

Pedagogues' Performance In Non-School Environments: Business Pedagogy

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Abstract:

Background: The pedagogue has a wide range of professional areas of activity, including school and non-school environments. Among the non-school environments, the work of pedagogues in companies can be mentioned, which is the focus of the present study.

Materials and Methods: The objective of this work was to survey and explore the scientific production recently produced in Brazil that addresses business pedagogy, as a field of activity for pedagogy professionals. A Systematic Literature Review (SLR) was carried out with a qualitative approach. The time frame of the research was five years, from 2019 to 2024.

Results: The results returned several subthemes in the field of business pedagogy. It was noted that the emphasis of the research falls on two main subthemes: reports of experiences of the pedagogue's work in companies and the distinct functions of the pedagogue in this environment.

Conclusion: Given the relevance of the pedagogue inserted in this field of activity, it was found that his skills make him capable of contributing to the mitigation of organizational problems and places him as an agent of change, helping employees achieve the goals established by the companies. Nevertheless, it is suggested that more research on this topic be carried out, aiming to deepen knowledge in this area of study.

Key Word: Business pedagogy; Corporate education; Training and development of people; Non-school pedagogy.

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I. Introduction

This text addresses business pedagogy in Brazil, discussing the role and performance of the pedagogue in this work context. In this scenario, the pedagogue presents himself as a mediator of the educational process in the business environment, thus confirming the wide range of activities of this education professional. In this sense, Libâneo (2005) confirms that educational practices are not restricted to school or family. Business pedagogy is proof of this.

Business pedagogues work to help employees change behaviors and successfully perform their functions in companies. The business pedagogue, based on his skills, is a professional capable of contributing to the organizational environment to solve problems and change realities, making employees achieve the goals established by companies.

The present study was justified due to the academic and professional contributions that it can offer to the field of business pedagogy. In addition to contributing theoretically to discussions in this field of study, consultations of this material can be considered relevant for improving the professional practice of pedagogues in companies. This improvement should result in increased business efficiency and effectiveness.

The research originated from the following problem: how is the scientific production on business pedagogy characterized in Brazil today? Aiming to solve this problem, a systematic review of the literature with a qualitative approach was carried out.

The general objective of this study was to survey and explore the scientific production recently produced in Brazil that addresses business pedagogy, as a field of activity for pedagogy professionals. As for the specific objectives, the following were defined: to classify the scientific production that deals with business pedagogy according to the time of publication of the analyzed works and their respective thematic sections; to understand the scientific production related to business pedagogy, regarding the keywords adopted by researchers and

journals that publish the most such research; to map the objectives and respective results of research related to business pedagogy.

This text is structured into five main sections. The first section is the introduction, which presents the context of the study, the research problem and the objectives. The second section (theoretical framework) provides an overview of the main concepts and theories related to the field of study. The methodological procedures (third section) describe the strategies for collecting and analyzing data. The results and discussions section (fourth section) presents and discusses the data from the Systematic Literature Review (SLR), relating them to the theoretical framework previously presented. Finally, the final considerations (fifth section) summarize the main conclusions of the study and suggest possible topics for future research.

The Pedagogy Course in Brazil was created on April 4, 1939, by Law No. 1,190, when the National Faculty of Philosophy of the University of Brazil was founded. Libâneo (2005) emphasizes that in education, educational practices and human development are considered objects of Pedagogy. According to Holtz (2006), Pedagogy is the science that studies and applies doctrines and principles aiming at an action program in relation to the formation, improvement and stimulation of all faculties of the human personality, according to defined ideas and objectives. Thus, it is observed that the field of activity of the pedagogy professional forms a vast range, including school and non-school environments.

The role of the Pedagogue in Non-School Education (ENE) is provided for in the National Curricular Guidelines for Degree Courses in Pedagogy (BRASIL, 2006, p. 2). According to art. 5, section IV, emphasizes that the professional who graduates from this course must be able to “work, in school and non-school environments, in promoting learning for individuals in different phases of human development, at different levels and modalities of the educational process”. For Libâneo (2005), educational practices are not restricted to school or family. They occur in all contexts and areas of individual and social human existence, institutionalized or not, in various modalities. In this sense, the role of the pedagogue in various areas, both school and non-school, is noted.

