



DOCUMENTARY STUDY OF VALUE CO-CREATION IN PRIVATE HIGHER EDUCATION: THE CASE IN A POST-GRADUATION PROGRAM

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ABSTRACT

The purpose of this article is to make a documentary analysis of value creation in private higher education in a postgraduate program at a University located in the Rio Pardo / RS Valley. Value co-creation has become important in the last few decades, allowing for steady improvements for companies. In this sense, one of the main characteristics of value creation is to understand consumer behavior, as well as to identify their needs and desires. In this way, in private higher education, more precisely in the university environment, participation, interaction, relationships and mutual exchange of experiences between teacher and student occurs, that is, so that the process of teaching learning between the parties is satisfactory. Methodologically, this article was carried out through a qualitative descriptive approach, through a documentary analysis in the program site, in the regulation of the same, and, contract of provision of academic services. Still, it is interesting to note that value creation in education is directly related to the quality of education. Finally, the volume of studies about the process of value creation in education is expressly reduced.



Keywords: Value co-creation, Private higher education, Documentary analysis

1. INTRODUCTION

Thinking strategically in innovation management, systematizing processes, making systemic structuring of new goals a challenge, is one of the challenges that organizations need to work on. In parallel to this comes the transformation that our society provides us in the short, medium and long term on the multiple alternatives that appear allowing us to transform them into improvement. In this context, companies use marketing as a strategy to promote their products and / or services, and also as a tool for value creation towards their clients.

Thus, through facilitated access to information that has been occurring in the last decade, the individual becomes the active actor in creating value for products and services. Within a network of other actors, it exerts authority and influence through its individual knowledge and skills that it uses for its benefit and for sharing with others, this needs to be considered by companies as an important element in developing strategies to attract and customer loyalty (JOINER; LUSCH, 2016).

To improve understanding, the market in general is in a moment of complexity and dynamism, so finding ways to generate competitive advantage can be a determining factor between success and failure of a company. Competitive advantage can be conceptualized as the biggest difference between production costs and the customer's willingness to pay for the product and / or service (GHEMAWAT, 2012). In this way, through the co-creation of value established through the relationship of the organizations with their clients, it becomes possible to identify their needs and their dissatisfaction, and transform them into products and / or services adapted to the clients' needs (MATIAS et al. 2015).

Frio and Brazil (2016) understood consumers as a target of their actions, but today, consumers should be understood as partners in the company's value-creation processes. For Borys and Jemison (1989), the concept of value creation is seen in a simple and easy-to-understand way in which value creation is a process by which the resources of two companies combine to achieve objectives that one of the parties I could not reach alone.

Bringing light to the questions and the importance of the theme co-creation of value for the organizations and for academic environment, regarding the institutions



of private higher education, from an approach that favors the creation of value through the interaction between teacher and student. From this perspective, through the elaboration of a descriptive study based on a documental analysis have as general objective: **to present a documentary analysis of value creation in private higher education in a *stricto sensu* postgraduate program.**

In this way, the importance of this article and its contributions to the education area, more specifically from the point of view of education, is aligned with a new trend that arises in the provision of educational services focused on the concepts of marketing administration, where, in the process of value creation in a broad way taking into account the needs and desires of the clients (students).

To achieve the study objective, the paper was structured in five sections, including this introduction. In section 2, the theoretical synthesis about the theme and its contextualizations is presented; followed by section 3 that presents the methodological aspects. The presentation of the results is performed in section 4, and section 5 presents the final considerations.

2. THEORETICAL FOUNDATION

2.1. Service Dominant Logic

Over the years, formal *marketing* thinking has been going through transformations, reinventing itself on this path researchers Wilkie and Moore (2003), point out that marketing can be divided into four eras. The first era became known as a "marketing function", started shortly after 1900 and lasted until about 1920. During this period *marketing* began to gain space in universities and companies driven by the Industrial Revolution, with a greater production of tangible goods, marketing focuses on the distribution of goods produced.

