

Innovative strategies in the public administration: report of the experience at the School of Dentistry (Institute of Science and Technology) - Universidade Estadual Paulista "Julio de Mesquita Filho" – UNESP, Campus of São José dos Campos

Estratégias inovadoras na administração pública: relato de experiência da faculdade de odontologia da Universidade Estadual Paulista "Júlio de Mesquita Filho" - UNESP Campus de São José dos Campos

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ABSTRACT

This ARTICLE aims to show an organization changing process, which is being performed in a public university, School of Dentistry of São José dos Campos – UNESP. A Strategic Planning was developed to promote such change, first using the usual model of this tool. Then the strategies were aligned with the expectations of a Balanced Scorecard engaged with the targets of a public organization (student success on the market, learning and growth, structure to work and leadership). To work the strategic review and the creation of renewal strategies a method from Matrix of Four Actions was used, aiming to identify values to add to the institution by diagnoses previewed on this tool, which makes easier the study of the fact that will be raised, eliminated, reduced and created. All this process was established along with the leadership development through trainings, individual and group coaching and the tracking of critical points of the strategic areas of this University Teaching Institute.

KEYWORDS

Strategic planning; Balanced scorecard; Matrix of four actions; Coaching.

RESUMO

O artigo tem por objetivo apresentar o processo de mudança organizacional que está em fase de implantação na instituição pública do ensino superior, Faculdade de Odontologia de São José dos Campos – UNESP, Campus de São José dos Campos. Para promover esta mudança foi desenvolvido o Planejamento Estratégico, inicialmente utilizando-se o modelo tradicional desta ferramenta. Posteriormente as estratégias foram alinhadas às perspectivas de um Balanced Scorecard adaptado às necessidades dos objetivos estratégicos desta organização pública (sucesso do aluno no mercado, aprendizado e crescimento, infraestrutura de trabalho e governança institucional). Para promover a revisão estratégica e a criação de estratégias de inovação foi utilizada a metodologia da Matriz das Quatro Ações, visando identificar valores a agregar à instituição por meio do diagnóstico previsto nesta ferramenta, que facilita o levantamento dos fatores a serem elevados, eliminados, reduzidos e criados. Todo esse processo foi estabelecido conjuntamente com o desenvolvimento das lideranças de cada setor da instituição, por meio de treinamentos, sessões coaching individual e coletivo e mapeamento dos processos críticos das áreas estratégicas desta IES (Instituição de Ensino Superior).

PALAVRAS-CHAVE

Planejamento estratégico; Balanced scorecard; Matriz das quatro ações; Coaching..

INTRODUCTION

The School of Dentistry of São José dos Campos (FOSJC-UNESP), in 2007, started a process of changing to a systemized and structured organization beginning with the implantation of the Strategic Planning and the Balanced Scorecard (BSC), joining the academic and managing leaderships of all hierarchy of the institution. The process was input by the Directorship of the College who evaluated the need to promote a review of the culture of the organization established, since March 28th of 1960, when began, officially, the activities of graduation of the Dental course.

The main concern of the High Management of the campus was regarding how to introduce a management that could work in a more competitive manner, according to the new standard of the health market. Other established challenge was the concern of adding some managing methodology already tested scientifically in other organizations, independently, being similar or not to this high education institution, either related to its origin (public or private) or purpose (high education or not). The parameter was the willing for better.

FOSJC-UNESP, during 50 years, worked just with only one graduation course, the Dental graduation, and over this period has always been considered a national reference of graduating doctors of dental surgery, also having a high scientific capacity and performing extension activities to the population. The Directorship of the college has always been led by Dental Surgeons elected by the member of the community, composed by teaching staff, undergraduate student and technical-administrative workers, according to the *General Policy* and *Internal Regiment*. Worth

adding that since 2012 the institution decided to name itself *ICT/UNESP, Instituto de Ciência e Tecnologia de São José dos Campos, da UNESP*. It would be necessary to educate and prepare the components of the Instituição de Ensino Superior (IES) in order to have the clearest and most productive adherence as possible. About Strategic Planning, besides the open mind of engaged people, it is necessary that the community can, effectively, be able to work it.

