

The Evolution Of Business Pedagogy: Challenges And Contributions In The Corporate Context

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Abstract

The integration of pedagogy into the corporate landscape has emerged as a crucial and innovative dimension in contemporary professional settings. This article comprehensively explores the origins, evolution, challenges, and advantages of Business Pedagogy, shedding light on its pivotal role in fostering continuous learning and harnessing human capital within organizations. Acting as a mediator and coordinator of educational initiatives, the pedagogue significantly contributes to the formation of adept teams and the fortification of organizational knowledge. From training and development initiatives to educational consulting, the diverse tasks undertaken by pedagogues underscore their versatility and strategic significance in corporate environments. Their advisory role in knowledge management emerges as a linchpin for the success of educational practices within organizations. While business pedagogy encounters challenges like meticulous project development and effective knowledge management, the substantial benefits it offers, such as the promotion of organizational growth and human development, position it as a cornerstone for companies aspiring to excel and innovate in the current economic landscape.

Keywords: Business Pedagogy, Corporate Learning, Knowledge Management, Organizational Development, Pedagogue's Role.

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I. Introduction

The role of the educator in the business environment represents an innovative and essential approach in the contemporary professional context. Understanding and highlighting the practices developed by educators in this scenario are crucial to emphasize the importance of these professionals in promoting employee development, stimulating organizational learning, and contributing to the success of companies.

In this work, we will explore the various functions performed by educators in the business context, focusing on how their educational skills can be applied to enhance employee training, foster a culture of learning in organizations, and strengthen knowledge management. Throughout this article, we will examine concrete examples, case studies, and practical strategies to illustrate how educators play a crucial role in promoting human and organizational development in the corporate world.

II. Origins and Evolution of Business Pedagogy

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Business pedagogy is an area of expertise for educators that recently emerged in Brazil, observing the need for preparation in personal formations, with a focus on meaningful organizational learning, generating changes in the environment and in the definition of policies aimed at permanent human development.

Business Pedagogy, also known as Corporate Pedagogy or Corporate Education, is a field of study that seeks to apply the principles of pedagogy and education in the business context. Its goal is to promote the development and learning of employees in an organization, aiming to improve individual and collective performance, as well as contributing to the growth and sustainability of the business.

The emergence of Business Pedagogy is directly related to the evolution of the work environment and the understanding of the importance of human capital in organizations. From the 1980s onwards, there was a paradigm shift, where companies began to recognize that the knowledge and skills of employees were valuable assets. In this context, Business Pedagogy emerged as an educational approach applied to the business context. The central idea is that companies can invest in the training and development of their employees through training

programs, capacity building, and continuing education.

It is essential to emphasize that the Pedagogy course in Brazil went through three regulations before reaching its current form: in 1939, 1962, and 1969, during which a minimum curriculum was presented as a national reference. Only in 1996 did the minimum curriculum cease to exist, giving way to curriculum guidelines for different degrees (Saviani, 2012).

Later, with the approval of Resolution CNE/CP 01 of May 15, 2006, the document establishing the National Curriculum Guidelines for the Pedagogy Undergraduate Course was instituted. The document clarifies that the training of the Pedagogy graduate is based on pedagogical work carried out in school and non-school settings (BRAZIL, 2006).

For the Educator to be able to perform his functions in the business space, he must bring theory together with practice and research, as his knowledge needs to analyze the problems occurring in the job market.

Therefore, after conducting experiments, it is necessary to study what is happening within the business sector, to verify the reasons for the imbalance within it. To discuss activities in a company, it is necessary to understand human behaviors in an organizational environment since the role of the educator is focused on human dimensions.

III. The Role of the Educator in the Company

Trevisan (2003) asserts that in current times, companies present a significant challenge: teamwork. Consequently, the educator begins to perform a special role in motivation, articulation, and mediation in the educational system, with the intention of promoting all market demands and developing the professional growth of employees.

“In these spaces, the business educator faces the challenge of mediating educational processes, whether they are formal or non-formal, and undertaking pedagogical interventions to foster educational practices aimed at promoting an atmosphere where various knowledge is shared to generate organizational knowledge. Through the construction of this knowledge, individuals begin to perceive themselves as agents of their own personal and professional life trajectories, providing direct support for the development of the organization in which they operate” (Duarte; Cabral, 2010).

Companies view professionals differently because these individuals possess knowledge that is of interest to them, and this knowledge is related to the understanding of the learning process, techniques, resources, and methods to ensure that the learning process within the organization occurs in the best possible way (URT, 2004).

Article 1 of the National Education Guidelines and Bases Law (LDB) (Brazil, 1996) No. 9.394/96 believes in education as formative processes that occur in both school and non-school environments. School-related educational experiences are termed formal education, while non-school experiences are referred to as non-formal and informal education.

Chiavenato (2005) emphasizes that human activity has moved away from heavy, repetitive work to prioritize creativity and innovation. Work has shifted from being a simple provider of labor to supplying knowledge allied with other capacities.

In light of this, it should be considered that the pedagogue must carefully develop projects to avoid blending educational plans with those intended for the business environment.

“There must be a precise vision (as far as possible) of what is intended with the training/development of human resources within a previously defined timeframe. Even within a broader corporate policy, training/development activities address specific objectives/needs to be addressed in the short term” (Ribeiro, 2010).

