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## Qualifying training for company employees: the experience of higher education institutions

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### Abstract:

This research carried out in the context of four companies attempts to describe the evolution of the educational relationship during a transfer of know-how between an Expert: Higher School of management, and knowledge Receiver: company employees. The episodes, in number and in cumulative duration, show an evolution towards more reciprocity of exchanges. The interviews with each of the actors, at the start and end of the transmission, then after the transmission show the evolution of representations on both sides, which are interpreted as on the one hand, an apprenticeship and on the other hand, confirmation of subsidiary motivations. Paradoxically, this device close to traditional companionship can be part of the panoply of new ways of professionalization advocated by the Qualifying Institution and the Learning Company.

**Key words:** Qualifying training, company employees, higher education institutions, Expert, knowledge Receiver.

**Classification JEL:** M12.

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## **I. The company, field of research**

If today's big companies are the heirs of the Taylorism recommendation (Bernoux, 1985, Livian, 2000, Sorel and Wittorski, 2005), where "glory 30" is birth, however, they exist. It seems difficult to come up with a unique business model. However, we can point to some strong benchmarks for this development: the Industrial Revolution caused a split between educated and human hands due to the rejection of labor (Chevallier, 1991), social data and technology, and heralds the end of the glorious 30s: deep reorganization, new management style, quality initiative, scale-up, and FMJS (Forecast Management of Jobs and Skills). Breakthrough As new discoveries emerge, professionals must demonstrate their skills, evaluate and adapt traditional forms Compagnonnage-inspired professionalization is giving way to approved courses of study leading to graduate degrees and graduate degrees in initial and continuing education. The rain is growing (Dubar, 1996) The 90s bring new change, it accelerates, Organizations and work evolve, integrating technological change again Cybernetics model takes advantage, shows its limits An assessment firm proposes a new approach to professionalism and competence (Sorel and Wittorski, 2005; Zarifyan, 1999). The professional becomes a reflective practitioner (Schön, 1994), tends to reflect on actions and actions, reflect on the progress of their activities, knows what they are doing, mentors, competencies are enriched with new cognitive and relational components. Costs are rationalized, professionalized in search of new opportunities (Sorel and Wittorsky, 2005), practical knowledge and theoretical knowledge (Barbier, 1998) are combined in operations and for work, initial training of an associate, professional activities, continuing professional training.

Some companies operating in uncertain and chaotic environments are tempted, at least in speaking, by a new paradigm: Learning Company (Mallet, 1994). organize training (Argyris and Schön, 1996). In this model, knowledge is considered as an asset and a source of added value. Cross-functional, systematic communication, continuous knowledge dissemination, fostering new knowledge, and collective wisdom. Knowledge Management (Prax, 2000) is inspired by this paradigm by providing specific applications that are essential tools: databases, EDM, tiers, workflows, software teams, virtual communities of practice, etc. For most large companies, a new hurdle is emerging. : An aging workforce driven by the baby boomer generation is now approaching retirement (Novik, 2003). The increase in layoffs announced by 2020 will result in significant hiring, organizational structure, and staff mobility. Realizing the risk of losing experience or sensitivity to a Qualified Company and/or apprenticeship, some companies are exploring new opportunities to capitalize and share knowledge. Among the various initiatives, we are working on a script known in the language of the company as Know-How Transfer, which brings together an experienced professional looking to translate and a rented or translated knowledge receiver. We were interested in the evolution of these educational relations, the dynamics of the interaction of partners with each other.

## **II. The problematization of the dyadic relationship**

We document our problematization in constructivist epistemology (Bachelard, ; Le Moigne, 1995), and we approach the relationship as a journal of a complex dyadic system; Le Moigne, 1990, Lerbet Sereni, 1994; consists of two processors: an experienced expert and a knowledge receiver in interaction, open to their environment, the third is excluded. processors are built and rearranged relative to other processors, each of which becomes ipse (Ricoeur, 1990).

