

## The importance of the psychopedagogue in the learning difficulties of the employees of a higher education institution



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### ABSTRACT

The work is related to an analysis of the psychopedagogical action, carried out in a higher education institution. The objective was to analyze the barriers that hinder learning and the importance of the professional psychopedagogue as a facilitator in the process of understanding employees in

relation to their goals and results. The methodology is descriptive and qualitative. The participants were employees from eight sectors of the college. The matrices of goals, competence and management reports were analyzed. Barriers were identified that generated difficulties in individual and institutional learning. It was suggested for the process of improvements in learning to outline the objectives of the institution, according to the methodology of Bloom's taxonomy, then apply the EOCMEA, and, through the inverted cone, make the analysis of the results, taking into account the bond that the collaborators demonstrate in the execution of the tasks presented. Finally, outline the appropriate interventions.

**Keywords:** Psychopedagogical Action, Learning Disabilities, Educational Institution.

## 1 INTRODUCTION

Learning is always a challenge, whether with children, with young people or with adults, in schools or in organizations. "Teaching adults (Andragogy)<sup>1</sup> is a recurring need of companies, which invest in training and qualification to improve the performance of their employees. Professionals and Company are "Learners". From this context, we can highlight that the Psychopedagogue in the company has a fundamental role in the development of employees, highlighting the primacy of creating forms of learning from the way of educating in learning (SOUSA, 2012), which corresponds to the creations of social and viable projects for this purpose.

Psychopedagogy proposes to improve didactics and methods in learning, based on the studies of behaviors. Seeing this reality, the psychopedagogue has better understood his role in the organization and consequently contributes to the adjustment and educational strategies. The methodology, in the way of understanding the complications in teaching, should become adjusted according to the learner (TONET, 2004). In a way, it can be said that the psychopedagogue focuses on

<sup>1</sup> Andragogy is a word of Greek origin meaning "to teach to adults". This term was first used in 1833, by the German Alexander Kapp, but became popular in the 70s with Malcolm Knowles, an American educator who became a reference in the subject. Available at: <https://www.significados.com.br/andragogia/> Access in: 11 nov. 2021.



the observable educational event (phenomenon) in the way of learning how to educate oneself, namely the processes of institutional learning.

In this context, the organization becomes the teaching-learning bond with its employees, forming, in its individuality, beings that build knowledge from the reality of the organization with the group environment where it is inserted, using the practices to solve problems of the daily life of the organization. (GERVASIUS; RODRIGUES, 2014, p. 9).

The psychopedagogue acts aiming to reduce the elements that hinder learning and optimize the resources allocated in the processes that lead to learning, in particular the teaching process (TONET, 2004).

In this sense, the proposal stems from the understanding that the psychopedagogue, due to the training he receives, will be able to act as a mentor of procedures.

The organization chosen for the execution of this work was a private higher education institution in the health area, located in the city of João Pessoa and in the city of Cabedelo. Both buildings have environments with the necessary structure for the operation required for a higher education institution, integrating administration, higher council, collegiate and course coordination, in addition to the board and other sectoral bodies.

According to Silva (2008), Psychopedagogy aims to study the learning process and its difficulties, having then the character of preventing and treating problems related to education, with regard to learning, not only staying in the school environment, but also passing through the groups that develop in institutions. Based on this statement, we seek to contribute in a theoretical and practical way to present the importance of the psychopedagogue working in an organization, by observing few works developed focused on institutional psychopedagogy.

Still according to Silva (2008), the employees of the educational organizations need to give dynamism to the processes, instead of complying with orders. They need to deliver results and not just perform tasks. Among their knowledge, skills and institutional competencies are: to know the institutional documents (PDI and resolutions); the instruments of the MEC; the specialized area/project (PPC and others); formal language; informatics and service. They must also have skills to analyze and interpret data; Troubleshoot; meet deadlines; expose ideas clearly; constantly update yourself in your area of expertise; work as a team and give and receive *feedforward* ("look forward" or "forward"). In addition to having the attitude of excellence; focus on results; monitoring and control; organization and cordiality. Finally, they must have a systemic vision; understand the social and organizational system in which they are inserted; apply technologies to corresponding tasks; be able to learn continuously; participate in training and development activities.

In this sense, from the reports presented by the management (2020), there is the perception that the Higher Education Institution - IES has been seeking to improve its processes. The reports were



signed by an advisory, meaning that there was a follow-up of employees and their managers in the construction of their workbooks with their goals and their performance matrices.

Observed in the reports difficulties in the process of construction of the matrices of goals and competence, the management of the HEI requested that the stages of updating their matrices be accompanied by a professional psychopedagogue.

Hence the demand for the accomplishment of this work, with the contribution of the professional psychopedagogue, observed of the need for the managers and their respective teams not only to understand and achieve their goals but also to present their results in accordance with their daily practices, correlating them with the indicators of the MEC so that each employee learns the meaning of their role in the institution, proposing forms of learning, contributing to the adjustment and strategies.

In this context, the research work seeks to present the resources of Psychopedagogy in the learning process of the teams through the achievement of organizational goals.

One consequence is still to reflect on how to present the importance of the accompaniment of the professional psychopedagogue in the learning difficulties of the collaborators in the HEI.

In this way, the following objectives were elaborated, both general and specific:

a) General Objective

Analyze the goal matrices, the competence matrices and the management reports of the employees in their respective sectors, identifying the possible barriers in learning in relation to the understanding of their goals and the importance of the professional psychopedagogue as a facilitator for the excellence of the processes, in accordance with the practical activities carried out.

b) Specific objectives are:

- Develop a framework with the difficulties of organizational learning, of the practices that facilitate this learning, associating the psychopedagogical practices that will help in the execution of the learning of the collaborators in the institution.
- Elaborate a model of slogan related to the operative attitude and model of analysis of the results, based on the instrument of the inverted cone.
- Present suggestions for actions and follow-up for organizational learning.

## 1.1 PERFORMANCE OF THE PSYCHOPEDAGOGUE IN ORGANIZATIONS

Faced with the increasingly globalized world, in which changes occur daily, in the political, social, cultural, religious and economic environment, significantly affecting education, Psychopedagogy comes to act in institutions, in the way of relating to everyone and with learning, with the performance of its employees. The professional psychopedagogue has, at his disposal, instruments and techniques, considered essential, they are: the psychopedagogical look and listening, supported by



contributions of well-established theories, which will be applied in the development of their activities, regardless of the institutional environment in which they are acting.

