

## THE RELATIONSHIP BETWEEN THE INSTITUTIONAL PLANNING AND ASSESSMENT IN THE CONSTRUCTION OF A COMPETITIVE MANAGEMENT FOR PRIVATE HIGHER EDUCATION

**MSc.Thiago Henrique Almino Francisco**

*Universidade do Extremo Sul Catarinense-UNESC – Criciúma/SC, Brasil*

Email: [tfrancisco@unesc.net](mailto:tfrancisco@unesc.net)

**MSc. Izabel Regina de Souza**

*Universidade do Extremo Sul Catarinense-UNESC – Criciúma/SC, Brasil*

E-mail: [izabel@unesc.net](mailto:izabel@unesc.net)

**Dra. Marina Keiko Nakayama**

*Universidade Federal de Santa Catarina-UFSC – Florianópolis/Brasil*

E-mail: [marina@egc.ufsc.br](mailto:marina@egc.ufsc.br)

**Dr. Abel Corrêa de Souza**

*Universidade do Extremo Sul Catarinense-UNESC – Criciúma/SC, Brasil*

E-mail: [acs@unesc.net](mailto:acs@unesc.net)

### ABSTRACT

*Brazilian higher education is undergoing a time of change in their competitive structures and requiring actions of reflection aimed at building a new management model. The research is an analysis done from a systematic literature search, considering materials published involving issues related to higher education, organizational management and competitive intelligence in higher education. As a result, it is possible to identify the various methodological approaches are possible to constitute over time, which can be exploited for building a model suitable for the private segment of higher education management. In the concluding notes, you can see that planning and their correlation with institutional assessment become tools of reflection and giving substance adhering to the needs of private sector strategies, allowing a significant understanding of the profile of the institution's stakeholders, and especially its core business.*

**Keywords:** Higher education. Planning. Private sector

### Resumo

A educação superior brasileira vem passando por um momento de transformação em suas estruturas competitivas e requerendo ações de reflexão voltadas a construção de um novo modelo gerencial. A pesquisa se constitui de uma análise efetuada a partir de uma busca sistemática na literatura, considerando materiais publicados que envolvem os temas vinculados a educação superior, a gestão organizacional e a inteligência competitiva na educação superior. Como resultado, é possível identificar os diversos caminhos metodológicos que são possíveis de se constituírem ao longo do tempo, os quais podem ser aproveitados para a construção de um modelo de gestão apropriado ao segmento privado da educação superior. Nas notas conclusivas, é possível perceber que o planejamento e suas correlações com a avaliação institucional tornam-se ferramentas de reflexão e permite concretizar estratégias aderentes às necessidades do segmento privado, permitindo uma compreensão significativa do perfil dos stakeholders da instituição e, sobretudo, de seu core business.

**Palavras-chave:** Educação superior. Planejamento. Segmento Privado.

### 1 INTRODUCTION

With the evolution of management thinking, especially in higher education institutions that act in the scope of private initiative, the constitution of methods and techniques that determine its consolidation goes through a holistic reflection from all the perspective surrounding a very complex and competitive scenery.

The perspective for the higher education 's private segment , especially after the second half of the decade, guides a reflection in order to understand the mechanisms and methods of expansion and sector's positioning. The market, highly competitive and complex entails a structuring in which planning is aligned with bureaucratic reasons and market related, having an evaluation as mechanism of orientation and control of this process.

As a result, the use of indicators can determine management learning process and secure competitive differentials that could contribute with the positioning of the institution. Searching for competitiveness requires proactive actions and based in tools of organizational that trigger actions directly related to the institutional structure and the market expectations, securing a democratic management model grounded in concrete results.

Therefore, the goal of this work is to promote a reflection, based on a theoretical investigation, about the relevant points between planning and institutional evaluation in the consolidation of indicators as competitive differentials for higher level private institutions. Searching, among other aspects, for a discussion that allows the constitution of a specific management thought to a model that looks to place the institution in a highly complex and competitive environment.

## 2 METHODOLOGICAL STRUCTURES

Higher level education is a segment that searches for the construction of an epistemological delimitation starting with a series of evidences that show a concreteness of its conceptual structure. In its epistemological aspects, this model of organization can be considered an intensive organization in knowledge, since it demands actions that depend fundamentally on intellectual capital. For that aspect, aligned with the influence of management thinking that involves a private segment of this institutional model, search for a building of concepts, methods and models that may legitimize the actions developed within this context.