### **1. The Experienced Professional**

The first processor in the system is considered an expert, an official, with recognized skills and a strong identity (Sorel and Wittorski, 2005). He also has extensive experience with 40 years of professional experience in extreme retirement and has undergone many technical, organizational,

and social changes in the company; He also experienced many professional problem situations in which he accumulated and redesigned knowledge (Bastien, 1997). Empirical learning (Courtois and Pineau, 1991, Kolb, 1984) suggests that in vivid, sometimes unprecedented situations, the subject articulates action and reflection (Bachelard), theory and practice (Barber, 1998), understanding and victory (Piaget, 1975) ... The size of the group to which he belongs (service, profession, company) is socially representative (Jodelet, 1998) even in symbolic dimensions (Eliade, 1977). In other areas (Sainsaulieu, 1987), where he accumulated knowledge. Know-how, a process inseparable from the Experienced Professional and his knowledge, is a complex of knowledge embodied in action (Barbier, 1998, Malglaive, 1990), as in the input, selection, discrimination, integration, and output of cognitive systems, the expression of knowledge in a situation (Lerbet 1997). Their knowledge, their actions (Coste, 1977), and their decisions (Zoudji, Debu, and Thon, 2002) are combined.

We consider an experienced professional as an expert in the sense of Dreyfus (1992), he reasons by analogy, he uses his database of lived situations, being caught by a toad (Tochon, 1993), he applied a prediction strategy (Basteno, 1997), he no longer realized what he could do; With regard to the Successor, the expert must explain (Vermerch, 1996) what he no longer knows, he knows, having found his professional path (Tochon, 1993). Recursively, he rearranges his own knowledge (Aberneau, 1993, Vygostki, 1985, Wallon, 1970), re-examining what he already knows. Share your secrets. many roots (Nuttin, 1985) are consolidated, formulated in the project of transfer of know-how to the Successor. You can approach your motivation through causal rules (Lieury and Fenouillet, 1997), with (external inclusion companies, peers, hierarchy, rules, and standards, in short, outsiders) third parties are excluded) and internal reasons given in the topic. We also explore the grief associated with retirement, early retirement or job transfer, job loss (Linhart, 2003), with his professional identity, with what he is attached to. The professional goes through various emotional states until he is able to enter a new project, but this announced death of a career makes him think about his desire to inherit so that (Mauss, 1999) inherit this know-how, creating a debt A knowledge receiver who will return, in return contribution, recognition. Longing, eternal longing for the knowledge receiver, who will carry the torch after him, is known to psychoanalysts as a whirlwind (Anzieu and Kaes, 1973, Legendre, 1996) the knowledge receiver at that time was a cult son.

## **2. The Learning knowledge receiver**

knowledge receiver transferred have their own knowledge, their own know-how. The construction of a professionalization situation and its identity (Sorel and Wittorski, 2005), which we study, the study is a learning situation in which the successor is active (Aumont and Mesnier, 1992; Kolb, 1984; Piaget, 1975), in interaction with “experts from the point of view of social constructivism” (Bandura, 1980; Vygostki, 1985; Wallon, 1970). , 1990): in relation to the Expert, he builds his own model. The professional supports accompanies and promotes knowledge receiver learning through training and mentoring (Bruner, 1998). For the aforementioned Expert, the knowledge receiver's motivation to learn here can have many different reasons (Carré, 2001), external or internal, Winnicaman (1990) suggests attachment motivation. And competition, these reasons are not fixed, the meaning of this obligation must be built or even rebuilt (Bourgeois, 2000) Third parties excluded from the system can be seen as external motives (the court decision in Carr). On the level of intrinsic motivation, Carré's desire for cognitive motivation has been compared to Oedipus's problem (Aumont and Mesnier, 1992). the figure of the father, which hinders access to knowledge and at the same time allows it, here is the expert represents the symbol of the father.

