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RESEARCH ARTICLE

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## VALIDATION OF THE ACADEMIC PROCESS ORIENTED TO REPUTATIONAL CAPITAL OF BRANDS FROM BRAZILIAN HEIS

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### ABSTRACT

In the academic process oriented to the reputational capital of Brazilian HEI brands, 5 activities are observed: the 'individual teaching counseling', materialized through the preparation and periodic evaluation of the 'student work plan', the 'stimulating students' self-efficacy', the 'positive university culture', the 'interaction with society' and the 'incorporation of certifications into university initiatives'; directed to two objectives: promoting of student formation and the HEI reputation. The objective of this work is to validate this academic process. For this purpose, the Delphi method was applied, with 25 specialists. A questionnaire was used for the 5 activities of the process, accompanied by a brief theoretical foundation each, and for the 2 desired objectives, and a question with intensity scales about relevance, the results of which enabled the quantitative analysis of the data collected, and still an open question for the collection of reasons, which enabled the qualitative analysis. The validation was obtained by evidence from a trusted group of experts, 2/3 of which classified the items with 'relevant' or 'very relevant' grades. The qualitative data associated with the relevance corroborated with the evidence of validation of the process, and those that approximated the irrelevance pointed out obstacles to be overcome.

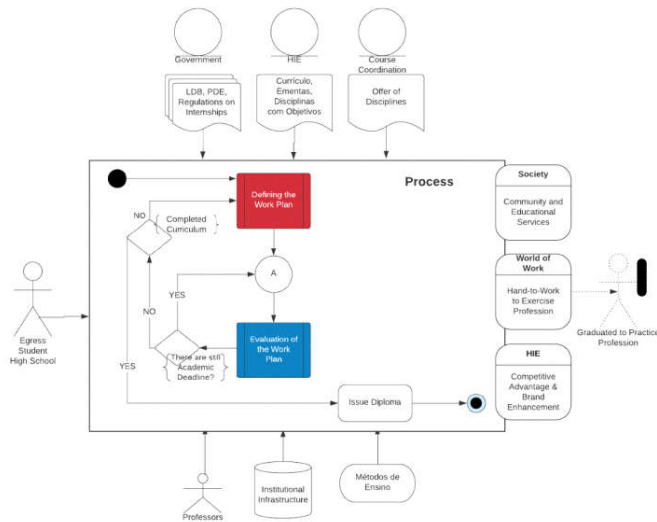
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## INTRODUCTION

In the market scenario, where HEIs (Higher Education Institutions) are nowadays framed, it is not advisable to ignore the properties of their brands - identity, image and reputation - which promote communication with their stakeholders - teachers, students, managers, employees, employers and society in general (HEMSLEY-BROWN et al., 2016). In order to offer adequate services and products to university users, it's needed valuing intangible goods, such as internal culture, interaction with society, student self-efficacy; that they can constitute the academic formation process. With the application of business processes, whether in environments whose gears are driven by capital of a public or private nature, the promotion of harmony between activities and objectives is achieved, in line with the expectations and needs of society (BURLTON, 2001). The effects of business processes on the academic environment have an impact on students, such as providing opportunities for them to participate as co-creators of IES brands and having teacher advice to prepare and evaluate a plan to guide their work; about society, with the search for improvements in the services and products offered; and, according to Bertrand (2005), on the economy, through the incorporation of certifications to the disciplines aiming to guarantee synergy between professionalization and the industrial demands, of innovation, of

progress, and of safeguarding the consumer. An academic process, presented through a SIPOC diagram (Supplier, Input, Process, Output and Customer) in Figure 1, is proposed by Cox and De-Bortoli (2020), where there are suppliers - who define specifications and references -, to be attended, positioned at the top of the figure; inputs - what is processed - on the left; outputs - results of the process - and customers - those who receive the generated products -, on the right; resources - consumed in the process -, at the bottom; and the process, positioned in the middle, which contains the tasks of definition and periodic evaluation of 'Student Work Plan' - a way of instrumentalizing 'Personal Study Follow-up'. The lack of ability to adapt to the academic context results in difficulties, failures and even dropout of students (FRASINEAUNU, 2019), with long-term reflections on the trust that society places in the HEIs. However, skills in harmony with the surroundings of the academy can be developed with counseling (MOK, 2007, SUOMI, 2014, TAN; MUSKAT; ZEHER, 2016), or 'Personal Study Accompaniment', implemented through 'Student Work Plan', initially prepared in a meeting between professor-supervisor and student teams, to discuss roles and define participation in scientific initiation and technological initiation projects, extension initiatives, internships, monitoring and disciplines; followed by evaluations using student performance as a parameter for possible adaptation of the student's planning. There are also activities aimed at 'Stimulating Student Self-efficacy' and 'University Positive

