

DESENVOLVIMENTO DE UM PLANO DE AÇÃO PARA O ENSINO SUPERIOR A PARTIR DE FERRAMENTAS DE GESTÃO ESTRATÉGICA E MODELOS DE NEGÓCIOS PARA EQUIPES

DESENVOLVIMIENTO DE UN PLAN DE ACCIÓN PARA LA ENSEÑANZA UNIVERSITARIA A PARTIR DE HERRAMIENTAS DE PLANIFICACIÓN ESTRATÉGICO Y MODELOS DE NEGOCIACIÓN PARA EQUIPOS

DEVELOPMENT OF AN ACTION PLAN FOR HIGHER EDUCATION USING STRATEGIC MANAGEMENT TOOLS AND TEAM BUSINESS MODELS

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RESUMO: As mudanças no cenário da educação com a atualização dos instrumentos de avaliação do MEC em 2017 mostram que a mentalidade das IES (Instituições de Ensino Superior) precisa ser renovada com foco maior em planejamento, inovação e disrupção. O papel do coordenador de curso deve estar pautado em um plano de ação documentado e compartilhado, administrando a potencialidade do corpo docente e favorecendo a integração e a melhoria contínua. A gestão estratégica auxilia na ruptura de antigos paradigmas e na implementação de ideias inovadoras. Diante desses novos desafios o Centro Universitário São Camilo - SP propôs, por meio deste artigo, relatar sua experiência no que diz respeito ao processo de construção conjunta entre docentes e coordenação para a criação de um plano de ação anual. A criação e implementação deste plano de ação tiveram um impacto positivo na condução do planejamento acadêmico, além de auxiliar na detecção precoce de problemas, no comprometimento do gestor e da equipe, na identificação da necessidade de redefinições de ações, além de estimular uma abordagem cooperativa e ajudar a ordenar ações individuais para esforço global.

PALAVRAS-CHAVE: Planejamento. Plano de ação. Gestão estratégica. Graduação. Educação. Ensino superior.

RESUMEN: Los cambios en el escenario de la educación con la actualización de los instrumentos de evaluación del MEC en 2017 ponen en evidencia que la mentalidad de las IEs necesita ser renovada con foco mayor en planificación, innovación y disrupción. El rol del coordinador del curso debe estar centrado en un plan de acción documentado y compartido administrando la potencialidad del cuerpo docente y favoreciendo la integración y la mejoría continua. La gestión estratégica auxilia en la ruptura de antiguos paradigmas y en la implementación de ideas innovadoras. Delante de esos nuevos desafíos, el Centro Universitario São Camilo – SP propuso por medio de este artículo relatar su experiencia en lo que dice respecto al proceso de construcción conjunta entre docentes y coordinación para creación de un plan de acción anual. La creación y la implementación de este plan de acción tuvieron un efecto positivo en la conducción de la planificación académica además de auxiliar en la

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detección precoz de problemas, en el compromiso del gestor y del equipo, en la identificación de la necesidad de redefinición de acciones, además de estimular un abordaje cooperativo y ayudar a ordenar acciones individuales para esfuerzo global.

PALABRAS CLAVE: *Planificación. Plan de acción. Gestión estratégica. Licenciatura. Educación. Enseñanza universitaria.*

ABSTRACT: *Changes in the education scenario due to MEC's (Ministry of Education) evaluation instruments update in 2017 show that HEI (Higher Education Institutions) mentality needs to be renewed with a bigger focus on planning, innovating and disrupting. The course coordinator's role must be guided by a documented and shared action plan, administrating the faculty's potential and supporting continual improvement and integration. Strategic management assists in breaking old paradigms and implementing innovative ideas. In light of these new challenges the São Camilo University Center – SP proposed through this article, to report its experience concerning the joint construction process between teachers and coordinators to create an annual action plan. The creation and implementation of this action plan had a positive impact in academic planning conduction, besides assisting in the early detection of problems, team and manager's commitment, identifying an action renewal need, in addition to stimulating a cooperative approach and helping to command individual actions focusing on a global effort.*

KEYWORDS: *Planning. Action plan. Strategic management. Undergraduate course. Education. Higher education.*

Introduction

In accordance with the significant changes in the legislation of higher education and in the evaluation indicators described in the new instrument for the evaluation of undergraduate courses, published in 2017, the HEIs realized the need to update their strategies since numerous concepts have gained importance in the new instrument, as planning, which was cited 4 times in the 2015 assessment instrument and 28 times in the 2017 instrument, with regard to the recognition of undergraduate courses. Likewise, the Innovation concept goes from no citations in 2015 to 16 citations in 2017 (REIS; COVAC; COVAC, 2017).

The course coordinator's performance, in the view of the new instrument, must be guided by a documented and shared action plan, managing the potential of the faculty and favoring integration and continuous improvement (INEP, 2017).

