, whose final average in ‘job characteristics’ was 3.897.

Table 2 – Regarding work characteristics

Work Characteristics	Average	σ
CT14- The job requires me to use a complex or high-level number of skills	4,230	0,359
CT15 – My job does not allow me to use my initiative or personal judgment	2,000	0,500
CT16 – My job is rather basic and repetitive.	2,384	0,923
CT17 – My job provides me with a considerable opportunity for independence and freedom in the way I perform it.	3,769	0,692

Source: Author’s elaboration. σ = standard deviation.

When the investigated variable is the ‘hierarchical superior’, the highest average stands out, 4.231, in the statement about the immediate superior, making it clear how well he thinks about the work performed by employees (average = 4.231). Such behavior is in agreement with the authors Camara; Guerra; Rodrigues (2016), for whom the organization must have an adequate leadership style to retain and develop talent. The obtained results are in Table 3.3.3 Analysis of the correlation between the variables and discussion of the results

Table 3 - Regarding the hierarchical superior

Characteristics of the hierarchical superior	Average	σ
SH24 – My manager looks for opportunities to praise the employee’s performance, both in private or in front of others	3,923	,8623
SH25-I feel underrated by my manager	2,231	1,2352
SH26- My manager rarely gives me any “feedback” on how well I completed my job.	2,154	,9871
SH27- My manager rewards a good idea by implementing it and giving credit to the responsible(s) employee(s)	3,769	,8321
SH28 – My manager seldom recognizes an employee for a job well done.	2,000	,9129
SH29 – My manager often lets me know how well he thinks about my work.	4,231	,4385

Source: Author’s elaboration. σ = standard deviation

Concerning ‘career development, as shown in Table 4, it is possible to observe that employees consider themselves protagonists of their careers (average = 4.154), and understand that the organization considers the development of its employees important (average = 4.077). Thus, when thinking about talent development, the company has the chance to offer opportunities for employees to take advantage of (JÄRVI; KHOREVA, 2020).

Table 4 – Career development

Career development	Average	σ
DC30 – My chances of promotion are good	3,462	0,6602
DC31 – There are enough career opportunities for me in this organization	3,846	0,5547
DC32 – Job vacancies in this organization are normally filled by people outside the organization	2,231	0,7250
DC33 – It would be easy to find another job outside my area.	3,385	0,6504
DC34 – No employee applying for a job in this organization has a better chance of getting that job than someone outside the organization who applies for the job.	3,385	0,6504
DC35 – Employee’s career development is important to the organization	4,077	0,4935
DC36 - I’m the protagonist of my career	4,154	0,6887

Source: Author’s elaboration. σ = standard deviation.

When analyzing work-life balance it is highlighted that employees are satisfied and that they understand that work does not negatively affect their personal life. This is important for the quality of life in and out of work (TALUKDER, 2019). With this, it is understood that the factor of balance between work and personal life is a reason for attracting and retaining talent since it creates a favorable environment due to the satisfaction that employees feel when performing their activities. Data for this construct are shown in Table 5.

Table 5 – Balance between work and personal life

A balance between work and personal life	Average	σ
E36 – Several times I feel that there is a lot of work to do	3,917	0,5149
E37 – My working schedule often conflicts with my personal life	2,615	1,1929
E38 – My job affects my role as a husband/or spouse and/or father or mother	2,077	0,8623
E39 – My job has a negative effect on my personal life	1,692	0,4804

Source: Author’s elaboration. σ = standard deviation.

Regarding the ‘commitment to the organization, according to Table 6, it was found that the respondents have the desire to develop their careers in the organization (4.769), as well as see the organization’s problems as their own (4.462). These data show that the researched population is

committed to the organization and this factor is fundamental for talent retention (JÄRVI; KHOREVA, 2020).