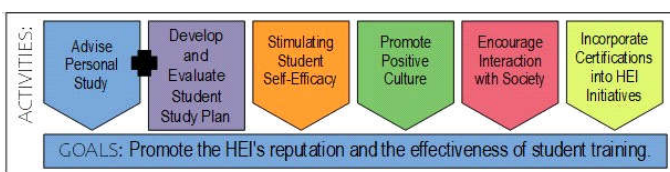


Source: Cox and De-Bortoli (2020)

**Figure 1. Academic Process Oriented to the Capital of HEIs' Brands**

Culture', as well as complementary guidelines, among which the following stand out: 'Interaction with Society' and 'Incorporation of Certifications into HEI Initiatives'. The 'Self-efficacy' (BAYAT; SALEHINIYA, 2018, YIN, 2018, RUÃO; CARRILLO, 2005, MADURO; FERNANDES; ALVES, 2018, FOROUDI et al., 2019), refers to the student's positive perspective in relation to his own ability facing the challenges of the academic training process, and corresponds to one of the evaluation parameters of the 'Work Plan', in addition to the evaluation criteria adopted in the HEIs.

The 'University Positive Culture' is pleasant, motivating, promoting a participatory and responsible student posture, encouraging him to participate in co-creating the reputation of the HEIs. Thus isolating the factors that motivate academic dropout such as the anti-school, anti-work and anti-discipline culture (FRASINEAUNU, 2019). With the confrontation of real problems, of varying complexities, thus anticipating the post-formation involvement with the community, there is 'Interaction with Society' through which students are offered practices, new universes of learning and commitment (KAYODE; YUSOFF; VELOO, 2016). To promote the reinforcement of content and introduce new solutions, tools and skills required by the industry, another activity of composition of the proposed academic process is the 'Incorporation of Certifications to the Initiatives of the HEIs' (SPILLER; TUTEN, 2019, COX; DE-BORTOLI, 2021) as support for training activities. Therefore, the 'accompaniment of individual study', materialized by the 'student work plan', the 'stimulus to the student's self-efficacy', the 'positive university culture', the 'interaction with society' and the 'incorporation of certifications into initiatives HEIs' are the main activities that make up the process under study; while the main objectives are to promote the HEI's reputation and the effectiveness of student training (Figure 2).