The second era is defined by the "formalization of the marketing area", which lasted from 1920 to 1950. During this period, marketing emerged as an area of support for the sales sector, with *marketing* principles being developed in this area. first sales congresses.

From 1950 until 1980, the third era was known as "paradigm shift - *marketing*, administration and science". Among some events of this era, the emergence of the 4Ps (price, square, product and promotion) stands out, the market begins to be segmented, the image and brand of the companies begin to be worked differently.

1973

In that era Drucker (1954) wrote the first work of great relevance on the subject, *The Practice of Management*, which addressed the practice of business administration and the role of the manager.

Finally, we come to the fourth era which can be defined as the intensifier of changes begun in earlier ages. In this sense, Wilkie and Moore (2003) cite technology and the internet as the main cause of this intensification. At that moment, the interaction between people from different regions intensifies the co-creation process, referencing the virtual and non-physical characteristic in the relationships between consumers and companies.

According to Joiner and Lusch (2016), the dominant logic of service can be defined as a logic of unity where the actors use their knowledge and applied skills, that is, skills, to offer benefits to others and to benefit. It is a concept based on relationships, mutual trust, an experience where everyone involved in the process comes out with some kind of benefit.

In this sense the competitive advantage is something that keeps a company competitive, making it stand out and gain space in its marking of performance. Similarly, Brambilla and Damacena (2011), corroborate with Vargo and Morgan (2005) when they affirm that the service is nothing more than an activity of specialization, involving skills and abilities, especially knowledge. This is a marketing vision where the interactivity of the company and the consumer is essential, transforming the service into something unique, culminating in a competitive advantage (PRAHALAD; RAMASWAMY, 2004).

Thus, starting from this new dominant logic of the service, value creation happens through a system of exchange of experiences, proposing a narrative based on integration of resources, provision of reciprocal service, with actors co-creating value for both parties. the philosophy that should be adopted by higher education institutions (VARGO; LUSCH, 2015).

2.2. Value Creation

In analyzing the historical trajectory of marketing thinking, based on the literature review hitherto grounded, it is possible to observe the evolution of consumer participation in the marketing processes. The new theoretical discussions address the need to integrate the customer into the process of value creation based on the

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collaboration that comes from their experiences with products and services, so that their needs will be met. Value is no longer in the product, but in the experiences it provides and in the interaction with the consumer, creating an environment of exchange between all the parties involved.

In this context, the customer becomes an active agent in the creation of value based on the Logic of the Dominant Service, there is the co-creation of value that can be understood as the participation of the consumer of the service or product, from its creation to its final consumption (PAYNE *et al.*, 2008).

Value creation makes the market open to dialogue between organizations and consumers, the market is seen as a place to exchange experiences, and consumers make clear their willingness to pay for what is being offered in the market. market (PRAHALAD; RAMASWAMY, 2004). As competitiveness increases, it is critical that service providers intensify the preparation of their personal contact staff, both in terms of knowledge to provide the best service and service possible, but also in the aspect of increasing collaboration, the relationship and the interaction with the clients (BENDAPUDI; LEONE, 2003; PRAHALAD; RAMASWAMY, 2004).

Following this logic, the consumer is increasingly dynamic and participatory in the interaction with companies, as they prioritize products that meet their needs and desires (PRAHALAD; RAMASWAMY, 2004) so that they are reached. creation process. According to Prahalad and Ramaswamy (2000), this involvement can be characterized as value co-ordination and has become increasingly common in business.

Concurring with the customer by meeting their particular needs, through co-ordination, considering the needs and wants of the client, can be the differential to generate satisfaction and assist in the positive perception of the same in relation to the company (ZMOGINSKI *et al.*, 2009).

Prahalad and Ramaswamy (2004) argued that in the future, competitive advantage will be related to the process of value creation with consumers. This interaction with the consumer is due to the offer of their skills, skills and mainly their experiences of consumption. In this way, the consumer is considered as an active and endogenous agent in the marketing process (LUSCH, 2007; PRAHALAD; RAMASWAMY, 2004).