Based on this notes, the article makes use of contributions from the systematic search of literature and from the bases of an integrative review, considering Souza, Silva and Carvalho's definitions (2010). Altogether, the integrative review can be considered a methodological model based on a bibliographic review that follows the etymological guidelines of bibliometrics, considering terms and concepts that address a specific situation problem. In this case, the investigation guided on the discussion about management outline that can be developed for the private segment of higher level education, based on authors that discuss the organizational management in a broad context, allowing approaches based on multiples world visions can also compose a built reflection.

Moreover, the research also has the contribution of the orientation from Gil (2002), since it considers questions attached to an exploratory investigation, since that it addresses a theme that find itself in a semantic and epistemological construction in the Brazilian higher education context. In general, the intention to become an explicit reflection and propose a bigger familiarity within the theme in the scientific community range that addresses this type of discussion. Based on the procedures, there is also a need to stand out the collaboration to the bibliographic research, since that this investigation is developed with the contributions from elaborate materials about main concepts treated by the investigation.

## 3 MANAGEMENT CONCEPT IN THE HIGHER EDUCATION PRIVATE INSTITUTIONS

Since the contributions from Ramos (1989), which promotes a new social model by systematization meanings in the base of science administration, the reflections that structure the construction of this model start to influence the delimitation of competitive differentials, in the institutions of higher education, especially those that operate within the private context, maintaining its bases in the theoretical contributions of thoughts from Taylor and Marx.

Among others aspects, it puts the social model that counts on the effective participation of market influence, where planning becomes an instrument that moves on to the social structure of the institution and the placement of the competitive differentials, where the institutional evaluation and its indicators are preponderant parameters in the construction of an isonomic structure in a complex context.

The consolidation of this environment, especially in private higher education, requires a new management preposition, which has to consolidate practices of the institution and search equating the dichotomy of institutional values in this segment. Within this context, the planning as management usage allows indicators of institutional evaluation to begin to sort new political scenery, social and management within the institution, directly in this aspect as determinant in the consolidation of the competitive differentials in these institutions.

This contemporary thought trailer with this concept of men, despite being ideological, makes the individual character of the perennial construction of an institution, integrating it with the organization life, similar to the one highlighted by Ramos (1972):

The integration of the individual to the organization consists in another problem. Those that defend this integration ignore the basic character and a double of rationality. The fact, there is a rationality which standards has nothing to do with the management behavior. This rationality, called substantive and noetic, respectively by Karl Mannheim and Eric Voegelin (see MANNHEIM, 1940:51-66; VOEGELIN, 1963; ARON, 1963; HABERMAS, 1970), it is an intrinsic attribute of

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an individual while a creature of reason, and will never be understood as regards to any organization (RAMOS, 1972, p.6).

The construction of a new organizational science applied to the cause of the private higher education requires a contribution of indicators from institutional evaluation as a new social model interdependent of the rationally concept. The usage of these indicators, in the process of planning of the institutions, consolidates an opportunity of isonomic placement under a new political, social and management ideology of the private higher education model.

The comprehension of the planning concept within the private institutions and the mapping of its competitive differentials should consider the rationality influences, whether it is instrumental, substantial or functional, and point out to the delimitation of indicators that are resultants of the institutional evaluation.

In higher education, despite the dogmatic aspect of the cotemporary evaluation models, the institutions that act in the private ambience search a reliable comprehension of the men's positioning as agent of social transformation, consolidating the contributions of Marx and showing the placement in new scenery, lined in the social regulation through the market contribution. From that situation, planning searches to place a reflection linked to a construction of an institutional model, where the evaluation becomes an identification tool, systematization and consolidation of the competitive differentials in the institution.

The identification and the respective placement of the institution strengths align with the concept of rationality in the point of view of the efficiency and harness it planning starting with a systematic relationship with the roles of coordination and control, establishing a systematic that connect the means and management ends in an imperative way. Therefore, as listed by Baldrige (1983), planning, within the context of higher education institutions that act in the private ambit, should take seriously men's contribution as political agent, consolidating its competitive differentials from a cognitive process of social building, such as considered an institutional evaluation.