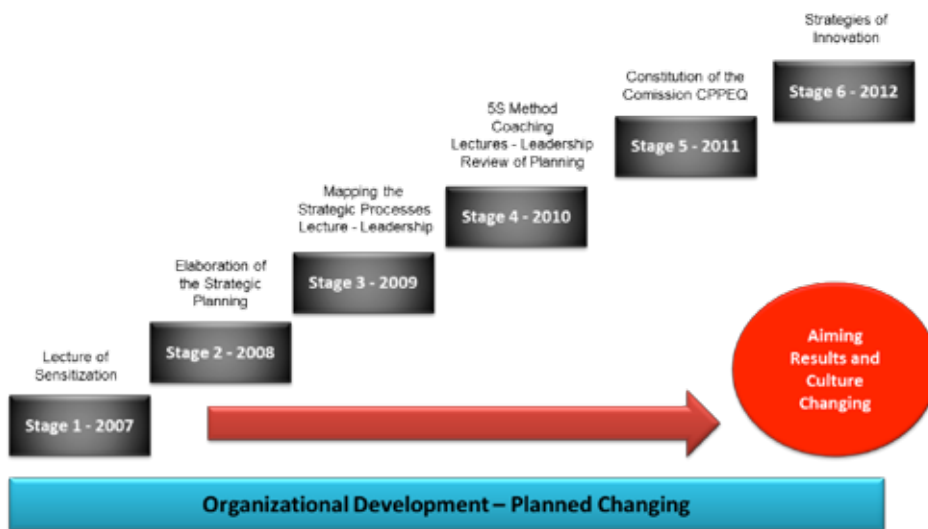
The engagement of all the institution with the preparing activities of the Strategic Planning (SP) such as: education, leadership and subordinate training, definition of goals, targets and all requisite resource to the implantation of the plan is essential to its success. So prior to all of that, the institutional selflearning is the indispensable activity.

IMPLANTATION OF THE ORGANIZATIONAL CHANGING PROCESS

The organizational changing process is in its sixth stage, as showed in the following graphic 1, however, each one of the stages will be further explained with larger details.

At the end of each stage, the Directship of FOSJC performed a critical overview along the accomplished activities, among the external consulting, seeking to identify during the working process the strength and weakness to adjust it to the new coming actions, not missing the aim of the main goal of the strategic process which was to promote an institutional changing.

In this critique analysis issues as the participation of the leaderships about frequency, contribution and engagement with the proposed activities were verified. With the result of this analysis, the following steps were planned:



Graphic 1 - Stage of Organizational Changing Process

Stage 1 – the organizational changing process at FOSJC-UNESP started in the first year with the accomplishment of lectures to sensitize all the academic and administrative leaderships about the subjects: Thinking and Strategic Management, Strategic Planning, Balanced Scorecard, ISO 9001:2008 and Model of Managing with Excellence (based on the standards of the Programa Nacional da Qualidade – PNQ). The goal was to promote a wonder and discussion about administration, by receiving it as scientific knowledge to be applied in the workflow of the institution.

After these lectures were accomplished, meetings with the members of the Directorship were performed to verify what would be the best way to initiate the changing process at the College. After some meetings with the consulting, who was contracted to conduct the lectures, the Directorship chose to begin the implantation of the Strategic Planning as a tool to be used and to guide other actions. Thus, moving to the second stage.

Stage 2 – the Strategic Planning was developed with the leadership group, composed by 27 workers of different areas of the college and concerning different levels and academic graduations, by meetings. Those resulted in brainstorming and the process of taking decisions, upon group agreement, as the initial base used to format all the matters of the planning (TAJRA, 2010).

The use of brainstorming technic was chosen to identify, in this stage, some creative and free of judgment ideas. The use of the collective agreement was considered important by the need of reaching goals and the comprehension of all who joined the process.

The final edition in 2008, of the Strategic Planning, had the business definition, such as in its restrict perspective as in the wide view. There were fixed the mission, vision, values, policy of taking decision, and the analysis of the internal and external environment, the strategic goals, the strategies and responsibilities, deliver dates and performance indexes.

Each strategy, further, was detailed into an action plan, presenting the questions of the tool 5W2H (which means the analysis of the questions: Why? Who? Whe? What? Where? How? How much?).