The value-creation approaches are not homogeneous, that is, for each process involving value-creation there may be different ways for each individual to get involved with the theme, since each has its way of interacting, this interaction may vary according to the needs of each individual (KENNEDY et al, 2012).

Thus, the value creation takes place through the active participation of the consumer in the development of a customized product or service that meet the needs and expectations. So the essence of service co-creation is the search for a better composition of value to the consumer, meeting their interests at the individual level, one of the discussions of the Dominant Logic of Service (BRAMBILLA; DAMACENA, 2011).

2.3. Co-creation of Value in Private Higher Education

The delivery of the educational service should be linked to the interests of the students, but without neglecting the interests of the University and the teachers. Another gap is observed in Voss, Gruber and Szmigin (2007), because in the context of the higher education service, in terms of quality, knowledge about consumer expectations as well as metrics is lacking. It is required instruments that determine the quality of actions aimed at value creation in education, and which include capturing the levels of service provided, contemplating precepts such as perception of performance and satisfaction.

Given the set of guiding principles of the Service Logic, that of the consumer as a value co-creator, is one of the most relevant. The affirmation is justified because the co-creation is the origin for the generation of value. In its characterization, the context of Private Higher Education is pertinent, since it is not a unilateral solution, and in which the client (student) responds from the performance to the success (minimum performance for approval, and in a higher level of relevance, training for future professional practice).

Because it is not a simple business relationship, the case is more complex and challenging, and in some cases, questioned whether it can be handled by service. Given the concept of service as a result of co-creation, and the private education student as payer for the desired education, although with certain peculiar characteristics, it is a service (BRAMBILLA; DAMACENA, 2011).

Co-education in education, especially higher, implies the involvement of students in the elaboration of results (QIAN, 2006). In the classroom it is possible to co-create by means of activities such as solving doubts, both by discussing personal notes, as well as by discussions and questions, by interaction in the teaching-learning environment. Extraclass activity is also important in educational co-creation. Kotzé and Plessis (2003) highlight the variety of means for co-cooking in class, with the value resulting from the notion of quality (ALVES; RAPOSO, 2007).

In classroom relationships there is participation and interaction, forming concepts of what is understood by co-creation. Vargo (2008, p. 212) mentions that "value creation always requires involvement". To cook through an exchange relationship is a source for the generation of educational values, at the meeting of private higher education service (DONG; EVANS; ZOU, 2008; SILVA, 2003; CHUNG; MCLARNEY, 2000).

Still, the notion of experiencing the classroom is for the authors a way to generate superior learning results, that is, greater value generation. Student participation is a basic criterion in learning, in interaction with the teacher (GRANITZ; KOENING; HARICH, 2009; ATHANASIOU, 2007; KOTZÉ; PLESSIS, 2003; FASSINGER, 1995).

In the higher education environment, especially in *stricto sensu* courses, students may even co-create content of interest (PELTIER; SCHIBROWSKY; DRAGO, 2007). This idea is compatible with that of Vargo and Morgan (2005), that the service is an activity of specialization, involving skills and abilities, and knowledge. They point out to Bendapudi and Leone (2003), that in these cases consumers take an active role in the creation of the service.

It is known that in the case of services, including the Private Higher Education service, "the company is the main brand" (D'AVILA; DAMACENA; GARRIDO, 2008, p.5). Also, that the organizational image is an important indicator to the valorization of both the institution and the service developed by it, which culminates in student satisfaction (ALVES; RAPOSO, 2007).

3. METHODOLOGY

The methodological process of this article begins with the description of the type of research, it follows with the description of the case that was studied, it explains and



defines what type of instrument was used to delimit the study and, finally, describes how was the process of the documentary analysis and details the treatment of the data obtained.

To do so, this research was based on the qualitative approach of the descriptive and documentary type, having as research universe a *stricto sensu* postgraduate program at a University located in Rio Pardo / RS Valley. Thus, one of the great challenges of documentary analysis is the degree of confidence in the veracity of documents, a fact that can be attenuated through cross-analysis and triangulations with results from other sources (MARTINS, 2008).