In the process of innovation and creation in the educational sphere, we count on the moments of academic planning, a propitious space for the exchange of ideas and experiences, reflection on what was accomplished in the previous term and time to list the priorities for the next term. Currently, the managing coordinator needs, more than ever, to exercise participative

leadership, aligning proposals for change with his team, being objective, transparent and motivating, since from the moment the team is committed we obtain the shared vision of the process, an essential factor to achieve the sharing of responsibilities and decision-making based on a cooperative stance (VAN DER PIJL; LOKITZ; SOLOMON, 2018).

To achieve better results in team management, strategic planning proves to be a reflective model that requires the acquisition and management of information, which requires considerable investment from different institutional resources. Caggy and Benevides (2018) warn us that strategic management is a continuous and interactive process that aims to maintain an organization as a set appropriately integrated into its environment. When applying this premise to a group of approximately 40 teachers, the biggest challenges are the time and diversity of the team.

The coordinator as a manager conducts the actions of his professors and defines initiatives to implement new work models, analysis tools and monitors what has been accomplished. The action plan, when used in the educational field, is able to translate a strategy into operational terms, align the team with the proposed strategy and transform it into a task for everyone, while converting it into a process and mobilizing the change in scenario through executive leadership (CAGGY; BENEVIDES, 2018; VAN DER PIJL; LOKITZ; SOLOMON, 2018).

The objective of this work is to report the experience of São Camilo University Center - SP, with regard to the process of joint construction of teachers with the coordination of Institutional Axes in the creation of an annual action plan effective from 2019/1 to 2019/2.

The phase prior to the generation of an action plan took place in 2018/2, during the XXIII Teacher Integration Workshop, with the creation of a Canvas model for academic planning combined with Design Thinking tools (RUIZ, 2019), which allowed the selection of titles of subjects and menus to be revitalized, the approximation of related subjects with integration of contents and the updating of teaching and assessment methodologies, resulting in an essential positive change in the teaching staff. As we are always looking for improvements that generate results, this first stage was crucial for a change in the mental model of teachers in relation to the design of a teaching plan and what teamwork is.

The next step took place in 2019/1 at the XXIV Teacher Integration Workshop, held every six months by São Camilo University Center - SP. Our goal was to work with the teaching team on the concept of innovation in relation to the management of each of its disciplines, from the creation of an action plan for the year 2019 that should be implemented, reviewed and

remodeled as many times as necessary during its duration to provide flexibility, integration and above all to improve the quality of each discipline.

This experience was lived by the teachers of the Institutional Axes, an integral part of the institutional academic structure that works with students from different courses of the institution (Psychology, Nutrition, Nursing, Physiotherapy, Administration and Technology in Radiology) from the first to the fourth semester in which the students study basic subjects in mixed classes.

Experience Report

The main objective of the activities was the integration between teachers, through the use of strategic management tools and business models for teams, in order to build an action plan based on the personal and professional experience of each one, dividing the action plans in 4 areas (Table 1): subjects in the biological sciences, subjects in the exact sciences, subjects in the humanities and subjects taught in distance education.

Table 1 - Disciplines belonging to the Institutional Axes

Biological Sciences subjects
Cell biology and histology
Human Anatomy
Biochemistry
Neurophysiology
Parasitology
Microbiology
Pathology
Exact sciences subjects
Quantitative methods and mathematical reasoning
Epidemiology
Disciplines of the humanities Subjects
Reading and Production of Scientific Text
Subjectivity and professional interactions
Contemporary society: work and consumption relations in the urban context
Multiculturalism, differences and diversity from a human rights perspective
Disciplines taught in Distance Education
Language and communication
Biostatistics
Models of health care
Public policies and health in Brazil
Scientific research methodology
Service management and entrepreneurship
Bioethics

Source: Devised by the author

Caggy and Benevides (2018) mention that knowledge and shared action create engagement and commitment and, therefore, collaborative planning is shared, validated and

more effective. Thus, we use pedagogical meetings as creative workshops, dividing teachers into groups by subjects and offering each group a PINT/SIRP form (CLARK; HAZEN; PIGNEUR, 2018), in which, based on their professional experience in the last semester and the analysis of what was accomplished in their discipline plan, each group should discuss and evaluate what should be placed on the form in each item (Figure 1).

