

STRATEGIC PLANNING IN EDUCATION: ANALYSIS OF A CASE IN A TECHNOLOGICAL UNIVERSITIES

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Abstract: Strategy means leading armies and overcoming enemies. This is the “base” concept of this article and, through it, large and small businesses are raised. There is no known standard strategy or one that works for all institutions, so analyzing institutions that were successful and understanding what works best is an important function of the manager. Strategic planning makes the decision-making process efficient and continuous, enabling the results achieved to be optimized and, in many situations, obstacles are overcome. Education is also an essential concept in this research. Developed over centuries, from its primitive form to its current model, it is understood as a real necessity. In education are conceived Universities, public or private institutions, which form thousands of individuals annually, providing them with employment, income and, above all, knowledge. Connecting the subjects, it is possible to state that the strategy in the educational context must be constantly planned and improved. It must be considered “essential”, since colleges, universities and other Universities are organizations centered on knowledge and consumers of better management techniques. These need to adapt the strategy to its context. Aiming to understand how is the process of elaboration of strategic planning in universities (using as an example of technological universities located in the interior of the state of São Paulo), to multiply consolidated strategies aimed at education in universities, exploratory, descriptive, bibliographical methods were used., documentary and field. With that, as recorded in the final sections, improvements and better results were found in the work of coordinators, teachers and students.

Keywords: Education; Strategy; Universities.

INTRODUCTION

Strategy is a concept whose roots go back to ancient Greece, where the word “*strategia*”

meant the art of being a general, leading an army and overcoming enemies. There is no standard strategy that works for all organizations and/or institutions, therefore, it is necessary to define and align the company’s profile, and what means and tools are available. It is therefore necessary to analyze successful companies and/or institutions and their respective strategies, and understand what works best and which similar ideas can bring benefits. For this, a plan or strategic planning is necessary.

Strategic planning and its consequent management make the decision-making process more efficient. It is a continuous and systematic process of formulating strategies that makes it possible to make decisions on a systematic, rational basis, through formal execution programs, so that the achieved results are compared with the planned in systematic *follow up*, control and adjustments. It is the practice of synergy and that its methodologies and practices create structures for the fulfillment of ideas.

Also a “basic” concept of this research, education develops for centuries through witnessed situations experienced by each individual throughout his life and, from the primitive form of education to its current model taught in educational institutions, it is understood as a space for the realization and assimilation of knowledge, thus, analyzing it from the point of view of the historical context, several questions regarding its performance can be considered. In view of the development of education, Universities are conceived, public or private educational institutions, which form thousands of students annually, providing them with employment, income and, above all, knowledge. There are countless institutions that focus on training, train future professionals in different areas, however, in recent decades there has been increasing pressure on public sector organizations to

become more efficient and effective, which required a major improvement in their systems. costs and management, in order to provide quality and timely information.

Connecting the subjects, it is possible to affirm that the strategy in the public context has as a priority the social well-being and the supply of the demands of society, therefore, the strategic planning in the perspective of the public sector must be thought of in a particular way and with different direction, considering the specific characteristic of strategic planning and strategic management the need to adapt to the bureaucratic environment (specific to the sector) and the respective political influences.

In the strategic planning applied to an HEI, it is necessary to determine the situation, how is the educational institution, what is the business, the mission, the principles, the analysis of the environment in which it is inserted and the competitive competences, since the colleges, universities and other Universities are knowledge-centered organizations where management techniques need to be adapted to this context.

Aiming to understand how the strategic planning elaboration process is in universities, mainly in one of these institutions (higher technological education) located in the interior of the state of São Paulo, for the development of the research we used the descriptive exploratory, bibliographical, documentary supported by field study. It also aimed at better understanding and multiplication of strategies aimed at education in universities, as well as the improvement and better results of the work of coordinators, teachers and students, as shown in the final sections and conclusions.

The structure of the article consists of this introduction as the first section, a brief theoretical basis in the second section, where the strategy is explained, an essential point of the research that branches out with the themes education, universities, strategic planning,

strategic planning in the public sector and teaching strategy in universities. Section 3 explains the methodology applied and/or the development of the theme and, in Section 4, the main results and discussion of the research. In the final section (5) the authors present their final considerations.

THEORETICAL FOUNDATION

This research has its theoretical basis grounded firstly in Education, Universities, a brief explanation about the Paula Souza Center and its FATECs and then, a small conceptual basis contemplating Strategy, Strategic Planning, Strategic Planning in the Public Sector and Strategy Teaching in universities, as follows in the sections.