The scientific diagnosis of Psychopedagogy becomes appropriate and deserving of attention and increasingly intense connection, due to the dynamics that involve individuals, society and organizations. Taking into account that, in Brazil, the current courses have been seeking to train qualified professionals to work in this area of learning that is increasingly necessary. According to Bossa (2000), the psychopedagogue can elaborate processes of educational, vocational and occupational orientation, individually or in groups. His work lies in the appreciation of the factors in which learning occurs, as well as the barriers that can hinder it, in order to be able to produce his intervention model, whether individual or group.

In organizations, the psychopedagogue may work in the People Management sector, in the Corporate Education sector or in the Training and Development sector, according to the peculiarity of each company. The role of the psychopedagogue in the organization has amplitude in all the processes of people management, guided by Chiavenato (1999), in processes of aggregating people, processes of applying people, processes of rewarding people, processes of developing people, processes of maintaining people and processes of monitoring people, employing their own procedures and conducive to their study plan, from the psychopedagogical perspective and listening.

In addition to what has already been mentioned, the psychopedagogue in the institution can also mediate in concentration problems to organize day-to-day tasks, files, events, as well as in tasks that require greater attention/concentration; in the errors that occur from the distorted understanding of an orientation (in this case, mediating with both the guiding leader and the orientee); in the group presentations fundamental to the practice of the work team, among others, according to the performance of actions that are part of the organizational culture of the institution. The role of the psychopedagogue in the organization will still be outlined as a link, because he will seek to strengthen relationships. For this purpose, the psychopedagogue can organize lectures, workshops, videos, debates, dynamics, work simulations and moments conducive to reflection (COSTA, 2009 apud MIRANDA; GARCIA, 2015).

It is important to add that, working in an interdisciplinary way, organizational Psychopedagogy is focused on maintaining a calm, smooth environment to better identify the possible obstacles, individual and group failures of learning to prevent them. For Pain (1985), the psychopedagogue has the role of leading the institution's team to observe the environment, and then trace different paths, possibilities and start for change. In this sense, the organization, which seeks to improve the knowledge, skills and competencies of its employees, becomes the teaching-learning bond, transforming its reality, forming beings that build knowledge, from the resolution of obstacles together, sharing with everyone in the company.



## 1.2 CONTRIBUTIONS OF LEARNING THEORIES TO ORGANIZATIONS

According to Brito and Brito (1997, p. 16), "the meaning of each theory depends on a set of assumptions and any theory, including learning theories and organizational theories, must be understood in the light of this set of assumptions." In its complexity, learning covers cognitive, emotional, organic, psychosocial and cultural points and is due to the unfolding of acquired skills and knowledge, as well as the transfer of these to new scenarios (VALADARES; VIANA, 2009).

Concordant with Fleury and Fleury (1995, p. 151), organizational learning "is a theme that today assumes increasing relevance, due to the processes of change that societies, organizations and people go through." In this sense, the organizational environment is seen as a viable place for the learning process. In this horizon, the organizational enclosure can enable learning, as a continuous process, without an established end. Consequently, the organization is not static in its conception as a company, but agile and this dynamic comes to make the learning process a constant adequacy, adjusted to the paradigms that flow.

Fleury and Fleury (1998) disseminates the levels where it is possible to happen organizational learning, that is, in the individual, in the group and in the organization. However, the organizational learning stage encompasses the understanding of what occurs in the external and internal environment of the organization, as well as the adherence of new behaviors that validate the real existence of learning. From this understanding, at the level of the individual, for the effectiveness of the behavior, the acquisition of knowledge and the development of competencies by reactive or proactive processes occur. At the level of the organization, after the confirmation of the behavior, the propagation and memorization by the other members of the institution takes place.

Let us highlight, here, the essential learning currents with their contributions to organizations.

Behaviorist Theories become essential to understand organizational learning processes, in which the use of conditioning can become an important stimulus tool in the development of new learning. In this logic, the stimuli to innovation, communications, interactive resolute processes, among other favorable circumstances of the environment, are able to intervene and improve the learning processes. Taking into account the statement of Gardner (2000, 2001) and Gardner (2001 apud SOUZA *et al.* 2013), the learning processes should not follow standards and, yes, be singular so that they come to contemplate the specificities of each person, identifying and giving a greatness to their competencies for the benefit of the collective.

Thus, the Theory of Multiple Intelligences is opposed to the Behaviorist Theory, with regard to the assertion that it is possible to predict and control learning processes, since individuals can present different interests and abilities and, therefore, acquire learning in diverse ways. The relevance of the Theory of Multiple Intelligences, in organizations, is to identify the unique skills of each employee, being able to detect the potential and restraints of each person in the formation of strategically



programmed project teams, aiming to improve organizational effectiveness (NORUZI; RAHIMI, 2010 apud SOUZA *et al.*, 2013).

In Constructivist Theory, work and production support are given in organizations. That is, through technical, strategic or any other type of knowledge. The employee absorbs the knowledge, even entering a company with the organizational culture and with its values and management already well elaborated. Through the movement of the building by appropriation of different ideas and cultures and adequacy, he will be able to reconstruct anticipated concepts and languages, making successive syntheses.

It is essential to emphasize that, in this adequacy of the professional learner, what will qualify the absorbed knowledge will be the environment of the organization. Meaning that, in the work environment, there will have to be an appreciation and autonomy with democratic relations to give conditions of entry to the apprentice in what he needs to acquire knowledge. In this sense, constructivist epistemology seeks to understand the means by which individuals operate the knowledge they have obtained in practice, making the increase in the competencies of the professional to be seen with dynamics, fixed in the performance and social practice.

In this sense, in the face of current changes, organizations that seek their development, from continuous learning, cease to be a mechanical environment to be an active learning environment, with conditions to constitute knowledge and learning for themselves. In Transformative Learning, Mezirow (1991) explains the process of how adults acquire knowledge, as well as their way of perceiving what is in their surroundings is influenced by learning, as a condition for understanding educational theory and practice.

In this understanding, the Theory of Transformative Learning also presents a central conception in the study of adult education in organizations. Certainly, the intentions of the Theory of Transformative Learning can be performed in organizations that seek learning, as a didactic-pedagogical artifice and, fundamentally, as a means used to spread the process of human emancipation. Likewise, it can occur through the formation of an appropriate learning environment, with the aspects of autonomy required by adults. Keeping in mind the conjectures of the Theory of Transformative Learning, organizations have at their service a series of instruments that propel transformation (DE BENEDICTO; OF BRITO; DE LIMA, 2005).