In order to collect data, we used, firstly, theoretical guidelines guiding the aspects that involve the dominant logic of service, the co-creation of value, and the co-creation of value in private higher education, with the perspective of considering that education aligned with management, more precisely, marketing administration should be seen as a process of building a fair and egalitarian society, seeking to offer students a quality education, attending to their satisfaction and desires, being able to promote a social transformation in the lives of these students, making -civilized citizens before the society in which they live. In this sense, Gil (2009) points out that the process of data collection in the case study is more complex than that of other research modalities.

Also, the methodology of content analysis was used because it is a set of analysis techniques, with the objective of finding the uncertainties and providing an enrichment in the search of the collected data. As Chizzotti (2006: 98) states, "the purpose of content analysis is to critically understand the meaning of communications, its manifest or latent content, explicit or hidden meanings."

For a better understanding, it should not be forgotten that the object of analysis is also a symbolic construction with meaning for the researcher, and this must be reversed in the possibility of the validation of research, aspects that are often overlooked in positivist approaches (ROCHA, HAMMES, 2018). In this sense, the author argues that "methods can help the researcher to see the symbolic form in a new way (THOMAS, 1995, p. 375)".

Freitas, Cunha and Moscarola (1997, p.108) point out that for a content analysis to have value, there are some prerequisites, such as: quality of the conceptual

elaboration made a priori by the researcher, of the accuracy with which it will be translated into variables, the analysis scheme or the categories and, finally, the agreement between the reality to be analyzed and these categories.

From the classic perspective of Bardin (2006), the author's choice is due to the fact that it is the most cited in Brazil in research that adopts content analysis as a data analysis technique. Therefore, the content analysis used in this article made it possible to describe and interpret the content of the site and documents of the stricto sensu postgraduate program at a University located in Rio Pardo / RS Valley.

For analysis of the stricto sensu post-graduation program, object of this study, and with consent of the program's coordination, a site exploration (interactivity and responsiveness) was made; the documents of said program were analyzed: academic service contract between university and student, and regulation of the stricto sensu postgraduate program.

In summary, an analysis of the collected material was made, aiming the transformation of the information, aiming to make it more comprehensible to correlate it with the other data from other sources, giving a qualitative sense to the data collected, to reach the search results.

4. ANALYSIS AND DISCUSSION OF RESULTS

4.1. The University Researched

The history of the University located in the Vale do Rio Pardo / RS is confused with its maintainer, founded in 1962. Na, the maintainer dreamed of a University, but it has come a long way to reach this goal. The Association's efforts began to be rewarded in 1964, when the Faculty of Accounting was created. In 1967 the courses of the Faculty of Philosophy, Sciences and Letters began. In 1968, it was the turn of the Faculty of Law and, two years later, of the School of Physical Education. As the maintainer did not have its own patrimony, the colleges began their activities in classrooms provided by the local colleges.

In 1973, they occupied the central pavilion of the present Oktoberfest Park and, from 1977, were transferred to a building of their own, built by the keeper in the vicinity of this park, on Coronel Jost Street. At the beginning of the seventies, the maintainer, thinking about the future University Campus, also acquired the excellent area where today is the University Campus.

1979

In 1980 the maintainer obtained the approval of the MEC to create the Integrated Faculties of Santa Cruz do Sul, the FISC, uniting the four faculties that it maintained. With this, the conquest of the University seemed closer. The FISC started to offer undergraduate courses in special holiday regime and lato sensu postgraduate courses at the level of specialization and, thinking about university, encouraged the qualification of teaching staff and research and extension activities. The sponsor, with the support of the community, also sought to expand the library's collection, set up a Data Processing Center and obtain federal funding to enable the construction of the University Campus.

In 1982, the campus of the University located in the Rio Pardo / RS Valley began to be built. In 1984, it was transferred to the Faculty of Accounting and Administration Sciences and the Faculty of Law. The other faculties and courses remained in the FISC building, waiting for the maintainer to obtain resources to continue the work on the Campus. The economic crises and the process of democratization that the country experienced in the 1980s had repercussions on the institution and contributed to establishing and reinforcing principles and values that were evidenced in particular in the democratic experience at all levels, in participatory planning, in administrative transparency, and in the commitment to the community.