Table 6 – Commitment to the organization

Commitment to the organization	Average	σ
C1 -I would like very much to develop the rest of my career in this company	4,769	0,4385
C2 -I honestly consider that this company's problems are as if they were mine too	4,462	0,6602
C3 -I don't feel like "part of the family" in my organization	2,077	1,3821
C4 -I don't feel emotionally connected to this company	1,615	0,6504
C5 -This company has great personal meaning to me	4,462	0,8771
C6 -I don't feel a strong sense of belonging toward this company	1,846	1,0682
C7 -Many things in my life would be upset if I decided to leave this company now	3,769	0,9268
C8 -Right now staying in the company is as much a matter of need as it is of will	3,385	1,4456
C9-I feel that by lack of other options I cannot consider leaving this company	2,538	,9674
C10 -One of the few serious consequences of my eventual departure from this company would be that there would not be many alternatives	1,923	,7596
C11 -One of the main reasons I continue to work for this company is that my departure would entail considerable personal sacrifice	2,385	1,1929
C12- Another company might not offer the same benefits that I have in this one	3,077	1,3205
C13 -I feel no obligation to remain in my current job	2,462	,7763
C14 -Even if it was in my best interest, I didn't feel good about leaving now the organization I work with	3,462	1,1266
C15 -I would feel guilty if I leave my organization now	3,385	1,1209
C16 -This organization deserves my loyalty	4,462	,8771
C17 -I would not leave my organization now because I feel I have an obligation to the people I work with there and to the aim of the organization	4,000	1,0000
C18 -I feel indebted to the organization I work for	3,231	1,0919

Source: Author's elaboration. σ = standard deviation.

Data in Table 7 show the level at which the organization and its employees are oriented toward learning. Data show that respondents agree that the organization's ability to learn is the key to staying in the market (4,538), thus showing that there is an awareness of the company's need to keep learning. The highest average of answers was obtained in the question related to the treatment of learning as an investment and not as an expense (average = 4.692), which corroborates the previous result, since

to remain in the market the company needs to continue learning and, therefore, seeing learning as an investment rather than an expense is fundamental so that learning is, in fact, constant (JEREZ-GÓMEZ; CÉSPEDES-LORENTE; VALLE-CABRERA, 2005).

Table 7 – Learning orientation

Learning orientation	Average	σ
OA1 – I agree that our organization’s ability to learn is the key to staying in business.	4,538	0,5189
OA2 -The basic principle of this organization includes learning as a key to improvement	4,385	0,5064
OA3- Here, the feeling is that employee learning is an investment, not an expense	4,692	0,4804
OA4 -Learning in my organization is seen as a key commodity needed to ensure organizational survival.	4,308	0,4804
OA5 -There is a goal in my organization	4,538	0,6602
OA6 – Everyone knows our mission, vision, and values	3,615	0,8697
OA7 -All employees are committed to the goals of this organization	3,615	0,8697
OA8 -Employees see themselves as a part of charting the direction of this organization.	4,000	0,5774
OA9 -We are not afraid to critically reflect on internal processes	3,615	0,8697
OA10 – Everyone in this company is aware that the way they perceive their activities must be continuously questioned	3,692	0,6304
OA11 -As a collective, we rarely question the way to interpret the information passed on.	3,231	0,9268
OA12 -We are continually judging the quality of our decisions and activities developed over time	3,769	0,5991
OA13 -There is a good deal of organizational discussion that keeps the lessons learned from history alive.	4,077	0,2774
OA14 -We always review unsuccessful organization efforts and communicate lessons learned widely	3,769	0,5991
OA15 -We have specific mechanisms to share a lesson in organizational activities for different areas	4,000	0,0000
OA16 -In our company management repeatedly emphasizes the importance of knowledge sharing	4,308	0,4804
OA17 -We do not put enough effort into sharing lessons and experiences	2,692	1,1821

Source: Author’s elaboration. σ = standard deviation.

Finally, regarding dynamic capabilities, in Table 8 is possible to identify that practically all questions have averages above 4, of which a final average is 4.056, denoting great organizational dynamic capability. This fact contributes to employees using their skills and competencies and producing something new (TEECE, 2018; SGARBOSSA et al, 2021) and corroborates the result of the set of questions regarding learning orientation.

