The Influence of Cultural Capital and Social Capital in the Management Performance (Case Study in Brazil)

Flavio Calic and Mario Teixeira Reis Neto
Fumec University, Minas Gerais, Brasil

Abstract: This study investigated the influence of cultural capital and social capital in the manager's performance. It was performed a cross-sectional survey with 180 managers of a capital goods multinational company based in Brazil. It was used an adapted scale from statements proposed by Pishghadam, Noghani, Zabihi to assess the cultural and social capitals of the leaders. For the performance self-evaluation, it was used a scale based on the task aspect according to Borman and Motowidlo. For the performance in leadership, it was used a scale used for the company to evaluate managers. The scale is based on factors related to the styles theory or leadership behaviors that can be related to concepts based on the hierarchical taxonomy developed by Yukl, Gordon and Taber. The methodology was grounded on statistical analysis relevant to the validation of the scale and through the PLS (Partial Least Square) approach. The construct "cultural capital" presented a R^2 of 36.10% and it is explained by the "social capital" construct. The construct "performance self-evaluation" presented a R^2 of 39.73% and it is explained by the constructs "social capital", "people leadership", "change leadership" and "cultural capital". It was found at the 1% level of significance that the higher the social capital, the greater will be the cultural capital and also that the higher the social capital, the greater will be the performance self-evaluation. At the 5% level of significance, it was found that the higher the social capital, the greater will be the change leadership.

Key words: Cultural capital, social capital, performance, leadership, multinational company, influence

INTRODUCTION

In the information age, the organizations have experienced continuous transformations in all its subsystems, derived from a complexity of operations and processes increasingly interconnected and larger. All of these changes characterize the race for modernization that aims to increase the organizational performance and thus to ensure the competitive advantage of the organization. Considered as intangible assets in organizations, "people" are valued in a different way today where the workforce is now recognized as something beyond of a simple resource or more specifically, as something that generates a high value in terms of results for organizations. Along with this in order to nurture and develop this new and valuable resource, the leadership becomes a central role within organizations.

Much has been discussed and studied about the subject and usually, the most frequently asked questions are about the abilities and skills that a leader needs and also regarding to how to prepare a good leader. Thus for Seijts, good leaders are the product of a process of skills and abilities development that never ends. Seijts characterizes the importance of the relationship between leadership and the learning process as follows: "all the leaders I met were distinguished by being passionate and dedicated in a process of continuous learning".

With the recognition of the high value that people can generate within companies the measurement of human performance has become increasingly uneventful not only in multinational companies but in all organizations of all sizes, engaged in the search for better results.

At the same time, many studies have been conducted relating the various types of human behaviors with the cultural and social capitals. One of the main researcher who produced several studies about the process of social differentiation of the individuals not only by the economic capital but through the access of each person to the cultural and social capital was Bourdieu (2007). One of the researchers responsible for several works about the social capital in the social sciences field was Robert Putnam. In one of his works, Putnam (1995) found the decline of social capital in the American society and highlighted the importance of social networks and civic engagement to the construction of good economic results. Another study of great importance and that deserves to be mentioned due to the similarity of the topic with this

Corresponding Author: Flavio Calic, Fumec University, Minas Gerais, Brasil

research is the work by Moran (2005) which aimed to investigate the influence of the social capital in managerial performance.

It is in the expansion possibilities of the knowledge concerning the cultural capital, the social capital and the performance that this research was inserted. Thus, the research sought to investigate the relationship and the influences of the cultural and social capitals in the management performance. Thus, the central question of this research was: Is there influence of the cultural capital and social capital in management performance?

This study provides a methodological contribution because it validates an instrument with good psychometric characteristics and quality that allows it to evaluate the cultural and social capitals in relation to the managerial performance. Also, it can contributes to the academy so that although, there are increasingly, works relating the capitals to the topics associated to management and organizational behavior.

Literature review

The capitals: The studies and concepts produced by the French sociologist Pierre Bourdieu and the American sociologist James Colleman stood out by analyzing the behavior of social classes. The two sociologists used the economic term "capital" in their works and according to Bonamino *et al.* (2010), "Bourdieu and colleman introduced the concept of capital in the social analysis to refer not only to its economical form but also its cultural and social form".

