

IJKEM
International Journal of Knowledge Engineering
and Management



THE PROCESS OF COMPETITIVE INTELLIGENCE IN AN ISOLATED SCHOOL: A STUDY OF SIGNIFICANT CONTRIBUTIONS

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Abstract

The Competitive intelligence is a process to develop strategies. The paper provides a study of the main contributions of competitive intelligence, such process applied to an institution that operates within the private sector of higher education. The theoretical contributions show aspects that deal with the strategic management of knowledge on prospects for higher education and competitive intelligence. To this end, we developed an academic research, descriptive and exploratory, considering the foundation of the case study and the use of the Delphi method in gathering information. The results indicate that the competitive intelligence process enables the strategic thinking and the development of competitiveness, allowing decision making by managers to be oriented to business and institution development.

Keywords: Competitive Intelligence. Higher Education. Private Sector.

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1 INTRODUCTION

Higher education, especially after the expansion provided by Law of Guidelines and Bases of National Education (LDB) – Law 9.394, from December 20 of 1996 – which was discussed by Brandão (2006), came to be inserted in a more dynamical context, competitive such as the one that orients the management activities of organizations in other business segments. This forced the institutions, especially the ones that operate in the private segment, to attend a new logic in their dynamic, transposing their characteristic of social well-being and absorbing business practices that were aligned with market propositions.

Among the several models, the Hering model (1999), discussed by Amaral (2010) and Machado (2010), stresses systematic steps that will feed the reflections upon organizational strategy, culminating in the attainment of the company objectives.

When analyzing the Hering model (1999), it is noticed that the steps reserve significant similarity with the internal evaluation process proposed by National System of Higher Education Evaluation (SINAES), since both allow the construction of knowledge through the application of the research methods and instruments in the organizational-institutional scope.

2 EMPIRIC THEORETICAL CONTRIBUTIONS

2.1 Current Perspectives of Higher Education In the Private Sector

Even with the delayed Brazilian university colonization, emphasized by Trindade (2008), the efforts that were undertaken in the construction of a national model brought contributions to the positioning of the institutions that were being created.

Throughout the years, mainly after the contribution of the American researcher Rudolph Atcon, which was systematized by Schlickmann and Melo (2008), an increment of the educational activities occurs through the efforts of free initiative, which gives importance to the observation of the social and corporative needs of offering courses and bachelor programs, consolidating activities free of State structure and dynamics in its management administration.

After the Federal Constitution of 1988, which originated the bases and guidelines to the national education before LDB and the National Plan of Education (PNE), the activity of private segment took position as the being fundamental to the concretion of the actions that had the intention to promote democratization of the access, staying and expansion of the sector through several cities in Brazil.

Over this aspect, Rodrigues (2010) stresses that, thanks to the free initiative actions, the offer of higher education to over 600 Brazilian cities was possible, forming professionals in all areas of knowledge.

2.2 The Strategic Challenges of Higher Education

On the development of activities in a complex and competitive scenario, Braga (2009) stress that the insertion of management tools which allow the strategic adaptation and the achievement of the preselected objectives of the institutional project is fundamental.

Based on these considerations, Silva Junior and Muniz (2004) emphasize the need of a significant subsidy of knowledge in management process, which enables the comprehension of specificities of each institutional model and each stakeholder involved in the activities in the educational environment.

According to the Higher Education Census, promulgated by Institute of Studies and Educational Research Anísio Teixeira (INEP, 2012), the private sector holds big part of the market participation in the higher education segment, congregating the activities of 2081 private institutions, being 1869 isolated colleges. These institutions, according to Kleber and Trevisan (2010) were responsible for the process of interiorization of higher education, the need of management capacity and a competitive intelligence process that allows the comprehension of the challenges presented through the contemporary conjecture.

According to Braga (2009, p. 20), the lack of information and lack of necessary knowledge to the development is noticeable and causes “the search for a linear expansion beyond what fits the market for their positioning (no measurement of demand). Therewith, to be able to grow,

they mischaracterize their positioning and start losing the capacity to maintain what they have already conquered”.