Through this construction, the private institutions of higher education operate in a system capable to collaborate with the cognitive expectations from the society, contributing with the placement of the new social system through its competitive differentials delimited by an intrinsic relation with the prominences from the institutional evaluation. In this case, the biggest challenge becomes consolidating the evaluation as a social theory, from the institutions' contribution that Ramos (1972) calls "mecanomorfica", translating men's action in a context specifically operational and directing the institutional identity construction by the means of utilization of indicators.

This construction not only sets a comprehension of the institutions' organic sphere, but also of a new economic and social order that combines with the institutional and people's interests, producing and delineating strategies required in a social-competitive context, where mapping the differentials become fundamental. In this sense, the indicators of the institutional and people evaluation allow the systematic distinction of various concepts and the break of paradigms that prevent social placement of the institution that acts in the ambit of free enterprise.

By this direction, the indicators of institutional evaluation, when presented as competitive differentials, begin to equally distribute themselves in the social system described by Ramos (1972), structuring under the egis of the rationality concept. It provides a new institutional perception, where planning is the mechanism of social-political order responsible for the evaluation consolidation as base for a delimitation of indicators and, consequently, the institutions' competitive differentials.

To the private segment, there is an opportunity of a systematic placement guided in practices that consolidate indicators of the institutional evaluation as competitive differentials. It also begins to be possible an institutional orientation for planning in the sense of comprehend evaluation as substantive instrument to the institutions' structure, since they are also regulated by the market.

So, as detached by Keller (1983), this aspect shows institutional ability to produce interactions between the institutions' structure and the rational analyses that combine political maneuvers, converging with the main goals of the institution and to the rest of opportunity constructive process by the joined perspectives to management evolution of the higher education private institutions.

### **3.1 Inherent aspects to the management thinking evolution in the Privates IES**

In the private institutions of higher education the organizational configuration still keeps the influences and the presupposed inherited of epistemology occasioned in the first LDB, proposed in the 1960s. However the process

of globalization brought, among other aspects, new ways of thinking that placed it in detriment of the bureaucratic values that guided the institutional identity, breaking paradigms institutionalized together with the management model adopted by free initiative that supports itself in the institutional evaluation proposal and its indicators as critical factors of success.

These aspects enhance what is described by Cruz Junior (1988), since that it starts to institute new ideologies that place themselves in the context in a way to disrupt several institutional values touted since the conception of the process of expansion of the higher education in Brazil.

From this orientation, the private initiative starts to absorb practices of planning in the sense to consolidate a structure of knowledge applied in the strategic direction in each institution, having the institutional evaluation as source of meanings, knowledge and reflection. The indicators of this process begin to build it in methods applied in institutional development, determining the alignment of the academic and managerial actions searching for the attainment of the goals in the Institutional Development Plan – PDI

The concept evolution and instruments for the institutional evaluation in recent day's context propose the discussion about the theories and methods of planning and institutions' management and, consequently, higher education in all. The institutional values solidifying under the competitive differentials and market ideologies, allowing concepts excel that determine the evaluation social influence as regulatory of institutional activities, bringing up to light values that presuppose the development of the relations between stakeholders and the institutions.

The institutional models, specifically private, in some cases still reveal behaviors described in the 1960s, even with the complexity that involves its structure, suffering, so, a strong impact in the regulatory demand that designate the main activities in higher education. It's interesting to notice that, even with the pragmatism proposed by the institutional evaluation, planning in the private institutions still can't contemplate the indicators of this process as competitive differentials.

The concepts, methods, and techniques aggregated to planning don't succeed in determining a new perspective of scenery and, mainly, a new management thought that should consolidate itself in the structure of higher education institutions.

The market, since the mercantilist ideology, started to become the main thermometer of the effectiveness of academics and administrative actions, causing a disruption in the institutional values severely consolidated by the legal dispositions that rule the higher education cotemporary. This complicates the construction of an institutional positioning that allows the development of cognitive dimensions and the construction of coherent actions as the goals for PDI institution, since that the influence of the market decreases the impact of the results of the institutional evaluation and, consequently, the utilization of the indicators in this process as competitive differentials.

