CORPORATE UNIVERSITY THE LIGHT OF THE EDUCATIONAL PSYCHOLOGY IN ORGANIZATIONS: AN EXPERIENCE REPORT

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Abstract

Currently, educational psychology is directed at children and youth, and organizational psychology treats people as recourses for production, which reduces the possibilities of psychological intervention. The Corporate University increases competitiveness in the job market, transmitting the organizational culture and providing training based on the company's objectives, having employees better instructed. The report is related to an experience of a Corporate University in the metallurgic sector in Brazil, where the training took place between 2021, September, and 2022, August. Objective: Evaluate the impact of internal training on employees' daily lives based on responses in satisfaction assessments applied at the end of training and personal reports at graduation. Methodology: Three satisfaction surveys were rated, totaling 44 responses, from three different training courses (Technical Drawing Basic –TD-, Lean Level 1 –LL1- and Laser Cutting Machine Operation –LaserOp), which followed the UniMemo Methodology, developed by participating industry's training sector (UniMemo), after each training graduation, was collected the data through a questionary accessed by a link sent by UniMemo to the graduated participants. Additional data assumed were the employee's reports during each training's graduation. Thus, all participants could say what the experience represented in their personal and professional lives. Results: The DT satisfaction survey had 14 responses, LL1 had 22, and LaserOp had eight. The reports and responses in the surveys showed that the training is therapy for introducing a sense of belonging to the company and valuing the employee himself. In addition to the subjective results, a financial return was developed from the application of projects to reduce production costs, improve processes and reduce production stops. The projects also improve work conditions by reorganizing the fabric areas and co-construction knowledge, having a better training team, and with less doubt. It provided an increase in the possibility of replacing people with unexpected absences. Conclusion: Good learning, productivity, and personal development results have been obtained with the application of Rogers and Vigotsky's knowledge within the organizational context, considering the evaluated industry. Although the results are still preliminary, they indicate the possibility of a new psychological perspective to be explored in the educational/corporate interface.

Keywords: Corporate university, educational psychology, organizational psychology, job market.

1. Introduction

Currently, educational psychology is directed at children and youth, and organizational psychology treats people as production recourses, which reduces the possibilities of psychological intervention. In Brazil, psychology was established as a graduation course in 1962 in Law number 4.119, August 27, 1962. It was only in 2019 that the presence of psychology professionals in the school environment became mandatory through Law 13.935, December 11, 2019. From here on, a review of psychological course became necessary, considering that schools are environments in continuous change, simultaneously demanding from professionals a social, institutional, and educational approach (Hernandes, Yonezawa, & Cunha, 2022).

Vygotsky (1978) shows that the structure of learning and human cognition occurs in an ascending spiral, in which previous knowledge will serve as the basis for more developed and complex knowledge. This process of building knowledge in the psychic field was also managed by Piaget (1976), who addressed assimilation, accommodation, and mental balance. It is essential to notice that the social context and the type of resource available for the stimulation and support of learning that is offered to this child influence

their psychological development (Vygotsky, 1978); however, this theory continues to be widely used only for initial cognitive development in children, which leaves adults in the background. Concerning adult education in the work environment, the psychological focus is no longer educational psychology going to organizational psychology. That was instituted in Brazil only in 1990, although its practice has existed since 1920. From that period on, activities focused on the interaction between behavior at work and organization, recruitment, integration, development, and employee evaluation (Zanelli, Borges, Andrade, & Bastos, 2014).

Inside the organizations, education can be presented in the format of a Corporate University, which currently stands out for the need to increase competitiveness in the job market, transmitting the organizational culture and providing training based on the company's objectives, having employees better instructed (de Carvalho, 2014). Thus, a Corporate University "Represents, rather, a strategic redirection of the company, in order to enable it to become a learning organization" (Senge, 2018 apud Manganelli, Costa, Paradela, & Kirchmair, 2021, p. 82).