In the private sector, the search of market consolidation, especially taking into consideration the strategic adaptation through what Silva (2008a) highlights, makes higher education institutions search to comprehend the needs of the surroundings so they can be composed of courses and necessary tool kit for the development of their activities. Therefore, taking this aspect as another strategic challenge, Silva (2008b) adapts the Balanced Scorecard (BSC) model stressed by Kaplan and Norton (2004), constructing BSC academics, as example of tool that allows the overcome of the questioning demands presented by the society.

On the assertive of Frauches and Fagundes (2012), it is understood that the strategic challenge is cloudy with juridical ornaments and that also must be taken by consideration in the competitive intelligence practices.

2.3 The Competitive Intelligence as a Strategic Tool in Higher Education

In its scope, according to Tyson (1998), the process is linked to decision making from the systematic study of the converging organizational points, allowing the comprehension of the path that should be taken to achieve the objectives proposed to the organizational development. In higher education, as from the considerations discussed by Esteves (2007), the competitive intelligence process considers the use of a model that enables the understanding of the current scenario and complex segment, aligning the process with the guidelines of Teixeira Filho (2000).

On the reflections of Fehringer, Hohhof and Johnson (2006), ones of which constitute the state of art of the competitive intelligence concept, it is noticed that to be formed as a relevant function to the organization, that provides a support to all departments of the company, through the systematization of relevant knowledge to the organizational process.

The Institutional Development Plan (PDI), considering what is exposed through the juridical ornament which institutes its structures, must congregate the main themes involving institutional activities, allowing, according to Ministry of Education (MEC, 2009), the

composing of guiding axes of institutional development process, allowing the institution to adopt a model and to be predisposed to undergo the competitive intelligence process. According to Tarapanoff (2001), the competitive intelligence is constituted in the group of procedures and tools that are applied to the treatment of the organization information, ones of which enable the management of organizational development. When transporting this model to higher education, it is noticeable that the process is aligned with the guidelines of institutional evaluation, following the considerations presented by Ristoff (1999) and Nogueira (2008), who considered the planning and evaluation construction mechanisms of information and knowledge in the institutional context, considering what is exposed on each axis of PDI.

As stressed by Gomes and Braga (2004), it is fundamental that the drawing of the competitive intelligence process is oriented to the management of the objectives and to the development of the technical-organizational project.

Regarding a higher educational institution, the competitive intelligence process can observe the structure of the PDI, which is, according to Muriel (2006), linked to institutional strategy.

When aligned with the institutional strategy, considering the model discussed by Gomes and Braga (2004) and that takes into accountability the identification, gathering, treatment, analyses and the dissemination of knowledge within the organization, the competitive intelligence becomes a study methodology of organizational conjuncture.

Still as a process, according to the directions of Davenport and Cronin (1994) and Von Krogh, Ichijo and Nonaka (2001), the competitive intelligence focuses in the development of knowledge that is oriented to the innovation process, which allows the organization to explore paths and apply knowledge linked to their strategic process.

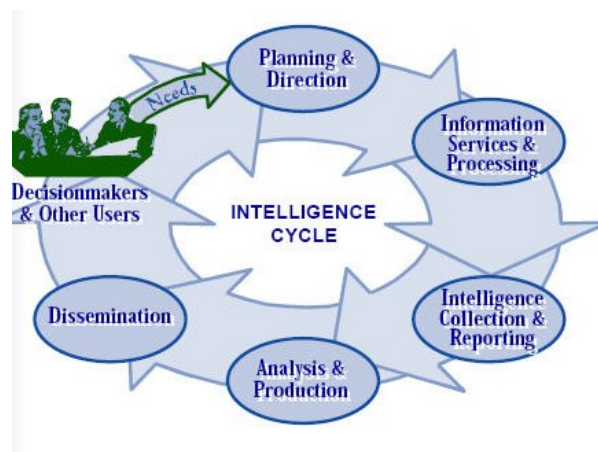
2.3.1 The Design and the Steps of Competitive Intelligence Process

From what it is exposed by Gayoso and Husar (2008), the scope of process should consider essential aspects that enable the consolidation of a creative process oriented to innovation.