The elaboration of the action plans was produced in meetings with the involved teams in each of the strategies. Later on, each team showed their action plan to all the groups engaged with the planning, seeking to discuss and approve (or not) the new ideas from the dynamics.

The structure of the Strategic Planning used is represented in the Graphic 2, as follow:



Graphic 2 - Structure of the Strategic Planning (SP) – picture adjusted from TAJRA, 2010

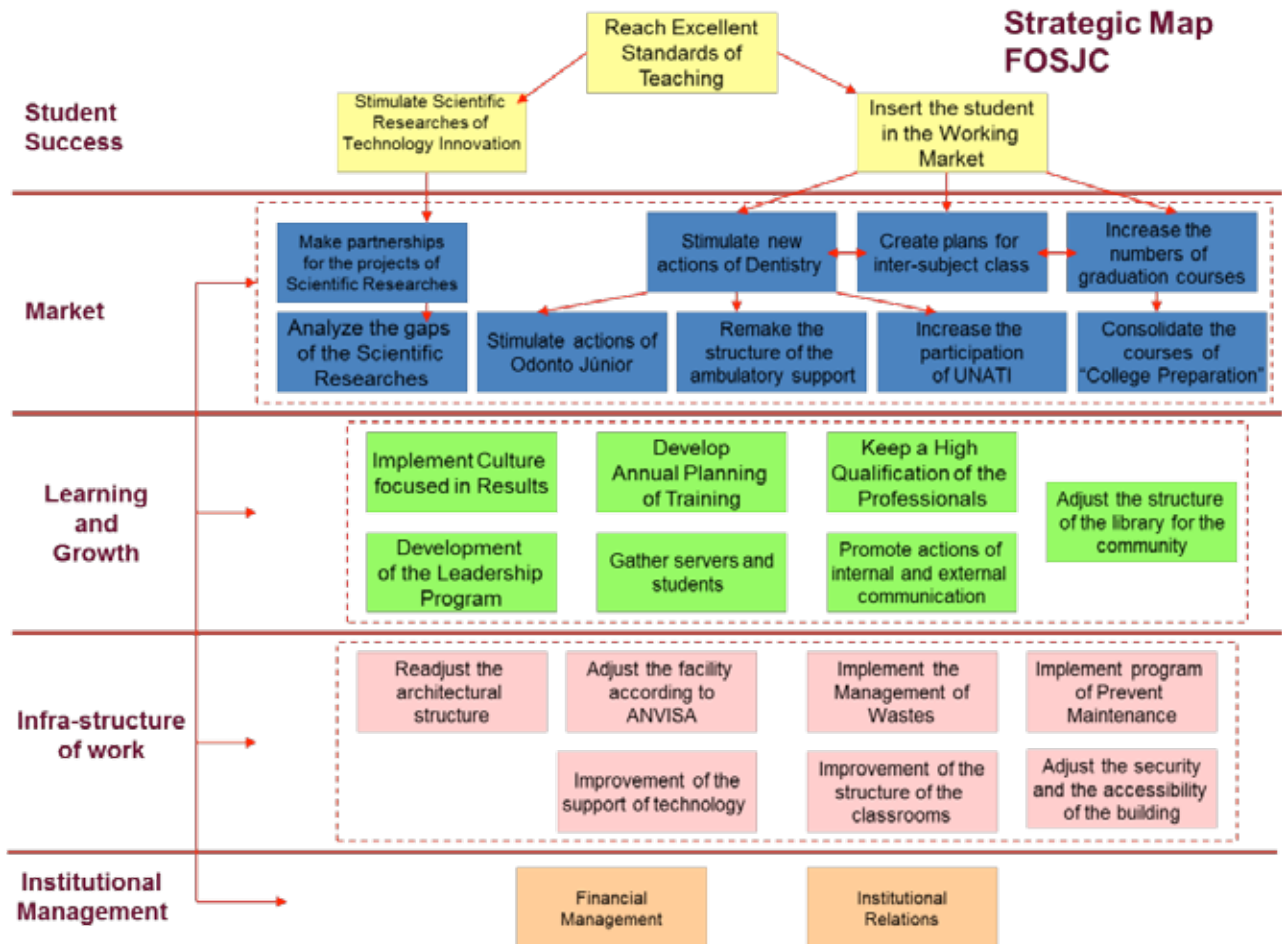
Based on goals, strategies and performance indexes a strategic map was made according to the Balanced Scorecard standard (Norton and Kaplan, 1997), defined by five perspectives: success of students, market, learning and growth, working structure and institutional management, as showed in Graphic 3.

