

RESEARCH ARTICLE

## Pedagogy and People Management: The Knowledge Base as of Results

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### Abstract

Changes in the landscape of organizations and the evolution of the knowledge era have fundamentally changed the behavior of professionals who seek to develop skills, agility and creativity so that they can act more effectively and efficiently in their work activities. This perspective, with the improvement of skills and knowledge of employees about the activities performed on the organizational environment, generating performance improvement is not only for the employee but for the company, which will strengthen the achievement of its goals and objectives. This time, it is essential that companies and professionals remain constantly updated, formulating a process of continuous restructuring in order to compete in a globalized market. For this to occur in order to positively impact business results, you need a professional prepared to handle all aspects involving the formation and development of skills of individuals: Educator

**Keywords:** *People Management, Knowledge, Management and Education.*

### Introduction

Changes in the landscape of organizations and the evolution of the knowledge era have fundamentally changed the behavior of professionals who seek to develop skills, agility and creativity so that they can act more effectively and efficiently in their work activities.

It is apparent that change adaptation, innovation and strategic decision making should be part of the dynamics of organizations, through the establishment of entrepreneurial processes that favor their growth in the global market and, therefore, need to invest in continued development of its professionals in order to propel them to ensure ownership of knowledge and practices aimed at enhancing human capital in the company. So Chiavenato [1] emphasizes that "human capital is the priceless asset that an organization can muster to achieve competitiveness and success."

This perspective, with the improvement of skills and knowledge of employees about the activities performed on the organizational environment, generating performance improvement is not only for the employee but for the company, which will strengthen the achievement of its goals and objectives.

It deserves mentioning that both education and

training constitute themselves (not exclusive) mutually complementary processes whose objectives seek much more than accumulating or technical knowledge, but above all, to promote changes in attitudes broader (beyond the limits of desktop) [2].

### Background and Issue

Is explicitly break the paradigm that only the administrator has the expertise, skills and attitudes that transform knowledge management in strategic management tool people by entering educator in the processes of organizational learning broadly. Ramal [3], in turn, describes the teacher as the "cognitive architect, designing pathways", making a profession of high business valuation. It also emphasizes the need to maintain competitiveness in the market always requires developing new skills in employees. In this field, the task of the teacher is crucial, not only collaborating in the process of in-service training, as well as the ongoing evaluation to diagnose the new requirements according to each context and the means to generate them quickly in the working groups [3].

Aguiar and Mello [4], intellectuals who participate in the movement for the formation of the National Association of Education

Professionals (ANFOPE) to discuss the teaching based on the proposed guidelines for the Pedagogy course indicate that there is to stand out, yet that the complexity of such training requires the agencies forming a self-assessment whose results relate the definition of the areas that will be discussed further in the curriculum of pedagogy. These options cannot lose sight, however, the meaning of structure a curriculum that will enable future educator articular ends/means to be both a researcher and a technician, articulating teacher/manager knowledge/social relations considering the various functions and practices pedagogical school or non-school ones. In this perspective, the management of the curriculum should not be confused with technical management and can only be fully accomplish the scope and dynamics of interdisciplinary collective work that asymmetrical power relations and conflicting conceptions on curriculum field can contribute to building quality that social progress.

Based on the words of Aguiar and Mello [4], one realizes that teaching has hegemonic position in the formation of the Educator. It is broadly assumed that aims to allow the formation of a teacher can be "both a researcher and a technician, articulating teacher/ manager knowledge/social relations considering the various functions or not existing school and teaching practices."

Based on research compiled by Business Educators Quirino [5] there are the activities of these professionals in the areas of professional and informative training company, citing the most common:

- Human Resources: Training and Development, Corporate Universities, Centre for Skills Development, Vocational Training and Qualification, Program Specialization of Labor, among other programs.
- Internal and External Consulting: Training and Vocational Training; Educational preparation of projects for internal and external audiences (such as employees, their families, suppliers, partners and communities); Organization of Courses in company; Projects Traffic Education; Guidance for Management Development and Continuing Education; Adult Literacy; Educational preparation of Newspapers; Campaigns Total Quality, Environment, Safety and Occupational Health and others.