## **3. The educational relationship**

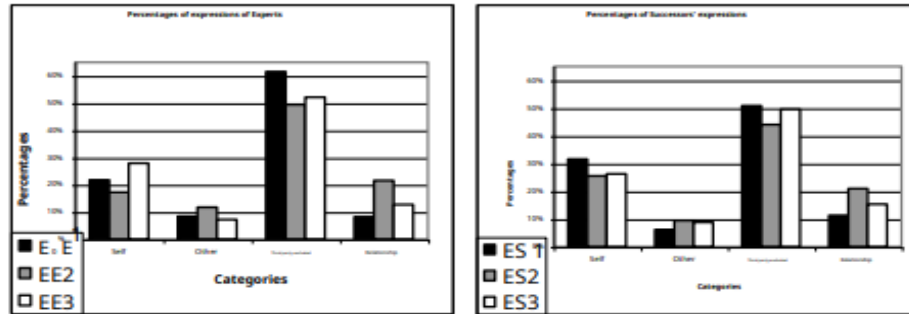
Know-how and relationships are inextricably linked, exist in the self-organizing dynamics of the dyadic system and form the system and (Lerbet Serini, 1994) and Educational relationships are communication (Ardoino, 2003) that is overcome by many cognitive processes. emotional mediation (Raisky and Caillot, 1996), transference, and countertransference (Postic, 1988). In these educational relationships, which are experienced through communication, interpretation, and learning, the corresponding actions of one and the other of the protagonists are numerous. The system can offer three modes of relationships (Lerbet Seri, 1994): Eros (combined dependence), Filia (separate autonomy), Agape (paradox). Peace. Building relationships together. Each of the two processors in a system is affected by a relationship with another processor. Experienced professionals have new abilities to train, so we cannot wait for a program, training (Tochon, 1993), curriculum (Perrenoud, 1994). Actions, what to do, decisions determine, at least in part, what needs to be communicated and what needs to be learned. discretionary means of communication, verbal and non-verbal (Postic, 1988, Coste, 1977), including NICT and existing textual formalizations (procedures, diagrams, etc.), implemented, implemented, evaluated, corrected, adjusted, maintained, guided, consolidated. ..Inheritance of the learning process: listening, asking, answering, trying, acting, discovering, seeking and acting, making mistakes, correcting, learning and transmitting ... As we learn, relationships become less asymmetric and more social-cognitive conflict (Vinnikamen, 1990), the expert clarifies, rebuilds, reformulates what he already knows, may even learn something new (Label, 1996) in relation to the knowledge receiver. They all restore a sense of commitment to a relationship (Bourgeois, 2000). Thus, our hypothesis is that the relationship between the expert and the new learner that we are studying is mutual, understood here in the sense of Labelle (1996), a process, a round trip, movement, and not perfect symmetry.

### III. The research device

We observed 10 research groups spread across four large companies : **DOU** (Department of University Works Tlemcen, Mansourah and Temouchent); **INATEL** ( tele communication company); **STAR** (bridge construction company) and **SOGERWIT** ( road construction company) , presenting transfer scenarios close to the context presented above for each observed research group. We planned: 3 semi-structured interviews (E1 at the beginning, E2 at the end, E3 six months after transfer) with each sphincter recorded and transcribed, a series of 10 sequences (S1 to S10) filmed and analyzed. The interviews were analyzed using a grid of 4 categories (Bardeen, 1998): "I", "Other", "Excluded third party", "Relationship" and additional categories. The unit of coding is the sentence. Subjects (I, you, he, she, we, , they), additions, and verbs are linguistic signs that allow us to assign coding units to categories and subcategories. Analysis of interviews shows that the subcategories "I" and "Other" are little used, on the other hand, the subcategories "Relationships" ("Eros", "Filia" ), " Agape ", " Symmetrical ", " Asymmetric ", " Including third parties ") will be possible. The filmed scenes were analyzed over the last 30 minutes using a grid that incorporated the episode work concept proposed by Altet (1994) Presenter, Mediator, Adapter in terms of volume and timing of integration, and accumulation. (Bandura, 1980, Winnykamen, 1990) numerically. Episodes are marked with linguistic signs of the beginning and end of the set, expressions that are announced, and the end of the meaningful interaction unit. Here we present only the average trend, the results of our observations are presented in the table below. Tables 1 and 2 show the average changes for the interview, expressions expressed as a percentage (normalized to the total number of coding units for the interview). Tables 3 and 4 show the average development of relationships over the 10 observed years.