The first studies in the social sciences field linking the capitals to other factors, aimed to relate all forms of capital with school performance. Thereby, the problem that leads bourdieu and coleman to an expanded conception of the capital concept rests basically on empirical evidences which points out the limitations of the economic capital concept to fully explain the relationship between socio-economic origin and educational outcomes, taking these sociologists to consider other forms of capital such as social and cultural capitals that contribute and interact directly with the economic capital to strengthen this relationship (Bonamino *et al.*, 2010).

It is important to note that the 2 sociologists make a great connection of the economic capital and the family origin. Thus, they address the social selectivity arising from family heritages. In this sense, individuals who have a family origin endowed with greater resources in different ways are naturally already in a favorable social position, allowing greater access to other "capitals". Still, it is important to consider that the look of this study is in the emancipatory character of the capital concepts and not in

Table 1: Cultural capital concepts

Cultural capital concepts	Researchers
The cultural capital is defined by the provision of the taste or consumption of specific cultural forms that define certain people as a member of different classes	Bourdieu (2007)
The cultural capital of a particular person is classified as high or low. The taste of those with high cultural capital is farther from the need	Holt (1998)
The cultural capital is defined by the tastes guided by prestige, objects or styles validated by cultural authority centers which maintain and spread patterns of social behavior and serve the community by clarifying and periodically reviewing the cultural currency	Di Maggio and Mohr (1985)

the family heritages, i.e., the social mobility is essential to building a more egalitarian society with high levels in all capitals.

Thereby, it can be said that in societies more unequal in opportunities, the access to the capital does not happen equally, i.e., the exchange relation between a particular individual versus the institution called state, happens unequally. In this sense, the person who is born with little access probably will be less likely to reach high levels of capital in different ways. For Burt (1992) where the competition is imperfect the capital is less mobile and plays a more complex role in the social structure that he calls "competitive arena". Thus in these environments, there are financial, social and legal impediments that hinder the mobility of people between the social positions.

Still, it is important to note that bourdieu studies, mostly were represented by a social reproduction so that his theory considers the dynamics of the social mobility. According to Strehlau, the social structure changes may occur through the culture and the culture may be used as a vehicle for social mobility (Kotter, 1995).

Cultural capital: In general, it is important to note how the cultural capital influences the way of life and taste of the individuals, directly influencing the relationships and in the case of this study, specifically influencing the individual's relationship with the work. Thereby, the cultural capital is deeply attached to the habits, tastes and cultural practices of an individual. According to Jeannotte (2003), the educational sociology field had a great concern in investigate and document the personal benefits derived from investments in cultural capital. Table 1 presents the key concepts of cultural capital found in the literature. Nevertheless, among the definitions, it is important to consider the scope of the term in all its aspects.

Social capital: Considering the perspective derived from the social sciences, it can be said that the main representatives, responsible for defining and

disseminating the social capital were Bourdieu (2007), Coleman (1988) and Putnam (1995). For Bourdieu (1996), the social capital is a set of current or potential resources connected to the possession of a durable network of relationships more or less institutionalized of mutual knowledge. In a simpler way, it can be understood as the resources of a person that make it possible for his or her to relate to others or participate in certain social groups.

Therefore, Bourdieu defines that the volume of social capital possessed by a given person depends on the size of his/her network of relationships. In this sense, according to his theory, it is important to consider that the existence of connections or social networks are the product of a continuous effort of investment strategies which can be individual or collective, conscious or unconscious in order to establish short or long term social relations.

The important continuity in the use and production of knowledge about the social capital occurred with James Coleman after the 1980s. For Coleman (1988), the social capital is defined by its function and is constituted as a specific type of resource, available to a particular social actor. So, it is not a single entity but a variety of different entities with two elements in common: they all consist of some aspects of the social structures and facilitate certain actions of the actors, whether people or corporate actors (organizations).

From studies about the decline of the social capital in American society, Putnam (1995) defines it as the characteristics of social organizations (social networks, norms and social trust) that facilitate the coordination and cooperation for mutual benefits. Over time, the researches about the social capital and its influences were gaining importance and according to Putnam (1995) in this time, American social scientists had already found empirical evidences that the quality of public life and the performance of social institutions are strongly influenced by civic engagement, represented by norms and social networks.

In the work of Tondolo *et al.* (2013) are presented the main existing concepts in the literature about social capital, according to Table 2. With the advances in the studies about social capital, it is possible to highlight the approach that was taken in the search for elements that compose it. A traditional element that can be found in the works of several authors is characterized by the social networks of the individuals also known in the world today as network.