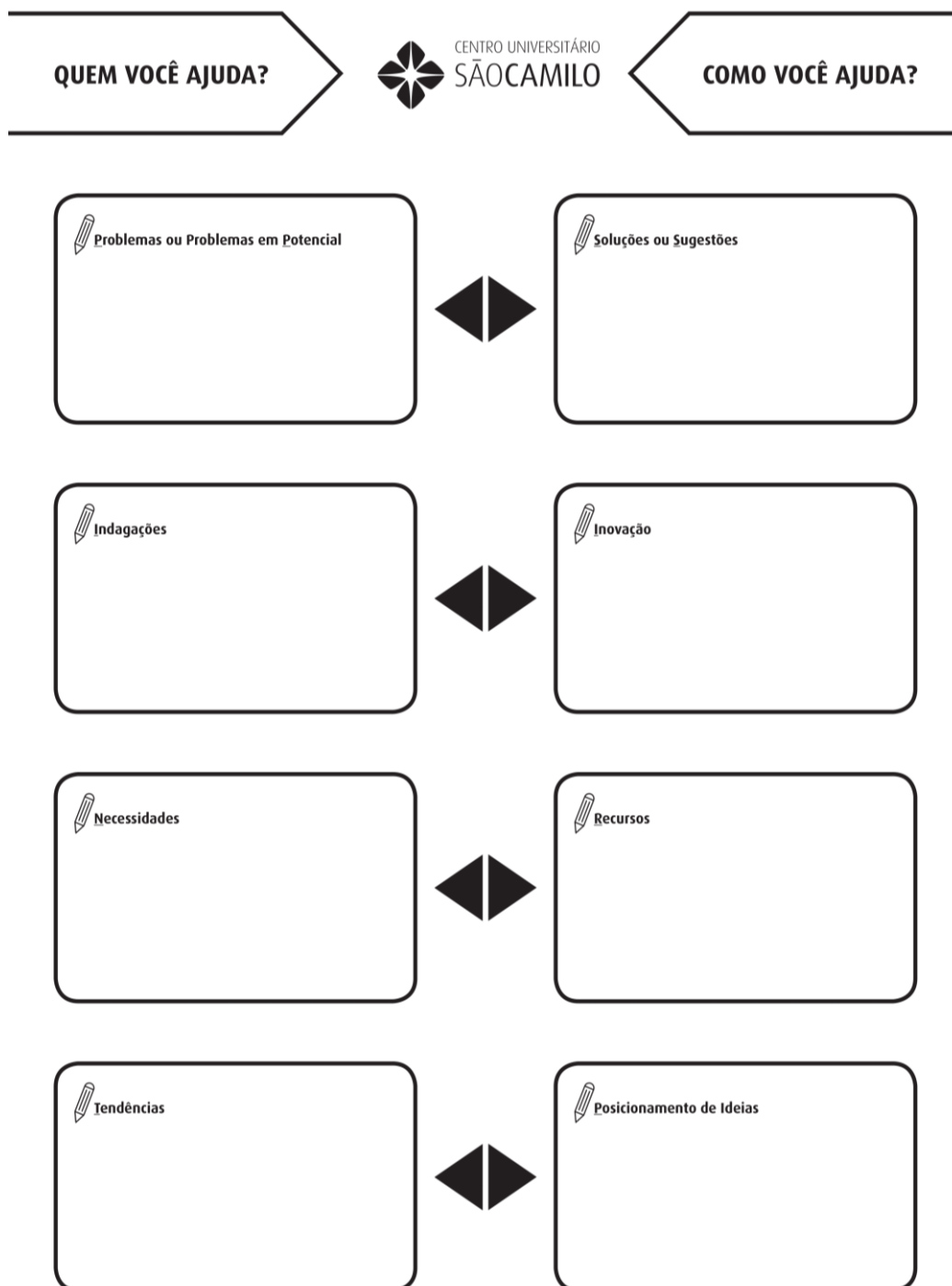
Phase 1 - Ideation

The intention of the form was, at first (left side of the form), from an initial discussion that placed the student as our focus and the teaching plan of the previous semester as a memory, to list potential problems, the main questions that the group had about these problems, the needs of the group, exemplifying what was missing in the process or what could be done again or differently and the trends, that is, the alternatives for solving the problem in question.

In a second step, after identifying the four initial points, the team should respond (right side of the form), with potential value proposals, what would be the solutions or suggestions for solving the problem, in the item innovation, proposing new ideas and strategies, proactively adapting to the facts described, in the resources segment, describing materials, intellectual property, inputs, among other things that satisfy the needs pointed out and, in the space positioning of ideas, explaining how to make alternatives possible, maximizing quality and minimizing risks or errors.

The main characteristics of the forms that positively impacted the results were: the visual aspect, which made it possible for groups to analyze and make decisions based on a single image; the collaborative aspect, in which we involved mixed teams that were open to listening, accepting different opinions and were flexible to changes; the investigative and experimental character, which provided teachers with the opportunity to seek relevant evidence to add value to the form, in addition to exposing their own ideas; and simplicity because, in a single activity, it was possible to simplify the complex, generating a viable and applicable material.