They are: the establishment of a disorienting dilemma as a strategy for deconstructing the meanings and changing perspectives of the learner; the promotion of critical examinations of the epistemic, sociocultural and psychic presuppositions of learners; the increase of the process of reflective action in the context of the construction of knowledge; the exploration of new roles, relationships and actions, as well as the construction of new skills and self-confidence of learners; a greater appreciation of the human experience in the context of its learning; a broader and deeper





understanding of adult mechanisms and behaviors in the learning process. In this sense, it is admitted to be favorable the advancement of new studies that deal with the relevance of transformative learning in the life of each human being, whether at the personal, professional or social level (DE BENEDICTO; FROM; OF BRITO; DE LIMA, 2005).

At this moment, it is reflected on the contribution of the theory of meaningful learning in organizations. That is, the more meaningful and transparent the learning is, the better its applicability will be, since it offers more possibilities of correspondence with new circumstances and contents. It is essential that it is inferred that in order to have the process of meaningful learning, the active participation of the person who is seeking knowledge is required. In short, the new knowledge that is acquired corresponds with the previous knowledge that the employee already carries.

Complementing this line of thought, for Pichon-Rivière, it is necessary that these people are part of a dynamic structure called bonding. For Pichon-Rivière, bond is "[...] the particular way in which each individual relates to another or others, creating a particular structure in each case and at each moment" (PICHÓN-RIVIÉRE, 1998, p. 3). It is thus a dynamic structure, driven by psychological motivations, which governs all human relationships.

In this way, the bond is the fuel for each employee to engage with the task in an organization<sup>2</sup>.

Task is another group organizing principle. It is a concept that concerns the way in which each member of the group interacts from their own needs. Needs that, for Pichon-Rivière, constitute a guiding pole of conduct: the process of sharing needs around common goals constitutes the group task. In this process, obstacles of various natures emerge: personal and transference differences and needs, differences in concepts and referential frameworks and in formal knowledge itself.

It converges to the significant reach of understandings of the task and the bond as crucial points of learning in organizations in systematized situations, such as the learning of areas of knowledge, in the form of practical knowledge that is being accumulated, structured and organized, giving meaning and meanings to each employee and their teams.

It is also noteworthy the theory of learning, of Bloom's Taxonomy that comes to align with the convergent theory of Visca, from the learning objectives to be approached in the cognitive, affective and psychomotor domains. Contributing significantly to identify how to achieve learning, Bloom established hierarchical levels through which learners must pass, that is, to achieve higher goals, before they need to understand the lower ones (SAE DIGITAL, 2021). To establish the planning, it is

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<sup>2</sup> According to Abduch (1999), the bond is a motivated process that has direction and meaning, that is, it has a why and a for what? We identify if the bond has been established, when we are internalized by the other and internalize the other within us, when there is a mutual internal representation, or when indifference and forgetfulness cease to exist in the relationship, so we start to think, to speak, to be interested, to disagree, to dream about the other or the group. Available at: <https://publicacoeseventos.unijui.edu.br> > view. Access in: 10 nov. 2021.



necessary to consider the learning area, its specific objectives, the assessment instruments and the activities that need to be performed during the process in the cognitive domain.

The quality and image of an organization, at the current moment, are also measured by its ability to develop its employees, favoring, facilitating and stimulating learning, thus ensuring the development of a professional safe in his technical competence. Employees must have knowledge, skills and attitudes. On the other hand, it is important that they are aware of the expectations regarding their learning in each assigned activity/task, so that they know how much they need to develop in a given period of time to achieve the expected and conscious learning objective, thus being able to self-regulate their knowledge through strategic alternatives for learning.

According to Bloom's Taxonomy to consider that there was real learning, the learner needs to be able to remember concepts learned, understand the contents, apply the knowledge in practical and different everyday situations, have the ability to analyze and evaluate situations, as well as the ability to create new structures from their knowledge (BLOOM, 1973 apud PINTO, 2015). To ensure learning, learning methods will be needed that take learners out of the position of passive agents and make them active subjects in their learning process. The employee needs to feel capable and safe to apply in organizations the knowledge that is being acquired, exempting him from the need to live with the uncertainty of trial and error (SANTOS, 2012).

The way to acquire, catalog and share knowledge needs to take into account the individual way in which each employee assimilates learning in a more appropriate way. The assimilation of the best way to learn and teach has the purpose of supporting, through processes and proposals, the evolution of the collaborator, seeking other ways, even if the main forms of learning are not considered, in order to improve the ability to learn and to motivate oneself to acquire new knowledge.

And, in this sense, Fleury and Fleury (2001) highlight that the focus of organizational learning would be for the development of competencies, which covers the set of knowledge, skills and attitudes, that is, set of human capacities that justify a high organizational performance. The competencies would be volumes of resources intrinsic to the person, and the essential point in this understanding would be to level the individual competencies with the strategic instances of the organization.

### 1.3 BARRIERS TO THE ORGANIZATIONAL LEARNING PROCESS AND THE PRACTICES THAT FACILITATE LEARNING IN ORGANIZATIONS

As a way to synthesize the various forms that are presented in the specific literature regarding learning difficulties, a list of learning barriers in organizations and their characteristics was elaborated, based on a grouping of ideas that converge towards common positions that are presented in Chart 1. The elaboration of this picture encompasses the exposition of approaches subtended in the literature, since, until the present, some authors are limited to pointing out barriers to learning, it can be





understood that the suppression of such barriers represents a way to promote it. Comparatively, if a factor represents a means of favoring learning, its absence could constitute a barrier (CALDEIRA; GODOY, 2011,).

In this sense, we sought to make a list of Senge's five disciplines, also mentioned in Chart 1, as facilitators of learning to be described in a synthesized way the barriers that can hinder the search for learning in organizations. Then, psychopedagogical proposals were presented in the referred table, aligned with the five disciplines, which can be used for the execution of practices that facilitate organizational learning. Taking into account that people learn effectively when there are significant transformations in their way of seeing the world, the main obstacles in the implementation of organizational learning are related to the intrinsic barriers of the human being in accepting changes and their chains.

