



Information management in the banking sector: analysis through the discourse of the collective subject

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ABSTRACT

Introduction: Information management contributes to the development of organizations, as it enables the availability, access and use of information for decision making. **Objective:** This article seeks to present the challenges of information management at the strategic level of a company in the banking sector. **Methodology:** The interview was used as the instrument for collecting data that was analyzed through the Discourse of the Collective Subject, with the identification of three categories of analysis: access, registration and organization. **Results:** Difficulties in accessing and understanding information and the need to turn to experts, the owner of the information, were identified; in addition to the large volume of information and limited time to access and interact with it and the lack of incentive or appreciation for recording information in project development and the existence of multiple channels that make access and appropriation of information by subjects difficult. **Conclusion:** The results point to the need for greater attention to the user in information management processes, in order to provide adequate and facilitated access to information repositories, management of available channels, encouragement of registration and the need to discard information obsolete.

KEYWORDS

Information management. Access. Organization. Record. Bank.

Gestão da informação no setor bancário: análise por meio do discurso do sujeito coletivo

RESUMO

Introdução: A gestão da informação contribui para o desenvolvimento das organizações, à medida que possibilita a disponibilização, acesso e uso da informação para a tomada de decisões. **Objetivo:** Este artigo busca apresentar os desafios da gestão da informação no nível estratégico de uma empresa do setor bancário. **Metodologia:** Utilizou-se da entrevista como instrumento de coleta de dados que formam analisados por meio do Discurso do sujeito coletivo, com a identificação de três categorias de análise, quais sejam acesso, registro e organização. **Resultados:** Foram identificadas a dificuldade de acesso e compreensão da informação e a necessidade de recorrer a especialistas, ao dono da informação; além do grande volume de informações e tempo escasso para acesso e interação com elas e de não haver incentivo ou valorização do registro de informações em desenvolvimento de projetos e a existência de múltiplos canais que dificultam o acesso e apropriação da informação pelos sujeitos.

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Conclusão: Os resultados apontam a necessidade de maior atenção ao usuário nos processos de gestão da informação, a fim de propiciar o acesso adequado e facilitado aos repositórios de informação, o gerenciamento dos canais disponíveis, o incentivo ao registro e a necessidade do descarte da informação obsoleta.

PALAVRAS-CHAVE

Gestão da informação. Acesso. Organização. Registro. Banco.

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1 INTRODUCTION

Information enables human intercommunication and promotes exposure and discoveries for the construction of knowledge through interactions between the author and the user. It is a social production resulting from the process of understanding and interaction between subjects in a reciprocal relationship (Silva; Gomes, 2015). Everyone is made up of information that shapes their life differently, as information choices influence the future of the information itself and the subjects (Lenker, 2019).

Access to information and the choices made by individuals to use or not use it will lead them to construct specific knowledge and make decisions in different ways, altering their future and the permanence of the information itself because if the information is used, it remains and information that is not used can be discarded or lost.

Understanding processes involving information and knowledge and the importance of individuals in these activities is necessary since people develop organizations through their actions/activities and, consequently, enable their surroundings' economic and social development (Valentim, 2008).

In a highly interconnected world, more flexible and less hierarchical ways of organizing work make use of intensive systems for distributing and storing information in environments that start to promote the generation and sharing of knowledge, so Information Management (IM) must include mechanisms for obtaining and using human, technological, financial, material and physical resources for managing information (Marchiori, 2002).

Through interactions between information and knowledge, changes occur due to the creation of new knowledge, which, if managed and connected to organizational objectives, provides a competitive advantage (Jorge; Faleco, 2016). For this information to be made available, accessed, and used by people in the organization, it needs to be managed efficiently. This article seeks to analyze information management and present its challenges at the strategic level of a company in the banking sector.