In the view of Rodriguez (2004), the competitive intelligence is a process which interferes in a direct and positive way with the process of comprehension of the company business environment, contributing to the organizational management process. When regarding a higher education institution as a business organization, Garcia (2006) stresses that it is fundamental to find the instruments that enable the institution development strategy, transforming competitive intelligence into a tool that converges to this factor.

Among the main models, the existence of a series of converging steps are noticed, ones of which are properly established on the papers from Machado (2010) and Amaral (2010), and stress the relevance of a systematic process of gathering, treatment, dissemination and reevaluation of the data that consolidates the information cycle and the knowledge that is applicable towards the strategic organizational needs. The results of this process are aligned in the view of Prescott (1999) that highlighted the contribution of the competitive intelligence process to the professionalization of the organization management.

Figure 1 - Steps of competitive intelligence process – Hering Model.



Source: Translated and adapted from Amaral (2010)

When considering this aspect, several authors, such as Calof (1999), Vargas and Souza (2001) and Sawka (2008) stress that the competitive intelligence models need specific competences that assert the steps of the process. Amaral (2010), when discussing the models, comes to the conclusion that the competitive intelligence process allows the development of organizational strategy, considering steps that are essential to the process. Among the many models, the Hering model (1999) was accentuated due to the fact that it can be applied to several

organizational models, public and private, being easily adapted to the dynamic context of higher education. The model is illustrated in Figure 1.

In the analysis of Amaral (2010), the main characteristics presented on the model allow the comprehension, systematization and development of actions that aim to consolidate the organizational strategy, especially in higher education, keeping in mind the possibility of usage in a complex and dynamic context. As for steps, the model stresses the identification of the need of information, planning and direction, gathering, analyses and dissemination, and evaluation of information that constitutes organizational knowledge. According to Amaral (2010), with bases on the studies performed by Lahey (2003), and Prescott and Miller (2002) and Dilworth (2003) it is fundamental to observe the necessary competences to the process, allowing competitive intelligence to be constituted as a fundamental mechanism to the organizational strategy.

When taking into consideration the need to comprehend the complex and dynamic environment of organizations, the identification process of the need of information is presented by Hering (1999) and consolidated with the assistance of concepts presented by Fuld (1995) and Eriksson (2008). It states to be fundamental that the competitive intelligence team defines the general guidelines of the process, the competences and the steps that will be primordial to the work structure and so the management needs can be organized in a way to make possible the constitution of a strategic map to orient the managers along the course of the competitive intelligence process. This process, according to Amaral (2010) orients the planning and direction, since it defines the resources to be used, time and the other competences that the company possesses to deliver the dynamics of competitive intelligence.

The gathering though, according to Amaral (2008) and Machado (2010), is the moment in which the information are enlisted and organized so it can be systematized in order to attend the needs of competitive intelligence process. In this moment all the concepts defined by the team and the necessary competences must be applied so that the information can become useful knowledge to the company. In higher education, this process is directly related to the SINAES, since the data gathering to the institutional evaluation can also, according to Dias Sobrinho (2004), be linked to a process oriented to the achievement of the objectives and consolidation of quality in the institution.

Subsequently to the process, Kahaner (2009) and Machado (2010) stress that the analyses is the moment where it is possible to visualize scenarios and provide the organization of knowledge toward its strategic objectives. In this moment, the analysts' role is to systematize what was gathered and construct relevant knowledge and the respective methodologies of application and implementation used with what has been systematized, allowing many paths to appear and be followed by the organization. And it is in this moment, according to Bouthillier and Shearer (2003) that meanings to the information are created and these are prepared to the dissemination process.