Leadership: Regarded as one of the intangible assets of the organizations, along with trademarks, patents and innovation, the human capital has been gaining increasing

Table 2: Social capital concepts

Social capital concepts	Researchers
Social capital is the aggregate of the current or potential resource that is assembled to possession of a durable relationships network more or less institutionalized of mutual knowledge or identification	Bourdieu (1986)
Social capital is a variety of entities with two elements in common which consist of some aspect of social structures and facilitate evident actions of actors (individuals or corporations) with the structure	Coleman (1988) and Burt (1992)
Social capital is like friends, colleagues and more generally, direct contacts from whom you receive opportunities to use your human and financial capital	
Social capitals are features of social life-contact networks, norms and trust-that enable participants to act together more effectively to pursue common goals	Putnam (1995)
Social capital is the sum of the real and potential resources involved, available and derived from the network of relationships of the individual or social unit	Nahapiete and Ghoshal (1998)
Social capital is the sharing of norms and values that promote social cooperation, instantiated in real social relations	Fukuyama (2002)

Tondolo *et al.* (2013)

attention inside the companies. It is within this context, i.e., in order to manage, guide and influence people that the role of leadership becomes central, aiming that they always achieve satisfactory results. For Bergamini (1994), the term "leadership" is being investigated for at least 200 years in english language. For Bass and Stogdill (1990), Egyptians hieroglyphs that were written five thousand years ago, already treated about the theme. However, the relevance of the subject not only is given due to the age of research but also for its complexity, historical sequence of studies and varying interpretations found.

Considering the different approaches, it is possible to highlight some steps that have characterized the process of evolution of the leadership studies: the first is the leadership explained by the personality traits; the second comes from the fifties where there was a concern about the styles or behaviors of leadership; the third stage is characterized by the trend that considered the organizational environment to try to explain the behavior of the leader and the followers called situational leadership; the fourth and final stage is related to the inspirational theories of the last decades, including the visionary, charismatic and transformational leadership. The main role of leadership in all human activity is not limited only to the large organizations which have a complex structure at least at first. The family is the first component or organization unit in which it is possible to detect some of the main features that are at stake in large structures such as hierarchy, system and forms of distribution.

In the literature about organizational leadership, often the word manager is used to describe the leader. In this sense, Calvosa propose in their article the differentiation between the concept of business leadership and the management concept, stating that: "managers adopt impersonal attitudes sometimes even passive in relation to goals while the leaders have a personal and active attitude towards the achievement of goals". Thereby, this differentiation is very important, considering that the definition of leadership is in a much deeper sense that is in addition to technical skills and abilities the behavior and human abilities are fundamental to the new leadership.

People leadership: According to Fischer and Albuquerque (2011), the performance of a company depends on the ability of its employees to learn new skills, to have new behaviors and new working relationships. Thus, a leader cannot succeed in an organization if his/her cannot rely on people. Also according to Fischer and Albuquerque (2011) a leader can only be successful if his/her employees are successful in changing and performance.

In order to expand the concepts of leadership in the behavioral perspective, it is important to highlight the work of Yukl *et al.* (2002) in which theresearchers propose a hierarchical taxonomy to structure into categories the behaviors of leadership. The study sought to integrate the research conducted in the leadership behavior area. This taxonomy proposes three types of behaviors categories that are critical to the effective understanding of the leadership phenomenon. The first is the task-oriented behavior. The second is the relationship-oriented behavior, closely linked to the people leadership. The third and last is the change-oriented behavior. The relationship-oriented behaviors are:

It supports and encourages: This behavior is related to show consideration and concern for the people involved. The leadership based on support helps to build and maintain interpersonal relationships.

It develops: It is characterized by "coaching" and is closely linked to the development of skills and confidence.

It recognizes: It refers to give merit and show appreciation for others as a consequence of a good performance achieved as major contributions to the organization.

It consults the followers: The key factor of this behavior is to engage the followers in important decision making processes.

It gives "empowerment" to the followers: It is characterized by empowering and delegating which means to give greater power in important decision makings.