The project that gave rise to the University located in Rio Pardo / RS Valley was built, with intense participation of the academic and regional community. The Letter-Consultation with a view to the creation of the University was approved in 1991 by the then Federal Council of Education (CFE), beginning a process of transition in which the Faculties were extinguished, with reorganization of their departments, which became linked directly to the Superior Administration. In 1993 the process of creation of the University came to an end with complete success, becoming the entity to be called University of Santa Cruz do Sul.

The following years were marked by an accelerated development in all aspects. There was a new start of works in the Campus, which allowed that until 1997 all the courses could be transferred to this place. Many new courses were created, with a significant increase in the number of students. In 1994 the University located in the Rio Pardo / RS Valley implemented its first *Stricto Sensu* Postgraduate course, the Master in Regional Development that, since 2005, also offers a PhD.

1980



Today the University located in the Rio Pardo / RS Valley also offers Masters and Doctorate in Law; Master's and Doctoral Degree in Education; Master's and Doctorate in Letters; Master's and Doctoral Degree in Environmental Technology; besides Masters in Health Promotion; Systems and Industrial Processes; and Master in Professional Management.

In the area of Higher Education, the achievement of University status allowed the Institution to direct its development to new areas, such as Health, with the creation of courses in Psychology, Nursing, Physiotherapy, Dentistry, Nutrition, Pharmacy and Medicine. The area of Engineering also had a great expansion, with courses in Agricultural Engineering, Production Engineering, Architecture and Urbanism, Environmental Engineering, Civil Engineering, Computer Engineering and Electrical Engineering. Considering the partnership proposals of some Gaucho municipalities, the University established Campi out of headquarters in Sobradinho, in 1998; in Capão da Canoa, in 2001; in Venâncio Aires, in 2004; and in Montenegro in the year 2011.

The community character of the University located in the Rio Pardo / RS Valley makes it grow along technological advances without neglecting attention to the human being and the environment. Another permanent concern is the quality of the work that is done. It was in this way that the University excelled in 2008 in the evaluation of the National System of Evaluation of Higher Education (SINAES) of the Ministry of Education - MEC. In 2010, again, the University obtained the highest score, five, in the Institutional External Evaluation INEP / SESu / MEC. In 2011, the University obtained its re-accreditation for another ten years by the MEC.

In the technological area, the University located in the Rio Pardo / RS Valley is becoming denser not only by the many courses offered in this area and the laboratories that serve the area, but also due to the installation of the Technological Incubator and the Scientific and Technological Park of the University, which is being implemented in partnership with the Ministry of Science and Technology. In addition to working in the area of higher education through the University, from 1984 onwards she was also the main sponsor of the Basic Education School and in 1999 the Center for Vocational Education of the University - CEPRU.

The diversification of activities continued in 2003, with the acquisition by the Santa Cruz Hospital, the largest and oldest health home in the municipality of Santa

Cruz do Sul and the region. In addition to an internship camp for many University students, the hospital is a reference in many areas and serves patients from all counties in the central region of the state. In 2012, the HSC received from the Ministries of Health and Education the recognition as Teaching Hospital. Among other aspects, the excellent evaluation of the University Medical Course by the MEC and the establishment of Medical Residencies in the areas of Clinical Medicine, General Surgery, Pediatrics, Family and Community Medicine and Gynecology and Obstetrics contributed to this distinction.

The many projects focused on health, education, sports, environment, communication and technological development reinforce the bonds of an institution committed to ethical principles and to the sustainable development of the communities where it is inserted.

