

Chapter 12

Outlining the Value of Cognitive Studies in Increasing the Strategic Management within Organizations

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ABSTRACT

The purpose of this chapter is to examine the value of cognitive studies in the optimization of strategic management through improved information systems. To reach this objective, cognitive concepts and their developments are initially contrasted with learning, mediation, and skills development, and the experiences in companies, for example, are presented by applying the Structural Cognitive Modifiability Theory (SCMT) and the Mediated Learning Experience theory (MLE), which were developed through the Instrumental Enrichment Programs (IEP) created by Reuven Feuerstein in order to describe the trajectory through which a subject arrives at a solution to a problem. In conclusion, professions undergo profound changes of a complex and diverse nature as a result of the political, economic, and social situation that leads to interdependence and competition, requiring an overhaul of theories and educational practices in order to align the professional profiles with the social and productive demands that require independent reflective, creative, proactive professionals.

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INTRODUCTION

In order to be successful in the competitive landscape characteristic of the modern world, strong, dynamic and vigilant management models must guide organizations in competing for partners and customers, and developing internal capacity. Organizations must monitor the threats and opportunities from the external environment as well as the strengths and weaknesses of the internal environment. In other words, in order to improve the management process, organizations increasingly depend on relevant, reliable and quality information.

Managing information is therefore critical for organizations because it has become a strategic factor resulting from the monitoring of risky situations and opportunities, while also being a structural feature that is the basis of all organizational processes that broadens the knowledge of the market, competitors, partners and customers as well as the processes, products and services of the organization, thus ensuring more authoritative decision-making on the part of managers.

Information and its association with the constant development of information and communication technologies (ICT) gained a strategic and structural character that increased the production of information exponentially in all areas – from the world of business to scientific production and even in daily activities. Organizations therefore began to devote much of their time and investments in building contact networks that provide a permanent flow of reliable and quality information that enables informed decision-making in a timely manner.

This context has expanded the theoretical and conceptual reflection regarding information and knowledge management, while the approach of exploring strategies to minimize risks and maximize gains has intensified the need to prepare a critical mass able to use, evaluate and give meaning

to the wealth of information that is produced at this juncture. This includes the development of skills geared towards the search and discovery of information and the intelligent, strategic and objective use of information found.

It is within this amalgam that there is evidence of the synchronicity between cognition, mediation and the development of information and professional literacy in order to increase the organizational management process, especially with regard to information management that seeks to stimulate knowledge creation and technological innovation. From this perspective, cognition is a necessary form of knowledge as it increases the possibility of professionals to understand, devise and construct logical trajectories aimed at problem solving.

Consistent with this line of thought, the purpose of this chapter is to analyze the value of cognitive studies in optimizing strategic management through the strengthening information systems. To achieve this objective, cognitive concepts and their developments are initially contrasted with learning, mediation and skills development and the experiences in companies for example, are presented by applying the Structural Cognitive Modifiability Theory (SCMT), and the Mediated Learning Experience theory (MLE), which were developed through the Instrumental Enrichment Programs (IEP) created by Reuven Feuerstein (1980), a disciple of Piaget, in order to describe the trajectory through which a subject arrives at a solution to a problem, proposing the cognitive map as a tool to analyze the mental act.

STRATEGIC MANAGEMENT IN ORGANIZATIONS

It is known that strategic management consists of a series of activities designed to align the internal resources of an organization to the external envi-

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