In the dissemination, according to Gomes and Braga (2006) and Weiss (2002), discussed in the study of Machado (2010), a distribution of information occurs, already as a form of knowledge, throughout the organization, constituting the final product of the intelligence process. This knowledge, besides contributing with the planning process, will allow several tools of organizational administration to be implanted, developed and consolidated, since they allow the organization to take actions towards its strategic objectives.

Lastly, considering the systemic view of the competitive intelligence process, Gomes and Braga (2006), Sawka (2008), Machado (2010) and Amaral (2010) stress that the evaluation is the moment to search comprehension and to see if the objective were observed and if the competitive intelligence promoted relevant knowledge to the organization. Moreover, it is the moment to identify, mostly based on the perception of the competitive intelligence team, if the process is being considered an effective toll to the organization.

In higher education, mostly in the private segment which is considered complex and dynamic regarding the management process that is similar to the one in a business organization, Voos (2004), Kleber and Trevisan (2010), Garcia (2011), Francisco (2012) stress that the institutional evaluation, considering SINAES in the matters of methodological outline and needs of regulation, the institutional evaluation can be considered a proper instrument to the operationalization of the competitive intelligence process in higher education. This is confirmed at the moment in which SINAES involves all the steps presented in Hering model (1999) and possesses the PDI, base of the institution strategy as a basic referential to the development of the process.

3 METHODOLOGICAL PROCEDURES

The scientific investigation is supported by procedures, methods and techniques that have as an objective to promote the issue to a concrete perspective and make it evident under the light of science, dismissing its empiric character and consolidating a knowledge structure that allows the validation of the information that sets the valid results to the research. According to the considerations of Souza, Fialho, and Otani (2007), founded by the contributions of Yin (2001), several methods allow the investigations to draw attention to the reality of the organizations; however only the case study can validate knowledge in a specific organizational reality. Therefore, with bases on these considerations, the investigation consists on a case study as it intends to identify how the competitive intelligence process occurs in a higher education institution, extracting the main contributions that are aligned with the strategy and the PDI.

Following the contribution of Popper (1993), the scientific research is also a logic reflection process as well as a process of meaning construction in the social context, since it is a systematic process of comprehension of a specific empiric reality. From these findings, following the conceptual structure of Zapelini and Zapelini (2007), the research on the screen is set as an academic research, developed with the intention to produce knowledge in a scientific sphere and focused on the titration of the researcher, allowing the information to be composed by the proper scientific treatment in a specific area of knowledge. In the context of the applied techniques, as it is stressed by Souza, Fialho and Otani (2007), direct documentation is highlighted, through data gathering using semi-structured interviews with the institution specialists, and the direct documentation, since the investigation made use of information that was on documents, projects and regimental ornaments of the institution.

Still in the context of the techniques, considering the qualitative aspect of the research, the Delphy method was used for its relevant contributions in the field of strategic development of the institution using the method of ideas generation that appears after the development of competitive intelligence process. In the context of the research, having as the study organization a higher education institution, following the model discussed by Martins, Souza and Melo (2006) that accentuate the possibility to unite specialists in a certain scientific field

or organizational field and discuss the knowledge interdependent to the organization, consolidating a method of ideas generation aligned with the institution strategy and the fomentation of actions that will achieve the strategic objectives proposed, in this case, to the institution.

Having as a base the studies of Lakatos and Marconi (2005), it is identified that the research made use of the intentional sample as for the convenience of the respondents. The interview occurred with five professionals, members of the Proper Commission of Evaluation (CPA) of the institution, sector responsible for the conduction of the evaluation processes and for the control of the PDI, and responsible for the assistance to the institution strategy. This allowed the Delphy method to be consolidated, since the respondents who participated of a debate with the intention to search for evidences of contributions from the competitive intelligence process in the institution, discussing and debating the necessary directions to the consolidation of the proposal.