Table 8 – Dynamic capacities

Dynamic Capacity	Average	σ
D1 -This company has a clear division of roles and responsibilities in acquiring new knowledge	3,923	0,4935
D2 -This company has the necessary skills to implement the newly acquired knowledge	4,154	0,3755
D3 -This company has the skills to transform the newly acquired knowledge	4,000	0,4082
D4 -This company has the skills to use newly acquired knowledge	4,154	0,3755
D5 -The management systems in this organization encourage people to challenge outdated practices	4,231	0,8321
D6 -The management systems in this organization are flexible enough to allow us to respond quickly to moving markets	3,769	0,5991
D7 -Management systems in this organization evolve rapidly in response to changes in our business priorities	3,692	0,6304
D8 -This company introduces improvement and innovation in all areas	4,077	0,4935
D9 -This company is creative in its processes and operations	4,154	0,3755
D10 -This company seeks new ways of doing its tasks	4,154	0,3755
D11 -People in this company get a lot of support from their manager when trying new ways of doing their tasks	4,308	0,6304

Source: Author's elaboration. σ = standard deviation.

According to Barney; Hesterly (2011), a dynamic capability is the orientation of an organization to aggregate, reinvent, renew and recreate its resources and capabilities, rebuilding its competencies in response to the changing environment so that it can achieve and sustain competitive advantage.

4.2 CORRELATION ANALYSIS

Table 9 shows the relevant results to the main correlations between the questions, therefore, Spearman's correlation coefficients were considered, whose p-values were less than 0.01. Thus, we sought to consider the most relevant correlations in terms of statistical significance.

Table 9 – Significant correlations between the study variables

Pair of Correlation		Spearman's coefficient	Correlation Intensity
Axle x	Axle y	p-value < 0,01	
R2	R9	0,79	Strong /Positive
R2	R10	0,76	Strong /Positive
R4	R11	0,72	Strong /Positive
R7	R13	0,73	Strong /Positive
R4	CT16	0,73	Strong /Positive
R10	D21	0,81	Strong /Positive
R7	D22	0,69	Strong /Positive
R5	E37	0,74	Strong /Positive
R12	E39	0,83	Strong /Positive
D21	C4	0,69	Strong /Positive
D21	C5	0,73	Strong /Positive
D22	C5	0,82	Strong /Positive
C5	C17	0,74	Strong /Positive
C3	C17	0,7	Strong /Positive
C8	OA1	0,79	Strong /Positive
CT15	OA3	0,69	Strong /Positive
D18	D5	0,97	Strong /Positive

Source: Author's elaboration.

Based on the results, it can be seen that most of the spearman coefficients reflect degrees of strong and positive association, that is, in addition to reinforcing the existing association between the variables, they are in the same direction as the correlation. Thus, we seek to discuss the coefficients whose values were found to be significant and greater than 0.70, thus representing a strong correlation.

Thus, concerning the correlations pertinent to questions about remuneration, the coefficient of 0.79 corresponds to the association between questions R2 and R9, which refer to the items of satisfaction with the salary increase received and the company's salary policies, in this In this sense, the degrees of satisfaction of these questions are strongly associated. In this way, it is worth remembering that attraction strategies that are based only on remuneration are currently outdated, as talents seek more attraction when they want to join a company. According to Michaels; Handfield-Jones; Axelrod (2002), talents are

looking for a value proposition, where they value several elements and still consider stimulating work essential.

Subsequently, the second result refers to the coefficient of 0.76, which depicts a strong degree of association between questions R2 and R10. R2 deals with the level of satisfaction with the most recent increase received and R10 corresponds with the level of satisfaction with the current incentive received. Thus, the condition of satisfaction between these criteria is associated, because of the importance of considering the temporal condition of these remuneration policies, the more consistent and coherent, the greater the perception of justice and equity on the part of the employees.

Questions related to satisfaction with the number of benefits received (R11) and the total salary package (R4) are strongly associated, given the value of the correlation coefficient of 0.72. It is noteworthy that the salary package involves the benefits received by employees that help to create the perception of the value of the remuneration policy practiced by the organization (FERNANDES, 2001).

Still in this context, the coefficient of 0.73 corresponds to the degree of association between opinions on how the company manages compensation and the perception of the competitiveness of the total salary package received. In this sense, satisfaction with actions that belong to the scope of remuneration practices (R7) is strongly associated with the perceived level of satisfaction about the competitiveness of the total salary package received (R13). From this, it is inferred that the competitiveness of the salary package received is conditioned to the comparison made with other companies since employees in the same labor category share a common legal basis on the remuneration conditions to which they are exposed (Gallardo-Gallardo; Thunnissen; Scullion, 2019).