From this, the development of organizational training becomes essentials looking achieve and supply gaps in the company, being strategic for achieving organizational goals and results, develop people. All this is seeking to increase technical knowledge and the organization's intellectual baggage. In this way, employees are recognized and rewarded, becoming more engaged and productive, reducing turnover and increasing the possibility of professional growth (Pezzi, 2022).

Finally, collecting and analyzing the employees' satisfaction index with training is necessary. As stated by Ramos (2014), this instrument is vital to verify factors that interfere with employee motivation and satisfaction regarding various topics of the company, giving the possibility of improvement within strategic points. Understanding this, the aim of this study was to evaluate the impact of internal training on employees' daily lives based on responses in satisfaction assessments applied at the end of training and personal reports at graduation.

2. Method

The present study is an experience report about training from a Corporate University (CU) active in one Draft beer machine industry, localized in a medium-sized city in the country part of São Paulo (Brazil). Three training course satisfaction surveys were selected for this study (Technical Drawing Basic –TD-, Lean Level 1 –LL1- and Laser Cutting Machine Operation –LaserOp), which took place between September 2021 and August 2022. The surveys were sent to the trainees through an electronic address (forms) containing the following information: complete name, sector, how much the training will add to professional life, day by day and justification, the chance to recommend the training to familiars or friends, a grade for the facilitator's attitude and justification, a grade for the experience with the class, grade for the facilitator's didactics, openness to ask questions and justification, the chance of recommending the training with the same facilitator and justification, the grade of satisfaction and the chance of CU recommendation and justification, suggestion for improvement in training and CU. Participants gave additional statements voluntarily during the coffee break at the end of the training.

Fifty-five employees were willing to participate, but six of them were dismissed from the company. Therefore, their responses are not considered in the following, totaling 49 participants. All employees agreed to participate in this study and have their initials modified to ensure maximum secrecy. Two psychology students (one in the 5th stage of the course and the other from the 9th stage) and two production engineers were responsible for the data analyses in the CU room. Classical theories on educational and organizational psychology and the definition of CU were used as the basis for the analysis.

3. Results and discussion

The training LL1 presented the slightest difference between the concluding participants and the satisfaction survey respondents (1.8%) compared to the other two (TD – 25%; LaserOp – 30.8%). It can be hypothesized that, as this is a voluntary survey and the CU is part of a company with a recent training and development culture, employees are not in the habit of answering non-mandatory forms, which may have contributed to the discrepancy between the number of employees completing the survey and the number of responses obtained. Another factor that may have impacted is the bond created with the training. Because the DT and LaserOp had a duration of one month, with specific practical activities at the end of the training, while the LL1 had specific practical activities during the training and, for the conclusion, the development of a project to be presented to the supervisors, directors, and president of the industry. In this sense, it can be believed that to complete the LL1; there was a requirement for greater connection with the training and its parts, which included answering the satisfaction survey.

Table 1. The total number of employees enrolled and completing the training and total number of respondents to the satisfaction surveys for Technical Design, Lean Level 1 and Laser Cutting Machine Operation training, carried out between September 2021 and August 2022, at a Corporate University in the interior of the state of São Paulo, Brazil.

Training	Subscribers		Graduates		Respondents		Left the company
	nº	%	nº	%	nº	%	nº %
Technical Drawing Basic	24	100	20	83,3	14	58,3	2 8,3
Lean Level 1	55	100	34	61,8	33	60	4 7,2
Laser Cutting Machine Operation	13	100	12	92,3	08	61,5	0 0

Source: Prepared by the authors.

The responses in the surveys showed that the training can introduce a sense of belonging to the company and valuing the employee himself.

> *"Being able to sign up for what we want shows that the company is not only concerned with profit, it is concerned with us.".* V.L., T.D.