The Five Disciplines are named: Personal Mastery, Mental Models, Shared Vision, Group Learning and Systems Thinking. Some of the Five Disciplines encompass known methods and theories. However, Senge's uniqueness lies in its joint development and formulation of "Systems Thinking" as the discipline that contains all the others while being contained in each. The proposal, to apply the practices that facilitate organizational learning, starts from the focal point of this work, which is to place the professional psychopedagogue as the specialist capable of facilitating the elaboration of learning and the independence of the learner.

Table 1 - Learning Barriers in Organizations, The Facilitating Practices of Organizational Learning and Psychopedagogical Proposal to apply the Facilitating Practices

MAIN BARRIERS TO ORGANIZATIONAL LEARNING	CHARACTERISTICS OF BARRIERS THAT HINDER LEARNING	PRACTICES THAT FACILITATE ORGANIZATIONAL LEARNING	CHARACTERISTICS THAT FACILITATE LEARNING	PSYCHOPEDAGOGICAL PROPOSAL TO APPLY THE PRACTICES THAT FACILITATE ORGANIZATIONAL LEARNING
<b>1 Psychological and cultural obstacles</b>	<b>Emotional Tension</b> Anxiety; sadness; Discouragement or worry;  Organizations build mechanisms that generate anxiety and act as powerful shields against learning. In companies characterized by controlling and punitive managerial mechanisms, it is difficult to convince employees that learning is safe for them;	<b>1 Personal Domain</b>	<b>Creative Tension</b>  Clarify what is important to us. Awareness and development of our capacities to obtain what we desire for ourselves;  Continuously learn to see more clearly the reality of the moment. Reflective attitude, of recognition of personal limits;  Clarify and deepen our personal vision,	One can work with the proposal of Psychopedagogical Workshop which presents four steps to be followed:  sensitization; development with games and Dynamic; In closing, reflections and evaluation of experiences critically.  Elaborate Slogans that serve as. very well designed instructions that, when offered to the employee or the team,



	<p>Mistaken or dissonant individual perceptions of groups;</p> <p>Tendency of people to assume defensive attitudes in the face of threats, seeking justifications instead of solutions to problems.</p>		<p>to focus our energies, to develop patience, to see reality objectively, to expand capacities to obtain the desired results and to stimulate others to do the same;</p> <p>The expansion of our capabilities beyond the comfort zone.</p> <p>In the book "Who Stirred My Cheese" by Johnson (2001), the author clearly exemplifies this discipline, through the story of the rats in the maze with the difficult task of deciding on what attitude to take at the end of the cheese stock.</p>	<p>can facilitate communication and understanding for the construction of new learning.</p>
<p><b>2 Difficulty in discarding templates</b></p>	<p>Difficulty of individuals and organizations in unlearning and discarding previously established mental models, to give way to learning:</p> <p>Mental models constructed by experience;</p> <p>Fixed mindset;</p> <p>Fear of failure</p>	<p><b>2 Mental Models</b></p>	<p>They are being formed during our life and that are taking root in our mind;</p> <p>The medium through which we and the world interact;</p> <p>Be aware of the thoughts that are behind our decisions;</p> <p>Discuss their ingrained mental models and, together, try to change them for the good of the group and the company;</p> <p>Maintain positive relationships with your peers and with yourself, through internal dialogue. A team formed by people with positive mental models has a greater capacity for self-knowledge and expansion</p>	<p>Identify the predominant mental models in decision makers through interviews and/or observation of behaviors in meetings;</p> <p>Observe the process of communication between peers and between the various hierarchical segments, the way interpersonal relationships happen in the organization, the behavior of managers of different hierarchical levels, in the face of new and relevant situations and in the face of suggestions from employees.</p> <p>Meet with managers, present what has been identified.</p>



			(GOLEMAN, 1995).	
<b>3 Fragmented view</b>	<p>Fragmented learning;</p> <p>Incomplete reflection;</p> <p>Learning is intentionally obstructed by actions arising from individual interests, resulting from excessive and harmful competition among the participants of an organization</p>	<b>3 Shared vision</b>	<p>Translate the individual vision into the construction of a shared vision;</p> <p>Stimulate a legitimate commitment and a true involvement, not only the tacit acceptance of an orientation that comes from above, but the elaboration of principles and guidelines that stimulate the engagement of the group in relation to the future that is sought;</p> <p>People give their all not out of obligation, but because they want to, because it is meaningful learning for them.</p>	<p>With the accompaniment of the professional psychopedagogue, each team elaborates the Matrix of Goals and Results of its sector, seeking to know to what extent the mission, the strategic objectives and the goals of the organization are disseminated and internalized among all of the organization.</p> <p>Then, present, share and make available the results of the Matrix, through strategic meetings, seeking knowledge and new ideas from the participants.</p>
<b>4 Truncated and incomplete communication process.</b>	<p>The inability to create communication channels that allow negotiation between the various interest groups, such as the worker, the technician, the manager, the consumer or the client.</p>	<b>4 Group learning</b>	<p>Dialogue with everyone on the team who is part of the organization, prioritizing the group's thinking, to the detriment of valuing individualized ideas;</p> <p>Know how to listen, reduce the degree of defense, know how to expose your points of view, etc.</p>	<p>Stimulate the development of Operative Groups, through training with the diverse teams of the institution, to carry out two main tasks of human capital formation: knowledge transfer and innovation.</p> <p>Encourage the use of institutional communication channels.</p>
<b>5 Centralized and departmental organizational structures</b>	<p>Centralized structures block learning, as they tend to reinforce past behaviors;</p> <p>Departmental structures can inhibit organizational learning by focusing employees' attention on local problems, to the detriment of those that affect the organization as a whole.</p>	<b>5 Systems thinking</b>	<p>Perceive the world as an integrated set of events and relationships;</p> <p>Lead guiding the integration actions of the organization's macro-process, so that the overall result is always above the sectorial interests;</p> <p>See the whole business as a single entity, and not differentiated by</p>	<p>Through dynamics, such as scavenger hunts, identify how much employees know about other areas of the organization and how their work contributes to the achievement of common goals.</p>



			sectors, departments, divisions, etc.	
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Source: Prepared by the author (2021) based on the 5 Disciplines of Senge (1990) and the Barriers and incentives to organizational learning of Caldeira and Godoy, 2011.