It is worth mentioning some potential fields of activity for the pedagogue, such as: hospitals; psychopedagogy clinics; pedagogical supervision; pedagogical coordination; pedagogical guidance; teaching; companies, etc. (Moraes et al., 2020; Piletti, 1998; Pascoal, 2006; Cavalcante; Guimarães; Almeida, 2015; Escott, 2004).

The business environment, led mainly by companies, demands professionals with diverse skills and competencies. Among the various professionals who work in companies is the figure of the pedagogue or business pedagogue.

According to Urt and Lindquist (2004), pedagogy professionals began to be called to work in companies between the end of the 1960s and the beginning of the 1970s. Due to the lack of qualified labor, companies began to intensify the training of their employees and this important task often fell to pedagogy professionals. In this organizational context, the pedagogue can contribute to changing behaviors, aiming to achieve the objectives pre-defined by the company. In this regard, Ribeiro (2010, p. 11) emphasizes that “business pedagogy basically deals with the knowledge, skills, abilities and attitudes diagnosed as indispensable/necessary to improve productivity”.

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Regarding the responsibilities assumed by the business pedagogue, Holtz (2006) lists the following:

- Knowing and finding practical solutions to issues involving the optimization of people's productivity - the objective of every company.
- Know and work towards the personal and social objectives of the company where you work.
- Lead, through practical activities, the people who work in the company (managers and employees), towards the human objectives, as well as those defined by the company.
- Promote the necessary practical conditions and activities (training, events, meetings, parties, fairs, exhibitions, excursions, etc.) for the integral development of people, influencing them positively (educational process), with the aim of optimizing personal productivity.
- Advise, preferably in writing, on the most effective conduct of managers towards employees and of employees towards managers, in order to promote the development of business productivity.
- Lead human relations in the company, through educational actions, which guarantee the maintenance of a positive and pleasant environment, stimulating productivity.

Gonçalves (2009) mentions that the pedagogue also acts as an educator in companies, enabling the solution of problems, the elaboration of projects and the formulation of hypotheses, aiming at the improvement of the company's business. However, for the pedagogue to perform his/her functions in companies, the knowledge acquired in his/her initial training, in the pedagogy course, is not always sufficient. To face the challenges encountered within companies, the pedagogue is often required to have a critical look at reality, in view of the valorization and formation of "human capital", the most important capital of companies.

The constant changes in the job market require that companies increasingly have qualified professionals to manage such changes. It is necessary for companies to have a positive ambition to aim for something better, which demands the implementation of innovative methods that allow them to learn and progress continuously (Ribeiro, 2010, p. 154). In this sense, the business pedagogue emerges as a professional capable of contributing to the process and growth of individuals, allowing them to extract the greatest potential from each company employee.

II. Material And Methods

The research conducted was classified as a "Systematic Literature Review" (SLR). This type of research aims to synthesize and analyze scientific production on a specific topic, which in this case is "business pedagogy". One difference between a systematic review and other types of literature reviews is its ability to be replicated (Moreira; Souza Júnior; Silva 2016).

As for the approach, the research was qualitative, focusing on the content analysis of the studies found, without the application of statistical methods for data synthesis. Regarding its nature, the research is basic, as it aims to expand theoretical knowledge about "Business Pedagogy", without the immediate intention of practical application. Regarding the objectives, it was a descriptive and exploratory research, since it proposed to describe the characteristics of scientific production on the topic "Business Pedagogy" (Prodanov; Freitas, 2013).

Data collection was performed using the Google Scholar database (Google Scholar). This database was chosen for its comprehensiveness and ease of access to various academic sources. To search for the papers, only one descriptor was used: "business pedagogy", restricted to the title of the papers. This restriction was applied to ensure that the results found were more closely related to the subject of the research. Regarding the period, the research was conducted in May 2024.

Considering the interest in understanding the most current situation of research on business pedagogy, a time frame of 5 years was established, that is, 2019 to 2024, during the search. In total, the search returned a total of 51 papers.

The following filters were applied, aiming to achieve greater adherence to the research interests: exclusion of repeated papers; exclusion of undergraduate CCPs (Course Completion Papers); exclusion of books and/or e-books; exclusion of simple abstracts. After applying these filters, 16 articles remained, which were considered suitable for systematic analysis.