> *"[company name] a company that I am very proud to be part of this team. I want to thank you for the opportunity you are offering us employees, gratitude"* H.T., LL1

> *"I was so nervous when I found out that I was going to present the project I did to the directors and managers because I had never graduated in anything and the visibility that the company was giving me was very important to me"* S.A., LL1

> *"A great company initiative, bringing knowledge to employees and giving us opportunities for growth, in both areas, professionally and in our personal lives. Training us to add value to the institution and sector, making us feel part of the company's growth"* D.S., L.L.1

The company's climate must be pro-social if the goal is to improve the company environment and employee productivity, that is, an environment in which people help and support each other in times of difficulty or not (Dawood & Khan, 2023). This pro-social climate should also be predominant within the training sessions to create a collaborative learning environment. What is established through 4 items that influence each other: the interactions promoted, the situation generated, the processes involved, and the effects caused by these processes (Dillenbourg, 1999). Consequently, training that provides a pro-social climate becomes important beyond learning since this experience can be generalized (Moreira & Medeiros, 2019) to the employees' day-to-day work.

> *"I believe that the opportunity to grow my knowledge and not only as a professional but also as a person because there was a moment of sharing in which we talked about some events in our lives, whether good or "bad" brought us much closer. I want this goal in life, to see other people grow in their careers and lives. UNIMEMO did it for me and I believe you can do it for others, simple as that."* F.T. LaserOp.

> *"This course opens your mind a lot about many things in our lives, not only professionally, we learn to deal with things easier and in the best way with quality and efficiency without a headache"* G.J., L.L.1

The CU in the present study manages to transmit the vision and mission of the industry in which it operates, being an agent of propagation of these, facilitating its internalization by the employees. This result follows what de Carvalho (2014) exposed since the CU must be a means of transmitting the organizational culture. In addition to being in line with the author mentioned above, the present CU has focused its actions strategically, as guided by Manganelli et al. (2021).

> *"I really like being part of this project, where we [name of the industry] employees have a goal: always reach the top and be the best, with the best quality. Today [name of CU] helps us to achieve our goal, and with this, I know that it will open opportunities where its employees could grow together with [name of the industry], and with that, we will have our best moments alongside our co-workers and family."* Y.F., L.L.1

Employees were more engaged in their development and personal study, requesting more courses from the Corporate University and seeking greater professionalization in courses outside the company. Therefore, managers and companies must encourage studies inside and outside the employee field.

Considering the social context of Brazil, an underdeveloped country with a large part of the population with little (or even without) access to quality education (Pescarolo, 2017), it becomes essential that companies offer opportunities for people to expand its horizon of possibilities. Because the reality in which they are inserted can often limit their belief in the available possibilities, reducing their educational development.

> *"Because [name of the industry] is providing us with this training, we only have opportunities outside the company for a few. However, now, we go out to work, and the company allows us to study. This is something we should be happy for the consideration of the company with us, employees."* S.L. LaserOp.

Finally, training employees means having increasingly qualified people within a company, taking new technologies from the market to the industry without losing the intellectual knowledge of employees who already understand the goods produced. In this sense, the company benefits from an employee with a more refined intellectual capital, greater motivation, and a greater sense of belonging to the business.

4. Conclusions

Studies on corporate universities focus on the training and development (T&D) of organizational and work psychology (Nguyen, & Duong, 2020; Hashem, Sfeir, Hejase, & Hejase, 2022). The case study showed the benefits obtained with the theoretical basis of educational psychology in thinking about structuring corporate universities. However, the CU also focuses on attending to the organization's needs and strategically achieving organizational goals. Thus, it was possible to show that the theoretical models of Vygotsky (1978) and Piaget (1976) are also valid for adults in an industrial environment. Furthermore, using this theoretical basis can help increase employee motivation, sense of belonging, and importance to the industry. However, it is necessary to consider that the present study had few participants during a pandemic, so the desire for social contact impacted the results. Therefore, more studies are needed to understand better the limitations and possibilities of compelling intersections between educational and organizational psychology.

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