Therefore, the following is problematic: As a knowledge manager, training aids which are used

by the educator in business environments?

## Racing: Contemporaneities between Management and Education

The use of the concept of competence has its genesis from the 90s, when it became more widely discussed in the pedagogical area, mainly for teaching the early grades, but came to find bed and comfort in management, under the total quality approaches and applying their bases in industrial and commercial areas.

Much is said about the training of the teachers, their skills and expertise; it is believed that its formation would be one of the main responsible for making this a successful professional. It is understood the formation, in this sense, as an area of knowledge, experience, and research, which is a systematic process in which teachers learn and to develop their professional competence [6].

Already in business, Fleury & Fleury [7] defines competence as a word of common sense, to denote a person qualified to accomplish something. Its opposite, or its opposite, not only implies the negation of this capability, but saves a pejorative, derogatory sense. He even signal that the person is or will meet briefly marginalized labor and social recognition circuits.

The Webster [8] dictionary defines competence in English as: "the quality or state of being functionally adequate or having sufficient knowledge, judgment, skills or strength for a given task." This definition is quite generic, mentions two main points related to competence: knowledge and task. The dictionary of the Portuguese language Aurelius presents the definition of competence as the ability to solve any issue, fitness, suitability and introduces another; Legal capacity to judge election.

Have Gentile and Bencini [9] skills are understood as the ability to "mobilize a set of cognitive resources (knowledge, skills, information etc). To solve effectively and efficiently with a series situations". It is inevitable to note that the concepts and applications competence between the areas of management and education are interwoven in order to make the broad term and at the same time, restricted under different optical applicable to term.

In his work 'ten new skills to teach, "Perrenoud presents underyour vision and theory, the necessary skills for teachers to teach. They are:

- Organize and direct learning situations;
- Manage the progression of learning;
- Devise and evolve differentiating devices;
- Engage students in their learning and in their work;
- Teamwork;
- Attend the school administration;
- Inform and involve parents;
- Using new technologies;
- Meet the duties and the ethical dilemmas of the profession;
- Administer the training itself.

In each of these competencies as listed by Perrenoud indispensable to modern teachers, still sees himself largely them, the needs of the business sector and the management has the key to success in neoliberal market principles as used in the management of learning and knowledge, which are the generators of propulsion or failure in the various activities commercial and industrial that from 90s, definitely took the capital intellectual as essential to business continuity and success.

The company primarily as an educational space, structured as an association of people around an activity with specific objectives and therefore also as a space learner, it is the pedagogy of the search strategies and methodologies which ensure best learning/acquisition of information and knowledge, always with the backdrop of the realization of optimal and precisely defined goals, in order of bring about changes in people's behavior so that they improve both the quality of their professional performance as personnel " [2].

Regarded as the Science of Education, Pedagogy presents its skills focused on human development; given the skills that professional educator has the ability to guide the educational trajectories and professionals in a more organized way, considering that education is a process vital to every human being.

Observing the extensive range of skills and competencies, the teacher can and should be a great ally in matters involving learning relationship and skills development, considering that the business environment requires that professionals become multifunctional.

The Entrepreneurial Pedagogy exists, therefore, to support both for the structure changes as compared to the expansion and the acquisition of knowledge in organizational space. The educator business "promotes the reconstruction of basic

concepts such as creativity, team spirit and emotional and cognitive autonomy." [10].

The educator promotes multidisciplinary actions in various areas of business, linking people and stimulating knowledge management for training active and dynamic citizens who are essential to the promotion process entrepreneurs in the organizational context, especially as a primary factor of this knowledge management process, which is the highest capital of the organization, being used as a tool for formulating scenarios entrepreneurs facilitate implementation of strategic changes.