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2 LITERATURE REVIEW

2.1 Data

According to Davenport (1998), data are observations about the world's state, constitute the raw material of information, and are easily structured, easily obtained by machines, often quantified, and easily transferable. Davenport and Prusak (1998) characterize them as objective facts about events. The same concept is defined by Setzer (2001) as a sequence of quantified or quantifiable symbols, being a mathematical entity, purely syntactic (refers to the formal aspect, without reference to meaning or use), objective, does not depend on the user, can be fully described through formal, structural representations, stored in a computer and processed by it.

Semidão (2014, p.184), when summarizing some descriptive notes on the conceptual structure of the term data, describes it as a "primary element; free of meaning; number; symbol; first perception; material element; external to the mind; clue; input for information; linked to computer technology."

Data must be relevant and create meaning, but it does not lead to understanding; it needs to be assimilated by the individual concerned and converted into information (Nascimento; Tóffolo; Tomaél, 2011).

Hewitt (2019) discusses the potential of data and the combination between them, which requires refinement to add value and generate other data. When data cannot be contextualized and transformed into information, its potential is not realized, which causes it to become uncoordinated, isolated, stale, and lose value over time, i.e., data that does not generate

information does not fulfill its purpose. As a result, it is possible to say that the *raison d'être* of data is to be a subsidy, raw material for the subject to transform into information.

2.2 Information

Information is the meaning attributed to a piece of information according to the context, need, and subject domain. Data is interpreted through analysis and supports decision-making or action (Hoffmann, 2009). It is characterized by Setzer (2001) as an informal abstraction, i.e., it cannot be formalized through a logical or mathematical theory, as it must represent something meaningful to the subject. For example, the author mentions that a text consists exclusively of data, which, when read, can be absorbed as information as long as the reader understands it. It is impossible to process information directly on a computer; to do so, it must be reduced to data. While data is syntactic, information contains semantics (meaning) and can be practical, theoretical, objective, or subjective (Setzer, 2001).

Buckland (1991) cites three meanings for information. It can be a process (the act of informing, communicating, or speaking, intrinsic contact between subject and object), it can be knowledge (the result of apprehending or perceiving something, the transformation of the subject through the acquisition of something intangible in their mind) and it can be a thing (externalization of what has been apprehended, communication, externalization of the intangible in some tangible support).

According to Davenport and Prusak (1998), the process of transforming data into information takes place through contextualization, categorization, calculation, correction, or condensation. It can be a message in a document or a visible or audible communication.

For Martino (2015), information is a trace that a consciousness leaves on a material support so that it can be retrieved by another consciousness in a similar way to what was in the first consciousness; in other words, information is a communication that can be activated at any time, as long as another consciousness (or the one that encoded the message) comes to retrieve (read, listen to, watch), decode or interpret those material traces to reconstruct the message. In this sense, information refers to the selection of contents that enter into communication; it refers to the material part, the organization of material traces by a consciousness. There is indeed no communication without information, and there is no information without the possibility of it becoming communication; in other words, information is potential communication (Martino, 2015).

Other concepts of information describe it as a significant signal that can be interpreted (ROPOLYI, 2015) or as objective knowledge recorded graphically through language, in which the author has embedded symbols, graphics, meaning, or content to be retrieved through the reading process (Correia; Zandonade, 2015; Zandonade; Correia, 2018).

In social relations, information is a raw material and an integral part of all individual and collective human activities (Castells, 2000). It promotes progress, enabling the expansion of knowledge generated and used in society, stimulating constant learning and change (Werthein, 2000), as the meaning of information is renewed each time it reaches a user (Choo, 2006). Fadel et al. (2010) argue that you can only name information you can understand when there is a consensus on its meaning because the subject re-signifies the information based on the context and synthesis.

The contexts in which individuals are inserted interfere in the search, selection, and appropriation of information, so the construction of information is social and cultural (Habermas, 1981; Genelot, 2001; Cardoso, 2006; Valentim, 2013) because from the context of production to its mediation, it is inserted in a historical, social and ideological context, suffering inferences and carrying with it economic, political and cultural interests (Almeida Júnior, 2009).