#### 1.4 UNDERSTANDING THE SLOGANS, THE EOCMEA AND THE INVERTED CONE AS INSTRUMENTS THAT FACILITATE LEARNING IN ORGANIZATIONS

According to Barbosa and Cariberg (2014, p.17), authors of the book "What are slogans?", "the term consigna refers to a way of making requests to learners in order to promote, in addition to the pure and simple accomplishment of the task, the exercise of thought". Exercising thinking goes beyond doing activity. They are commands that are not restricted to just performing a task, but to be able to make choices, be stimulated to think and to build different paths from the person who planned the task request.

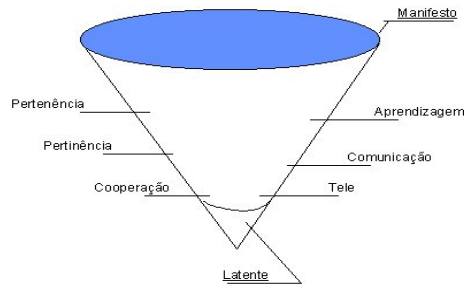
The slogan is understood here as an instrument, a resource capable of helping to promote the interest of the individual, giving clarity to the presentation of a task, whether in the school environment with the students or in the company with its employees. The slogan, to be used as an instrument that facilitates the identification of learning difficulties in institutions, requires the help of another instrument called Operative Interview Centered on the Teaching Learning Modality (EOCMEA).

This instrument was created by the author Carlberg (2000 apud BARBOSA; CARLBERG, 2014), referenced in the model of Clinical Psychopedagogical Diagnosis proposed by Jorge Visca, who tells us about the Learning-Centered Operative Interview (EOCA). According to Carlberg (2000), the EOCMEA predicts an approximation to the object of study, so that it could perceive what the group knows and not, simply what the group does not know. This knowledge is related to the operability in a group. Thus, the EOCMEA has the purpose of researching the dynamics (what the body speaks), the theme (what is verbalized) and the product.

The author also draws attention that, for this type of interview to be used, other instruments will be used, both for the records, that is, thematic and dynamic, as well as for the evaluation, the latter being through the Inverted Cone, which is an instrument created by Pichon-Rivière (CARLBERG, 2014 apud BARBOSA; CARLBERG, 2014).



FIGURE 1 - Inverted Cone - H. Pichón-Rivière



Source: Blog' eleuza, 2008

The inverted cone is a tool that configures a graphic system in which six research vectors are included combined with each other, which allows analyzing the results of the change (BASTOS, 2010). Visca clarifies on the analysis vectors of the inverted cone:

To explain briefly, belonging consists in the feeling of being a part, cooperation consists in actions in relation to the other; the relevance, in the effectiveness with which certain actions are carried out. On the other hand, communication can be characterized as the process of information exchange, which can be understood from the point of view of communication theory or from psychoanalytic theory; learning is understood as the instrumental grasp of reality and tele (word of Greek origin, taken from Moreno, author of Psychodrama), understood as the affective distance (positive-negative). (VISCA, 2010, p. 55-56).

In this sense, the Slogans, the EOCMEA and the Inverted Cone are presented as facilitating instruments for the team of psychopedagogues with the purpose of working on learning difficulties, in the process of understanding the goals and competencies that each employee and their respective teams will have to perform in the institution. The goal matrices and the competence matrices of the institution under study are part of a document, called Work Instructions (IT), which, in turn, are very important documents in the Quality Management System (QMS) ISO 9001 which is a way of documenting the culture of an organization. In addition, work instructions enable companies to develop a portfolio of services and thus improve their performance (ENGEPRO, 2020). Although its definition is simple, the important thing is that whoever writes the work instruction knows in detail the task described, that is, the employee himself with the help of those who have this knowledge.

If we make a correlation with the concept of slogans, as was presented earlier, we can risk that the work instructions should be presented, according to the psychopedagogical model of the slogans. It is also worth mentioning that, having them in hand, the well-prepared work instructions, with the participation of each employee, will facilitate the achievement of their goals, giving meaning to their daily activities, bridging the MEC indicators. In addition to contributing to a new step that is the Performance Evaluation of each employee.

The Performance Evaluation is an important tool to know and measure the performance of employees in an organization, through the confrontation between the expectation around the



professional and the results obtained by them. Regardless of whether the result is positive or negative, it is this test that will help the development of an organization's employees.

## 2 METHODOLOGY

The organization chosen for the execution of this work was a private higher education institution - HEI in the health area, located in the city of João Pessoa and in the city of Cabedelo. The type of research chosen for the execution of the work was the descriptive one with a qualitative approach. The teams involved were from eight sectors of the institution. The goal matrices of the years 2019 and 2020 were analyzed; competency matrices and management reports. The period in which the analyzed activities took place was from October 2018 to January 2020.

Following in search of learning, it was proposed to work the difficulties, through meetings, meetings and training. To this end, Bloom's Taxonomy (1973) was used to classify the institution's learning objectives into levels of complexity and specificity, in addition to analyzing different levels of knowledge acquisition and use

Following this, psychopedagogical instruments that facilitate learning were suggested. The first was the Interview Centered on the Teaching-Learning Modality -EOCMEA by Laura Barbosa and Simone Carlberg (2014) which consists of a slogan applied to the selected group and for analysis of the results, it was recommended the use of the Inverted Cone of Pichon-Rivière (1994) in order to measure the dynamic terms and evaluate the group during the performance of a task.

After the analysis of the results, the first hypothesis systems will be raised, to select the research instruments that will continue the diagnostic process. The decantation of the first system of hypotheses will result in a second system, that is, the confirmed hypotheses will be repeated, the refuted, withdrawn, and the new hypotheses, created by the application of the instrument, will be added. A third hypothesis system will be made from the description of the obstacles related to knowledge, interaction, functioning and structure (OLIVEIRA, 2009), so that they classify the causes, ahistorical and historical, in relation to the symptom investigated. It is worth remembering that the hypotheses will be part of the future intervention work, when the psychopedagogical techniques are applied.

## 3 RESULTS

When analyzing the management reports, the goal matrices and the competence matrices of the employees of the higher education institution in focus, it was observed that the employees, when received by the team that would conduct the process, felt difficulty in understanding the terms that needed to be worked from the moment of the elaboration of their instruction folders. The language, the basis used by the advisory team, had as reference terms used in the industry. After the stage of construction of their folders of work instructions, the conference of the daily activities performed with





those that were in their folders was carried out. At this point it was found that there were activities and processes that were being carried out, but that were not included in the instruction folders or that were written, however they were not being followed according to the established processes, leading to the understanding that employees needed improvements in their processes to give dynamism in the achievement of their goals.