Faced with these new challenges, the figure of the educator shall build before the society a different image displayed by all: the image of the educator social. According Haro [11], in his book "La Marcha en Educación Social": The social educator guides to the versatility in order to mitigate the problems contribute to the development and improvement of society. For this, intervenes in various age groups, with children, youth, adults, elderly and in different social, cultural, educational and economic contexts to transform.

In 90 years, the International Commission on Education for the Twenty-First Century produced for UNESCO, under the leadership of Jacques Delors, the report "Education, The Treasure Within", which are pointed out four pillars of education for the century that starts with views to the integral education of the human being: learning to be, learning to live together, learning to do and learning to learn. Facing this, the figure of the educator social becomes essential, considering that education is in many environments and contexts.

According to the UNESCO report, Learning to Be is the first axis of essential learning to be adopted by the educational policy of all countries and implies the development of autonomy and solidarity in the individual as well as the building a life plan that takes into account the personal well-being and community. This axis refers to the principles governing the action of the social educator, one since autonomy and solidarity are among its core values. The second axis is the Living and Learning with respect to growth individuals as members of groups and communities. For this, the capabilities of communicate, interact, participate and cooperate in this individual should be improved.

This means that the social educator returns to educational practices for development of individual skills necessary to strengthen the action group, such as group decision making, appreciation of differences and management conflicts. It is in this sense that Edgar Morin preaches the systematic teaching of democracy. The democracy, as well as being an ideal to be pursued, it is also a set of practices complex can be taught.

The third axis, Learning to do, is an appeal to the practice, noting that education shall enable the individual to work in view of the requirements turned the laboratory over the past quarter century, among which we highlight the work team and the initiative. Whereas education is understood as a process that fosters initiative, it should be seen as an important driver of action. In terms of collective action undertaken by transforming character educators, this vision of education confirms a principle established by Brazilian educator, Paulo Freire [12] that "education is a form of intervention in the world." The fourth and last axle is Learning to Learn which talks about the importance of an ongoing educational process to awaken and keep alive the curiosity intellectual, critical sense, which enables the understanding of the real and increase capacity for discernment. This axis highlights education as a means for the individual to build their own bases and attitudes to learning without interruptions, throughout their life. Carl Rogers [13] "the most socially useful learning in the modern world, is the process itself learning". Education as a process facilitator learn to be, to live, to do and learn in efforts for social change is a process permanent, continuous, directed to all actors, regardless of age.

### **System Cycle and Knowledge Management**

The human knowledge into two types: tacit knowledge and knowledge explicit. Explicit knowledge is that which can be articulated in formal language including grammatical statements, mathematical expressions, specifications, manuals etc., easily transmitted, systematized and reported. It can be transmitted formal and easily between individuals. This was the dominant mode of knowledge in Western philosophical tradition.

Tacit knowledge is difficult to be articulated in formal language, is a type the most important knowledge. It is personal knowledge embedded in experience individual and involves intangible

factors such as, personal beliefs, perspective, value system, insights, intuitions, emotions, abilities and is considered as an important source of competitiveness between organizations. Can only be evaluated through action.

According to Turban [14] "the cycle of the Management System Knowledge consists of six steps, becoming cyclical and refining the knowledge over time, thus not being scheduled to end, but for update knowledge and adjusted to the environment." Therefore, we rating, according Turban [14] the following phases of the cycle:

- Create knowledge: Knowledge is created as people determine new ways of doing things or develop know-how, the times adding external knowledge;
- Collect knowledge: New knowledge must be identified as valuable and be represented logically;
- Refine knowledge: New knowledge must be placed in context to be actionable. It is here that the unspoken qualities need to be collected together with the explicit facts;
- Storing knowledge: Useful knowledge must then be stored in a suitable format into a storehouse of knowledge so that other people in the organization can access it;
- Manage knowledge: Just as a library, knowledge needs be updated. Needs to be reviewed regularly to ensure it is relevant and correct;
- Disseminate knowledge: Knowledge must become available in a useful tool for anyone in the organization format you need it in anywhere and anytime.