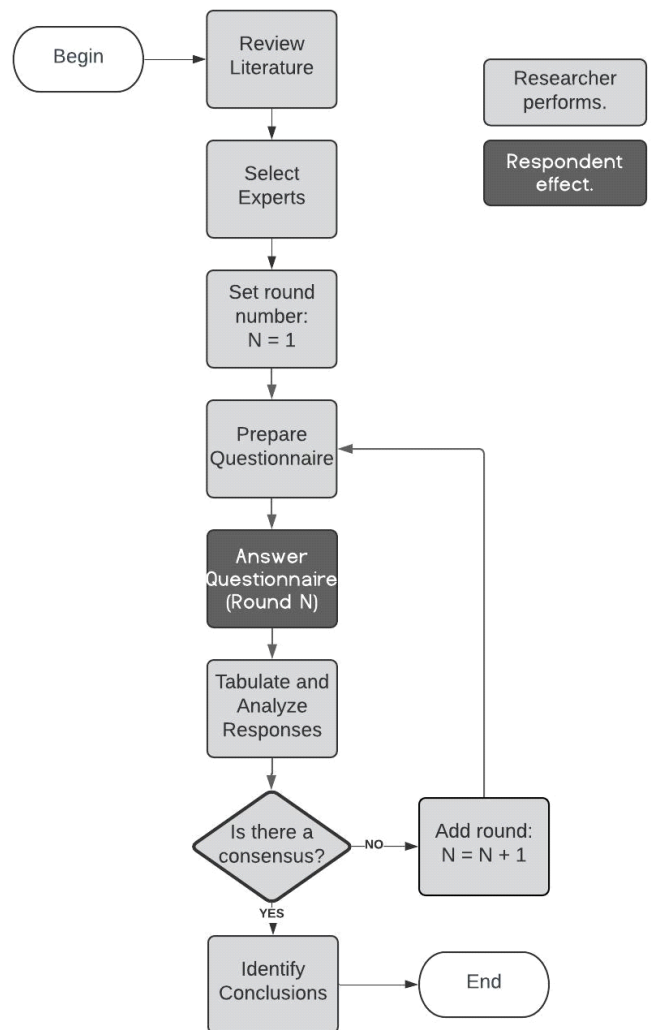


**Figure 2. Activities and Objectives of the Academic Process Oriented to the Reputational Capital of IES Brands**

The aim of this study is to validate the proposed academic process oriented to the reputational capital of Brazilian HEI brands, principally regarding the activities that compose it and the aims that it aims for.

## METHODOLOGY

To validate the process, the Delphi Method was applied, through which the objective is to obtain evidence from a trusted group - a set of experts (LANDETA, 2006), and is characterized by controlled feedback and possibly rounds of discussions between participants kept anonymous (LOHN, 2011). It starts from the assumption, according to Wright and Giovinazzo (2000), that the collective judgment, when properly organized, is better than the opinion of a single individual; which, according to Landeta (2006) and Marques and Freitas (2018) alleviates barriers and problems of communication face to face, such as persuasion, psychological domain, influence of the status of the participants and, according to Landeta (2006) and Gallego, Luna and Bueno (2009) has adequate application when there are serious obstacles for specialists to participate in meetings, as there is no coincidence of time or space. There are 9 main phases in the application of the Delphi Method, 8 being the responsibility of the researcher and 1 performed by the participants (Figure 3).



Source: Adapted from Wright and Giovinazzo (2000)

**Figure 3. Flow of Application of the Delphi Method**

Through the literature review, information about the activities and objectives of the process was selected, Figure 2, to compose the questionnaires. The specialists, no less than 15, are professionals effectively engaged in the area (BARBOSA, 2013). Miranda, Nova and Cornacchione (2014) and Marques e Freitas (2018) state that the optimum number should not be less than 10.

Invitations were sent to 96 coordinators and approximately 60 professors with PhDs from different Higher Education courses in Brazil, with 25 participants from multiple places in Brazil, 17 of

public and 8 of private HEIs returning, to avoid research panoramas limited to geographic or knowledge niches. The questionnaire is considered the most appropriate data collection instrument, and the questions, in general, should be organized through an intensity scale, for quantitative analysis, accompanied by space for specialists to present the reasons for their objective responses, to be analyzed, a posteriori, in qualitative assessment (BARBOSA, 2013, MARQUES; FREITAS, 2018) in addition to information on the subject (WHIGHT; GIOVINAZZO, 2000). For the first and only round, a form consisting of 24 questions was prepared, for each of the 5 activities of the process accompanied by a brief theoretical foundation, as well as for the 'student work plan': 1 open for the collection of reasons and 1 with scales of intensity about the relevance of these for each of the 2 objectives - effectiveness of student training and HEI's reputation (Figure 4).

### Stimulating Student Self-Efficacy

Shyness, indecision and / or pessimism generally lead the student to oversize the challenges of academic activities, coming to understand them as insurmountable, for believing in their ability to overcome (FRASINEAUNU, 2019), having a negative impact on their performance. Academic SELF-EFFECTIVENESS (BAYAT; SALEHINIYA, 2018, YIN, 2018, RUÃO; CARRILLO, 2005, MADURO; FERNANDES; ALVES, 2018, FOROUDI et al., 2019) corresponds to the positive perspective of students in their own ability to face the challenges of the process academy training.

According to your knowledge, what is the relevance of stimulating the student's SELF-EFFICACY for the of Higher Education training?

- very relevant
- relevant
- low relevance
- irrelevant
- I choose not to express an opinion on this issue.

In order for me to better understand your opinion, can you briefly describe the reasons that lead you to select this degree of relevance of stimulating the student's SELF-EFFICACY for the effectiveness of higher education training?

Figure 4. Example Questions about a Process Activity

In the analysis of the responses, according to Miranda, Nova and Cornacchione (2014), the trends and discrepancies and their justifications are observed, with the questionnaire being applied and the results presented, called the round, until the consensus is established. According to Osborne (2003), Gallego, Luna and Bueno (2009) and Marques and Freitas (2018) consensus is reached when at least 2/3 of the specialists classify an item with 'relevant' or 'very relevant' grades on the scale of intensity; it can still be 'important' or 'very important'. From the verification of the answers collected with the application of the questionnaire, tabulation of the data was made, analysis of the reasons, and in order to meet the guidance of Landeta (2005), exclusion was made of the justifications that showed incompatibility with the questions, either due to inadequate elaboration or understanding of these, Frame 1.