Thirty-nine indexes were developed, in which 16 perform the follow up and 23 for measuring. These indexes were separated according to each perspective. Two should measure the global performance of students success, nine to follow the improvement of the structure, seven to analyze the market, 18 to follow learning and three to evaluate management.

Stage 3 – considering the pragmatism of Administration studies, it is known that a

written planning only is not sufficient and it is necessary to promote its effective implantation. This way, the Directorship of FOSJC-UNESP identified the necessity of supporting areas in the implantation of the established strategies through the mapping of the established process and qualification of issues linked to leadership, for all the leaders of the School of Dentistry.

The mapped processes were identified in the planning strategies and adjusted according to NBR ISSO 9001:2008 standards, considering the control of documentation, the control of records, the identification of process goals, the responsibilities, the norm references, the description of the related terms, the identification measurements for performance, the description of operation flow, and the graphic representation



Graphic 3 - Strategic Map (BSC) – Based on KAPLAN and NORTON models (2004)

of the process into flowchart. Such an action was accomplished with the intention of supporting the teams during the implantation of proposed strategies. As a way to sensitize the leaderships engaged in this process, many lectures were accomplished in order to discuss the roll of a leader.

The analysis of this stage identified the need to accomplish actions involving even more the community of college workers, once leadership had been so far the focus of the development of activities. It was also identified that faculty group was short during the activities. Based on these analyses the actions for the next stage were planned.

Stage 4 – this stage was planned and started to attend the following issues: how to promote the union of all the community in the organizational changing process? How to involve faculty, not excluding the continuous leadership development? How to continuously follow up the actions of the established Strategic Planning? The following activities were developed to attend these before mentioned demands:

- **Implantation of the 5S Method:** many lectures regarding sensitization e standards about the 5S Method were accomplished (the "S" mean Seiri (sorting), Seiton (straightening), Seiso (shining), Seiketsu (standardize) and Shitsuke

(sustain)) for all the college community, even for the students at the Graduate Course. After the lectures the 5S Method was implemented within all college, creating a remarkable mobilization of the community and an improvement of the working space.

- **Review of the Strategic Planning:** as part of the evolution of the process, the planning elaborated in 2008 was reviewed in 2010, seeking to adjust it to the new demands of the college, such as making a general analysis over the strategies accomplished or not .

- **Elaboration of the Mission, organizational structure, analysis of strength and weakness and definition of strategies,** for each sectors within all the segments of the college: teaching staff segment and its respective departments (teaching, researching and extension), student segment (teaching, researching and extension) and technical and administrative segment (also analyzing teaching, researching and extension) of all college. Indeed, the definition of mission, vision and values must fulfill the entire institution.

- **Accomplishment of Individual Coaching:** many sections of coaching were developed with each one of the leaderships involved in the organizational changing process. The goal was to promote the individual self-knowledge of each leader. Such activity had as principle that leadership self-knowledge would aid for mentoring the subordinates.

- **Training for the Leadership Development:** according to the collected data in the institution, the following training subjects were implemented: Human Development, Enterprising Leadership, Efficient Leadership, Knowledge Management, Team Work (Senac), Efficient Communication, Performance Indexes and Performance Evaluation.

- **Researching – Knowledge Management:** this research was developed with all the leaderships seeking to verify some points related to organizational environment, but, using as reference the process of knowledge management, according to TERRA (2001).

- **Researching – Leadership Profile:** the evaluation of leadership personnel was assessed amongst them. The technic used in this research was the 360 degrees, therefore, only among the leader.