The research has also been set as basic, since it is oriented to the construction of new knowledge aimed to an institutional need and to promote scientific contributions relevant to the area in matter. The descriptive explanatory character is also stressed, as it aims to map, describe, and explain the competitive intelligence process in a higher education institution, as for it is covered by Souza, Fialho and Otani (2007). Still with the bases of contribution from the authors, the research is set as bibliographic documentary and field, making use of resources from consulting published at scientific journals, projects, institutional documents as data gathering as well as from the interviews applied consisting in five questions that aim to identify how the competitive intelligence process occurs in the institution context.

From the methodological procedures stressed in the investigation, the application of systematic and contextualization processes of information is preponderant factor to the production and development of the knowledge necessary to the consolidation of the objectives proposed along the work. Through data compilation, the results of the investigation are presented below as well as the competitive intelligence process which was consolidated as a result of the reflection of the respondents and the application of Delphy method.

Having the intention to preserve some strategic aspects of the institution, it was chosen to denominate the institution object of the study as “IES Alfa”, clarifying that the presented fact represents no harm to the study and it has, only, the goal to protect institutional, technical and ethical aspects of the institution.

3.1 Characterization of the Studied Institution: The IES Alfa

The “IES Alfa” is also object of study of the investigations proposed by Francisco (2012), one of which covered inferences of the evaluation process and the regulation through the implications of General Index of Courses (IGC) and the concrete relations with the PDI. The actions, besides promoting the characterization of all institution strategic activity, also allowed the comprehension of the aspects linked to the premises of competitive intelligence, stressing the self-evaluation process that is developed by the institution CPA.

According to the contributions made by Francisco (2012) and by Matias et al. (2013), the institution, which is located in the south of the state of Santa Catarina, is a preponderant mechanism of development of the enterprising potential of the cities which compose the region of municipalities of Laguna (AMUREL). Attending a public of approximately 400 thousand inhabitants, the “IES Alfa” develops its actions under a necessary alignment with the PNE, operating in several areas of academic niche of work which are considered priority to Brazil development. The institution, which operates in the areas as applied social sciences, human science and, from 2013 on, in the exact sciences, adding courses like engineering, it is noticeable that the institution centers its development assumptions under the orientation of concepts aligned with the democratization of access, staying and interiorization.

The institution, accredited in the year of 2001, congregates a tight management structure that aims to comprehend the complex dynamics of the private segment of higher education. With substantial help of its sponsor, the “IES Alfa” searches, constantly, for proactive instruments that enable a more competitive positioning in the market, although it also conceives the education to be a social good. Even in this paradox, which is discussed exhaustively by Esteves (2007), the “IES Alfa” is able, according to several evaluation processes applied, to take positioning and achieve most of the objectives exposed in their PDI.

The institution has in its PDI, the main document to guide its strategy, operating to promote and consolidate its courses from the regional demands, attending the surrounding needs and, mainly, students who search qualification. In the management perspective, the “IES Alfa” considers the contributions from Garcia (2006) and Machado (2008) in its management process, since it bases its actions on specific plans constituted towards the achievement of what is proposed in the PDI.

When taking position towards its strategy, the “IES Alfa” considers the participation of specific commissions in the process of constitution of its planning and operationalization of the necessary plans to the search of its objectives, considering several instruments that are relevant in the institution management process. The Strategic Planning, developed in consonance with the PDI, is the main document and fundamental to the achievement of the institutional objectives, since it congregates all the concepts that orient the institutional activity in higher education. Moreover, the institution has in its evaluation process, developed in consonance with the premises of SINAES, a fundamental instrument to the development of its strategic issues, since, to the “IES Alfa”, the SINAES is the main instrument considered in the competitive intelligence dynamics.

3.2 The Competitive Intelligence Process In “IES Alfa”: The Signs of Alignment With the Hering Model

The SINAES, inside of the structure presented by the INEP (2009), reserves similarities with the Hering model (1999) in the competitive intelligence process since, in its steps, contemplates the whole process scope and sets a dynamic of gathering, treatment, systematization, divulging and evaluation of applied knowledge in a management level. When using the SINAES as a competitive intelligence tool, it is possible to structure a management process aligned with the PDI of the institution, fact that allows the comprehension of the institutional positioning in the historic context.