According to Jorge and Sutton (2016), information can be considered an intermediary element, an input for the construction of knowledge, which, when related to and appropriated by the individual, results in knowledge, which, when recorded, becomes new information. Hoffmann (2009) states that information is the most critical input in human production, and in organizations, it is a determining factor in improving processes, products, and services, assuming strategic value.

For Payne and Fryer (2020), information is a type of codified knowledge expressed in words, images, or other symbols, and codified knowledge is always an incomplete representation, as no one can write down everything they know. This statement refers to the types of information Hoffmann (2009) described as formal or informal. As exemplified by Payne and Fryer (2020), formal information has a storage medium that ensures that it can be retrieved as it is recorded. On the other hand, informal information, which comes from other people through oral communication, has not yet been formalized (Hoffmann, 2009).

Barmeyer, Mayrhofer, and Würfl (2019) explain that, in the organizational environment, formal information is information that is recorded, available, independently of individual information, while informal information refers to implicit information that depends on the person to be communicated, i.e., information that is in the possession of specific individual(s).

While formal information is codified, planned, explicit, technology-oriented, structured, formalized, and controlled, informal information is emergent, spontaneous, dynamic, implicit, oral, dialogical, person-oriented, contextualized, and has a multi-perspective (Barmeyer; Mayrhofer; Würfl, 2019). Hoffmann (2009) points out that it is possible to generate knowledge from both formal and informal information; however, for this to happen, information needs to be managed to enable effective internal communication that helps with engagement and has a positive impact on the organization's performance (Cerantola, 2016, p. 216), since information, as a resource, defines the competitiveness of people, groups, products, services and activities (Marchiori, 2002).

2.3 Information management

Information is an intrinsic component of almost everything an organization does, and it is necessary to clearly understand the processes by which this component is transformed into perception, knowledge, and action (Choo, 2006). It is the primary input in the strategy and decision-making scenario, providing the support and fundamental basis for managing organizational operations (Jorge; Faleco, 2016). Its use to generate knowledge is not only the individual responsibility of each subject but also the responsibility of the organization, which needs to support and encourage its members and promote a learning culture (Alavi; Kayworth; Leidner, 2006).

The prospecting and analysis of data and information allow relevant content to be filtered and processed, generating information with added value for decision-making and the planning of strategic actions, thus transforming information into knowledge that contributes to improving the organization's performance through the assertive solution of problems, the creation of new products, changes, and improvements (Teixeira; Valentim, 2016).

Information management makes transit through the organizational environment efficient and supports decision-making, planning, and executing short-, medium- and long-term actions (Santarém; Vitoriano, 2016).

Information management (IM) is a process for obtaining information at a reasonable cost and time (Valentim; Jorge; Ceretta-Soria, 2014) which focuses on the formal flows of the organizational environment, what is systematized, formalized, explained in documents on electronic, digital or paper media (Valentim, 2008) and helps the subject in the performance of their function (Valentim; Souza, 2013).

According to Souza, Dias, and Nassif (2011), IM involves the studies and management practices that enable the construction, dissemination, and use of information, which encompasses the management of information resources and content, the management of information technologies, and the management of the people involved in these sub-processes. For the authors, IM corresponds to a component of knowledge management and is based on the management of content that makes up the information frameworks of various organizations.

Authors such as Altındağ and Öngel (2021) conceptualize IM as an integrated user-machine system that provides information to support operations and to carry out the organization's management and decision-making, integrating people, processes, and technology to achieve sustainable results. Its practices involve the perception, collection, regulation, processing, and maintenance of information, adding efficiency and speed to all businesses, helping to promote innovation through broad and unlimited cooperation, obtaining clear and explicit information, accessing information at the right time, reducing loss, and accelerating productivity.

Tarapanoff (2001) lists IM activities as identifying organizational information needs, acquiring information, storing information, developing products and services, and distributing and effectively using information.