Frame 1. Responses Excluded in the Collected Data Analysis Stage

Question	Answer
For me to better understand your opinion, you can briefly describe the reasons that lead you to select this degree of relevance for the preparation and periodic evaluation of the DISCENT WORK PLAN for the trust that society places in Higher Education Institutions (reputation)?	Optimum.
In order for me to better understand your positioning, can you, in a succinct way, present the reasons that lead you to select this degree of relevance of PERSONAL STUDY ACCOMPANIMENT for the trust that society places in Higher Education Institutions (reputation)?	Integration with society.

With that, it was observed that consensus was reached in the 1st round. To calculate the participation of experts in data collection, the initial number of 25 participants was considered, and subtracted unanswered, objective questions with the selection of 'I choose not to express an opinion on this question' and those whose answers are incompatible with the issues. Frame 2.

## RESULTS

In this section will be presented the degrees of relevance attributed by the participants, for the activities of composition of the process under study, relative the main objectives of this, considering quantitative analysis, from the answers to the questions of scale of intensity, and qualitative, considering the justifications registered open questions.

**Quantitative Analysis:** As for the relevance of 'accompaniment', or counseling, of personal study, 22 participants presented justifications for their answers about student training and 20 about the reputation of the HEIs, of which 1 and 6 were excluded, respectively, in the analysis, as they nature of justification, such as 'good' as an answer, and others for demonstrating an undue understanding of the question: 'accompaniment must be personal'. Regarding the 'student work plan', regarding its relevance to student training, 20 subjective responses and reputation were observed, 17, of which 1 and 7 were excluded, respectively, in the analysis, as they did not correspond to justifications, the example of a 'repeated question', showing undue understanding of the question. About the relevance of 'student self-efficacy' for student training, 16 subjective responses were observed to complement the questions on the intensity scale and reputation, 17 of which 2 were excluded: 'great' and 'autonomy'. Responses regarding the relevance of 'positive university culture' had 16 justifications for student training and 17 for the reputation of HEIs, of which 4 out of each were excluded from the analysis. In relation to 'interaction with society', regarding its relevance to student education, 18 subjective responses and about reputation were observed, 17, of which were excluded, in the analysis, 1 and 2 responses, respectively, as in the example of 'confidence', which thus isolated, does not make the reason clear. In this section will be presented the degrees of relevance attributed by the participants, for the activities of composition of the process under study, relative the main objectives of this, considering quantitative analysis, from the answers to the questions of scale of intensity, and qualitative, considering the justifications registered open questions.

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As for the incorporation of 'certifications', as for their relevance for student education, as well as for the reputation of the HEI, 18 subjective responses were observed, each of which 7 and 8 were



Frame 2. History of Respondents' Participation in Data Collection

Scope of Questions	Types	Quantities Considering 25 Questionnaires				
		Initial	Unanswer	Answered with 'do not give an opinion'	Excluded	Total
Accompaniment and Training	Scale	25	0	0	1	24
	Open	25	3	-	1	21
Accompaniment and Reputation	Scale	25	0	0	6	19
	Open	25	5	-	6	14
Work Plan and Training	Scale	25	0	0	1	24
	Open	25	5	-	1	24
Work Plan and Reputation	Scale	25	1	2	7	15
	Open	25	8	-	7	10
Self-efficacy and Training	Scale	25	0	0	2	23
	Open	25	9	-	2	23
Self-efficacy and Reputation	Scale	25	0	0	2	23
	Open	25	8	-	2	15
Positive Culture and Training	Scale	25	0	0	4	21
	Open	25	9	-	4	12
Positive Culture and Reputation	Scale	25	0	1	4	20
	Open	25	8	-	4	13
Interaction with Society and Training	Scale	25	0	1	1	23
	Open	25	7	-	1	17
Interaction with Society and Reputation	Scale	25	0	0	2	23
	Aberta	25	8	-	2	15
Certification and Training	Scale	25	0	1	7	17
	Aberta	25	7	-	7	11
Certification and Reputation	Scale	25	1	2	8	14
	Aberta	25	7	-	8	10

excluded, respectively, in the analysis. Example of 'credibility'; and 'seriousness and trust', which, in isolation, have no sense of justification. It was also observed that in 6 questions the alternative 'I choose not to express an opinion about this question' and 2 questions of scale of relevance were not answered. As for the participation of experts in data collection, it was possible to observe that all questions had at least 10 respondents and at most 24, and that the questions had an average of 18.8 were excluded, respectively, in the analysis. Example of 'credibility'; and 'seriousness and trust', which in isolation have no sense of justification.