EDUCATION

Education was developed through witnessed situations experienced by each individual throughout his life and, from the primitive form of education to its current model taught in educational institutions, it is understood as a space for the realization and assimilation of knowledge, thus, analyzing it from the point of view of the historical context, several questions regarding its performance can be considered (DESSEN; POLONIA, 2007).

For Gadotti (2012), education is a complex phenomenon, composed of many currents, trends, trends and concepts, rooted in different cultures and philosophies. Likewise, the author states that all education is political, it is not neutral and, necessarily, demands principles and values that constitute a certain vision of the world and society. For this reason, many conceptions and practices of education were elaborated, tested and consolidated.

Pineau (2008), continues to contribute to the theme by writing that, historically, modern education results from the foundation of new morals that began to regulate the pedagogical

relationship and, one of the best known examples, Mutual or Monitorial Teaching, aimed to teach students in greater numbers, using fewer resources, in less time, but with quality, a method that was widespread in the first half of the 19th century and that the practice predicted that the individual could be “at the same time” teacher and student, continually changing categories.

Offial and Leyser (2018), updating the concept, explain that the model of school education focused on the teacher as a communicator of knowledge expanded throughout the 18th and 19th centuries, fueled by the Industrial Revolution and its resulting urbanization and demographic expansion.

Reiterating, according to the work by Rodrigues *et al.* (2018), educating also gains the meaning of contribution, thus, students and teachers in their institutions remodel and improve their lives in permanent learning processes. Education makes it possible for students to build their identity, supports and develops their personal and professional paths, facilitates their life project, develops their understanding, emotion and communication skills, as well as allowing them to find personal, social and professional spaces, making them better, fulfilled, productive and ethical citizens.

UNIVERSITIES

Brazilian Universities (BRAZIL, 2022) can be public or private. Public educational institutions are those maintained by the Public Power, in the Federal, State or Municipal form. These institutions are financed by the State, and do not charge enrollment or tuition. Private Universities, on the other hand, are managed by individuals or legal entities governed by private law, with or without profit.

Private non-profit institutions are community institutions, which include representatives of the community in their

sponsoring entity, confessional institutions, which serve a specific confessional and ideological orientation, and philanthropic institutions, which provide services to the population, in a complementary manner to State activities., according to article 20 of the LDB, Law of Guidelines and Bases of National Education (BRASIL, 1996). With regard to academic-administrative classification, universities can be given different names.

The strictest, defined in the LDB (BRASIL, 1996) is the University, as it is a multidisciplinary academic institution that has institutionalized intellectual production, in addition to presenting minimum requirements for academic degrees (or a third of masters and doctors) and faculty workload (one-third of which are full-time). The university is autonomous to create courses and academic and administrative headquarters, issue diplomas, fix curricula and number of vacancies, sign contracts, agreements and covenants, among other actions, respecting current legislation and constitutional norms. The University Center is another pluricurricular institution, which covers one or more areas of knowledge. It is similar to the University in terms of structure, but it is not defined in the Law of Guidelines and Bases and does not present the requirement of institutionalized research. College has two connotations. The first is that of a university that does not have the autonomy to grant titles and diplomas, which must be registered by a University. In addition, it does not have the function of promoting postgraduate studies. The second sense is applied to refer to organic units of a University.

Federal Institutes still exist, they are units dedicated to technical training, with professional training in different areas that offer secondary education integrated with technical education, technical courses, higher technology courses, degrees and postgraduate

degrees. The denomination goes back to Law 11.892/08 (BRASIL, 2008), which renamed the Federal Centers of Professional and Technological Education or CEFETS and the Technical Schools.

Collaborating with the theme, Waweru, Porporato and Hoque (2007) explain that in the last two decades there has been a growing pressure on public sector organizations to become more efficient and effective, which required a great improvement in their cost and management, in order to provide quality and timely information.

THE PAULA SOUZA CENTER (CPS) AND THE FACULTIES OF TECHNOLOGY (FATECS)

The Centro Paula Souza or CPS is an autarchy of the Government of the State of São Paulo, linked to the Secretariat for Economic Development, SDE, which is present in 369 (three hundred and sixty-nine) municipalities, currently managing 224 (two hundred and twenty-four) Schools Techniques or ETECs and 74 (seventy-four) Colleges of Technology or FATECs, with more than 322 (three hundred and twenty-two) thousand students in technical courses of medium level and technological courses of Universities. In addition to graduation, the CPS offers postgraduate, technological updating and extension courses. The institution is also recognized as an Institute of Science and Technology or ICT, a non-profit organization of public or private administrations, whose main objective is to create and encourage scientific and technological research. Recognition was given unanimously at a meeting of the Council of Research Institutions of the State of São Paulo (CONSIP), held on September 14, 2021 (CPS.SP, 2022).