The exploration and interpretation of the data was carried out through Content Analysis (Bardin, 2016), in light of the theoretical framework, and focused on some dimensions relevant to the understanding of "Business Pedagogy". The research data, as well as its discussion in light of the theoretical framework, are included in the next section of this text.

III. Results And Discussion

The current section presents and discusses the results found in the literature review. The text is subdivided into three (03) subsections, namely subsections 4.1, 4.2 and 4.3. Subsection 4.1 presents a classification of the studies according to authorship, year of publication and themes. Subsection 4.2 contains the presentation of the SLR, focusing on the main keywords, journals or periodicals in which the works were published and types of research. Finally, subsection 4.3 presents the SLR data regarding the objectives of the research and description of the results mentioned by the authors of the articles.

Classification of studies according to authorship, year of publication and theme

The literature review identified several themes in the field of business pedagogy in the period from 2019 to 2024. Table 01 summarizes the themes and authors of the RSL.

Table 01 - List of works found in the RSL

No.	WORK TITLES	AUTHORSHIP/YEAR
1st	Hospital and Business Pedagogy: The role of the pedagogue in non-school contexts	Souza e Mouta (2022)
2nd	The role of pedagogy in business success	Dias Junior (2021)
3rd	Business Pedagogy and its Training Spaces	Oliveira e Mendes (2019)
4th	Business pedagogy and Douglas McGregor's Theory X and Y	Paula (2021)

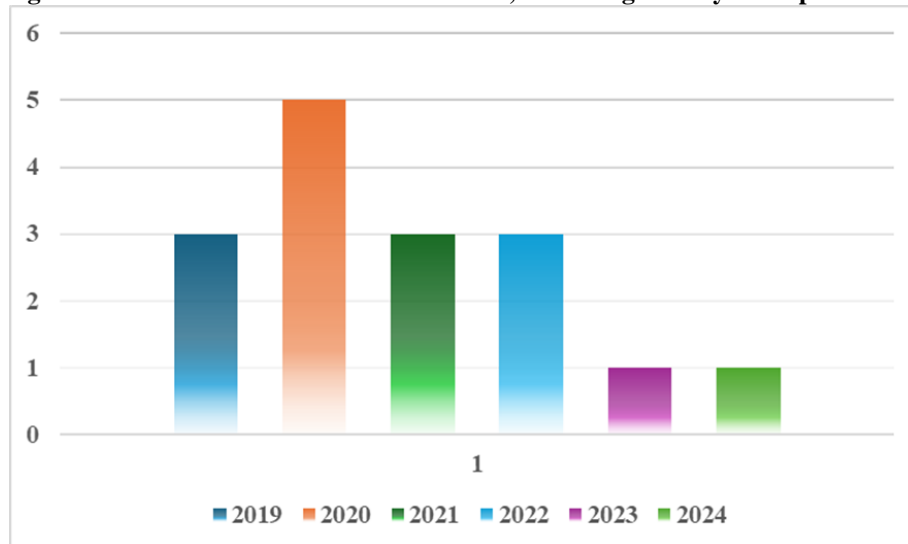
5th	Business pedagogy: the role of the pedagogue in non-formal educational spaces - perspectives, diversities and contexts	Jesus, Purificação e Catarino (2021)
6th	Business pedagogy: a contextualization of the pedagogue's role in large companies	Almeida e Silveira (2022)
7th	Business pedagogy: the pedagogue's role in the social responsibility sector of the Global Supermarket	Cunha (2023)
8th	Business and social pedagogy: areas of activity for the pedagogue	Farias e Farias (2020)
9th	Business pedagogy: the functions assigned to the pedagogue in this environment	Ribeiro e Ribeiro (2019)
10th	Survey of theses and dissertations on Business Pedagogy in Brazil	Silva e Severo (2020)
11th	Business pedagogy: a new field of activity for the pedagogy professional	Rosa e Maia (2020)
12th	Business pedagogy: another field of activity for the pedagogue	Santos <i>et al.</i> (2022)
13th	Business pedagogy - skills and abilities of the talent manager: a critical analysis and reflective on the performance of the business pedagogue and its repercussions for the present day in light of selection by competencies and knowledge management	Dantas (2020)
14th	Dynamics and experiences as tools for Business Pedagogy	Lopes, Ortiz e Ferrari (2024)
15th	The performance of the pedagogue in non-school spaces: business pedagogy as a new field of activity	Barduni Filho e Figueiredo (2020)
16th	Business Pedagogy in the context of knowledge organizations: a literature review	Lopes e Barbosa (2019)

Source: Own elaboration (2024)

Table 01 shows the classification of studies according to authorship, year of publication and RSL theme. A total of 16 articles dealing with Business Pedagogy were analyzed, which were published between 2019 and 2024.