Even with the evolution of the management concepts, especially those that position planning as a tool and management of higher education, the private segment should dispose in this competitive and complex scenery with the institutional evaluation support as instrument. Although incipient in the context of private institution, the evaluation in an initial moment should determine the competitiveness, proposing focus to academics and management actions, besides efficiently establishing the central points of the institutional philosophy.

In the point of view of management, this moment should have broken several paradigms that propose a limited structure to private segment consolidating the indicators for the evaluation in the scope of the auto evaluation, auto regulation and supervision process. In this conjuncture, these institutions wouldn't have the economy anymore and the market as regulatory agents and opinion formers, but its process of structured planning in concrete results of its procedures of investigation an institutional researches.

Such results would allow that the institution cause determinant influence in the market, consolidating practices and projects that break mental and social modes that are imbued in its structure. The institutional values would begin to be touted as being guides of a fair and free institution of ideology, not anymore being at the mercy of the mercantile order and the activities that treat higher education as merchandise, but acting based in competitive differentials, in the evaluation results and, consequently, rooted in practices of planning.

From this phenomenon, the institutions' vulnerabilities and weakness would be absorbed by institutional actions and by new institutions new social values, taking away the predatory aspect of competitiveness that imposes itself

to the private initiative activities. In a similar way, the laws and the normative orientation applied to the private model wouldn't allow fallacious methods anymore, because the evaluation would become the instrument of navigation of the institutions and, consequently, planning would begin to absorb the results of this process.

Through this proposal of institutional configuration, the actions of private segment should align the institutional opportunity and the goals of Education National Plan, having the planning and the institutional evaluation as macro social and strategic principles, which mobilizes it to build an interdependent values policy. Therefore, resulting indicators in this process would begin to set as a regulatory instrument of the actions, methods and techniques that framework the management thought and the collective construction of a fair institution and placed in the designate values of higher education constitutionally proposed to the private initiative.

### **3.2 Relations between Management, Planning and Evaluation in the Higher Education**

Higher education, especially private initiative, follows the thought of Jacobsen, Cruz Junior and Neto (2006), also suffering the social demands influence, directing a proactive act of its managers in the sense of transforming resources in function of the results by the academic community. This way, the placement of behavior and the consolidation of an institutional culture, through the evaluation, are capable of promoting maximization of resources and the contribution of people to consolidate relevant actions the environment transformation, above all the delimitation of its indicators as competitive differentials.

Considering the relations of management science as planning in the higher education there is a possibility to comprehend the private initiative under several prisms, having an institutional evaluation as methodology for this aspect. Therefore, aligning it to the main fundamentals of management thought that determine building the reality of the institutions, using the evaluation to list its principal indicators and the planning to align its competitive differentials, converging to the institutional interdependency.

From this orientation the mechanisms solidify of management that relates with the scientific administration principals proposed by Taylor, having the indicators of evaluation as competitive differentials and retreated in the institutional planning. In the private sector of higher education managerial functions then become determining a holistic perception of institutional identity, allowing trained managers to understand the structure of the institution and to use up the planning and evaluation as a management tool.

This relationship delimits concepts that consolidate with the utilization of the institutional evaluation as organism of strengthening of the management principals, idealizing, through its indicators, the materialization of the institutional identity. Allow it, also, building a thought that promotes the durability of the institution and the constant search for positions of the vanguard solidifying its philosophy and mission, besides confirming the relevance of the administration science in the structure of these institutions.

The exposed by Fernandes (2010) demonstrates the importance of this aspect, since the planning and its relations with institutional evaluation as a research methodology are directly related to the life of the institution in search of avant-garde positions, aligning their methods and philosophies to assumptions of the science of modern management. In this sense, the administrative functions determine, among other things, an important perception of the institution's identity and position evaluation as a vector of development and construction from an interdisciplinary approach in which evaluation of the indicators become instruments aligned to institutional objectives.

It is important to identify the directions made possible by structural theories of Directors determine practices, methods and techniques that consolidate the institutional, academic and strategic activities. Planning, highlighted by Fernandes (2010), binds the central structure of the Institutional Development Plan, consolidated by Brazil (2004) and determines a new vision of sectorial perspective of the private sector that depends on the assessment to position itself in the market.