In the historic context, a country with a complexity as large as Brazil’s, the higher education was constituted around an expansion process that considered the diversity of conjunctures and, mostly, the variety of vocations that appeared after the cultural construction by the national population. That is discussed by Cury (1989) as the higher education has always been

positioned around the search of an identity and on the observation of management patterns that could attend the complexity imposed by a positioning in a certain scenario.

From 2004 on, with the institutional evaluation proposal presented by INEP (2004) by the Law 10.861, from April 14 of 2004, it is noticeable that the historic construction earned notoriety when the valorization of institutional “self-knowledge” happened, produced from methodological bases of procedures and instruments applied in a process of institution systematic investigation. The evaluation, besides being a dynamic process of quality verification, has become a process of knowledge construction that would come to be used by the institutional management for decision making, as for, since 2004, it has involved an intrinsic relation with the regulator outline that orients the institutional activity.

Collere (2002) used to discuss issues aligned with this aspect already, when stressed the fact that the process of strategic adaptation might have been based on strategic definitions and in an effective positioning in the activity context. Besides the need to recognize scenarios and delineate guidelines, the decision makers should give importance to a constant activity of validating the decisions, ones of which should promote the institutional competitive in the many models of institutions. This thought is also implicit in the study of Carnelli, Candido and Braga (2008) who evidenced the need to transform an evaluation into an emancipator and management usable mechanism, aligning planning with strategic actions.

It is exactly in this sense that the SINAES takes position, since it is an instrument viable through a reflection process within the academic community, triggering an interdisciplinary action that is directly linked to the concepts of competitive intelligence. From the steps of the system, ones of which are discussed and evidenced by Hékis (2004) and Thives Junior (2007), it is noticeable that, as in a competitive intelligence process, the institutional evaluation allows the construction of methods, instruments and an entire structural outline that is applied in the investigation and in the institution strategic definition. Moreover, the evaluation produces essential competences which will define the institutional behavior and consolidate the main knowledge that should be used in the definition and positioning of the organization.

The SINAES, in the view of Colombo and Rodrigues (2011), Garcia (2011), Baggi (2011) and Casagrande (2011), is a process that demands investment, discussion, reflection, action,

validation and goal evaluation, being constituted in a mechanism aligned with the competitive intelligence. When presenting the steps, the considerations of Hékis (2004) were already aiming this aspect and confirming this relation, since the steps envisioned to the SINAES presented significant adherence with the competitive intelligence process.

In the institution object of the study, this assumption is confirmed since the CPA comprehends the self-evaluation process as a tool to discover, treat, analyze, apply and validate the knowledge that involved the academic and administrative management. With the internal evaluation, considering the SINAES as a base, the institution understands that the Hering Model is contemplated as a competitive intelligence tool in the institution from the alignment existent among the steps of internal evaluation and the Hering model (1999). According to what was exposed by the CPA of “IES Alfa” the alignment is constituted of what is illustrated in Figure 1.

Through interview applied and other methods of investigation also applied, the competitive intelligence process follows the design presented in Figure 1 and converges a direct relation between Hering and SINAES, allowing the steps from both models to become interdependent.

3.2.1 Planning and Direction

When using the SINAES as a competitive intelligence mechanism, it is noticeable that the intention of the group manager of the process was to produce an instrument with respective steps and with adherent results to the process discussed by Hering (1999). Through actions that are related to the beginning of application of the evaluation system of the institution object of study, the CPA, is constituted from a planning and from a project with steps predefined that orient the process of gathering, systematization, application and divulging of information that is used in the institutional management process.

In planning and direction, following the orientation of Machado (2010) and Amaral (2010) and the activities planned by CPA, it is noticeable that the moment of creation of the team responsible for the evaluative process is established and will take position in a direct way in the gathering of necessary information to the achievement of the objectives found on the proposed project to the process. Still according to the structured orientation of the process,

INEP (2009) stresses that the planning process, which is aligned to the first step of the competitive intelligence process, is fundamental to the continuation of the process, since it is where to define the general guidelines to the construction of knowledge that will be of grand value to the management process.