In quantitative terms, considering the time frame from 2019 to 2024 and the total number of works analyzed, an arithmetic average of approximately 3 works per year is noted. Figure 1 presents this data. The year with the highest number of publications was 2020. The year 2023, considering only the completed year, was the period with the lowest number of publications, with only one work being found.

Figure 1 - Number of works used in the RSL, according to the year of publication



Source: Own elaboration (2024)

From the reviewed works, it was noted that the emphasis falls on two main themes: reports of experiences of the Pedagogue's work in companies and the distinct functions of the pedagogue in this environment.

The works of Souza and Mouta (2022), Dias Junior (2021) and Almeida and Silveira (2022), which were analyzed during the literature review, present several insights related to the roles played by the corporate pedagogue.

According to Souza and Mouta (2022), the pedagogy professional, when inserted in the corporate context, is involved with the educational aspect of the activities related to the growth of employees in organizations, as well as human interactions in the organizational environment. However, the authors emphasize the need for some skills that corporate pedagogues must master to perform their functions effectively: ability to work in a team; ability to conduct meetings and training; face complex situations and problems of everyday business, among others.

According to Dias Junior (2021), the focus of Business Pedagogy is the performance of professionals trained in pedagogy in the processes of elaboration, preparation, innovation, evolution and consolidation of the

company's functional structures. It is essential that the pedagogue acts collaboratively and in alignment with all management segments of companies or organizations.

Almeida and Silveira (2022), based on a survey of 8 large companies, realized that the business pedagogue has become a fundamental actor and their functions are linked to initiatives of education, training, qualification, communication, monitoring and construction and implementation of projects with service providers and customers. On the other hand, Cunha (2023) highlights that to develop their activities in a company, such as a supermarket chain, it is necessary for the pedagogue to have a deep knowledge of human behavior, after all, their performance is totally focused on the human aspect. Still according to Cunha (2023), in the business environment, the pedagogy professional works with the following: staff training, workforce training, in-service training, organization of workshops, lectures, meetings, seminars, congresses, excursions, courses, group dynamics and mainly works on self-esteem and relationships between the members that make up the company.

The findings of the systematic review seem to be in line with the perceptions of Gonçalves (2009). According to him,

The pedagogue must be a professional trained to deal with facts and situations different from educational practice in various social and professional segments, and that his/her action is holistic and must go beyond power relations. With these attitudes, he/she will gradually be able to break the concept that he/she could only work in an educational institution (Gonçalves, 2009).

As for the human aspect in the business context, Lopes and Barbosa (2019) add that people are the main asset of an organization. Business Pedagogy emerges as a field of study that aims to contribute, in organizations, to promoting a culture of continuous learning and valuing people.

Presentation of the RSL: main keywords and journals or periodicals

To better explore the articles analyzed, an observation of the main keywords, the magazines or periodicals that published the articles and those used by the authors of the works was carried out. Table 02 presents the main keywords identified in the RSL.

Table 02 - Main keywords identified in the RSL

Keywords	Count	Relative frequency (%)
Pedagogy	18	017
Business	15	015
Pedagogue	11	011
Education	4	004
Company	3	003
Space	3	003
Formals	3	003
Learning	2	002
Companies	2	002
School	2	002
Social	2	002

Source: Own elaboration (2024)

According to Table 02, it can be seen that the main keywords present in the Systematic Literature Review are: “Pedagogy”, “Business” and “Pedagogue”, with the highest number of appearances. Next, we see “Education” and “Business”. If we disregard the terms “pedagogy or pedagogue” and “business or company”, the term education becomes one of the most evident among the keywords. This may indicate a certain familiarity between the role of the pedagogue in companies and their role in the academic environment.

Freire (2007) argues that education is a transformative instrument, and that, through it, possibilities for change arise for an entire society. Therefore, it is important to emphasize that the pedagogue, when inserted in the business world, fulfills the role of conducting educational processes, based on the knowledge acquired in the undergraduate course. However, given the specificities of this professional activity, it is necessary to complement studies through continuing education.