4.2. The Stricto Sensu Postgraduate Program

The Stricto Sensu Postgraduate Program has its conception focused on the area of business management and as reference the need for training of innovative individuals and able to transform the reality in which they act with the creation of alternatives for the solution of the problems that are part of an organizational context in constant innovation. ***Professional Master's is the designation of the Master's Degree that emphasizes studies and techniques directly aimed at the performance of a high level of professional qualification. This emphasis is the only difference from the academic. The Professional Master's degree qualifies for teaching.***

The course has students with different levels of higher education, but related to the area of Administration and related, in order to train masters trainers and transformers in their specific domains of knowledge. Through its activities, both in the classroom and in applied research, the constant exercise of reading texts, didactic expositions and interactive discussions, the course aims to potentiate a transforming, creative and innovative attitude and an understanding of the universe of business management.

Because of this, the course is based on a training that allows the future master not only to have an understanding of the management process, but also to be able to formulate hypotheses and find alternatives for action to increase efficiency and

contribute to improve the condition of the organizational environment and, consequently, society in general.

The curricular conception of the course, along with the selected areas of activity, allows to delineate this professional profile of the egress. The practices proposed in the different modules of the course will focus on the construction of alternatives and innovation in organizations, based on problem analysis, solid methodological knowledge and scientific rigor.

In short, the graduate of the Graduate Program in *Stricto Sensu* must be a highly qualified professional in business management with the potential to make decisions, under the perspective of methodological rigor and capable of innovating and transforming the reality in which it operates, with the applied research, conditioned by the structural framework of an ever-changing business world.

4.3. Documentary Analysis of Value Creation in Private Higher Education

The advance of digital media has triggered numerous transformations in the way organizations relate to the public, and the emergence of websites is one of the most expressive forms of this relationship change, which has been strengthened especially since the beginning of the 21st century.

Mendes (2017, p. 4) points out that the internet is a continuous media, in which there is no work file. Thus, "a website has to be developed to be always in operation, mainly because we do not know the timetable that will be visited and requested".

The *Stricto Sensu* Postgraduate Program at a University located in the Rio Pardo / RS Valley also has a website, which will be kept confidential as a guarantee of reliability. By proceeding to the documentary analysis of the same, it can be affirmed that the opening layout is unattractive, which can contribute negatively to the process of value creation in the course in question, since "the creation of perceived value for services rendered or quality perception of services compares the perception of consumers about the quality or superiority of a product or service in relation to its functionality and its alternatives (SALVADO; FERREIRA, COSTA, 2014, p. 44)".

The documentary analysis of the *Stricto Sensu* Postgraduate Program website allowed us to verify that, in addition to an unattractive layout, it has low responsiveness. According to Altermann (2014), responsive design is the necessary



condition for a website to be accessed with a high level of quality, regardless of the equipment available to the user.

According to the author, half of adults who use the internet daily access through mobile devices. "Among Internet users, more than 80% use the smartphone and 50% have tablets in different sizes and formats (ALTERMANN, 2014, p. 05)". Therefore, it is imperative that organizations opt for websites that allow their users to navigate in a fluid way, without prejudice to the information presented, and design is responsive to the most effective strategy to achieve this goal.

This mobility is essential for value creation, since it allows for constant interaction between the user and the institution, or, in the market view, between supplier and consumer - in the specific case under study, represented by the educational institution responsible for providing information and society in general, who will be informed, since the website presents information aiming both to respond to the interests of students already enrolled in the institution and to arouse the interest of visitors in the courses offered.

According to Brambilla and Damacena (2012), multidimensional values, even though they are approached in an integrative way in the development of studies aimed at value creation in education in higher education courses, are essential, since the relations between exchange value and use values are presented in a subjective way in said process.

This condition can be identified by documentary analysis of the Academic Services Agreement between University and Student, document that establishes the criteria to be observed by contracting the course.

The detailed analysis of the document in question allows us to identify spaces of suggestion of value creation throughout the course in two specific clauses: the third clause and the seventh clause, which thus have respectively:

Third Clause - Obligations

[...]

c) To guarantee the adequate administration of education, through the availability of efficient didactic-pedagogical and laboratory resources, including access to the virtual learning environment in case of need;

[...]



Clause 7 - of the authorization of the use of the image and / or voice ALUNO (A) hereby authorizes, without any charge to you, the use of your image and / or voice, in any means of communication, for the purpose of disseminating educational and / or advertising activities of MANTENEDORA and / or of its holdings.