It was also observed that in 6 questions the alternative 'I choose not to express an opinion about this question' and 2 questions of scale of relevance were not answered. As for the participation of experts in data collection, it was possible to observe that all questions had at least 10 respondents and at most 24, and that the questions had an average of 18.8 valid answers, preserving compliance with the minimum established according to the rationale theoretical. Panoramic about the relevance of each of the activities regarding the objective of promoting efficiency in student training can be seen in Figures 5 and 6.

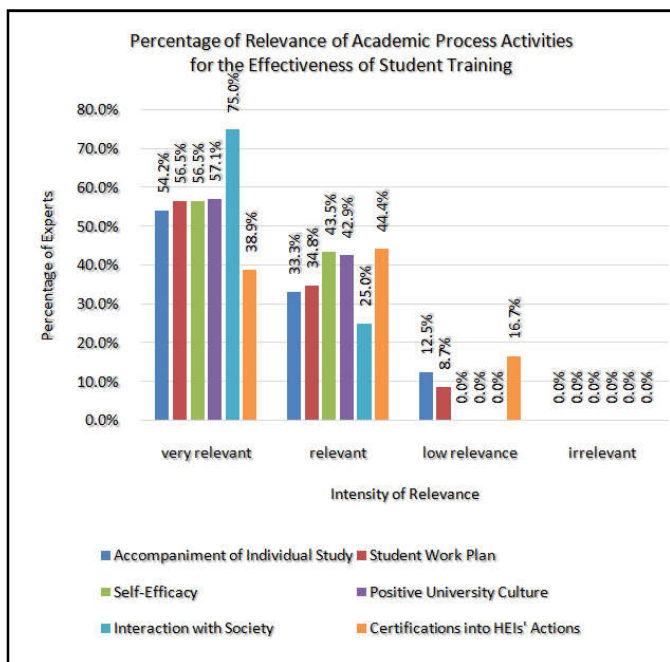


Figure 5. Comparison of the Percentages of Relevance Intensity of each Activity in the Process on Student Formation

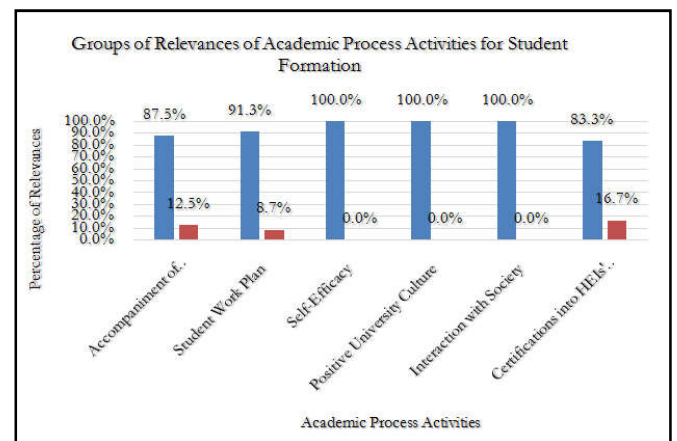


Figure 6. Comparison of Grouped Relevance Intensity Percentageto each Process Activity on Student Formation

Figures 7 and 8 show panoramas about the relevance of the activities regarding the objective of promoting the reputation of the HEIs. A comparison between the objectives desired - achieving the efficiency of student training and the reputation of the HEIs - can be drawn up in relation to the percentage of teachers who assigned a 'very relevant' and 'relevant' relevance to each of the evaluated process activities. Figure 9.