Figure 1 - PINT/SIRP form applied to teachers²



Source: Devised by the author

² We read on the form: Left side – Who do you help?/ Problems or potential problems/ Questions/ Needs/ Trends. Right side – How do you help?/ Solutions or Suggestions/ Innovation/ Resources/ Positioning of ideas.

Phase 2 - Planning

From the completed forms, an action plan was created for each axis and a separate action plan for the disciplines taught in distance education. The action plans were designed based on the 5W2H methodology, however, adapted to institutional needs. The items listed in each column were: Actions planned (what will be done - *What*); Justification (why it will be done - *Why*); Execution plan (how it will be done - *How*); Necessary resources (here we decide for a variation of “how much it will cost - *How much*”) - since the plan is more academic than administrative, we insert essential information about what would be necessary to carry out the action and reach the goal -; Responsible (for whom it will be done - *Who*); Schedule (when will be done - *When*).

The final structure of each plan was defined based on the content of each form, the most discussed points and the most urgent needs. The work of compiling the data was carried out by the coordination of the institutional axes and validated by the teachers. The final product was made available online and sent to the institution's rectory.

Each action plan described one to five goals to be achieved in 2019, namely:

Goals of academic management and teachers - exact axis

Goal 1 - Actions to improve the syllabus and develop classes.

Goals of academic management and teachers - biological sciences axis

Goal 1 - Actions to improve the program content;

Goal 2 - Analysis of practical class needs;

Goal 3 - Actions to improve teaching and assessment methodologies.

Goals of academic management and teachers - axis of humanities

Goal 1 - Actions to improve the program content;

Goal 2 - Actions to improve teaching and assessment methodologies.

Goals of academic management and teachers for the subjects taught in distance education

Goal 1 - Review of class materials and content;

Goal 2 - Tutors - definition of roles and functions;

Goal 3 - Improving the quality of the student's relationship with distance education disciplines;

Goal 4 - AVA improvements to be implemented;

Goal 5 - Improvement in the operational scope of the subjects taught in distance education.

Phase 3 - Execution and Monitoring

During the first semester of 2019, several meetings were held with the sectors involved in each planned action and we had numerous advances. In the second two-month period of 2019/1, we held new meetings by discipline, to assess what had been accomplished so far (signaled in the plan in blue), what had not been accomplished (signaled in the plan in red) and what was in progress, however, it needed more attention (signaled in the plan in yellow) (Figure 2). In this way, we were able to highlight the priorities for 2019/2 and, also, if any point of the plan should be abandoned at the expense of new needs.

Figure 2 - Model of the ongoing action plan³

				que permitam maior diversificação de conteúdo	
Meta 2 – Tutores – definição de papéis e funções					
Ações previstas	Justificativa	Plano de execução	Recursos necessários	Responsável	
1- Definição documental do papel dos tutores e suas funções	Para que os docentes possam otimizar as atividades dos tutores é necessário saber especificamente os limites da função exercida	Solicitar ao Núcleo de EaD um documento que demonstre essas definições	Criação do documento pelo <u>Núcleo</u> de EaD	Núcleo de EaD	
2- Otimização do trabalho dos tutores	Os docentes precisam delinear as atividades juntamente com os tutores, criando um envolvimento maior no acompanhamento efetivo dos alunos, estimulando a pró-atividade	Reuniões entre docentes e tutores para coloca-los a par das necessidades das disciplinas	Uma reunião mensal presencial ou por Skype	Docentes do EaD	
3- Valorização dos tutores	Os tutores demonstram interesse em realizar atividades de capacitação/ instrumentalização ofertadas nela instituirão	Oferecer capacitação <u>Sway/Forms</u> para os tutores em dias e horários a combinar	TI, laboratório de informática	Coordenação dos eixos	

Source: Devised by the author.

Phase 4 - Closing

At the beginning of 2019/2 we scheduled the XXV Teacher Integration Workshop so that we could return to the analysis of the action plan, revisiting each item, in an attempt to put into practice those that had not yet been fulfilled or to make changes according to emerging needs semester. The intention is, at the end of 2019, to perform a check, using the PDCA cycle, to ascertain each item that was planned, evaluate the completed actions, identify what was planned and what was actually accomplished and act in the correction or alteration of items through the differences identified between planned/accomplished, being able then to walk towards the conclusion of the plans and to start a new planning.

³ We read on the image:

Final considerations

We can say that the creation and implementation of an action plan built collectively, based on a strategic management model, had a positive impact on the conduct of academic planning and also on the validation of activities carried out and/or not carried out at the end of the period. In this 6-month period, since its implementation, we realized that the construction of this document helped both management and teachers in the early detection of problems, in the commitment of the manager and the team, in identifying the need for some redefinition of actions, in addition to stimulating the cooperative approach, channeling efforts towards group-defined objectives and helping to order individual actions for global effort.

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