In addition, the 0.73 correlation coefficient between questions R4 and CT16 refers to satisfaction with the salary package and satisfaction with the condition of the work being simple and repetitive. Thus, it appears that satisfaction with remuneration is associated with a characteristic of the work performed, especially concerning the levels of complexity by which the work is performed, configuring an adequate perception of organizational justice (WALUMBWA; HARTNELL; OKE, 2010).

Subsequently, there was a strong positive association with a correlation coefficient value of 0.81 between questions R10 and D21, which reflect the measurement of satisfaction with the size of the current financial incentive received and the perception of the existence of development opportunities enough. In this way, it is emphasized that several factors can be decisive in the retention of talents, such as their constant and permanent development, adequate reward policies, high motivational levels that are based on commitment, and structure that allows a role that is appropriate to their level. performance (GUERRA; RODRIGUES, 2007).

In this context, the association between questions R5 and E21, whose correlation coefficient is 0.74, reflects the level of satisfaction between the company's remuneration structure and the perception of conflict with personal life. In this context, one of the preponderant factors for talent retention is the emotional salary, which means that the balance between personal and professional life generates satisfaction with objective and subjective factors of the work that, consequently, generate motivation (GUERRA; RODRIGUES, 2007).

The correlation between questions R12 and E39 (0.83) reflects the level of perceived satisfaction between the way increases are determined and the perception of the negative effects of work on personal life. Emphasizing the condition of a positive association between the criteria of increased remuneration and the increase of negative effects of work on personal life, in this condition the idea that the increase in work demand, whether due to cognitive or emotional load expended, justifies it is intrinsic. the increase in remuneration (WALUMBWA; HARTNELL; OKE, 2010).

There is a correlation between questions D21 and C5, through the coefficient of 0.73, which shows an association between satisfaction with development opportunities in the company and the personal meaning that the company holds in the perception of the respondents. In this context, the relationship between the organization and the employee is retroactive, since when perceiving an opportunity for development, there is a positive movement concerning the image that the organization holds from the perspective of this employee. It is noteworthy that when there is a combination of passion for what you do and motivation, delivery, will, and dynamism, you have high performance (GUERRA; RODRIGUES, 2007).

In this direction, the correlation coefficient of 0.82 denotes a high degree of association between questions D22 and C5, denoting a relationship between satisfaction regarding opportunities to carry out online training by the company and the meaning that it represents for the respondents. In this sense, the organization that spends resources to offer training and development opportunities contributes to the professional trajectory of its employees, leveraging its reputation reflected in the respondents' feeling of belonging (MIAO; CAO, 2019).

The correlation in the value of 0.74 expresses a level of strong positive association between questions C5 and C17, which reproduces the idea that the company has great personal meaning and the intention to remain in the company. Thus, talent management must consider the confluence of attitudes, values, and feelings in attracting and retaining talent (FERNANDES, 2001; ARBOITE, 2007).

There is a correlation between questions C8 and OA1 (0.79), which refers to the strong association between the motivation to stay in the company and the awareness that the organization's ability to learn is the key to maintaining the market. This result is quite representative, as it expresses the motivation to

stay at work not only because of the need but because of the desire to belong to the organization. In this way, talents want to have the opportunity to continuously develop new knowledge and skills (BENEST, 2008), as well as bet on the possibility of performing a professional activity that allows professional and personal fulfillment (PALMA; CUNHA, 2009).

Finally, the last and highest correlation coefficient value of 0.97 was found between questions D18 and D5, which deal, respectively, with the perception of management systems that encourage people to challenge outdated practices and offer specific training for the job. In this way, human capital is reflected in the organizational capacity to extract knowledge from its employees and use it to generate the best solutions for its customers (PEDRO, 2009, MOREIRA et al, 2020), since the condition of better-serving customers predicts the idea of the constant evolution of organizational forms and practices. Therefore, the offer of job training to an innovative vision of these practices can reflect a competitive advantage to the organization.

4.3 LINEAR REGRESSION

In linear regression analysis, the variable 'dynamic capabilities' was modeled as a dependent variable. In regression analysis, the variable 'learning orientation' showed statistical significance. The ANOVA test, listed in Table 10, shows a p-value of <0.0005, which indicates the adjustment of the general regression model.

Table 10 – Table ANOVA.