From this orientation, the institutional manager's mission is to align the internal actions of the institution highlighting their contributions to the strategic level, tactical and operational, delimiting deep research levels and consistent with the institutional assessment guidelines. Within this scope, using the results of this process can demonstrate the transformation occasioned by Ulrich (1998), which occurs through its academic community and the knowledge of the central structure of the institution.

Higher education institutions, especially those operating on free enterprise, then start to absorb what is discussed by various thinkers of Management Science. Among them, Peter Drucker, Tom Peters, Robert Waterman and recently Robert Kaplan and David Norton, which structure thoughts that highlight various aspects of



administration and corroborate the general aspect of the concept, especially by aligning the planning mechanism as a conciliator between actions and results in the institution.

With the evaluation of aid, the planning came to be configured as a tool that promotes a vision of a horizon growing, constituting a thought directed the ideology of the private sector. Assessment indicators appear as a way to provide a perspective that aligns institutional activities to the evaluation opportunities, structuring the indivisibility of teaching, research, extension and management. Another contribution is the position towards dense curricula and including the essence of vocational training, leading to the balance between theory and practice, as the planning, private sector, assumes an important dialogue between the institutional assessment and indicators.

### 3.3 The Construction of a Higher Education Model in Brazil

From the orientation of the LDB is what Garcia (2006) and Kleber and Trivisan (2010) classify as liberalism of higher education, where the expansionist actions, specifically triggered by the private sector, establish a significant expansion. In this leather, the higher education boom also has support in the Bologna proposal contribution by entering this segment in positioning context, requiring management and evaluative actions, highlighted by Salles (2007), as a major factor of competitiveness, which happened in an incisive way through the efforts of the private initiative.

Planning, specifically in the context of the institutions of higher education that act in the free initiative environment, brings to light a new context that is based in aspects bounded to formation, the management and the participation, having the evaluation as the main tool. Search through this relation, build a meaningful knowledge that allow comprehend each institutional structure placed in its environment, attributing specific indicators to the management process.

Starting with this presupposed, the practices preponderant and that consolidate the bases of planning in the institutions of higher education are based in the exposed of complexity in the knowledge era, requiring, above all, proactive actions that place the evaluation as a control mechanism of quality and, consequently, as relevant indicators.

Building a competitive model of higher education, consonant planning, with an evaluation allows delimitation of actions related to the institutions' goals and to the placement of a proposal of important indicators to the management. That's why Esteves (2007) highlights that competitiveness, by mediation of the evaluation results, reinforce the specific strategies of placement and that allows that institution assume its identity which is described by Schlickmann (2009) as being linked give rise socials of the educational organization.

In the knowledge era, this wait promote a discussion that enrolls to a process of rebuilding the models of nowadays higher education, specifically by obsolescence of the current standards and the inertia of the archetypes models of public structure. With the evaluation aid, in the building of indicators and the management process, the private initiative understands in fast and flexible way the management necessities of the institution allowing an adequate adaptation for what is asked by the competitive market of higher education the doors of a voracious growth.

Rise, therefore, a new reflection that aims comprehend which pretexts that are the Brazilian university model, highlighting the massive participation of the private initiative that is placed as central point of this discussion. Planning, this way, is aspect that validates the institutional identity searched by SINAES (2009) and contributes in the structure of the models that have its origin in Humbolt, predominantly linked the investigation and research, and of the one designed by Karl Jaspers that is aligned to the formation and the teaching.

The evaluation, in this direction, allow that the institution to comprehend its real identity through systematic studies of its structure and the constant with the surrounding society, putting in discussion the results of its indicators. As a result of these considerations, it is possible to relate the institutional model under construction with Europeans described by Lerner and Junior Cross (2004), which possess collective alignment mechanisms of knowledge and "self-knowledge" in its structure, consolidating a consistent management with the surroundings objectives. This allows building an analogy between the proposal of a Brazilian model with European references as an important thought and that stands for relations between the planning and the evaluation.

The English model brings the contribution of the humanistic aspect that should be considered in assessing from the indicators geared to education and the perception of the institution's social profile that, as an example, because the impact on student performance in ENADE. Although considered expensive, this model focuses on research as differential and alignment of the results of this process with business, consolidating one of the important indicators of assessment: the relationship between the company and higher education.