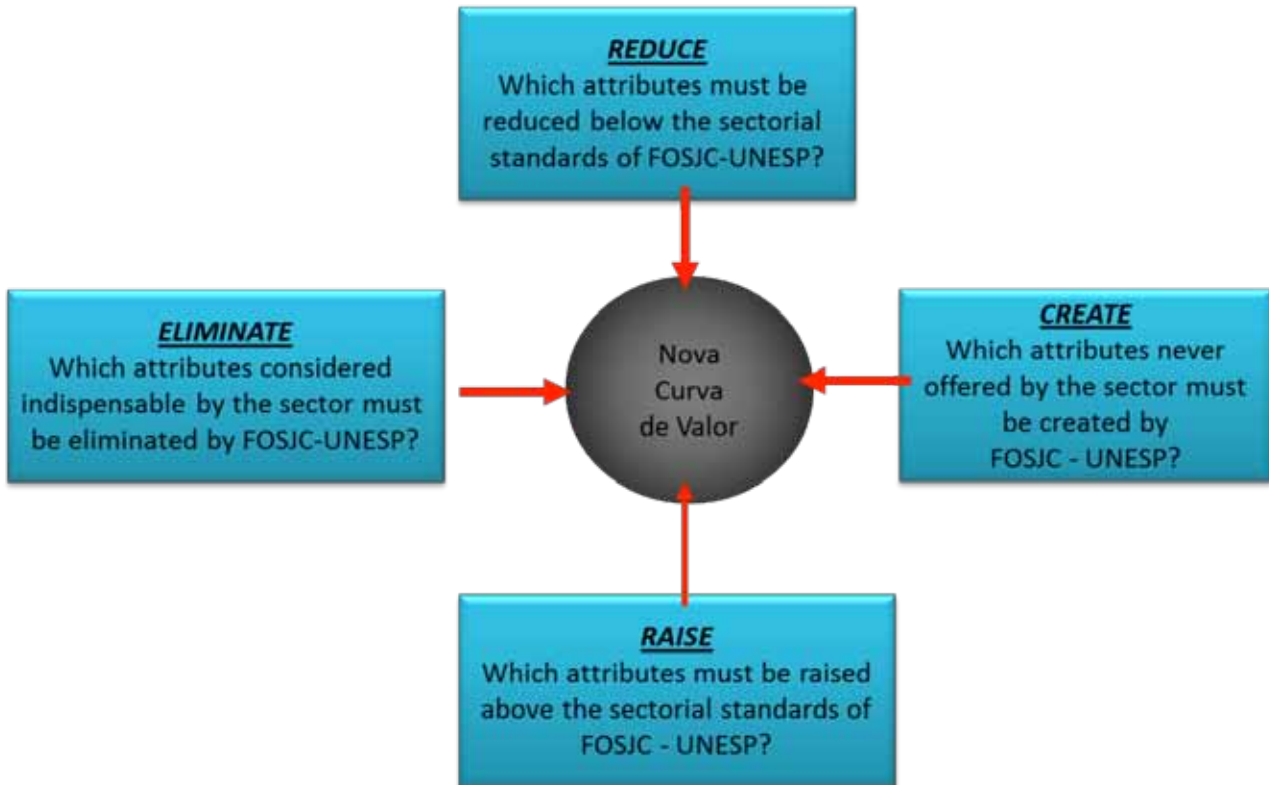
Stage 5 – this stage had as goal the composition of a commission and the developed activities with the organizational changing intention were elaborated and created by one internal worker team. This commission was named Permanent Commission of Strategic and Quality Planning (Comissão Permanente do Planejamento Estratégico e Qualidade). During five months, the members of this team, composed by professionals of different areas of the institution, received training and guiding in order to keep the work performed at the implantation stage.

After this stage, there was a changing with the College Directorship, as predicted on the Internal Regulation. The new Directorship assumed the management of the IES considering the importance of the previously performed work and maintained the ongoing process. Improvements in many aspects of the college organizational culture were noticed due to the developed work so far.

Stage 6 – this stage started in 2012, and is in development. Its main goal is to involve the higher number of faculty in order to reach the institutional goals. Another goal is to spread the pillars of the organizational culture desired for all the institution. The following strategies were defined to reach those goals:

- **Review of the Strategic Planning:** many meetings were accomplished with the Directorship, Directors of the administration area and formal leaderships or not from the academic area. This review happened with the intention to identify new strategies yet not discussed during the past planning.