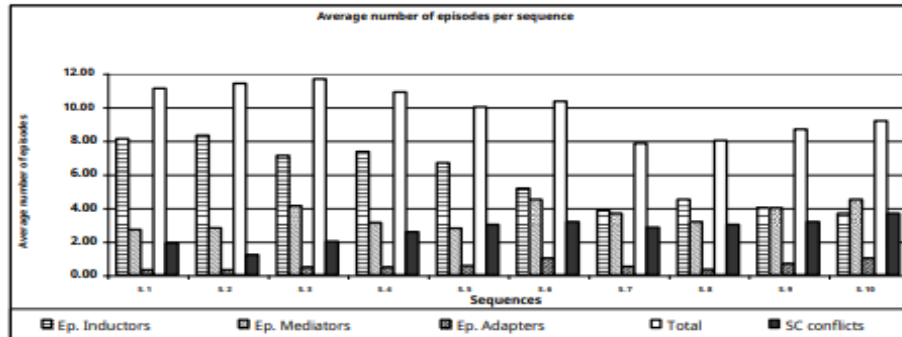
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**Table 1 and 2.** Analysis of the 3 interviews E1, E2, E3 (in average percentages of occurrences)

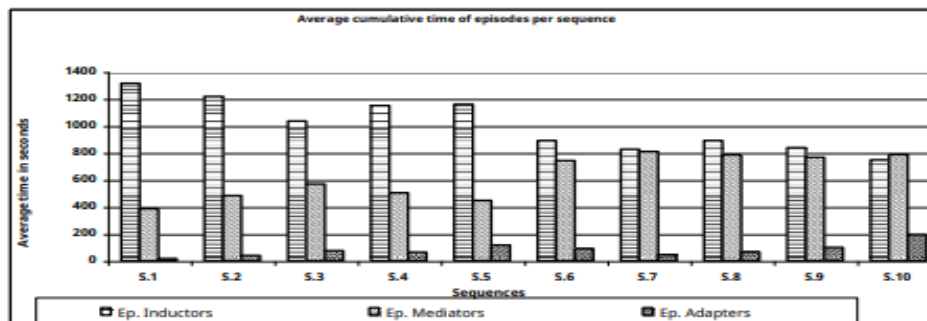


Source: Author's

**Table 3.** Analysis of the relationship by sequence (S1 to S10 / averages of occurrences socio-cognitive episodes and conflicts)



**Table 3.** Analysis of the relationship by sequence (S1 to W10 / episodes in time cumulative average)



Source: Author's

## IV. Interpretations and comments

The average evolutionary trend of a relationship is not linear; it is in two distinct stages: the early stage (S1 to S5), characterized by close complement relationships, and the learning phase. Critical stages caused by acquisition-consumption learning (Altet, 1994). , some of the second social cognitive conflicts (S6 to S10) are characterized by flexible complementarities, and learning-based production (Altet, 1994) balances the stages of induction and mediation, to a greater extent of social cognitive conflict. Analysis of the interviews showed a trend in the end-of-aisle (E2) ratings for the expert and his knowledge receiver. Note that for intermittent iterations (the surprises mentioned

above), changes in views are less noticeable. Evolutionary tendencies support our hypothesis: the novice-expert-education relationship, when we learn, is mutual system. Relational modes change, learning processes and are obviously more integrated into the second stage, then changes in views are more important interpreted for the "Relationship" category. The main change is the "Eros" (merger-dependent) rate, which increases significantly at the end of the transfer and, to a lesser extent, "Third Party Included". Each person is eccentric to merge with each other, everyone speaks "to us", the company has less influence.

At the end of the transmission, each person exhibits more self-determination and cognitive abilities (Lieury and Fenouillet, 1997). Interviews conducted 6 months after the transfer (E3) showed a trend. In the opposite direction. People return to the focus on "I", "Excluded Tuesday" which regains its meaning, the relationship "Eros" diminishes in favor of the relationship "Filia"; however, the assessment did not return to baseline, especially in the "inclusive third". Each retains a trace, a relic of his relationship with the other and of what was built there, outside of the tradition itself. Corporate influence, with the exception of third parties, seems to be more important in the imagination than in reality, especially in segregation, where it plays a role in sparing separation (Anzieu and Kaes, 1973). It seems that the company has forgotten what kind of craftsmen, other companies exist. The transfer of knowledge about traditional friendships is no longer a common practice and is not recognized. Paradoxically, this practice can become a necessary process of professionalization and socialization, which is especially important from a demographic point of view, and from the point of view of the Learning Company, the newest organizational model. In fact, in this news, this device could always be part of a landscape of new forms of professionalization supported by qualified companies and knowledge sharing supported by knowledge management, provided the company becomes a learner.

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