Change leadership: With an environment external to the organizations increasingly unstable, greater changes in a short time are increasingly common. Even so according to Yukl *et al.* (2002), only recently have researchers begun to take an interest in the initiative of the change-oriented leadership and for implementing change in organizations. Threat and Kotter proposes eight steps that characterize the change leadership which are considered by the researcher as fundamental in the organization's transformation process:

- Establishing a sense of urgency
- Forming a powerful administrative coalition
- Creating the view
- Communicating the view
- Giving power to make others act toward the view
- Planning and creating short-term victories
- Consolidating improvements and making more changes
- Institutionalizing new approaches

Considering change-oriented behaviors according to the hierarchical taxonomy developed by Yukl *et al.* (2002), it is possible to identify four of them which are.

It monitors the external environment: This behavior is related to monitor the external environment, identifying opportunities for the organization. The leaders should be aware to a wide range of information.

It proposes innovative strategies or new views: It is characterized by the idea that a new vision effectively influences the commitment of a subordinate regarding a strategy or change.

It encourages the innovative thinking: It refers to escape of the comfort zone and challenge people to question their ways of working in order to improve them and be always innovating.

It takes risks to promote the necessary changes: It refers to the fact that the process of promoting big changes is always associated with some sort of risk.

Performance: It is important to differentiate organizational performance of the individual performance. The first is basically measured through operational efficiency and organizational performance indicators that are consequently achieved with the contribution of the individual's performance. Considering the perspective of the organizational individual performance, i.e., the individual's performance within organizations, "the performance can be recognized as the concrete and objective manifestation of what the employee is able to do. It is something that can be defined, monitored and measured" (Lucena, 1992).

According to an approach based on the characterization of the meaning of performance in the united states a country considered to be immersed in a context of greater equality and legal security, Barbosa (1996) defines performance as a socially legitimate mechanism that enables the society in general to evaluate, differentiate, prioritize and reward people. Thus, the researcher considers the performance as a more individual than social mechanism. Chaguri says that the performance is "[...] a set of professional and personal activities that allow the realization of a work or a set of tasks within parameters or criteria previously established by the company or tacitly defined in time".

For Bernstorff, the individual or human performance of the worker in his/her organization can be understood as a return measure provided by the worker to his/her employer or more broadly as possible favorable future returns to the organization, arising from the intensity of the worker's skills. In the performance model characterized by Borman and Motowidlo (1997) as a multidimensional concept, the task performance is considered a competence wherewith the individual performs the activities that are formally recognized as part of his/her work. In this sense, the performance is related to the direct contribution of the individual in the task.

Now a days, it is possible to see that the performance permeates societies and organizations that have the meritocracy as one of its principles in order to legitimize the social mobility of the individual. In other words, the individual who occupies high hierarchies without merit a result of the proper performance is not recognized by society in general. Also, it is important to note that according to Freitas, cited by Philadelpho and Macedo (2007), the notion that the organization has about performance, directly influences the development of the PE (performance evaluation) instrument, the data collection and the evaluation objectives a topic that will be addressed ahead.

MATERIALS AND METHODS

Research characterization: As for the approach, this research is characterized as quantitative. According to Appolinario (2009), the quantitative research seeks to measure predetermined variables in order to verify and explain its influence on other variables. The search is centered on mathematical information it does not worry about the exceptions but rather with the generalizations. As for the nature is characterized as descriptive which according to Vergara (2003), exhibits characteristics of a given population or phenomenon. The author adds that in this type of research it is possible to establish correlations and define its nature. It can be said that the way the data were collected is characterized by a cross-sectional survey. According to Goncalves and Meirelles (2004), this medium consists of surveys that measure a phenomenon in a time series (survey considered instantaneous), performed with instruments with quantitative domain variables, metrics and numerical representation that reach a significant number of respondents.

Universe and sample: The field of study was conducted with people active in management positions at a multinational company in other words all employees who have some staff under their responsibility. Thereby, the universe was composed of 329 persons exercising their functions in different regions of the country where the company operates. The sample had a total of 180 respondents.

Research instruments: In order to assess the cultural and social capitals of the leaders it was used an adapted scale of the affirmatives proposed by Pishghadam *et al.* (2011). The adaptation of the scale proved to be necessary because the authors used many statements related to the family history of the individual. Thus, as the dealings of this study has an emancipatory sense related to the cultural and social capitals, the importance is given to the individual's current time and not based on family history. The factors social competence (personal), social competence (professional), social solidarity (external) and social solidarity (internal) aimed to measure the social capital. And the factors represented by literature, cultural competence (multiple) and cultural competence (linguistics) aimed to measure the cultural capital as shown in the scale represented in Fig. 1.
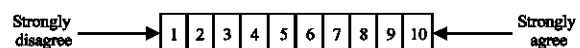