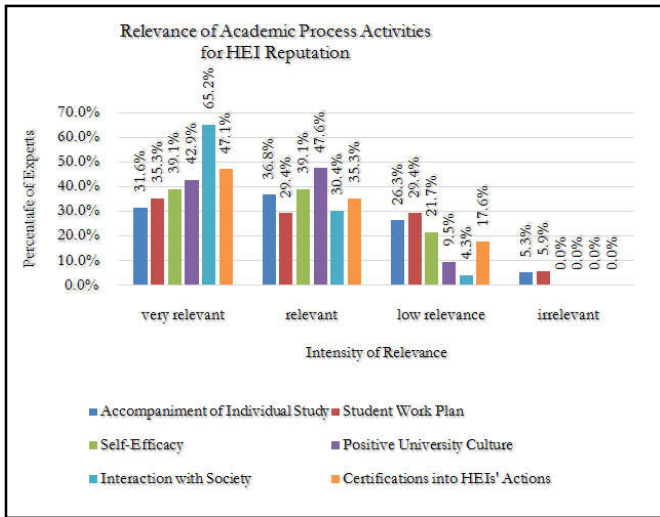


Figure 7. Comparison of the Percentages of Relevance Intensity of each Activity of the Process on the Reputation of HEIs

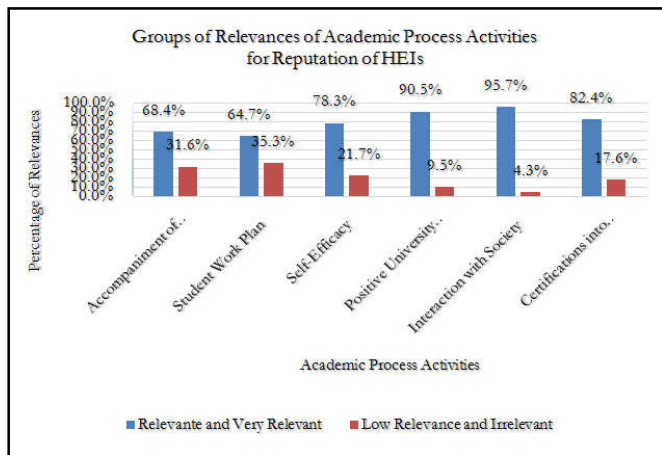


Figure 8. Comparison of Grouped Relevance Intensity Percentages of each Process Activity on the Reputation of HEIs

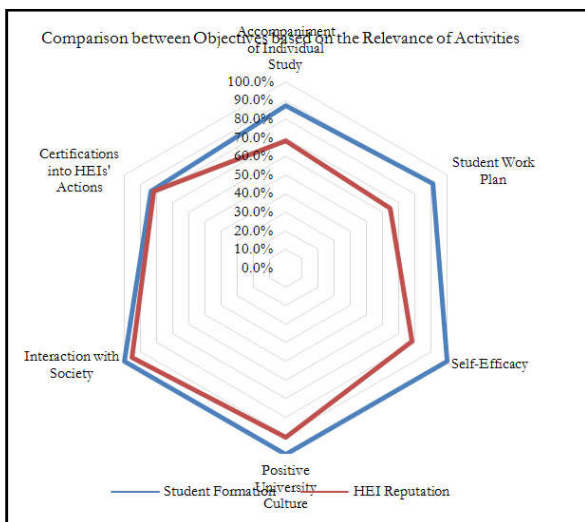


Figure 9. Comparison between the Objectives Desired in the Proposed Academic Process

**Quantitative Analysis:** The qualitative analysis will focus on examples of responses with full meaning and concerned with the questions - of the reasons presented by the respondents in the application of the questionnaire, with one selected for each degree of relevance considered (Frame 3). 35 justifications given by the experts who participated in the application of the questionnaire to validate the

academic process proposed for Brazilian HEIs are presented, 24 of which are associated with relevances with a 'very relevant' and 'relevant' degree.