Silva and Valentim (2019), based on Valentim (2004), highlight eleven basic IM activities, which are: 1) prior identification of information demands and needs; 2) mapping and recognition of formal flows; 3) development of a positive organizational culture about information sharing/socialization; 4) promotion of efficient informational communication, using Information and Communication Technologies (ICT); 5) information prospecting and monitoring; 6) collecting, selecting and filtering information; 7) using ICT to process, analyze, organize and store information; 8) sharing and using information through corporate systems of different kinds; 9) developing information products and services; 10) establishing norms and standards for systematizing information; and 11) feeding back into the cycle. Lousada et al. (2012) point out that the IM process is cyclical, i.e., from the moment the management process begins, the subsequent stages must and need to be constantly fed back and updated.

By recording knowledge in a material medium, IM acts in the creation or construction of information; by organizing it, it works in an appropriate order for the context and audience for which it is intended; by sharing this information by physical or digital means, it enables access to it, understood here as the possibility and condition for the interaction of the subject with the information, encouraging its socialization and its use to generate knowledge. This process also includes prospecting, monitoring information, creating information systems, storing data and information, making changes, deletions, and updating information repositories permeated by different formal information flows (Valentim, 2007).

Individuals (groups or institutions) and their problem situations within different information flows are the focus of IM, and these situations require creative and effective solutions (Marchiori, 2002). For these solutions, administrative processes and technologies are facilitating mechanisms to bring about effective communication of information between individuals and groups.

Braga (2000) highlights the aim of IM to support the company's overall policy. This occurs to the extent that with IM, knowledge and coordination between the various subsystems that make it up are more efficient; information is available and accessible to support managers in decision-making; it makes understanding of the environment more effective; it keeps the evolution of the organizational structure, and helps to build an image of the organization, its project, and its products, through an internal and external communication strategy.

The management of both internal and external information is covered by IM, providing access, sharing, and dissemination of this information through documents and systems to transmit knowledge between individuals (Valentim; Teixeira, 2012; Valentim, 2008). To this end, it consists of strategies and actions aimed at identifying information needs, prospecting,

monitoring, analyzing, and disseminating information with added value to employees, facilitating the appropriation of information, and generating new knowledge and information (Valentim, 2007).

An efficient IM system can provide valuable information to the entire organization. This favors increased quality in processes, products, services, and cooperation, helps to standardize working methods and avoid rework, provides a basis for measuring progress, reduces the burden on specialists, and effectively manages a large amount of information to help employees serve their customers better and faster. In addition, the use of IM protects a company's intellectual capital, focusing on people by selecting the most appropriate information, sharing strategy for human capital, and creating a culture of sharing (Altındağ; Öngel, 2021).

IM is one of the concerns of contemporary organizations because if information is handled correctly and used, it generates knowledge and competitive advantage (Molina, 2010). IM is a critical factor for the smooth running of an organization's business and one of the main vectors for business expansion. Its importance increases according to the complexity of the industry, i.e., the more actors and processes involved, the more critical it is to maintain relationships and data integration through an efficient IM system (Freitas; Janissek-Muniz, 2006).

According to Valentim and Teixeira (2012), although IM is responsible for managing the flow of information to provide employees with access to, mediation, and dissemination of information, it emphasizes that its use and/or application is the responsibility of the individual i.e., the organizational individual must be considered at all stages of IM since appropriation of information is an individual process.

3 METHODOLOGY

The proposed study is qualitative and seeks to identify, through observation, indicators of the functioning of complex structures and organizations that are difficult to measure quantitatively (Haguette, 2013). It is of the descriptive-exploratory type, as it is characterized by selecting a random sample from a large population, aiming to obtain up-to-date empirical knowledge (Valentim, 2021).

The method used was the Collective Subject Discourse (CSD) with the interview tool for data collection (Lefèvre; Lefèvre, 2000). The research universe is a mixed-economy financial services company with around 84,000 employees, and the target audience of this research is employees who are part of the organization's strategic level.