Analysis of Variance				
Source	Square sum	Average Square	F Value	P-value
Model	0,35032	0,35032	23,99	<0,0005
Error	0,16060	0,01460		
Corrected Total	0,51092			

Note: LD: Liberty Degrees.

Source: Author's elaboration.

The regression model shows R^2 of 0,6857, and so, plain linear regression explains 68,57% of the variability of the variable dependent on the dynamic capacities. Table 11 brings the estimated parameters for regression.

Table 11 – Linear regression parameters estimates.

Independent variable	β	Value t	P-value	CI 95%
Intersect	1,67213	3,43	0,0056	0,59875 2,74552
Learning-oriented (x_1)	0,60612	4,90	0,0005	0,33378 0,87846

Note: LD: Liberty degrees. β : Regression coefficients. CI 95%: Confidence interval of 95%.

Source: Author's elaboration.

The analysis of Table 11 indicates that no problems were identified in the confidence intervals of the intercept and the variable x_1 , as none of them covers zero. Still, concerning the intercept, it presents a p-value = 0.0056, significant at $\alpha=0.05$.

The independent variable Orientation to Learning (x_1) has a p-value of 0.0005, significant at $\alpha=0.05$. Thus, the variable x_1 may integrate the simple linear regression model. Thus, the simple linear regression equation is represented below:

$$y = 1,672 + 0,606x_1$$

Thus, dynamic capabilities are positively associated with a learning orientation, so the higher the level of learning, the higher the levels of dynamic organizational capabilities. Therefore, it was possible to accept the study hypothesis (H1). This finding is related to studies in the area of dynamic capabilities, according to which learning is a source of fostering dynamic capabilities (NIEVES; HALLER, 2014; SALVATO; VASSOLO, 2018; WANG; SENARATNE; RAFIQ, 2015). In the next topic, the final considerations of the study will be explained.

The final considerations of the study will be explained below.

5 CONCLUSIONS

The main objective of this research was to analyze how talent management and retention influence organizational dynamic capabilities. To achieve this objective, a questionnaire was applied in which the characteristics of the respondents were investigated, as well as data on talent retention, commitment, learning orientation, and dynamic capabilities.

In this research, it was possible to identify that, according to those surveyed, the organization offers a favorable environment to attract, retain and develop talents, since there is a satisfactory result in the characteristics of work, commitment to the organization, and orientation towards learning. In addition, these favor dynamic capabilities to take place and develop, making the organization create a competitive advantage over its competitors and manage to remain in the market, adapting to customer needs.

An organization that values human capital and constantly seeks its motivation and alignment with the strategies and objectives of both become more susceptible to success and permanence in the market. Valuing organizational human capital can be seen as a path to success. For Pedro (2009), it is practically impossible to have innovations without the intellectual capital competencies being aligned with those of the organization. For this to happen, it is necessary to be clear about what is expected of people. Likewise, there is a need to keep them motivated and stimulated to develop their skills and competencies. According to data obtained from the survey, it is possible to verify that there is an association between satisfaction with development opportunities in the company and the great personal meaning that the company holds in the perception of the respondents.

In addition, linear regression showed that the company's learning orientation positively impacts organizational dynamic capabilities. In other words, a learning organization generates dynamic resources and capabilities that are rare and difficult to imitate (SCHOEMAKER; HEATON; TEECE, 2018). Given this, it can be considered that the organization's talent retention policies and practices have positive impacts on dynamic capabilities, through dynamism, knowledge, and fair treatment.

This study contributes to the knowledge management literature as it reveals the impacts of learning on innovation (LAMBRIEX-SCHMITZ et al., 2020), shedding light on the importance **of human capital one of dimension of intellectual capital, and the intellectual** capital as a whole for organizational success (SERENKO et al., 2010; SINGH; RAO, 2016). From a managerial point of view, the results provide reflections for contemporary managers about talent management to better deal with dynamic capabilities, essential in environments of rapid change, such as innovation ecosystems (LINDE et al., 2021). By focusing on learning orientation, we acknowledge the role of research and development (R&D), training, leadership, and engagement in providing insights to managers and academics in fostering dynamic capabilities.

Regarding work limitations, the most significant limitation was the difficulty of accessing a larger number of respondents. In future works, the totality of the company's employees may be researched, as well as including other variables, such as management strategy and performance of leaders

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