It is interesting to note that value creation in education is directly related to the quality of teaching and, in turn, to the availability of efficient resources for the construction of learning, which are foreseen as one of the obligations of the educational institution, according to provisions of clause three.

In this way, innovation, in turn, comprises a process by which ideas are transformed into reality, and the records, whether by image or voice, comprise the capture of value of the same. By presenting aspects of a company's innovation based on images of its reality, the value-creation process is being fostered through innovation, since such action stimulates the growth of the organization as a whole and, above all, its social recognition, aspects considered essential to the creation of value.

"In the co-creative process, customers can be considered an important part of the company's human resources. [...] One of the key functions of value creation can be the management of clients as part-timers of the process (BITTENCOURT, 2014, p. 66)". As academics are the clients of the institution, involving them in the process of strengthening the institution is essential for its recognition in society, and the use of the image is an efficient strategy for this, which contributes greatly to the creation of value in the course in question.

The *Stricto Sensu* Post-Graduation Program is regulated by the Internal Rules of the Program, a guiding document of the course that gathers seventy (70) articles, distributed in twenty-three distinct chapters, which determine the nature and objectives of the course, as well as the specific administrative management criteria. Also included in the document are information about the composition criteria of the faculty, attributions of the advisor, strategies for selection of the student body, didactic regime and evaluation system, among others.

The Internal Regulations were approved by the University Council - CONSUN on April 8, 2010, and were reviewed by the same body on September 27, 2012, when it assumed the current presentation. The information contained in the Internal

Regulations of the Program, when related to the process of value creation in said course, allow to identify situations favorable to the situation under study. Among these, the possibility of participation of the students in the decision-making is highlighted, as foreseen in Articles 2 and 3 of the internal rules of the course:

Art. 2 The Course is administered by a collegiate body, a Coordinator and an Adjunct Coordinator.

Art. 3 The Collegiate of the Course is formed by the permanent professors of the **Course and by a student representation equivalent to twenty percent of the Collegiate** [emphasis in the author], being chaired by the Coordinator of the Course.

Among the many attributions of the Collegiate is the possibility of "Proposing modifications in these Internal Regulations by own initiative or the Coordination of the Course, for further examination and approval by the competent Higher Collegiate" (Article 4). This strategy strengthens the internal relationship in the institution, since there is evidence that systems based on value creation in which the company assumes that clients are partners or co-producers in the development of new services has become a new source of competence for business strategy in the current economic context (MORAES, 2012). Within the institution, the client is the student, who, when invited to participate in the decision-making process in relation to the course, contributes to the co-creation of value in its entirety.

Chapter IX - The Secretariat also presents aspects favorable to the process of value creation in the *Stricto Sensu* Postgraduate course. The aforementioned chapter, which includes Article 27, establishes with total transparency the duties of the post-graduate secretary in assisting students, thus providing:

Art. 27. The Secretariat, executing agency of the administrative services, is responsible for:

I - keep in the day the settlements of all the teaching staff, student and administrative;

II - to organize the meetings of the Collegiate, Course Coordination and Dissertation defenses;



III - inform and process all applications of students enrolled and candidates for enrollment;

IV - to accompany and record the academic life of the student;

V - carry out the re-registration;

VI - distribute and file all documents related to the didactic and administrative activity;

VII - collect the elements and prepare the rendering of accounts and reports;

VIII - organize and maintain updated the collection of laws, ordinances, circulars and other documents that regulate graduate programs;

IX - keep updated the inventory of equipment and material of the Course;

X - perform the tasks assigned to it by the Coordinator and Course Coordination;

XI - support and facilitate the research and teaching activities of the students of the Course;

XII - issuing certificates, certificates or other related documents, by determination of the Coordinator.

Moraes (2012) defines information transparency as a necessary condition to promote trust among members involved in the process of value creation in corporate environments. Value co-creation is a social construction (EDVARDSSON; TRONVOLL; GRUBER, 2011), for which transparency becomes indispensable.