Interviews were used as the instrument for data collection, and a semi-structured script was used following the research objectives. Individual interviews were chosen because they allow the researcher to access individual perceptions without the pressure or inspiration of third parties. At the end of a set of interviews, the researcher obtains a set of meanings which, although individual, are recurrent in the group of participants. By working with linguistic material, the researcher can organize an articulated network of meanings about the phenomenon under examination, focusing on the individual perspective of each participant and the analysis of the recurrences that emerged from these unique perspectives (Leitão; Prates, 2017).

The five interviews with people in management and advisory positions in the strategic units were conducted remotely using the Google Meet tool. After the interviews were conducted, they were transcribed using the Google Documents tool and later reviewed. After transcription and revision, the procedures for analyzing and categorizing the material followed.

The use of the CSD not only makes it possible to analyze which key expressions are most recurrent in the subjects' speeches but also makes it possible to grasp the collective speech of a given social group through open questions (whether oral or written), thus helping to "reconstruct, with parts of individual speeches, as many synthesis speeches as are deemed

necessary to express a given 'picture,' that is, a given thought or social representation about a phenomenon" (Lefèvre; Lefèvre, 2000, p.19).

To obtain the collective expressions that make up the CSD, the following procedures were carried out: selecting the most relevant content from each response; associating this content, segmenting it according to the meaning it expresses; grouping the statements into categories; preparing a single discourse (written in the first person singular) for each of the categories.

These procedures form the four methodological figures of the CSD: 1) key expressions, 2) central ideas, 3) anchoring, and 4) the CSD (Lefèvre; Lefèvre, 2006).

The CSD seeks to reconstitute a collective, opinionated subject in the form of a subject of discourse in the first person singular (Lefèvre; Lefèvre, 2006). This research method has been used in other studies investigating topics in Information Science, especially aspects of IM, such as Crestana (2003), Souza and Stumpf (2009), and Motta, Melo, and Paixão (2013).

4 RESULTS

Based on the analysis of the material collected, three categories related to GI were established: access, registration, and organization. The CSD technique presents collective speeches in italics and without quotation marks.

4.1 Access

About access, understood as the possibility and condition of reaching information, in the context studied, the results collected showed that it is difficult for individuals to access the information in corporate databases and systems, just as it is difficult for them to understand it, with the need to turn to specialists, to the 'owners of the information' for its interpretation and subsequent use, thus forming silos that prevent information from circulating freely. These silos can occur within teams, directorates, or even groups specialized in specific subjects or themes.

Other situations reported by the participants are the overload of existing information (in contrast to the scarce time to access and interact with it) and the restrictions on access (including legal impositions), making it even more challenging to interact with information. One of the interviewees highlights the importance of competence in dealing with information, considering ethical behavior, and understanding legal requirements to facilitate this access.

There is information at different levels, and those related to clients are very difficult to obtain; those related to processes are not so difficult; you have to know where to get it. In innovation processes and benchmarking in acceleration programs, it is difficult to get access to teams, and it is difficult to get historical information. Information from databases, we ask a colleague who has more knowledge in this field when we need access to it; we have silos of information. It is easy for me to find information, even if it is not registered, but I do not think it is scalable, I do not think it suits everyone, and I do not think it should be the right way to do it. We have the normative instructions that are a source of truth when there can be no doubt; I cannot have two people talking about the same subject with different opinions, and the normative instruction has this role, but it is not digestible; it is not palatable, it is not pleasant, I think some things should be placed at the (corporate) university so that people have access, where the content is more chewed up, it is information that's easy to understand. We find it very difficult to reconcile access and speed because there is a massive volume of information, but very few people today actually have the time to read so much information that is restricted to our professional environment; I do not feel able to access all this information in a way that I can really get to grips with it, take hold of it, become aware of it. For me, information should be more and more collaborative and more open; it should be more community-based, more

Wikipedia, it should be more open URLs without so much access control, fewer traffic lights, and more traffic circles; people have to know what they can and cannot do with that information and not be restricted in the way we are so strict.