Knowing that the target would be the identification of innovation for the actual management, it was used the **Matrix of Four Actions** (KIM & MAUBORGNE, 2005), according



Graphic 5 - Matrix of Four Actions, Picture adapted from the book KIM & MAUBORGNE (2005)

to the graphic 4, trying to identify new values to be added to the institution.

For the development of the **Matrix of Four Actions**, the following strategy was used: during the meetings the members were gathered in small groups then showed their developed projects. Afterwards, the same group discussed the suggestions and approved a unique and collective production. The result of the use of this tool promoted the creation of many desired actions and strategies related to faculty and renewal for the institution.

Besides the review and the following up of the SP, the Collective Coaching is also predicted to continue intending to reinforce the common goals established in the strategic policy and defined in the Mission, Vision and Values of this public educational institution.

It was also determined the spreading of the concepts of Total Quality Program for all

this college community, seeking to create a language of modern management, focusing in the values of the market. This spreading will happen through lectures of sensitization and also by keeping the mapping of the processes and the definition of operational indexes.

RESULTS AND DISCUSSION

The results originated from the implantation of the Strategic Planning, as much in businesses as organizations, with all sort of profiles, are noticed along its development and through the learning of the established paths by its joiners. In our case, everyone needs to be aware that well-defined strategies prepared and applied are vital for the good performance of the ending activities of the university institution. We noticed that the segments, with rare exceptions, incorporated the main idea of the Strategic Planning as flowed. This fact is predicted in this field of the business management, despite the

difficult beginning of the present process. The segments realized that the Strategic Planning is a tool to evaluate the institutional environment and plan the future of the institution.

The behavioral aspects take more sensible shapes and more structured appearances than before. The complicity concerning the organizational success of the institution is clearer and goes along with the collaboration of all joiners. They now know and understand the real mission of IES, with expectance of a relevant position for the institution in medium and long-term future, and promoting established group values and the sectorial and integral improvement of IES. They also understand they must have qualifications and creative and specific capacities at this time, as the IES competition take into account quality and functionality of products and services,

The services of information of the Unit, now more structured, defined and aware of its special function inside the institution, were and are being requisite for making decisions. It is at this time the most devoted supporter of the Strategic Planning of ICTSJC-UNESP, which involves, actually, the courses of graduation in Dentistry and Environmental Engineering of this University Unit of UNESP, in the city of São José dos Campos. The management of the strategies requires an environment of confidence of the Strategic Planning and dedication to reach its goals and targets, which occurs with the flowing evaluation of its processes.

The question now is to consolidate and incorporate the gains originated from the Strategic Planning of the institution and continuously follow up the new appearances of IES, which will come up with solidification of the plan in its sectors. The biggest goal of the Strategic Planning is related to knowing why working that way, why taking this or that decision and reach resources for this or that sector of the academy.

CONCLUSION

It is agreed at FOSJC-UNESP, the necessity of the organizational changing and such recognition is noticed through the leaderships willing of the institution in keeping and improving the actions of the Strategic Planning. Other factor that shows this incorporation to the changing process goes through the continual use of speaking and personal behaving.

In the last review of the Strategic Planning, mentioned during the sixth stage, some negative questions of impacting the organizational culture were brought, in an exposed form, by the involved members in this stage. This demonstrates that revealed problems have turned into a bigger issue among subjects desiring changes to be accomplished, as a new way of living.

The use of the Matrix of Four Actions was an essential tool to identify innovational strategies for the college, according to the last meetings with the involved teams of SP. Through the study of the values to be added elements that should be eliminated were defined, raised, reduced and created, showing this way that the use of tools created for and by private enterprising can also be used in the public area, with a single requirement of adjusting it locally.

To promote an organizational changing in a public institution of high education is not an easy task and maybe slower, however, when involving the Directorship, by supporting and joining all stages, it has presented to be an essential factor to reach success. We are in the period of planning and its comprehension will make us qualified to answer, at last, to questions as: **Where are we? Why are we here? Where do we want to reach? How will we reach there? Are we reaching there?** FOSJC-UNESP has taken this step.

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Date submitted: 2013 Oct 02

Accept submission: 2014 Feb 24