The Technology Faculties or FATECs of the CPS, serve more than 94 (ninety-four) thousand students enrolled in 86 (eighty-six)

technological graduation courses, in several areas, such as Civil Construction, Mechanics, Informatics, Information Technology, Tourism, among others (CPS.SP, 2022).

Guaratinguetá College of Technology, a University belonging to the CPS, maintained by the Government of the State of São Paulo, was created in 1994, and aims to promote public professional education, offering undergraduate courses in Technology, training Technologists within benchmarks of excellence, aiming to meet social demands and the world of work (FATECGUARATINGUETÁ, 2022).

All courses at the unit undergo updates to always conform to the requirements of the National Catalog of University Courses, prepared by the Ministry of Education. It forms an average of 200 students per semester and offers 7 (seven) free university courses in the areas of: Systems Analysis and Development; Commercial management; Industrial Production Management; Information Technology Management; Business management; Financial Management and Logistics. All courses stand out for the practice of technological universities, aligned with humanism (FATECGUARATINGUETÁ, 2022).

In order to promote innovation and entrepreneurship, Inova, the CPS Technological Innovation Advisory, has the mission of promoting (innovation) policies and coordinating actions aimed at developing partnerships with companies, the public sector and institutions of science and technology. Supporting the management of the CPS, its Superintendence and other Coordination and Advisory Services, Inova also develops actions to streamline teaching focused on research, technology and innovation, thus its mission is to contribute to increasing the impact of the CPS on the social and economic development of the state of São Paulo. Among several projects of the institution, the School

of Innovators stands out, an extension course in entrepreneurship that aims to provide basic tools for Entrepreneurship and Innovation, providing a creative and digital environment for participants to train and develop their business models (INOVA. CPS, 2022).

STRATEGY

Strategy is one of the essential points that companies must think about and analyze. Through it, if well structured, it is possible to bring more profitability to the company, make it more attractive to potential partners and customers, in addition to having defined and clear goals and objectives for all (RIBEIRO, 2012). The author (RIBEIRO, 2012), still defines it:

Strategy is the art of planning and putting the plan into action, with the objective of reaching or maintaining relative positions and potentials favorable to future tactical actions on an objective and to look for favorable conditions to reach specific objectives, that is, it is the general program for the achievement of an organization's objectives and, therefore, for the performance of its mission (RIBEIRO, 2012).

According to Sobral and Peci (2013), strategy is a concept whose roots go back to ancient Greece, where the word "*strategia*" meant the art of being a general, leading an army and overcoming enemies.

For Chiavenato (2020) there is no standard strategy that works for all organizations and/or institutions, and that it is necessary to define and align the profile of your company, and what means and tools are available. And then analyze successful companies and their strategies and finally understand what works best and what similar ideas can bring benefits.

The definition of strategy also consists of the use of important instruments for the performance of organizations in the current competitive environment in which they operate, thus, strategic planning is

responsible for contextualizing companies in their respective performance scenario (DAFT, 2017).

And, as Mc Keown (2019) analyzes, when it comes to strategy, it is important to understand the external and internal environments of an organization and/or institution, thus having an overview of what really impacts this strategy. In the external environment, one can know (for example) the market position and main competitors, and it is also possible to know what the strengths and weaknesses are and, therefore, identify what needs to be improved in the said organization and/or institution. Within the internal environment, where there is more situational control, one of the most important strategic aspects is communication, since the absence of this or factors such as disagreements between actors/responsible can represent significant losses.

STRATEGIC PLANNING

According to Rasmussen (1990), strategic planning and its consequent management make the decision-making process more efficient, where a broad delegation of powers and responsibilities to the different hierarchical levels promote an effective decision-making process, since the hierarchical levels assume responsibilities within its strategic management structure from functional, operational and executive management to top management, thus, the permanent observation of the macro environment and the need to comply with the different levels of planning encourage each hierarchical level to participate dynamically in the decision-making process.

In addition, Silva and Gonçalves (2011) explain strategic planning as a continuous and systematic process of formulating strategies that makes it possible to make decisions on a systematic, rational basis, through formal execution programs, so that the results

achieved are compared with the planned in systematic *follow up*, control and adjustments.