From the interviewees' statements, it is possible to see some points of attention regarding access to information in the context analyzed: information overload, little time available to access this information, and difficulty understanding the information due to how it is prepared and organized.

Information is a valuable asset for organizational processes and an instrument of power (Marques; Pinheiro, 2014; Calazans, 2006). Access to information allows for greater fluidity in administrative procedures and the sharing of power between individuals, which can affect the propensity to share (Raban; Rafaeli, 2007) for fear of losing the power that comes from possessing information. In this way, the existence of silos, where information is kept, and power is preserved, becomes detrimental to the organization and innovation processes since one of the prerequisites for innovation to occur is the ability to access information (Haapalainen; Kantola, 2015; Wu, 2019).

In this sense, actions such as the intensive use of technology to manage information and taking care of the user experience by using language accessible to your audience are suggestions to be adopted. To this end, it is necessary to promote the information competence (CoInfo) of individuals, both in terms of searching for and interacting with information and in terms of their ability to prepare information to be made available using the appropriate tools and incentives for sharing it, since CoInfo is an intrinsic component of any process involving information and knowledge (Valentim; Jorge; Ceretta-Soria, 2014), and competence in managing and transforming information into knowledge and communicating it clearly and objectively is what sets professionals apart (Santos et al., 2019), involving skills related to problem-solving, collaboration and teamwork, communication and critical thinking, search skills, use and fluency in information and communication technology and the values and beliefs that relate to the wise and ethical use of information, social responsibility and individual participation in the community (Bruce, 1999; Vitorino, 2016).

4.2 Recording

In terms of recording information, i.e., systematizing, formalizing, and explaining knowledge in documents on electronic, digital, or paper media (Valentim, 2008), the interviews did not reveal any incentive or appreciation for this practice in the organization. When done, it does not intend to improve processes but to comply with bureaucratic and legal requirements. The interviewees are aware of the need and importance of recording information. However, they said it was difficult to do so due to a lack of time and autonomy in their work routines, including projects using the agile methodology, which, due to its principles, focuses on delivering products rather than records and documentation. The interviewees acknowledged that not recording information harms the organization's projects and causes rework, wasted time, and frustration.

Recording is done to fulfill a schedule and not to contribute to learning; there is difficulty in recording what has already been done; you have to start from scratch. Recording is not prioritized, so I cannot record, document information, and send it to those who need it. We do not worry about registering what we deliver because we just have to provide it. I am not expected to keep track of information or document the changes, which causes problems to be repeated, and it is unfortunate and frustrating. If people could write, exchange, and ping-pong information, they would have this history and be more productive at the end of the day. When you write, you tend to think, so the quality of what you put out is higher, in my view.

Recording information, especially from the development of organizational processes, makes it possible for the knowledge that is built up to become explicit and become

organizational, with quicker responses to the organization's questions, speed, and continuous improvement of processes (Plessis, 2007; Aires; Freire; Souza, 2017), because the information that is recorded, organized, combined or added to other information, becomes knowledge which, when recorded, makes it easier to share and generates new knowledge among employees (Porém; Guaraldo, 2012).

The use of recorded information improves the innovation process because by accessing and using this information, people learn and do not repeat mistakes that have already been made. This optimizes the development time of innovation projects and makes it possible to use lessons learned and the knowledge built up from mistakes and successes.

To encourage the process of recording, accessing, and using information, the organization could use available technology to record the knowledge generated in the development of innovation projects, promote a culture of recording knowledge, including the mistakes that occurred along the way, and the solutions adopted to develop the solution.