In this step, the CPA still stresses an important adherence to the competitive intelligence process, which occurs at the moment of definition of a work schedule e with inherent objectives to each step of the process. Besides following a line directed to the innovation process, as it searches to introduce in the process the interdependence of the instruments and applied resources to the applied information gathering of the institution as a corporate organism, the SINAES, through the preparation, is aligned with the planning and the direction following what is presented by Prescott (1999), as it evidences the drawing of a process that will generate orientations to the decision making.

3.2.2 Processing and Storage of Information

After the definition of the necessary steps to the drawing of the competitive intelligence process from the planning and direction, comes the moment where it is necessary to sensitize the academic community, constructing and validating instruments of evaluation, and to forward the necessary actions to the project development. The constitution and consolidation of the evaluation process occurs from the definitions of basic assumptions that are used along the application of the instruments. In this moment, after the deliberation of CPA, occurs the divulging of the initial information and the validation of the activity schedule that will guide the evaluation.

The relation to the competitive intelligence process, is at the moment that the operational guidelines of the process are confirmed and strategically forwarding is considered for the definition of the methodologies that are applied so that the information can attend the process objectives. After all the guidelines are defined, besides attending the initial processes of constitution of a team, planning and sensitization proposed in the SINAES, it is at the moment of information storage that the bases of an evaluation project is instituted and will allow the gathering of necessary data to cause the competitive intelligence process.

3.2.3 The Data Gathering Process

The data gathering process is where there is higher adherence between the SINAES and competitive intelligence, observing the moment of SINAES when occurs the “Development” of the evaluation process, which of where are applied all the instruments to the data gathering and later systematization of knowledge that are used in the decision making process. After the initial steps, the team of competitive intelligence, in this case the own CPA, comes to operationalize the methodological procedures applied in data gathering and in the interlocution among evaluation agents, ones of whom are responsible to provide the necessary information so that the objectives of evaluation process can be constituted.

The process, following the guidelines from Amaral (2010), involves the offer of instruments that are aligned with the used methods in a way that they can be treated later in the process. The moment of data gathering is when it is verified the bigger agent participation with the academic community, that in this process can be considered the agents of competitive intelligence, ones of which provide the main actions that will be the base to the whole process of analyses of information production.

3.2.4 Analyses of Information Production

After the data gathering process, occurs the continuation of the alignment among competitive intelligence and SINAES from the observation of the development step, consolidating the application of instruments, the data gathering analyses, the information production and the construction of partial reports. In this moment, from the CPA activities in the institution object of the study, it is finished the participation of the academic community and the competitive intelligence team, in this case the CPA of the institution, comes to address the data gathered, confronting it to the evaluation objective process.

As for founding, from the directions and legal orderings that are summarized by INEP (2009) as base to the process of institutional evaluation, the construction of partial reports that will allow the development of several plans of action and the contention to the institution weak points to be reorganized in a way to allow the significant arise of the institution potential. Therefore, it is based on the partial reports that the reflection will occur which involves the

decision makers in the institutional scope, setting a concrete and relevant alignment among competitive intelligence and SINAES, thought the actions that involve the evaluation development process in the internal institution context.

3.2.5 Knowledge Dissemination and the Validation of the Process: The Goal Evaluation

The process of knowledge dissemination is presented by Hering (1999) and discussed by Machado (2010) it also reserves adherence with SINAES in relation to the evaluation process consolidation. In this moment the reports are constituted and will orient the academic community towards what was really developed in the evaluation process and the plans that were constituted in a previous moment.

Through what is discussed by Andrade and Amboni (2004), it is in this moment that the principles of SINAES are consolidated and when the decision can really be oriented since there is knowledge created in the process of gathered information treatment and confrontation to the objectives of the evaluation project. Besides allowing the perception of the real panorama of the institution, the process of knowledge dissemination is when the decision makers will take actions to operationalize, assist and criticize all that involves the development of the institution management.