Another feature of the English model that infers a direct way in the Brazilian model is the dependence the teacher in order to build the institutional identity and become direct participant of the constitution of this aspect. In this sense, the evaluation begins discussing the rhetoric of teacher appreciation and the issues determine the quality of the teaching process of a proposal of consistent indicators of development.

Have the French model, indicates aspects that consolidate planning linked to market opportunities, on the assumption that higher education is related to the construction of identity directed to the state model. In this context, the formation of careers, particularly in the field of engineering, aims to contribute specifically to the achievement of social objectives, which are focused on professionalization. The assessment in this context allows a study related to the orientation of the institutional offer, determining the consolidation of the program portfolio and curriculum according to the needs of the environment.

Assessment of indicators then become aligned to institutional actions with the communication to the market, promoting the professional integration of academic and building careers, where systematic vocational training of higher education creates a new profile. The planning starts to be used for institutional evaluation results to be indicators for the effectiveness of teaching, showing the qualified training and parameterize the performance of graduates, following the systematic reflection of the private model that is dynamic and guided by structured and methodological practices.

In the German model, the potential for research stands out, taking it as a political trademark training where the library becomes a relevant structure in order to provide the subsidy practices education. Planning, absorbing the evaluation results, can determine a proposal indicators that allows library management as a body supplementing the teaching process, transforming it into an instance of social relationship. Therefore, it is important to consider the social wait that may direct investigations, fostering knowledge from waiting for the surrounding of these institutions, so that indicators can be validated.

From the listed assumptions, it becomes apparent the influence of these models in the structural heart of Brazilian higher education, especially in order to consolidate the structure proposed by the Bologna Process, stressing the academic representative and relevant communication with society. Planning, especially adopted as a management practice and related to the evaluation results, may consolidate a model of higher education that aims the use of aligned indicators to the institutional identity, allowing designate the balance between academic and management structures in the private sphere.

### **3.4 The Alignment between the Planning and Institutional Assessment: Building a Culture Based On Indicators**

Building a model of higher education, especially in free enterprise, requires a significant study of the social and structural aspect of the contemporary society. In addition to the practical renounce predatory, the creation of a culture in this segment appears to be a factor sine qua non in the sense to promote the direction of the institutional mission, and the evaluation as a guiding instrument of action.

The construction of the culture, in this context, is used for deriving the evaluation indicators, systematized in the planning process with emphasis on aspects that position curricular guidelines and other inherent in regulatory standards in the academic area.

In this constructive process, planning as a way of building knowledge in higher education is a major factor to understand the perspectives and scenarios in a highly competitive segment, requiring indicators and dynamic action plans. The resultant data identified by Brazil (2010) are aspects that arise as competitive advantages if they are included in the institutional dynamic, directing a culture of strategic thinking and directed to observe the legal instruments of higher education in Brazil.

As Esteves lists (2007), the relationship between planning and evaluation allows the creation of a culture that promotes the correct communication of the competitive advantages of the institutional model. In this case from the influence of diversity in higher education in Brazil, it is important to consider the picture of each model in the process of formation of an identity, such as proclaimed by SINAES (2009), having the evaluation result as a major factor.

Resulting alignment indicators can support institutional actions to consolidate practices adherent to the objectives of the National Education Plan, promoting access and the stay of academics. Thus the set of actions originating from the relationship between the planning and evaluation builds power relations in the institution, from management and strategic design. That allows, among other things, to understand the dynamics of internal

relations, positioning the activities that relate to the objective and subjective aspects of culture, validating the meaning of higher education in its operating environment.

For the absorption of knowledge, institutions working in the private sector begin to consolidate their model using the evaluation indicators as guidance and control instruments of its shares in academic and administrative level. With this, it solidifies the methodological relationship between SINAES (2004) Brazil (2010), aligning, through indicators, planning and evaluation procedures in order to qualify the actions and quantify their goals, determining the critical success factors of the institution. The systematic study of these indicators, therefore, shall contribute to the identification of relevant points of culture, mapping practices that position this dynamic as a strategic tool applied to a dynamic positioning in the market.