Presentation of SRL: research objectives and summary of results

Table 03 presents a classification of RSL regarding the objectives and results of the research, as declared by the authors of the articles analyzed.

Table 03 - Objectives and results of the reviewed articles.

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No. of Articles ¹	RESEARCH OBJECTIVES	DESCRIPTION OF RESULTS
1st	The main objective was to seek to understand the foundations that support reflection on the structure and possibilities of the pedagogue's performance in hospital and business spaces.	Role of the pedagogue: human resources and consultancy area; training and development of employees.
2nd	Know the pedagogical functions within companies.	The role of the pedagogue: human resources; Carry out training and information activities for the company (create training, development, qualification, specialization programs, among others); Develop Educational Projects for internal and external audiences; provide guidance on Management Development and Continuing Education; Develop Total Quality, Environment, Safety and Health campaigns occupational; etc.
3rd	Reflect on the formal and informal performance of the Pedagogue and the duties of the Business Pedagogue.	The role of the pedagogue: school, company, in formal and informal spaces, school and non-school. Challenges: One of the challenges is the vision that educators have regarding educational environments beyond the school walls.
4th	The aim was to find different professional management profiles in final-year pedagogy graduates and in an experienced manager and to promote comparison between the two.	Through theory X and Y, the business management profile was understood, which could be: rigid; flexible; a more traditional leader.
5th	To analyze, based on job advertisements, the insertion of pedagogues in the market, in non-formal education spaces, in the temporal context from March to November 2020, associating it with the social education process.	The vacancies offered for corporate pedagogues are not always designed based on the profile of this professional. There is a perceived need to aggregate different profiles into a single professional, abruptly changing their professional identity.
6th	Understand and contextualize business pedagogy and analyze the pedagogue's achievement in the sphere of eight large companies.	The eight institutions investigated (Ambev, Club Med, Coca-Cola Brasil, Editora FTD, Forma Turismo, Instituto Algar, Natura and Petrobras) directly involve the pedagogue, thus valuing the idea of Libâneo (2005) and the 2006 DCNs that the pedagogue has an impact beyond the school environment. He/she has a presence in the core of training, communication, creation and implementation of activities for the public linked to the company itself and to customers.
7th	Seek new knowledge about the work of the pedagogue, which is based on guiding and transforming people through educational practice in school and non-school contexts.	He concluded that the pedagogue is no longer a professional who only works in the school environment. On the contrary, he has a vast area of activity, such as: companies from different sectors, NGOs, publishers, websites, consultancies specialized in T&D (training and development), and in all areas that require educational work. In these multiple contexts, the task of the pedagogue is, among others, to be the mediator and articulator of educational actions in the administration of information within the continuous process of change and knowledge management.
8th	Reflect on Business and Social Pedagogy as non-formal spaces for the pedagogue to act.	In Business Pedagogy, the pedagogue develops and works on the intellectual, social and emotional aspects of those who are, in some way, linked to the company, as well as the organizational aspects of the company. The logo in Social Pedagogy, as an intervention in reality, is a normative science, committed to doing. It uses the analysis of individuals and society to carry out its pedagogical action.
9th	Present the functions assigned to the pedagogue in the business context.	It is concluded that the functions assigned to the pedagogue in this environment do not escape their training, since they will still act through teaching to apply the training, their techniques and theories assist in this new environment. And with the innovations in the job market, the work of this professional becomes a kind of driving force, because in addition to seeking new strategies and knowledge to boost the company's performance, they value the significant learning of workers aiming at their development.
10th	To carry out a survey of dissertations and Theses on Business Pedagogy in the Brazilian context, from 1988 to 2018.	The description of the content of the dissertations and theses in the CAPES and BDTD Banks on Business Pedagogy allowed us to see the correlations in each study, identifying convergent and divergent issues that explain how, in Brazil, this perspective of Pedagogy is being outlined, pointing to the challenges in the area of conceptual construction, formative proposal and professional policies.
11th	Know the theories about the topic addressed, leading to the emergence of new hypotheses in the various fields of learning and knowledge of human beings.	It was concluded that this professional has a restricted area of activity because he is still little known in the business area, however, the field of activity is gradually gaining space in the business environment, where the need for a qualified professional has been increasingly requested, which allows the pedagogue to fulfill his functions in this environment effectively.