### **Business Pedagogy: A Brief Overview**

Amid constant learning in the organizational environment, the teacher appears business, which appears as the driver of the processes related to the construction of practical knowledge and education as a vehicle of human and social development, to be employed in the everyday life of organizations. Therefore, it will be forming opinions, returned to the appreciation of being imbued with perceptions that motivate the employee to learn and take in the context of their employment shares.

It is worth noting that, in harmony with Lopes [10] the Company Pedagogy exists therefore to support both structuring the relationship changes as compared to expansion and the acquisition of knowledge in organizational space. The educator business "promotes the reconstruction of basic concepts such as creativity, team spirit and emotional and cognitive autonomy".

The educator promotes multidisciplinary actions in various areas of business, linking people and stimulating knowledge management for training active and dynamic citizens who are essential to the promotion process entrepreneurs in the organizational context. Changes in human behavior are caused by process learning, which is dedicated to pedagogy. The science of education "in other search sciences theoretical and practical knowledge that contribute to the elucidation of its object, the educational phenomenon" [15]. In companies such changes should be guided so that they are aligned with business goals, case Otherwise, the results may not match the plan. Hence the importance of vocational education, managing the learning process to convert it into actions that add value to the organization.

The Educator has in his academic training necessary luggage for an entire transform educational practice, wherever it happens in an activity intentional and effective guiding them not only to achieve organizational goals, but mainly for social and political purposes of education by creating a set methodological and organizational conditions to make it happen [5].

Thus, it is essential that the role of the educator in environments business is guided by dynamic teaching tools and adapted to business environment, organized and implemented in a systematic and holistic way.

## Methods

Whereas the aim of the research was to conduct a brief survey the use of teaching tools and activities holistically pedagogue in organizational settings, the adopted research was exploratory, initiated with the literature review on the topics: Business and Management Education Knowledge . Then a brief questionnaire was sent to three educators active in enterprise environments consisting of four questions promptly answered. The survey was conducted during the month of January 2014.

## Analysis of Results

The group of respondents is comprised solely of women, all graded universities of Rio Grande do Norte, two public and one private. The first item was: List the activities carried out by you in the company. Responses coincided but were:

- Mentoring of distance learning courses;
- Support the logistics of training materials;
- Project management and implementation strategies for training;

- Recruitment, selection and training;
- Creation of leadership development programs;
- Survey of training needs;
- Evaluation of performance.

The second concern was: Regarding Knowledge Management, which principal activities performed by organizations working on you? Responses were:

- Encourage employees in the quest for continuous learning;
- Align employees' skills to business strategies;
- Provide the organization sustainable development through qualification human capital;
- Develop leaders;
- Diagnose and develop organizational skills;
- Strengthen the organizational culture.

The third Question was asked the most by respondents and difficult measurement, which was the following: List the main pedagogical tools used for you in the company. Responses were:

- Individual meetings;
- Groups of socialization;
- Educational material for sectoral courses;
- Billboards and motivation;
- Coaching sessions.

The fourth and final question was: Set in a nutshell, its job. Responses were:

"My job here is to assess, together with the managers of the companies which provide consulting, training needs and improvement of expertise, always using our experience and know-how acquired periods in their corporate existence and all the knowledge of the staff , plus practice benchmarking " .

"Together with the company's partners and line managers, we define the training and socialization of knowledge for the semester, which identified the major world events in the area and where we direct the best employees for participate as stimulating performance. Subsequently, sectoral transfers are at times richer than any training. "

"We work primarily on pedagogical guidance from the management sector People, who are responsible for managing all human capital. Our main task is to work for the training are most textbooks possible, which participated in the recruitment of instructors, review of courseware and learning assessments."

## Final Considerations

The relationship between education and work have different impacts and changes deep, where the industrial society was crumbling and the society knowledge gaining strength and voice. Drucker [16] notes that the activities paramount in an organization are those that aim to produce and distribute knowledge, rather than purely manual activities. The main factor production in the era of knowledge is the intellectual capacity of the worker.

This time, it is essential that companies and professionals remain constantly updated, formulating a process of continuous restructuring

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