On the basis of the private higher education the culture is consolidated from the consistent relationship of planning with the assessment, constituting indicators that become competitive advantages and, therefore, critical success factors in the private sector. From there, are fulfilled the goals that align the institutional project with the mission, and is, among other things, an environment conducive to performance in a complex and competitive environment.

### **3.5 Organizational Learning from the Planning and Institutional Assessment in the Segment Deprived of Brazilian Higher Education**

In Brazil, the relationship between planning and institutional assessment in the context of private higher education institutions enables the development of professional practice as organizational learning based on the proposed Senge (1990). This allows important guidance to consolidate competitive advantage and sustainable performance in a complex environment such as the era of knowledgeproposes to modern organizations, especially private institutions.

As modern organizations, institutions operating in the private sector desire the knowledge as a subsidy for the construction of their mental models that aim consolidating the institutional identity. The delimitation of the indicators, from the institutional evaluation, allows these organizations to align their paradigms with market expectations, making the institution competitive and determined, in fact, inseparability of teaching, research, extension and management with the aid of planning as construction management tool.

From this orientation, planning appears as fundamental aspect in the construction of managerial knowledge of the institution as it proposes theoretical and methodological foundations that solidify the structure of learning organizations, as directed Senge (1990). In the five guidance disciplines, with emphasis on systems thinking, planning and institutional assessment, promote leverage skills, confirming the thought of by Prahalad and Hamel (1991), which consolidates the core competences, including in higher education.

Specifically in the private sector, organizational learning proposed by Senge (1990) consolidates the mental models that trigger a new way of thinking in the institution, establishing, especially with the help of shared vision, a consolidated and proactive management structure. With the contribution of the institutional evaluation by aligning the management thinking exposed by Nonaka and Takeuchi exposed (1997), this process allows the dissemination of knowledge focused on procedural understanding in the institution, establishing a direct relationship between the core competencies and the core business of the institution.

Therefore, the relationship between planning and institutional evaluation also allows the consolidation of personal mastery determined by Senge (1990), as indicators resulting from this process including performance metrics of agents that interfere in institutional relations. This behavior also allows a direction towards constitute a systemic structure, developing a specific model to higher education institutions in the private sector from the team learning, consolidating a management model occasioned by the current competitive market.

This need is confirmed by Keller apud Estrada (2000):

The type of management that higher education needs does not exist yet. However it is being created, step by step, with a new generation of directors, pro-rectors and deans, based on the most valid elements of the business administration, more modern management services and in the latest contributions of the studies of the organizations, psychology, and management research and in similar fields. (Keller apud Estrada, 2000; p. 6).

The contribution of the five disciplines proposed by Senge (1990) in the context of private higher education promotes the continuity of institutional identity called SINAES (2009), tracing assumptions that determine the relevance of higher education in social context. The relationship between planning and institutional assessment



begin to have this role, as highlighted by Voos (2004), to add value to the competitive structure of the institution with the use of indicators and determining the competitive axes influencing institutional management under the aegis of the concept of quality.

Thus, the construction of a new management system should transcend paradigms already imposed by competitive market of higher education and seek a new orientation by means of knowledge determine the competitiveness of the private sector. So, as evidenced Dutra (2002), the knowledge in higher education is established from a series of information and situ actions in which institution has the capacity to assimilate, consolidating the thought of Sveiby (1998) with him as ability to advocate actions without stand out from the context in which the organization operates.

The five disciplines, therefore, allow us to understand higher education institution which operates in private sector as an organic structure. This requires systemic actions related to a determined construct by its identity, recommending, among other things, the emancipatory and participatory practices. Thus, from the relationship between the planning and institutional review, there is the possibility of producing indicators that determine competitive advantages and source of knowledge construction.

### **3.6 The Relationship between the Planning and Evaluation: Indicators for a Competitive Management**

Due to the competitiveness of the private sector of higher education, the targeted management structure institutions require a systematic management model linked to its structural scope and respects their diversities. In this sense, Garcia (2006) points out that the contribution of the relationship between planning and the institutional evaluation, focusing on indicators resulting from this process, consolidating a focused institution production of meaning to its stakeholders, calling the academic community for the engagement with their management process.