Pedagogues perform various tasks in companies, especially those with training, personnel development, and corporate education departments. Although pedagogues are more commonly associated with the field of formal education, their training and skills can be applied broadly in a corporate environment. Some of the tasks undertaken by pedagogues in companies include:

a) **Training and Development:** Pedagogues can design, develop, and implement training programs for employees, focusing on the development of specific skills or overall performance improvement. They can identify training needs, create instructional materials, and conduct training sessions.

b) **Corporate Education:** Pedagogues can create corporate education programs covering a wide range of topics relevant to the organization, such as business ethics, diversity and inclusion, leadership development, effective communication, among others. They develop educational content, deliver lectures and workshops, and support continuous learning among employees.

c) **Development of Educational Materials:** Pedagogues can create instructional materials, including manuals, training guides, educational videos, and interactive online resources. They work to ensure that these materials are effective and meet learning objectives.

d) **Learning Assessment:** Pedagogues can conduct assessments and tests to measure employees' progress in relation to learning objectives. They analyze the results and provide feedback to training participants

and management teams on performance and areas that need improvement.

e) **Educational Consulting:** Pedagogues can also act as consultants, offering guidance and advice to company leadership on learning and development strategies. They can help identify skill gaps, implement professional development programs, and enhance the organizational culture related to education.

These are just a few of the common tasks that pedagogues perform in companies. It is important to note that the exact role may vary depending on the organization, its structure, and specific training and development objectives.

IV. Challenges and Advantages of Business Pedagogy

Challenges include the careful development of projects to avoid the mixing of educational and business plans (Dantas, 2016). Precise vision of training/formation objectives and effective knowledge management are essential for the success of business pedagogy (Freitas, 2003). Advantages include promoting organizational growth and human development, being essential for successful companies (Prado et al, 2013).

Pedagogy focused on organizations aims primarily to promote the growth of the organization and also work on human development. Within organizations, leaders must engage in activities with people, and in the future, employees should apply what they have learned to improve work and foster innovation.

Successful organizations are those that can captivate and motivate people to learn and apply their knowledge to problem-solving and innovation towards excellence (Chiavenato, 2009).

Companies seeking a strong position in the current economic landscape should consider corporate education as a competitive advantage over their competitors, but a distinctive teaching and learning approach within the organization is necessary.

The role of the educator, as an effective and affective agent in the teaching-learning process, goes beyond being a mere transmitter of content. Above all, they serve as facilitators, transformers, and innovators in people's lives. Transmitting knowledge is not just about teaching content; it's about sharing knowledge as a collective learning experience with other professionals. Motivation and dedication are crucial for the company's reflection.

The standout professional, who accompanies the entire professional development of individuals in the company, acts as a mediator of educational actions in information management, in a process marked by continuous change, demanding new forms of knowledge management. Knowledge management in the company requires new attitudes and values, fundamental characteristics for organizations aiming to remain active and competitive in this new economic order.

The task of the business educator is, among other things, to be the mediator and coordinator of educational actions in the administration of information within the continuous process of change and knowledge management. Managing change processes requires new attitudes and new organizational values, fundamental characteristics for companies aiming to remain active and competitive in the market.

Therefore, while the term "business pedagogy" is relatively recent, the idea of educating and training employees to improve organizational performance dates back decades. During the 20th century, companies began to recognize the importance of human capital and invested in training and development programs for their employees.

In the 1940s and 1950s, the first training programs in companies emerged, mainly focused on specific technical skills. The emphasis was on the transmission of knowledge and skills necessary for task performance, without a more comprehensive pedagogical approach.

From the 1960s, with the advancement of studies in organizational and work psychology, new approaches began to emerge, emphasizing continuous learning and the personal development of employees. These approaches were more aligned with pedagogical principles, such as valuing the learning subject, the importance of dialogue and interaction, and the collective construction of knowledge.

In the 1980s, business pedagogy gained more prominence, especially with the expansion of corporate education. Companies began to invest in more comprehensive training programs, including not only technical training but also the development of behavioral and managerial skills. This change reflected the perception that organizational success depends not only on technical knowledge but also on interpersonal skills and the ability of employees to learn and adapt.

From the 2000s, with the advancement of information and communication technologies, business pedagogy increasingly incorporated digital resources into its training and development programs. E-learning, gamification, online learning platforms, and other technological tools have been widely used to provide a more dynamic and flexible learning experience.

Today, business pedagogy continues to evolve, adapting to the demands of a constantly changing job market. It seeks to promote a culture of learning in organizations, stimulate innovation, develop leadership skills, foster collaboration, and boost the personal and professional growth of individuals in the business context.

V. Conclusion

The presence of the pedagogue in the business environment has proven to be vital for human and organizational development, providing an innovative and indispensable approach in the contemporary professional landscape. Throughout this work, we have explored the origins and evolution of Business Pedagogy, emphasizing its importance in promoting continuous learning and leveraging human capital in organizations.

The pedagogue's role in the company extends beyond the mere transmission of technical knowledge; it encompasses the creation of training programs, the development of educational materials, and the promotion of a culture of learning. Their function as a mediator and coordinator of educational actions contributes to the formation of skilled teams and the strengthening of organizational knowledge.

The tasks performed by the pedagogue, from training and development to educational consulting, showcase their versatility and strategic importance in the business environment. The pedagogue's advisory role in knowledge management stands out as a crucial element for the success of educational practices in organizations.

The challenges faced by business pedagogy, such as careful project development and effective knowledge management, are countered by the significant advantages it offers. The promotion of organizational growth and human development becomes essential for companies seeking to stand out and innovate in the current economic landscape.

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