The organization uses agile methodologies, defined by Xu and Koivumaki (2019) as practices that seek greater agility, flexibility, and interaction in project development, where individuals, interaction between them, delivery, and collaboration with the client are prioritized. When working with these methodologies, the organization must seek an objective, transparent, and concise record of development meetings, making this record available not only to the team involved but to the entire organization so that the knowledge built up in the interactions and collaboration between individuals in the organization and with the client becomes institutional. This requires leaders to understand the value of recording information, to allow and encourage this practice, and to understand the importance and gains for the organization when data is recorded since these records and access to them contribute to building organizational knowledge.

4.3 Organization

In the analyzed context, there are some factors related to the organization of information, i.e., its inadequate ordering, which contributes to the difficulty of access and appropriation by the subjects, a situation already mentioned in this work. These include the complexity of information, the existence of multiple channels, the way information is organized, and the lack of disposal of obsolete information, which contributes to the high volume of information, further intensifying the difficulty of accessing valuable and current information. The way information is organized is perceived as a hindrance to innovation processes, as it encourages operational action without changes.

There's a sense of this sea of unorganized information, how it's made available, oriented, organized, and the sum of the parts, and I think we have greater complexity. Its logic doesn't help people innovate, work daily, encourage a more operational approach, or help with the continuity of processes. I see information as very fragmented. We have a truckload of information in the database, and when you need the information to do a particular project, you need to know who to talk to; you don't know where it is, you have to know who has it and you have to find out where this business is and how it's structured, we'll always end up having to go to the owner of that information. My job today should also be to document and formalize information, to organize information, to know what information needs to be kept and what doesn't so that it can have a common logic for everyone; people are creating websites that have information, and we don't really know where it's going.

The results show what Garcia and Fadel (2009) discuss: in practice, information flows are not always available in the correct format and at the right time for organizational actions, as they can be dispersed, fragmented, or poorly structured. To provide people with more agility and reliability in accessing, obtaining, and using the information available in formal flows, it is necessary, among other things, to organize them (Beal, 2007). Based on the user's experience,

it is possible to identify the community's information needs, allowing information to be organized according to their preferences, behaviors, or mental models (Guimarães, 2014), which facilitates access and interaction with information. Promoting user-focused IM can add efficiency and speed to business and encourage innovation through cooperation, obtaining clear information at the right time (Altındağ; Öngel, 2021).

Organizing information based on user needs makes accessing, understanding, and using information easier. It must be prepared, organized, and made available through appropriate and accessible channels, with a focus on the user throughout the process, since it is people who, in possession of information, promote communication, the construction of knowledge, and the generation of ideas and innovations that are essential for the organization to remain competitive in the market. When interacting with information, people not only use it to build their knowledge, but they also become producers of information, and they must have the skills to develop and share it properly, making it accessible.

5 CONCLUSION

This study aimed to analyze information management at the strategic level of a financial institution (bank) to identify opportunities for improvement in this process in the context studied. To this end, interviews were used to collect the data, and the DCS method was used to analyze it. The data collected was grouped into three categories: access, recording, and organization, and its analysis enabled some inferences to be drawn:

1. the information is stored but organized in a way that does not facilitate its efficient access and use;
2. users need to turn to specialists, the owners of the information;
3. there is a large volume of information and little time to access and interact with the information;
4. there is no incentive or appreciation for registration;
5. multiple channels make it difficult for people to access and take ownership of information;
6. there is no disposal of information.

It was found that the organization should observe the need to improve the organization of and access to information, with intensive use of technology to make information available and search engines that adhere to the user's level of knowledge and use of information, paying greater attention to the user experience when searching for and interacting with information, encouraging the construction and recording of knowledge in working groups and restricted storage of obsolete information that needs to be kept by law.

The study highlights the importance of constantly analyzing information management actions and strategies to improve their performance and provide timely, secure access to quality information for decision-making, taking the information user's experience as a starting point.

Limitations include the number of interviewees, as a more significant number could provide new inferences about the process, without forgetting to mention that the study was limited to the organization's strategic level.

For future research, we suggest studying the role of information competence in conjunction with information management since the individual should be the central element of the IM process. Developing their information competence can help make information management more effective.

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