Fig. 1: Adapted scale of cultural and social capitals measurement

Factor 1 (social competence (personal)):
- I feel that I am valued by society
- I participate or participated in any social group as a volunteer
- I like to live/be among people of different styles
- I believe that the multiculturalism makes life more meaningful
- I have strong ties with my family
- I have strong ties of friendship
- I participate or participated as an active member of a local organization (club, sports, hobby, religious institutions, schools)

Factor 2 (social competence (professional)):
- I participate or participated as an active member of a management/organization committee of a working group
- I feel I have a strong network of relationships
- I feel I have strong ties with my peers at work
- I feel I am part of a work team
- I believe that most people are trustworthy
- If I died tomorrow, I would be satisfied with what my life meant

Factor 3 (social solidarity (external)):
- I like to be involved in activities for children (school and others)
- I have friends with great educational ambitions (academic/professional)
- I had a high-quality education
- I feel I have strong ties with the community
- I have the habit of seeing my friends every week

Factor 4 (social solidarity (internal)):
- I often talk with my parents (family)
- I have the concern to know where and with whom are my children
- I often talk about work/education with my family
- My parents have strong bonds of respect to each other (even in cases of divorce)
- I have an intimate/healthy environment at home
- I have the habit of seeing my siblings/family every week

Factor 5 (literature):
- I like to read books
- I know a lot about books and literature
- I often buy books or get books borrowed
- I like to read (newspapers, magazines)
- I have many books at home

Factor 6 (multiple cultural competence):
- I like to listen to music in the sense of appreciation
- I like to play musical instruments

- I often visit museums, theaters and concerts/shows
- I know the majority of national and international famous composers
- I participate or participated of any kind of artistic events
- I watch documentaries on television/computer
- I'd rather eat in traditional places than in fast foods

Factor 7 (linguistics cultural competence):
- I consider myself an educated person
- I have high proficiency in the Portuguese language
- I have high proficiency in English language or in another language
- I do some kind of extracurricular study in my free time
- I have a newspaper subscription or buy newspaper every day (Pishghadam *et al.*, 2011)

To measure the self-evaluation of performance it was used a scale based on the task aspect that, according to Borman and Motowidlo (1997), refers to the proficiency (skill or mastery) that an individual performs the activities that are formally recognized as part of his/her work (Fig. 2).

Factor 8 (performance sel-evaluation):
- I fulfill the tasks according to what was established
- I take the initiative to solve unexpected problems by the headship
- I recognize that I am responsible for the results of my work
- I received special tasks (trusted) to perform
- I received complaints for not properly execute what was ordered for me
- I was oriented by my boss to perform tasks in a different way from what I had done
- What score from 0-10 you think your boss would assign you by the results you present at work source: research data

To analyze the construct leadership performance it was used a scale that the company uses to evaluate managers. The scale is based on factors related to the theory of styles or the leadership behaviors that can be related to the concepts grounded on the hierarchical taxonomy developed by Yukl *et al.* (2002). Thus, the scale assesses the manager's performance from two behavioral dimensions. The first dimension is the people leadership

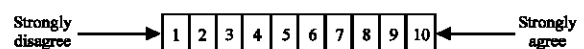Strongly disagree → | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | ← Strongly agree

Fig. 2: Measurement scale of the performance self-evaluation dimension

and the second, the change leadership. Thereby, the first dimension addresses leader behaviors that directly influence others. The second dimension also discusses behaviors that influence people but oriented to change. All statements of each of the dimensions are evaluated according to a scale composed by the results "low, medium and high".

Measurement scale of the change leadership dimension Change leadership:
- I embrace and stimulate the competition
- I fight for discontinuity
- I am passionate for achievement
- I have energy to deliver
- I deliver as a "life goal" (we deliver what we promise)
- I do things in a simple way
- I act fast and decisively
- I act with integrity (research data)

Measurement scale of the people leadership dimension People leadership:
- I give assistance to people in what they believe to be possible and give them freedom to act
- I assure the freedom of information
- I involve people in other goals
- I demand, share and reward the success
- I generate optimism through a vision focused on customer
- I take difficult decisions
- I build only the best teams and I develop leaders
- I treat people with dignity and justice (research data)

Data processing: The following steps for the processing of data were performed:

- Preliminary analysis including missing data, outliers and statistical assumptions
- Dimensionality analysis, through exploratory factor analysis
- Analysis of the instrument quality, using the structural equation modeling
- Through PLS (Partial Least Square) or AMOS (Analysis of Moment Structures)
- Including convergent, discriminant and nomological validity

RESULTS AND DISCUSSION

The survey was conducted with a total of 180 respondents with a questionnaire with 64 variables

divided into 10 first order constructs-social competence (personal), social competence (professional), social solidarity (external), social solidarity (internal), literature, multiple cultural competence, linguistics cultural competence, performance self-evaluation, change leadership and people leadership and two second-order constructs-social capital and cultural capital. In a total of 11,520 responses to the 64 questions about the object of study, 23 blank cells were found, totaling 0.20% of the responses. The missing data were treated with the imputation by the variable average because it was one of the most appropriate and widely used methods (Hair *et al.*, 2009).

Descriptive analysis of the constructs variables: Table 3 presents the average, the standard deviation and the bootstrap confidence interval for each item of the constructs. They were evaluated in a concordance scale from 1-10 so the higher the average value, the greater the satisfaction and vice-versa. Table 4 shows the total and relative frequencies of the variables of the constructs that were evaluated in low, medium and high scale.

Measurement model: Table 5 shows the results of the measurement model. Therefore, it can be noted that.

Regarding the cultural capital: There is a significant (p-value = 0.000) and positive (β = 0.60 (0.48, 0.70)) influence of the social capital on cultural capital. Thus, the higher the social capital, the greater will be the cultural capital. The indicator above could explain 36.10% of the cultural capital variability.

Regarding the change leadership: There is a significant (p = 0.048, β = 0.19 (-0.03, 0.36)) influence of the social capital on change leadership. Therefore, the higher the social capital, the greater will be the change leadership. There was no significant (p = 0.593, β = -0.05 (-0.25, 0.17)) influence of the cultural capital on change leadership. The indicators above were able to explain 2.56% of the change leadership variability.

Regarding the people leadership: There was no significant (p = 0.332, β = 0.09 (-0.10, 0.25)) influence of the social capital on people leadership. There was no significant (p = 0.545, β = 0.06 (-0.17, 0.23)) influence of the cultural capital on people leadership. The indicators above were able to explain 1.76% of the People leadership variability.

Table 3: Descriptive analysis of the construct's variables in a concordance scale from 1-10

Constructs	Items	Average	SD	CI-95 (%)[1]
Social capital				
Social competence	CS_PE_1	8.31	1.29	[8.12; 8.50]
(personal)	CS_PE_2	5.80	3.41	[5.27; 6.29]
	CS_PE_3	8.37	1.64	[8.12; 8.62]
	CS_PE_4	8.99	1.30	[8.80; 9.17]
	CS_PE_5	9.40	1.06	[9.24; 9.54]
	CS_PE_6	8.87	1.34	[8.67; 9.06]
	CS_PE_7	7.76	2.61	[7.41; 8.14]
Social competence	CS_PR_1	7.89	2.37	[7.54; 8.25]
(professional)	CS_PR_2	7.80	1.74	[7.54; 8.06]
	CS_PR_3	8.19	1.30	[8.01; 8.38]
	CS_PR_4	8.63	1.40	[8.42; 8.83]
	CS_PR_5	7.23	1.72	[6.98; 7.47]
	CS_PR_6	8.29	1.95	[7.99; 8.57]
Social solidarity	CS_SSE_1	7.70	2.17	[7.38; 7.98]
(external)	CS_SSE_2	8.37	1.67	[8.12; 8.62]
	CS_SSE_3	8.89	1.33	[8.69; 9.07]
	CS_SSE_4	7.00	1.74	[6.76; 7.26]
	CS_SSE_5	7.28	2.15	[6.95; 7.59]
Social solidarity	CS_SSI_1	8.86	1.50	[8.64; 9.07]
(internal)	CS_SSI_2	8.94	2.33	[8.58; 9.26]
	CS_SSI_3	8.88	1.32	[8.68; 9.07]
	CS_SSI_4	8.99	1.92	[8.69; 9.26]
	CS_SSI_5	9.50	0.97	[9.35; 9.64]
	CS_SSI_6	7.41	2.58	[7.03; 7.75]
Cultural capita				
Literature	CC_LIT_1	7.55	2.22	[7.22; 7.86]
	CC_LIT_2	6.63	2.22	[6.32; 6.95]
	CC_LIT_3	6.45	2.60	[6.07; 6.81]
	CC_LIT_4	8.24	1.84	[7.97; 8.51]
	CC_LIT_5	7.12	2.45	[6.74; 7.47]
Multiple cultural	CC_CCM_1	8.49	1.68	[8.23; 8.73]
competence	CC_CCM_2	4.39	3.20	[3.91; 4.85]
	CC_CCM_3	5.91	2.23	[5.57; 6.23]
	CC_CCM_4	6.38	2.23	[6.03; 6.69]
	CC_CCM_5	4.29	2.93	[3.88; 4.71]
	CC_CCM_6	8.11	1.91	[7.80; 8.40]
	CC_CCM_7	8,78	1.59	[8.55; 9.02]
Linguistics cultural	CC_CCL_1	8.14	1.22	[7.97; 8.33]
competence	CC_CCL_2	8.56	1.37	[8.36; 8.76]
	CC_CCL_3	7.65	1.88	[7.38; 7.92]
	CC_CCL_4	6.58	3.12	[6.15; 7.02]
	CC_CCL_5	5.47	3.51	[4.99; 5.98]
Performance	DP_1	8.92	1.02	[8.77; 9.06]
self-evaluation	DP_2	9.29	0.78	[9.17; 9.40]
	DP_3	9.67	0.62	[9.58; 9.76]
	DP_4	9.46	0.91	[9.32; 9.58]
	DP_5	4.22	2.93	[3.81; 4.64]
	DP_6	5.21	2.83	[4.79; 5.61]
[1]Bootstrap interval	DP_7	8.08	1.02	[7.92; 8.22]