## DISCUSSION

The desired consensus with the application of the Delphi Method is reached when at least 2/3 of the specialists classify an item with 'relevant' or 'very relevant' grades on the intensity scale (OSBORNE, 2003, GALLEGO; LUNA; BUENO, 2009, MARQUES; FREITAS, 2018), which is equivalent to 66.7% in percentage terms. As for process validation, this method is applied to obtain evidence from a trusted group using a set of experts (Landeta, 2006), and in this case also the fact that 2/3 of respondents classify an item as 'irrelevant' or 'little relevant' must be considered, which must be adjusted in the object under validation. Having tabulated the application data of the validation of the academic process oriented to the reputational capital of brands of Brazilian HEIs, it was observed that the relevance of all activities in relation to the objective of effectiveness of student training presented a percentage above 66.7%: 'study accompaniment' - 87.5%, 'work plan' - 91.3%, 'self-efficacy' - 100.0%, 'positive university culture' - 100.0%, 'interaction with society' - 100.0% and 'certifications' - 83.3% thus presenting evidence of validation of the process in these items - activities and objective cited. Regarding the reputation of the HEIs, the percentage of experts who considered 'relevant' and 'very relevant' degrees of relevance in each activity were: 68.4% related to 'study follow-up', 64.7%, 'plan of study' work ', 78.3%, 'self-efficacy ', 90.5%, 'positive university culture ', 95.7%, 'interaction with society ', 82.4%, 'incorporation of certifications', among which highlights the 'work plan' that did not reach the expected percentage, despite being very close to the established minimum, with a deficit of 2%. However, it is not the case to remove the 'work plan' from the proposed academic process, since: there is evidence of its relevance for student training, according to the experts' justifications, the 'work plan' corresponds to a form of materialize the 'personal study advice', which can be adjusted from the implementation and the periodic evaluation of the process and also the difference between the percentage of relevance obtained and the target is very small.

Among the activities whose relevance was considered 'very relevant', 'interaction with society' is highlighted by 75% of specialists to meet the objective of effectiveness in student education and 65.2% for the reputation of HEIs. The interaction with society, according to Suomi (2014) stimulates the formulation of innovative solutions and ideas, promotion of research, encouragement of decision making, promotion of professional education for companies and expansion of the visibility of universities in society and avoiding the risk of students to limit themselves exclusively to the academic environment. To meet the objective of promoting the effectiveness of student training, in addition to 'interaction with society', 'self-efficacy' and 'positive university culture' have 'very relevant' and 'relevant' degrees of relevance equal to 100% of specialists. It is worth noting that the importance of 'self-efficacy' lies in the fact that without it, the undergraduate tends to oversize the challenges of university tasks, coming to understand them as insurmountable, because he disbelieves his capacity to overcome, allowing himself to be guided by timidity indecision and / or pessimism (FRASINEAUNU, 2019), having a negative impact on their performance, implying failures, impoundments in the formative flow, late university completion and even dropout, with repercussions on the reputational capital of the HEIs. The construction of the 'Positive University Culture', in turn, occurs with the sharing of information highlighting the potentials of the HEIs as research results, the reach of the extensions, the adoption innovative teaching methodologies (FOROUDI et al., 2019, HEMSLEY-BROWN et al., 2016) bringing the university closer to society, providing space for: learning for students, partnerships with companies and the benefit of society by providing quality services, and thus increasing the confidence that individuals place in HEIs. In relation the 'incorporation of certifications' as an instrument to support academic training, the degrees of relevance 'very relevant' or