Transparency in information is the element responsible for constructing a climate of trust in relationships, both among individuals and in their relationships with organizations (OLIVEIRA; DAMACENA; BRAMBILLA, 2014). Trust and transparency, in turn, positively influence the process of value creation in organizations.

The same criterion is also identified in Chapter XV - Disconnection, which in its entirety clearly presents the criteria from which the student may be disconnected from the course. In the cited chapter, in addition to learning questions, other aspects are

also observed in relation to a possible disconnection of the academic, which are, for the most part, focused on functional aspects:

II - not enroll in the regulatory period or after the period of locking the enrollment;

III - do not defend the dissertation project within the deadlines;

IV - Failure to meet the maximum deadlines for completion of the Course; or

V - practicing plagiarism in any discipline or dissertation work or other serious misconduct in disagreement with ethics or decorum, by deliberation of the Course Collegiate, after being granted the widest defense.

Athanasίου (2007) relates Constructivism and Critical Theory, aspects treated in education, as inherent in the notion of co-creation, in which the student assumes an active role in the construction of learning, with the teacher being the facilitator and guiding role, in order to develop learning desired. In this context, when relating functional aspects to the permanence in the course, emphasis is placed on aspects inherent in value creation, "such as critical theory, which requires the active posture of the students, creating knowledges (BRAMBILLA; DAMACENA, 2012, p. 460)".

The role of the academic as an active element in the construction of learning is also observed in Article 23, which determines the attributions of the Advisor, instituting that "The guiding teacher has as a function to guide the student in the preparation of the dissertation and chair the examining bank." Therefore, it is up to the students, each in their own way and according to their individual characteristics, to control their own learning, while the supervisor must understand that the students can present different constructions from the same learning experience (RAMSEY; FITZGIBBONS, 2005).

However, academic support is also important in the process of value creation in the academic environment. Thus, a closer proximity between the student and the advisor could contribute to the strengthening of this process, increasing the interaction between teacher and student until the end of the course, since reciprocity actions between the teacher and the students favor the achievement of the central objectives of the process, because "shared responsibility is a critical component of student learning (SIERRA, 2010, p.108)".

5. FINAL CONSIDERATIONS

The present article sought to make a documentary analysis of the value creation in private higher education in a stricto sensu postgraduate program at a University located in the Rio Pardo / RS Valley, having as a research universe the "program site; the program's regulation of that institution; and, the draft contract for the provision of academic services.

In this sense, the volume of studies about the process of value creation in education is significantly reduced, compared to the volume of productions turned to the process in question, in the commercial and business universe. This situation is related to the perception of education as a right and not as a product / service, strongly present in society, and through which the social aspects of knowledge construction are emphasized, to the detriment of the commercial aspects present in the developed relationship between company / teaching institution and client / student.

In this way, Brambilla and Damacena (2010), Brambilla and Damacena (2011) and Brambilla and Damacena (2012) contribute significantly, through different studies from which the perception of value creation in higher education was expanded, investigating situations in which the student, as a consumer, is directed to a reality closer to that considered ideal to learning, becoming a co-creator in the educational locus.

For better understanding, the documentary analysis is a technique whose available information on its use is scarce. Because it is an important tool for qualitative research based on a descriptive case study proposed by Yin (2015), since it is based in detail on the actual use of such technique, as well as the good theoretical revision presents, are important methodological contributions in this study on documentary analysis of value creation in private higher education in a postgraduate program at a University located in Rio Pardo / RS Valley.

Also, it was evidenced in this study that the technique of documentary analysis made it possible to search for information in a kind of "database" on the "site of the program; the regulation thereof; and the draft of the contract for the provision of academic services of said stricto sensu postgraduate program ", being useful for the development of other studies, as it provides an overview of the theoretical-technical basis under which the operation this service. In addition, it provided inferences related



to the philosophy of this service, and preconceptions regarding the offer of the educational service.

Like all qualitative research in depth, the present research does not aim to arrive at hypothesis tests or positively affirm findings, since the documentary analysis focused on three pillars that make up the postgraduate program in administration as already mentioned in this session.

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