Regarding the performance self-evaluation: There is a significant (p = 0.000) and positive (β = 0.54 (0.39, 0.71)) influence of the social capital on performance self-evaluation. Therefore, the higher the social capital, the greater will be the performance self-evaluation. There was no significant (p-value = 0.316, β = 0.07 (-0.05, 0.20)) influence of the cultural capital on performance self-evaluation. There was no significant (p = 0.063, β = 0.12 (-0.08, 0.24)) influence of the change leadership on performance self-evaluation. And also there was no significant (p = 0.220, β = 0.08 (-0.01, 0.15)) influence of the people leadership on performance self-evaluation. The

indicators above were able to explain 39.73% of the performance self-evaluation variability. It is also important to note that the model presented a GoF of 33.23%.

Considering the structural model, the constructs social capital, cultural capital, change leadership, people leadership and performance self-evaluation reached the validation criteria so that they present one-dimensionality, reliability indicators and convergent and discriminant validity. According to the objective of the research, this shows that the instrument is suitable and sensitive to evaluate the influence of the social and cultural capitals on management performance.

Table 4: Descriptive analysis of the construct's variables in scale-low, medium and high

Constructs	Items	Low		Medium		High	
		N	Percentage	N	Percentage	N	Percentage
Change leadership	LM_1	13	7.22	119	66.11	48	26.67
	LM_2	48	26.67	96	53.33	36	20.00
	LM_3	3	1.67	91	50.56	86	47.78
	LM_4	9	5.00	85	47.22	86	47.78
	LM_5	16	8.89	129	71.67	35	19.44
	LM_6	33	18.33	123	68.33	24	13.33
	LM_7	23	12.78	125	69.44	32	17.78
	LM_8	0	0.00	34	18.89	146	81.11
People leadership	LP_1	36	20.00	126	70.00	18	10.00
	LP_2	12	6.67	87	48.33	81	45.00
	LP_3	22	12.22	121	67.22	37	20.56
	LP_4	11	6.11	141	78.33	28	15.56
	LP_5	15	8.33	121	67.22	44	24.44
	LP_6	34	18.89	120	66.67	26	14.44
	LP_7	45	25.00	127	70.56	8	4.44
	LP_8	3	1.67	51	28.33	126	70.00

Table 5: Structural model

Endogenous	Exogenous	β	SE (β)[1]	C.I.-95%[2]	p-values	R^2 (%)
Cultural capital	Social capital	0.60	0.06	[0.48; 0.70]	0.000	36.10
Change leadership	Social capital	0.19	0.09	[-0.03; 0.36]	0.048	2.56
	Cultural capital	-0.05	0.09	[-0.25; 0.17]	0.593	
People leadership	Social capital	0.09	0.09	[-0.10; 0.25]	0.332	1.76
	Cultural capital	0.06	0.09	[-0.17; 0.23]	0.545	
Performance	Social capital	0.54	0.07	[0.39; 0.71]	0.000	39.73
self-evaluation	Cultural capital	0.07	0.07	[-0.05; 0.20]	0.316	
	Change leadership	0.12	0.06	[-0.08; 0.24]	0.063	
	People leadership	0.08	0.06	[-0.01; 0.15]	0.220	