Frame 3. Examples of Reasons Given by Respondents in Applying the Questionnaire

Activities and Degree of Relevance *		Objectives	HEI Reputation
		Student Formation	
Advise Student Studies	4	- Assist students to adapt to mass courses.	- The university has very few graduates, compared to the number that enters. What is questioned by society. It is important to understand the problem and increase that number.
	3	- I understand that it is relevant because it identifies individual issues in the learning process that can be overcome and that provide better use.	- It offers a minimum guarantee of confidence that the process will be more successful.
	2	- It is part of the student's professional development to learn to find a way out in life.	- Society is a long way from the university.
	1	<i>There was no selection of this degree of intensity for this activity.</i>	- I think that the advise of personal study does not influence the degree of society's trust in HEIs.
Discent Work Plan	4	- With each assessment made, I suppose that the student will be motivated to reflect on his own academic path.	- The community places a lot of trust in HEIs, many seek the services that HEIs offer, such as student hospitals, junior companies and so on.
	3	- Strategic planning; activities script; identification of phases and artifacts to be created at each moment; identification of possible risks; between others.	- The organization and focus on results brings a perception of trust to society.
	2	- The student experience shows little change even after using strategies such as tutoring programs.	- Society is a long way from the university.
	1	<i>There was no selection of this degree of intensity for this activity.</i>	- I think that the DISCENT WORK PLAN does not influence the degree of society's trust in Higher Education Institutions.
Stimulating Self-Efficiency	4	- Promotes the development of student autonomy.	- It favors the development of the autonomy of the professional future.
	3	- Autonomy with regard to the process of learning to learn.	- An autonomous subject will be a good professional, therefore, society perceives the quality of training by the institution.
	2	<i>There was no selection of this degree of intensity for this activity.</i>	- I think that society does not see that part, when someone achieves something it is through the individual's own training or through family help and influence.
	1	<i>There was no selection of this degree of intensity for this activity.</i>	<i>There was no selection of this degree of intensity for this activity.</i>
Positive University Culture	4	- The development of a positive healthy environment is essential for any human relationship. And universities would not be an exception.	- Provides credibility to the process.
	3	- An additional motivating factor for the student to engage in activities.	- I believe that the dissemination of the role of the university, its research and extension projects is very precarious in Brazil. Society in general does not have a clear idea of what is done in the academic world or the importance of these activities.
	2	<i>There was no selection of this degree of intensity for this activity.</i>	<i>2 respondents considered this degree of intensity, but gave no reasons.</i>
	1	<i>There was no selection of this degree of intensity for this activity.</i>	<i>There was no selection of this degree of intensity for this activity.</i>
Interaction with Society	4	- Favors contact with reality.	- When IES does a work in the community with students, it is contributing to the development of that community, this is social responsibility that is well regarded by society.
	3	- It is motivating for the student.	- The institution's leading role in solving local problems, assisting economic and social development policies, as well as the application of new technologies to update and improve the productive sector.
	2	<i>There was no selection of this degree of intensity for this activity.</i>	- They currently speak different languages.
	1	<i>There was no selection of this degree of intensity for this activity.</i>	<i>There was no selection of this degree of intensity for this activity.</i>
Adoption of Certifications	4	- It can accelerate the learning of current and regional topics immediately.	- Offers credibility to the formation process.
	3	- Certificates indicate commitment, recognition. The student realizes the added value.	- Society understands certification as another service provided.
	2	- I think that the search for certificates contributes little to the learning process. The goal becomes the certificate, even if without learning.	- Society sees certifications as something of the companies.
	1	<i>There was no selection of this degree of intensity for this activity.</i>	<i>There was no selection of this degree of intensity for this activity.</i>

\*4 = very relevant, 3 = relevant, 2 = low relevance e 1 = irrelevant

'relevant' were attributed by 83.3% of the specialists in order to achieve 'effectiveness in student training' and 82.4% having the 'reputation of the HEIs' as an objective. According to Gwo-Haur, Beyin and Huang (2016), many universities promote the obtaining of certificates by students through tutoring in order to increase professional competence. Considering the comparison between the objectives desired in the proposed academic process, it is observed, in general, that the specialists attribute more relevance to the effects of the analyzed activities on the 'effectiveness of student education' than on the 'reputation of HEIs'. The 'certifications', 'the interaction with society' and the 'positive culture', the respondents consider relevant in close degrees for the two objectives, although it is observed that the 'incorporation of certifications' has somewhat relevant percentages greater than 80% while the other two come close to 100%. As for qualitative analysis, the 24 justifications associated with relevances with a 'very relevant' and relevant 'degree also serve as evidence for the validation of the process under study, for example that (a) counseling helps the student to adapt to mass courses, (b) periodic evaluations of the work plan serve to motivate the student to reflect on his academic path, (c) the encouragement to self-efficacy develops the student's autonomy, who will be a good professional and society will perceive the quality of the formation of the HEI, (d) the positive university culture must overcome the precariousness of disclosing the role of universities in Brazil, (e) the interaction with society can favor the fulfillment of the social responsibility of the HEI and (f) students perceive the value added by the certificates. The justifications related to the degrees of relevance 'little relevant' and 'irrelevant' can be grouped into 4 (1) the student must learn without guidance in Higher Education, (2) there is a distance between society and university, including with different languages, (3) the follow-up of personal study, or tutoring, and the work plan are harmless for students' learning and for society's trust and (4) society sees certification as a business artifact. For students who do not need guidance, it is likely that the Work Plan will be easy to comply with, or even dispensable, depending on the HEI protocols, not harming it. The distance between society and university, as long as it is a fact, needs to be overcome, for the proper fulfillment of the role of the HEIs with the communities. The reach of students and society with the Work and Counseling Plans will only be possible if there are continuous attempts and certification, even if it is predominantly of a business nature, if it fulfills the role of supporting student training, promoting harmony between IES and industry, its application is worthwhile. It is important to note that counter-arguments were presented that correspond to obstacles to the implementation of the process, which can be overcome, and not losses or impediments to the implementation of the academic process oriented to the reputational capital of Brazilian HEI brands.

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