For Belmiro (2001), it is necessary to develop strategic thinking “before” formulating plans, involving the creativity and intuition of any participant in the organization (regardless of hierarchical level), since strategic thinking aims to understand the constant changes and uncertainties that the company (many times) experiences and, if the strategic thinking is established, the planning can already be started. The author (BELMIRO, 2001) reiterates that planning is the practice of synergy and that its methodologies and practices create structures for the fulfillment of ideas.

STRATEGIC PLANNING IN THE PUBLIC SECTOR

It is known that the implementation of strategic planning in the public sector is more recent than in the private sector. In the literature, there is a certain shortage of publications that relate strategic planning in the context of Public Administration (HENN *et al.*, 2016). Silva and Gonçalves (2011) point out that:

As it is a new topic in the public sphere, the Strategic Planning topic can bring some resistance: one of the speakers at the 2nd National Forum on Strategic Management in the public sector, dealing with the beginning of the implementation of Strategic Planning in his institution in 2009, said that it was seen as absurd to address this topic, as the public servant's view was that strategy does not apply to non-profit institutions (SILVA; GONÇALVES, 2011).

The authors (HENN *et al.*, 2016) define:

The strategy in the public context has, therefore, as a priority the social well-being and the supply of the demands of society. Even so, strategic planning from the perspective of the public sector must be thought of in a particular way and with

a different direction than that of private organizations, since there is no way to direct the focus only to processes and results (HENN *et al.*, 2016).

According to Da Silveira and Lunkes (2018 *apud* PŮČEK; ŠPAČEK, 2014), in relation to public administration, a specific characteristic of strategic planning and strategic management is the need to adapt to the bureaucratic environment and political influences, but this does not mean ignoring the strategic management elements.

TEACHING STRATEGY IN A PUBLIC SECTOR OF UNIVERSITIES

With regard to strategic planning applied to an educational institution, the authors Montenegro, Nóbrega and Souza (2010) discuss:

Thus, defining and determining what the situation is, checking how the educational institution is doing, taking into account the business, the mission, the principles, the analysis of the environment in which it is inserted and the competitive competences, are fundamental tasks for the development adequate strategic planning aligned with the needs of the target public of the business. (MONTENEGRO; NÓBREGA; SOUZA, 2010).

In addition, Meyer Júnior and Meyer (2004) point out:

Since universities are knowledge-centered organizations whose work is carried out by specialized professionals, management techniques need to be adapted to this context, otherwise their effectiveness will be threatened (MEYER JÚNIOR; MEYER, 2004).

According to Da Silveira and Lunkes (2018), the process of preparing strategic planning in Universities, mainly in federal institutes, in general, is still maturing and not all “best practices” are being implemented by these institutions. institutions. In this

sense, and in view of the results found, it is understood that the four institutions studied that did not present performance indicators must develop mechanisms for monitoring their strategic plans, so that it can be observed whether the objectives are being achieved.

THEME DEVELOPMENT

In order to carry out the research, descriptive research of an exploratory nature was developed, also supported by bibliographical, documental and field research.

Exploratory research, according to Marconi and Lakatos (2021), happens in the face of “exploration” of situations, something or something. In this sense, it is widely used when it provides greater familiarity with research problems, aiming to build safe hypotheses. It is a methodology that usually involves a bibliographical survey, interviews with people who have had practical experiences with the researched problem and analysis of examples that stimulate understanding.

Estrela (2018) describes that in bibliographical research based on a survey of theoretical references already analyzed and published by written and/or electronic means (books, scientific articles, web pages), a base of arguments on the subject is created. worked and that any scientific work must be started with this method.

Documentary research, also used here, is a type of research that uses primary sources, that is, data and information that have not yet been scientifically or analytically treated (MARTINS; MELLO; TURRIONI, 2014). This research method has specific objectives and works as an excellent support, guaranteeing good results for bibliographical research, as was objectified in this article.

Finally, according to Gil (2022), field research is the type of research where the author seeks to deepen a specific reality, basically being carried out through direct

observation of the activities of the studied group and/or interviews with informants to capture the explanations and interpretations that occur in that reality.

RESULTS AND DISCUSSION

The field research was carried out using a form, prepared using the *Microsoft Forms tool*, directed at course coordinators at Universities, among them, in particular, one in the interior of the state of São Paulo, ending with a total of 14 respondents.