1: Standard error; 2: bootstrap validation; GoF = 33.23%; Research data

Regarding the constructs relationship, the structural model allowed to analyze and confirm the H_1 and H_4 hypotheses at the 1% level of significance, i.e., with 99% of confidence. Thus:

- The higher the social capital, the greater will be the cultural capital
- The higher the social capital, the greater will be the performance self evaluation

The H_2 hypothesis was confirmed by the structural model at 5% significance level, i.e., 95% of confidence. Thus, the higher the social capital, the greater will be the change leadership. Regarding the H_8 hypothesis, the structural model allowed to analyze and confirm at the 10% level of significance, i.e., 90% of confidence that: the higher the change leadership, the greater will be the performance self-evaluation.

Contributions to scholarship: The results found, explaining the increase of the cultural capital variable through the social capital is consistent with the bourdieu theories, concerning the possibility of capital conversions where people have the continuous possibility of converting a kind of capital in another. It is important to note that the social capital alone can explain 36.10% of the cultural capital.

So, the increase of the performance self-evaluation variable through the social capital corroborates the part of the study produced by Moran (2005) which noted the impacts of the social capital dimension related to the configuration, called structural on performance (guided by the execution of routine tasks). Thus, there is a connection between the two studies because the questions used in this work to form the performance self-evaluation construct also were based on performance oriented for the tasks and work routines. Thereby, once again were confirmed the influences of the social capital on management performance.

CONCLUSION

The results also may be related to the other part of the study produced by Moran (2005) which noted the impacts of the social capital dimension related to the quality of social relations called relational on performance (guided by the implementation of innovative tasks). Therewith there is a connection between the two studies because the questions used in this research to form the change leadership construct also were based on performance oriented by actions that value the change, such as the fight for discontinuity. Thereby, it was confirmed that the higher the manager's social capital, the greater will be the man.

Likewise, it was found that the higher the change-oriented management performance, the greater will be the manager's performance self-evaluation. It is important to highlight that the constructs People leadership, change leadership, cultural capital and social capital are able to explain 39.73% of the performance self-evaluation and the social capital and the change leadership, explained significantly. Considering that the positive effects of the constructs people leadership, change leadership and cultural capital were low, it can be said that the social capital alone can explain in a relevant way, the performance self-evaluation. The results suggest that it is interesting to aggregate the social capital in future researches that use instruments and traditional methods of performance.

LIMITATIONS

Regarding the hypothetical model, this research had a reasonable adjustment quality of the model, presenting a Gof of 33.23%. The confidence interval via bootstrap is in line with the results found by the p-value, indicating a greater validity to the presented results. A limiting factor of the research was the 180 respondent's sample. A larger sample will possibly increase the significance and will reach more relevant results that could enrich this work.

The scale developed to measure the social capital and the cultural capital was a scale adapted from the affirmatives proposed by Pishghadam *et al.* (2011). It is important to note that the adjustment had an emancipatory bias of the concepts of social and cultural capitals thus corroborating the study produced by Di Maggio (1982) which suggests that the cultural capital is less strongly related to the family history in other words, the experience in childhood and the family history can only partially determine the cultural capital "baggage" of a person.

SUGGESTIONS

In this sense most of the questions focused on the family history were removed and questions related to the perception of the person at the moment were included in the scale. Thus, it is suggested that this scale be used in future studies in order to check other influences of the social and cultural capitals on issues related to the organizational behavior in general.

IMPLICATIONS

The self-evaluation made by the managers meet the evaluations made by their immediate superiors, measuring

their performance in change leadership. In this sense, the importance of the increase of the employees social capital in the researched company, show itself as a means to achieve better results in the performance in change leadership and the performance self-evaluation that consequently will be able to bring good results of development for the company. These results are in line with the concept of social capital produced by Fukuyama (2002) where the social capital is the sharing of norms and values that promote social cooperation, instantiated in social relations. Thus, it is possible to make a great connection between social cooperation and performance in change leadership.

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