Main points observed after analysis of institutional documents.

When analyzing the goal matrices and management report, the following barriers were pointed out:

- a) Difficulty in matching the terms used by the industry with the activities carried out in the Educational Institution, both by the process advisory, as well as by the employees of the institution. Terms used: inputs, outputs, metrics, resources, indicators, processes, among others.
- b) Obstacles to deliver the material according to the model presented.
- c) Difficulty in objectively understanding what goals are; internal, relationship and external indicators; challenges and database.
- d) Doubts in carrying out their activities according to the established goals.

When analyzing the competence matrices and the management report, the following difficulties were pointed out:

- a) Difficulty in objectively understanding what knowledge, skills and attitude are.
- b) Complications in describing your daily activities and relating them to your job title and industry.
- c) Difficulty in delivering the material according to the model presented.
- d) Blocks in correlating their individual attributions with that of the sector and with the objectives of the institution.

When analyzing the management reports, and based on the literature that deals with the Barriers and incentives to organizational learning of Caldeira and Godoy (2011), the following points were identified:

- a) Individual misperceptions or dissonants in relation to groups.
- b) Resistance to discarding mental models constructed by experience.
- c) Tendency of people to assume defensive attitudes in the face of threats, seeking justifications instead of solutions to problems, trying to justify why they have not achieved their goals, placing the blame on other sectors.
- d) Tendency, in some cases, to manifest actions of individual interests, resulting from a competition between participants from different sectors. Ex.: Presentation of results



identifying an activity performed by a team from different sectors, but presented as if it were performed by a single person.

- e) Individual misperceptions or dissonants in relation to the objectives of the Performance Appraisal. Fear of being misjudged and losing my job.
- f) Truncated and incomplete communication process.
- g) Centralized and departmental organizational structures.
- h) Tendency to see the monitoring of processes as more work to be performed and not as the continuous improvement of their activities.
- i) Execution of the activities of the employee and the sector, different from those contained in the work instructions, hindering the established goals and performance evaluation.

After the analysis of the documents, the purpose is to present in a didactic way, the difficulties pointed out in the management reports in relation to the activities carried out, associated with the learning objectives of the institution with the Bloom Taxonomy and with the proposals of psychopedagogical practices, facilitators of learning, based on the Five Disciplines of Senge.

Given the difficulties identified in the reports, in the goal matrices and in the competence matrices, it will be proposed to work with well-designed slogans for each stage of the learning process. It follows a consignment model for employees and their teams.



#### **Consigna Model:**

Good morning/Good afternoon! We're here to help you understand and update your workbooks of work instructions, with their respective goals and results.

For this, we brought a material that is your folders of instructions with the goal matrices of the years 2019, 2020, 2021; audit reports, carried out in 2020 and 2021; and the matrices of competence, pencil, pen and sheet of office paper.

You should read and analyze the reports, comparing with the annual goals, describing the most important points you make in your industry, as a team and individually, detailing step by step your day to day; what is needed from other sectors to carry out their activities; what you deliver as a result to your superior; what are the necessary human and material resources; and how you perform the actions that are part of your assignments. You will have 1 hour to describe your activities. After this time, you should talk for 15 minutes about the execution of the task with your team. Subsequently, as a team, they can, in 1 hour, fill in the base tables of goals and results for the year 2022.

For this moment, three professionals will be needed for the application of the E.O.C.M.E.A, thus forming a coordination team in which there is no hierarchy but an operativity. Each team member will occupy a previously defined role in which each will have a specific role. Therefore, a professional will assume the role of coordinator and the function of presenting to the research group the slogan and making the necessary interventions to facilitate the group's entry into the task; one of observer of the theme with the function of observing and recording everything that is verbalized by the group and another of observer of the dynamics with the role of registering everything that is the action of the group (ESPAÇO PSICOENVOLVER, 2015). After this step, the data obtained will be formatted to verify possible new difficulties or even repetitions of the previously mentioned. A period will be made available to clear the possible doubts that still persist. In the third moment, the document constructed for its due validation by the directors, coordinators and collaborators of each sector of the institution will be delivered to each sector.

After validation, meetings and training will be held continuously for the elaboration and updating per semester of the goals and indicators of each employee and sector. In the trainings, the team that conducts the work will seek to discuss concepts and methodologies, based on the SWOT matrix that means: *Strengths*, *Weaknesses*, *Opportunities* and *Threats*, being a management tool that serves to make the strategic planning of companies. Thus, it will be planned, based on Bloom's Taxonomy, what the institution will need to acquire knowledge, skills and attitudes to be able to possess systemic vision; understand the social and organizational system in which it is inserted; apply technologies to corresponding tasks; be able to learn continuously; participate in training and development activities.

With the Instructions folders already ready and presented, the team, together with the collaborators, will leave to continue the process of continuous learning in the institution, the discussion, reflection and feedback of the Performance Evaluation, as well as the sectoral draft of the Institutional Development Plan (PDI), from the Work Instructions. Based on the difficulties observed, from the analysis of the institutional documents presented, to obtain this study, corresponding to the learning objectives of Bloom's Taxonomy, follows the demonstrative table of the interviews, meetings



and training proposed, with the accompaniment of the team of the Psychopedagogical Support Center of the Institution, a psychopedagogue and a representative of HR.

Table 2 - Difficulties encountered and proposals of Psychopedagogical Practices

Date	CH	Timetable		Activities performed associated with the learning objectives of Bloom's Taxonomy	Difficulties encountered on the basis of management reports	Psychopedagogical practices that facilitate learning based on Senge's Five Disciplines
		Beginning	End			
11/2021	8 a.m.	08:00 12:00	13:00 17:00	<p><b>Knowledge and Understanding</b></p> <p>Know and understand the attributions of the sector and each employee; description of their activities.</p> <p>All sectors involved</p>	<p><b>Psychological and Cultural Obstacles - Emotional Tension</b></p> <p>Difficulty describing your daily activities and relating them to your job title and industry.</p> <p>Doubts in carrying out their activities according to the established goals.</p>	<p><b>Personal Domain - Creative Tension</b></p> <p>Through Operative Interview Centered on the Teaching-Learning Modality (EOCMEA), it will be worked the sensitization, reflections and evaluation of experiences in a critical way.</p> <p>Slogans will be elaborated for the alignment of the activities.</p>
11/2021	8 a.m.	8:00	17:00	<p><b>Understanding and Application</b></p> <p>Alignment of activities, through a model presented by the institution.</p> <p>Reformulation of goals and updating of instruction folders.</p> <p>All sectors involved</p>	<p><b>Psychological and cultural obstacles - Emotional Tension: Anxiety; discouragement or worry.</b></p> <p>Difficulty in matching the terms used by the industry with the activities carried out in the Educational Institution, both by the process advisory, as well as by the employees of the institution.</p> <p>Terms used: inputs, outputs, metrics, resources, indicators, processes among others.</p>	<p><b>Personal Domain - Creative Tension</b></p> <p>Consignments will be prepared to update the instruction folders, as well as for the reformulation, updating and execution of the goals and results.</p>