The CPA of “IES Alfa” contribute to the perception as it understands that there is adherence among SINAES, through consolidation, and competitive intelligence from the knowledge dissemination, since several events are done in this moment so that the results of evaluation are delivered to the community, moment of which the actions and budget are discussed as well as necessary deadlines to the implantation of possible improvements. It is also in this moment, that several meeting among CPA, in this case considered the competitive intelligence team, and the other sectors happen, with the intention to orient the decision making that is responsibility of the competitive intelligence sector.

Also in this moment occurs the goal evaluation of the process along the managers of evaluation process, considering the gaps that were found at the moment of the project execution and rearrangement of the criteria for the continuation of the process, which should observe a cycle towards the application and consolidation of action that are determined during

the whole process. This is also a preponderant factor in the relation among SINAES and the competitive intelligence process, allowing readjustments of actions that will make the process even more effective, following the guidelines that are found in the model presented by Machado (2010).

The last action of the process of competitive intelligence that is stressed by the Hering model (1999) is the validation of gathered knowledge during the application of the instruments and the later information analyses, following the guidelines of Machado (2010) and Amaral (2010) it is in this movement that the competitive intelligence team should offer the improvement of the process to the participants involved in all the system. What reserves the similarity with the SINAES, in this case, the fact is that, according to Ristoff (2000), in the moment of the goal evaluation the community can also present its consideration about remodeling and the systematic implanted to the correction of path and to the adaptation of instruments that allow the information gathering and the definition of a better decision towards the institution strategy.

4 CONCLUSIONS

Among the concepts wrapped around the management process of higher education institutions, the aspects related to competitive intelligence asserted the need of positioning the management process in higher education from the assumptions given by the knowledge organizations. In function of the dynamic and complexity, mainly in the management of private institutions, it has become fundamental to be aware of the eventual changes of environment and, mostly, to the fomentation of actions that consolidate the determinant competitive strategies to the institution planning.

With the evolution of the sector, the strong regulatory apparatus and the institutional evaluation as mechanism to consolidate the institutional project, the higher education has come to need an instrument that could enable the maintenance of the activities, the extension of the offer and a preponderant analyses of the environment and the promotion of comfort among the developed actions and the institutional strategy. From the conjunctures of higher education evaluation, with the institution of SINAES as a system, comes several ways to level the institution competitiveness through the self-knowledge process, which promotes a cyclic

and systematic investigation, fundamental to promote self-knowledge. Based on the principles, guidelines and mechanisms that are proposed by SINAES, it is possible to identify several possibilities of a management alignment with the institutional study through delineated instruments of the best strategy and the achievement of the objectives envisioned in the PDI.

Artigo recebido em 12 de setembro de 2013 e aceito para publicação em 22 de outubro de 2013

O PROCESSO DA INTELIGÊNCIA COMPETITIVA EM UMA ESCOLA ISOLADA: UM ESTUDO COM CONTRIBUIÇÕES SIGNIFICATIVAS

Resumo

A inteligência competitiva é um processo para desenvolver estratégias. O documento apresenta um estudo das principais contribuições da inteligência competitiva, sendo tal processo aplicado a uma instituição que opera no setor privado do ensino superior. As contribuições teóricas mostram aspectos que lidam com a gestão estratégica do conhecimento sobre as perspectivas para o ensino superior e da inteligência competitiva. Para isso, foi desenvolvida uma pesquisa acadêmica, exploratória e descritiva, considerando-se a base do estudo de caso o uso do método Delphi na coleta de informações. Os resultados indicam que o processo de inteligência competitiva possibilita que o pensamento estratégico e o desenvolvimento da competitividade, permitindo a tomada de decisão pelos gestores para ser orientada para negócios e desenvolvimento institucional.

Palavras Chave: Inteligência Competitiva. Educação Superior. Setor Privado.

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