¹The numbering in Table 3 follows the same order as in Table 1. This numbering was necessary to avoid repetition of authors' names in Table 3.

12th	Understand the role of the pedagogue in the business environment and the benefits of their work for the company's development.	Throughout the history of education, the pedagogue's workspace has always been focused on schools, specifically on teaching, management, coordination and supervision. However, given the importance of this professional in society, and the skills and abilities he or she possesses from his or her extensive training, over time his or her workspace has expanded and he or she has gained greater notoriety, making it necessary for him or her to be present in different spaces.
13th	Study the role of business pedagogy sculpted in the person of the business manager-pedagogue for the present day in order to analyze and reflect on their role beyond the existing reflections in the conduct of people/HR management and its trends.	To facilitate understanding, this article should refer to the functional triad of pedagogy as one of the ways to streamline, analyze and reflect on the role of the professional pedagogue in the business environment as a whole. Therefore, their role consists of providing educational consultancy to the company, as well as being shaped by the capacity for business strategies, with the purpose of qualifying the company's employees. On the other hand, one of their attributions is (the ability to act in the training and development program) not only in teaching activities, but also in the guise of innovating and making learning worthwhile from the perspective of evaluating functional strategies.
14th	Promote education within institutions, so that we can increasingly improve and give visibility to business pedagogy, starting with work development and being essential for the future.	From the results, contributing to theoretical research and the form, we saw that our article was important for society since business pedagogy should be more present in companies and cooperatives, helping with communication, social interaction with customers and in the work environment, making companies grow, engage their employees more and more and collaborate to be effective with the company's development.
15th	Analyze the role of the pedagogue in non-school spaces and the alternatives for this education professional with a focus on business pedagogy, specifically in companies in the city of Cláudio/MG.	Based on the analysis, it was very satisfying to see that companies recognize the role of pedagogues, because even with little prior knowledge about the role, everyone believes that, despite its particularities, it is possible to bring benefits. From the research, it was possible to show that business pedagogy is still recent both in terms of its creation and in the little publicity and visibility that this modality has. pedagogical has socially as well as in Universities.
16th	(Unidentified)	Emancipatory education and knowledge and praxis, because these reforms are destined to make education in contemporary Brazil more precarious. The fight must be for public education and Beyond Capital.

Source: Own elaboration (2024)

Analyzing Table 03, it is clear that research on the subject of “business pedagogy” has been conducted with different purposes or focuses. The following are worth highlighting: knowledge of pedagogical functions within companies (Article 2); reflection on Business and Social Pedagogy as informal spaces for the pedagogue to act (Article 8); presentation of the functions assigned to the pedagogue in the business context (Article 9).

For Libâneo (2005), educational practices are not restricted to schools or families. They occur in all contexts and spheres of human individual and social existence, institutionalized or not, in various forms. Business pedagogy seems to be a promising field for the pedagogue to act. The challenge of this professional in companies is not limited to conducting group dynamics and preparing training material. It is a broad and complex task, requiring a lot of effort from organizations and from the individuals themselves who work in this area (Gonçalves, 2009).

IV. Conclusion

The research that gave rise to this text was carried out with the purpose of surveying and exploring the scientific production recently produced in Brazil that addresses business pedagogy, as a field of activity for pedagogy professionals.

The literature review identified several themes in the field of business pedagogy from 2019 to 2024. Based on the works reviewed, it was noted that the emphasis falls on two main themes: reports of experiences of the Pedagogue's work in companies and the distinct functions of the pedagogue in this environment. Thus, Business Pedagogy emerges as a field of study that aims to contribute, in organizations, to the promotion of a culture of continuous learning, as well as the appreciation of people.

Based on this research, an observation of the main keywords and the magazines or periodicals that published the articles reviewed in this research was carried out. In this way, it was possible to verify the inseparability between “education” and “companies”. Therefore, it became evident that research on the subject of “business pedagogy” has been carried out with different purposes or focuses. The following should be highlighted: knowledge of pedagogical functions within companies; reflection on Business and Social Pedagogy as informal spaces for the pedagogue to act; and presentation of the functions assigned to the pedagogue in the Business context.

It is suggested that further studies be carried out, aiming at greater depth of knowledge in this field of research, mainly empirical, involving the pedagogues themselves who work in companies.

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