12/2021	8 a.m.	8:00	17:00	<p style="text-align: center;"><b>Analysis</b></p> <p>Delivery of the matrix model for the completion of the goals and the instruction folders.</p> <p>Construction of new goals and indicators for each employee and sector.</p> <p style="text-align: center;">All sectors involved</p>	<p style="text-align: center;"><b>Fragmented Vision</b></p> <p>Difficulty in objectively understanding what goals are; internal, relationship and external indicators; challenges and database.</p>	<p style="text-align: center;"><b>Shared Vision and Group Learning</b></p> <p>Sectoral meetings to dialogue with all the team, prioritizing the group's thinking, to the detriment of the valorization of individualized ideas;</p> <p>Training with the psychopedagogue advisory team, HR and Administrative Direction</p>
12/2021	8 a.m.	8:00	17:00	<p style="text-align: center;"><b>Application and Analysis</b></p> <p>Delivery of employees of the matrices of goals and results for alignment.</p> <p style="text-align: center;">All sectors involved</p>	<p style="text-align: center;"><b>Psychological and Cultural Obstacles - Emotional Tension</b></p> <p>Anxiety; discouragement or worry.</p> <p>Difficulty in delivering the material according to the model presented.</p> <p>Execution of the activities of the employee and the sector, different from those contained in the work instructions, hindering the established goals and performance evaluation.</p>	<p style="text-align: center;"><b>Personal Mastery – Creative Tension</b></p> <p>Provide moments to ask questions with the advisory team (psychopedagogue, HR and Administrative Direction).</p> <p>Psychopedagogical dynamics to work on motivation, teamwork and communication.</p>
12/2021	8 a.m.	8:00	17:00	<p style="text-align: center;"><b>Systemic Vision</b></p> <p>Alignment of goals, together with administrative direction</p> <p style="text-align: center;">All sectors involved</p>	<p style="text-align: center;"><b>Fragmented Vision and Old Mental Models</b></p> <p>Mistaken or dissonant individual perceptions of groups; Difficulty in discarding mental models constructed by experience;</p>	<p style="text-align: center;"><b>Shared Vision and New Metal Models</b></p> <p>Meeting with the Administrative Board to present and align the goals of each employee / sector, through a systematic model of Table of Goals, prepared based on the needs of the</p>



					<p>Tendency to see the monitoring of processes as more work to be performed and not as the continuous improvement of their activities.</p> <p>Fixed mindset;</p> <p>Fear of failure</p>	<p>Institution, containing the following items:</p> <p>1-Internal Indicators: Management; productivity and quality;</p> <p>2- Relationship Indicators: Management; productivity and quality;</p> <p>3- External Indicators: Management; productivity and quality;</p> <p>4- Database;</p> <p>5- Challenges;</p> <p>6- Performed</p>
12/2021	8 a.m.	8:00	17:00	<p><b>Systemic view</b></p> <p>Delivery of the goals already analyzed with the work instructions.</p> <p>All sectors involved</p>	Fear of failure	<p><b>Shared Vision</b></p> <p>Meeting of fraternization with the Administrative Director and teams for the delivery of the folders of work instruction.</p>
12/2021	8 a.m.	8:00	17:00	<p><b>Systemic view</b></p> <p>Sharing your goals, based on work instructions and monitoring their use and updating.</p> <p>All sectors involved</p>	<p><b>Psychological and cultural obstacles – Emotional tension: Anxiety; discouragement or worry.</b></p> <p>Tendency of people to assume defensive attitudes in the face of threats, seeking justifications instead of solutions to problems.</p> <p>Trying to justify why it did not achieve its goals, placing the blame on other sectors;</p> <p><b>Fragmented View:</b></p> <p>Tendency in some cases to</p>	<p><b>Personal Mastery-Creative Tension; Shared Vision; Group Learning and Systems Thinking</b></p> <p>Presentation, sharing and availability of the results of the Matrix, through strategic meetings, seeking knowledge sharing and seeking new ideas from the participants.</p> <p>At the end of each presentation, there will be orientations, sensitization, reflections and evaluation in a constructive critical way of what and how the presentations were made.</p>





					manifest actions of individual interests, resulting from a competition between participants from different sectors. Ex.: Presentation of results, identifying an activity performed by a team from different sectors, but presented as if it were performed by a single person.	Preparation of Reports with charts to monitor the goals.
01//2022	2h	10:00	12:00	<p><b>Systemic View/Analysis/Synthesis</b></p> <p>Understanding Performance Appraisal and its objectives; Duties of the sector and of each employee; Alignment of the Goals Matrix and the Competency Matrix (CHA).</p> <p>All sectors involved</p>	<p><b>Psychological and Cultural Obstacles - Emotional Tension Anxiety; discouragement or worry.</b></p> <p>Individual misperceptions or dissonant in relation to the objectives of the Performance Evaluation;</p> <p>Blocks in correlating their individual attributions with that of the sector and with the objectives of the institution.</p> <p>Truncated and incomplete communication process.</p>	<p><b>Shared Vision; Group learning</b></p> <p>Stimulate the development of Communities of Practice, to carry out two main tasks of human capital formation: knowledge transfer and innovation.</p>
01/2022	2h	9:30	11:30	<p><b>Systemic View/Analysis/Synthesis</b></p> <p>Discussion and reflection on the institutional documents: PDI, Rules, Resolutions, MEC Instruments and CPA Evaluations;</p> <p>All sectors involved</p>	<p><b>Psychological and cultural obstacles</b></p> <p>Mistaken or dissonant individual perceptions of groups;</p>	<p><b>Mental Models; Systems thinking</b></p> <p>Identify the predominant mental models in decision makers through observations of behaviors in meetings;</p>
01/2022	2h	9:30	11:30	<p><b>Systemic View/Analysis/Synthesis</b></p>	<p><b>Fragmented thinking</b></p>	<p><b>Systems Thinking and Group Learning</b></p>