The contributions of Semler (1988) allow understanding a competitive and complex reality that determines systemic actions that only the relationship between planning and institutional assessment can promote. The result of this alignment enables the consolidation of a new management model, refuting the dogmatic character of the current structures of the private sector and determining a democratic scope to the management process, especially from the freedom to practice aimed at achieving the objectives of the PDI. Indicators of this process allow the PDI pass, in fact, become the focal point of the institutional evaluation process, promoting, including a participatory management process directed to the control of the various actions institutional.

This becomes relevant to the consolidation of higher education objectives in Brazil, and aligns with the thought of Semler (1988) extending to the present day:

The power decision of the employee and their ability to change or control variables that most affect their activities are insignificant in the company. The number of people who decide the company's directions and effectively controls its destination rarely spends half a dozen, even when there are thousands of people in the organization. This brutal concentration of power makes people give up being part of something bigger with the passage of time, the extent that see their minute scale on the company's gigantism. (SEMLER 1988 p.134).

The understanding of this important aspect allows exploring an important setting for Brazilian higher education, since the competitive position requires structured and professional management practices. The Higher Education Census of 2009, released by INEP (2011), highlights a change in the number of institutions in Brazil, which is caused by the massive return in the process of fusion and acquisitions of new institutions designed by the great educational groups. Therefore, the use of evaluation indicators institutional as competitive differentials confirms the exposed by Bertoldi (2006), because it highlights the significant trend of professionalization of the private sector for the next evaluation cycles.

New institutions and groups will be formed from proactive actions of investment groups, consolidating practices based on the assumptions triggered by Machado (2008) and Silva (2008), systematizing the planning as a study tool for scenarios and perspectives. Institutional evaluation then goes on to take leading role, as it allows to build and consolidate the identity of the institution occasioned by SINAES (2009) determining the organizational direction to be observed in the higher education private segment.

This factor allows suppress another paradigm that affects the structure of the institution, as the private segment the vast majority of institutions has its management concentrated on the basis of family management. Planning, and its relation to the institutional assessment, allows the breaking of the current paradigm of the management

model, developing essential competencies to the institution that enable the institution to list better practices from indicators that determine actions required by the complexity of the market.

This orientation confirms the thought of Semler (1988 p.90), adapted to higher education when stresses that "sometime in the course of successful enterprise the family faces with a difficult decision to open the capital to the public to third parties in order to grow, or restrict the company's advancement to maintain their control. "

Thus, as in the companies highlighted by Semler (1988), the impact of globalization also brings significant inferences in the private higher education. The difficulty to understand the central points of this management structure determines, among other aspects, predatory practices, particularly in free enterprises, which supports the central structure of this segment in Brazil. However, from the planning contributions, relations with institutional assessment and the production of indicators resultants of this process it is possible to build a model inherent to social cause and, consequently, of market's expectations that regulates the segment's competitiveness.

#### 4 CONCLUDING NOTES

From the assumptions listed in the text, the private higher education institutional management starts to be determined by the democratic and emancipatory practices preconized by the planning and the evaluation, as highlighted by Polidori, Fonseca and Larrosi (2007). One can also count with the contribution of the academic community in the decision making process of the institution, which determines the qualification of the dialogue between leaders and led, building new mental models that engage in relations between "bosses" and "Employees", as highlighted by Semler (1988). In this sense, the pitfalls found in the environment institutional model of private enterprise are deleted with the contribution of planning practices occasioning even changing a limited culture to an organizational dynamism.

This aspect contributes to the positioning of the institutions, since the achievement of the objectives referred the PDI or its institutional projects, goes through aligned practices to the result of the institutional evaluation, consolidating the focus of the institution towards dissociation between teaching, research, extension and management. The planning and its correlation with institutional evaluation become reflection tools and allows concretize adherent strategies to the necessities of the private segment, enabling a significant understanding of the institution's stakeholders' profile and, above all, of their core business.

Under these guidelines, therefore, planning as a management function related to institutional assessment become instruments applied to the construction of identity, where the potential is show through indicators that constitute competitive advantages of the institution. This aspect develops the ability to see the need for change, where the participation of employees is in an open conduit to change and building a collaborative feeling to promote practices that allow the position of the private sector as a relevant model for the consolidation of a competitive management in higher education in Brazil.

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