Composed of questions about age and gender, in the personal scope; time of experience in teaching, coordinated course, time of experience in coordination and academic training (highest degree), in the professional field; and specific questions for the research, such as, from a brief conceptualization of strategic planning, the practice of some action related to strategic planning in its management is identified, which or which tools have already been used in its management, what is the degree of difficulty found in its last strategic planning applied to education and what is the level of satisfaction with the result obtained, in addition to attributing the degree of relevance to strategic planning in its management.

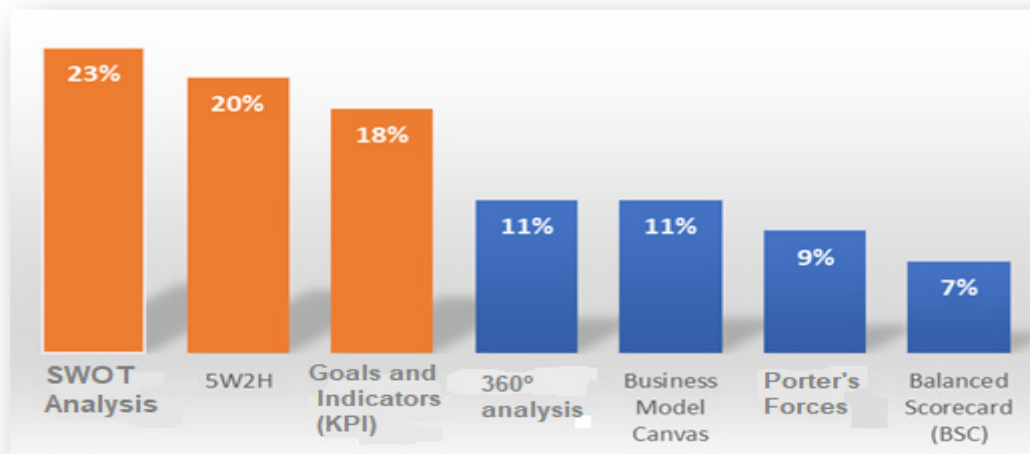
According to the data obtained, 42.86 % of the respondents are between 40 and 49 years old. As for gender, 79% of respondents claim to be male, not having selected the options “Other” or “I prefer not to answer”. It is noteworthy that 35.71% have between 16 and 20 years of experience in teaching and 50% have between 1 and 5 years of experience in coordination.

Among coordinated courses, 42.85% of respondents are coordinators of the Business Management course. In terms of academic training, 7% have a postdoctoral degree, 43% have a doctorate, 43% have a master's degree and another 7 % have a specialization as the

highest degree achieved.

The practice of some action related to strategic planning in their management is notorious, when 93% of respondents report

that they identify with the practice, with the three most used tools: SWOT Analysis, 5W2H and Goals and Indicators (KPI), as presented in the Graphic 1.



Graph 1: Most Used Methodologies in the Management of Coordinators.

Source: Prepared by the Authors.

Based on the data obtained, it can be concluded that, on a scale in which 1 corresponds to a lower degree of difficulty and 7 to a higher degree of difficulty, 30.8% of respondents assigned 4. In addition, 23.1% of respondents are very satisfied with the results obtained. And, 46.2% attributed a higher degree of relevance to strategic planning in their management.

FINAL CONSIDERATIONS

In this work, subjects such as the definition of strategy, education, Universities, strategic planning and strategic planning in the public sector, teaching strategy in universities in the public sector were addressed.

There is no standard strategy that works for all organizations and/or institutions, therefore, it is necessary to define and align the company's profile, and what means and tools are available.

In the strategic planning applied to the university, it is necessary to determine the situation, how is the educational institution, what is the business, the mission, the principles, the analysis of the environment in which it is inserted and the competitive competences, since the colleges, universities and other Universities are knowledge-centered organizations where management techniques need to be adapted to this context.

A technological HEI from the interior of the state of São Paulo was used to be the main focus of the study, observing the aspects mentioned above, as it is a segment that stands out from the others, and has a great technological presence.

It was concluded that strategic planning is a common practice among the respondent coordinators and that it is attributed great importance in their management. However, some type of difficulty is indicated in the

application of one of the methodologies, despite the experience in teaching.

This way, this research was important because it demonstrates that course coordinators recognize and use strategic planning as a decision-making tool and alignment with the organization's objectives. However, it is noted that there is an opportunity

for this practice to mature in public sector institutions by adapting to the bureaucratic environment and political influences. And as a basis for future work, it is proposed to expand the sample to different regions, as well as to identify the main difficulties in using the most common methodologies among managers.

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