				Describe the Sector Draft to Contribute to the updating of the PDI.  All sectors involved	Centralized and departmental organizational structures	Perform dynamics, with the description of the attributions of each sector to be identified by members of other sectors, aiming to identify how much employees know about other areas of the organization and how their work contributes to the achievement of common objectives.
01/2022	3 a.m.	9:00	12:00	<b>Systems View/Analysis/Synthesis/Evaluation</b>  Elaboration of a Gymkhana for all sectors, through the Kahoot application.	<b>Fragmented thinking</b>  Centralized and departmental organizational structures	<b>Group Learning and Systems Thinking</b>  At the end of the activities, it is suggested to do a Gymkhana in order to demonstrate that learning is also done in a playful way.
				Period of documents analyzed: October 2018 to January 2020 Signature of the Responsible in the Institution:		

Source: Production of the author (2021) based on the management reports of the Educational Institution under study (2020)

The observations made by the advisory team, composed of a psychopedagogue, a NAP psychologist and an HR representative, will be systematized. The whole process of identifying the barriers to learning in the institution, through interviews (EOCMEA), meetings and training, will be based on the Pichon-Rivière inverted cone instrument. The results of the evaluation will follow the model in Table 3. This instrument will make it possible to analyze the movement of teams towards learning (CORRÊA; IAHN, 2013, p. 6).

Table 3 – Model of predominant actions based on the vectors of the Inverted Cone (mark with an X)

Inverted cone vectors	Predominant actions	Absent	Little present	Satisfactory	Excellent
Belonging	Involved, feeling part of the group				
	Mistaken or dissonant individual perceptions of groups				
	Attitude of employees in doing group activities.				
Cooperation	Exchange of ideas between groups on how best to perform their activities				
	Employees assume different roles in training in the execution of activities.				
	Appearance of discussion/contradiction in meetings and training				



Pertinence	Interventions and Integration of different points of view				
	Satisfaction demonstrated with the result of the activities.				
	Compliance with the deadlines for the execution of the activities.				
	Communication articulated and integrated in the groups.				
	Understanding and interpretation of internal messages.				
	Use of internal communication channels				
	Appearance of themes not related to the execution of the activity itself				
	Creativity/innovation in carrying out the activity				
	Aggregation of other knowledge and/or connections (links, texts, videos, others)				
	Presentation of own experiences or of people or groups				
	Emergence of other subjects of interest for the study of the group				
	Relationship established with the activity				
	Relationship established with the facilitator				
	Relationship established with the group				

Source: Production of the author (2021) based on the methodology of the Inverted Cone of Pichón-Rivière (1988)

For validation of the hypotheses, it will be of fundamental importance to search for research instruments that raise the feelings of belonging of the collaborators (DAPARÉ, *et al.*, 2015). In this sense, during the process of execution of the activities, the advisory team will seek to identify the predominance of the most common points in the vectors of the inverted cone of Pichon-Rivière. Belonging will be the first point of identification which, in turn, presupposes reducing distances and feeling like you belong to the group. Thus, within the groups, these two movements can be perceived: those who were involved, feeling part of the group and those a little more distant.

The pertinence can be identified, from the manifestation of interaction and exchange of experiences when the activities presented are carried out. The cooperation will have, as an explicit observation point, the moment in which the participants exchange ideas on how to better perform their activities, helping each other to understand and solve the issues raised, thus contributing to the group task. Communication will be worked and observed in all stages for the resolution of noises, articulation and integration of groups. In relation to learning, this is the key, the focal point of this work. Such learning will have to be evolutionary for the whole group, not only for the collaborators, but for the facilitators of the group as well, making it possible to learn from the needs of the members, which determined the existence of objectives with challenges of a task to be carried out successfully.



Another significant vector that should be observed in the groups will be the tele, which concerns the empathy between the participants, which can be positive or negative. It is the mood that develops in the group, causing feelings of attraction or rejection. An aspect that can be perceived during the meetings, because it is a space in which the climate of integration is significant, through the expressions as a reflection of a feeling of closeness of the participants to each other in a spontaneous way. According to demonstrative tables, the results can identify that the hypotheses raised can be reaffirmed or refuted, being a fundamental analysis to help them face the barriers that are hindering their learning.

The end of this process can be identified through a combination of affections and personal growth. The learning is perceived with the interaction and sharing of employees with their teams and with those of other sectors.

Finally, the central objective of the institution can be presented in a significant way, through the continued organization of its processes, with the proposal of making each employee the protagonist, the active subject in the learning processes, initially seeking the understanding and the importance of the contribution of their activity to train professionals in the health area and thus be able to visualize and value their knowledge, skills and attitudes in constant transformation.

#### **4 FINAL CONSIDERATIONS**

In view of the initial intention of this work, it is suggested to the psychopedagogue who works in an institution of/in higher education the creation of a script of interventions that allows the orientation of the work with the collaborators who present the learning difficulties, related to the processes and activities of their responsibility (GONÇALVES; RICHARTZ, 2016). Of course, the learning difficulties are multiple and there are no ready recipes to solve them. However, such work can be done with the adaptation teams, according to the demands. From their reality, the professional can build individual plans that contemplate the various difficulties and / or facilities and this, in turn, makes it possible to rescue in the employee the authorship and the desire to learn and participate in new processes. The preventive work, done by the professional of Psychopedagogy, benefits, in addition to the collaborator who presents difficulties, all managers and consequently, the institution.

In this sense, the Institutional Psychopedagogue through tests and evaluations can present, continuously, the main learning difficulties of the employees in their team.

In view of the needs observed after the evaluations, the Institutional Psychopedagogue may also suggest that the organization offer training and self-training courses to managers and the pedagogical and administrative team on a continuous basis, focused on the elaboration of slogans, related to operative attitudes, sharing the construction of knowledge in groups, encouraging ways of relating, create harmony between employees and leaders.



It is also necessary to monitor the progress of these processes continuously, as well as the verification of their results, by the Institutional Psychopedagogue. The challenge is to produce meaning in what you do and to abandon activities that do not add value to the production of knowledge. That is, to encourage the pleasure of learning and the capacity for reflection and production. Finally, the accompaniment of the professional Psychopedagogue will help the institution in the continuous process of organizational learning.



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