

## Professional Improvement in Organizational Management

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### Abstract

*Introduction: The capitalist competition and the globalization process forced companies to seek strategies to obtain productivity gains through the rationalization of work processes, investing in the capacitation of their labor. Purpose: To improve the managers of Rede Bosch Service in tools to elevate the performance of workshops impacting the quality of the services. Methodology: Descriptive, qualitative research with a case study that involved professionals of Rede Bosch in partnership with Senac in courses of qualification of specialized labor. Results: The workshops that participated in trainings have in average a sales increment of 60% compared to a workshop of the network that did not participate in the project. Conclusion: We noticed the importance of the teaching and research excellence centers our country has. This training offered access to knowledge and improvement of those living in distant locations.*

### 1. Introduction

During the government of Juscelino Kubitschek, the economic growth planning and acceleration put in evidence the role of education on development, overall, in terms of human resources formation. "Upon suggesting modifications to education, however, one does not raise questions on its binding to the productivity requirements, but it always appears as binding to development" [8]. The rationalization of the development process would have to present as compensation a need of adequacy of the educational system. Later, the Human Capital Theory would justify that relationship.

In 1958, in the 2<sup>nd</sup> National Adults Congress, the important role of adults' education in the solution of problems created by economic development and the need of finding new guidelines to it was discussed. This meeting, as the culmination of the Campaigns

began in 1947, stands out as an important milestone in the period, characterized by the constitution of an own *locus* Youngsters and Adults Education.

Throughout the 1960's and 1970's, the influence of the Human Capital Theory is consolidated, which shall bind to all technicist perspective in expansion in the following decade, and, as referred to by Frigotto [14], a double reinforcement shall occur:

The human capital view shall reinforce the whole perspective of redeeming the educational system from its "ineffectiveness" and, on its turn, the technicist perspective offers the adequate methodology or technology to constitute the educational process, as an investment – the education generating a new type of capital – *the human capital*. For this view, education is reduced to a production factor [14].

Since the 1950's, a new economic and political scenario is defined in Brazil. Within the economic sphere, one notices the improvement of the development process, known as imports replacement, considered as the basis of the Country's industrial growth, and within the political sphere, the beginning of the political participation of the masses stands out.

The groups and movements though an alternative society to Brazil, and the conception of education as an instrument of social structure transformation became stronger at that time, which the purpose should be that of forming conscious individuals. Many adults education activities developed at the time did not intend any more than the mere formation of an acritical electorate. A strong politicization of the theme of illiteracy occurs, thus, from the beginning of the 1960's, connected to the intensification of political debate. The education activities proposed served as a kind of catalyzer of the political-cultural action of significant portions of intellectuals and students.

Everyone intended the transformation of the social, economic and political structures of the Country, its recomposition out of the suppositions of the order in effect; they sought to create the opportunity of building a fairer and more human

society. Also, strongly influenced by nationalism, they intended the rupture of the Country's dependence bonds with the other countries and the valorization of the authentically national culture, the people's culture (PAIVA, 1983; p. 230).

The 1988 Constitution states that "Education, as a right of everyone and a duty of the Government and of the family, shall be promoted and encouraged with society's collaboration (Art. 205)". Its Transient Provisions established a term of 10 years, during which society and the Government should converge efforts towards overcoming illiteracy and for the universalization of elementary school, for which purposes 50% of the resources bound to education should be directed. Such laws meant an advance, considering that "it celebrated a political intentionality, established a goal, acknowledging the need of installing in the rights plan a path to overcome injustice in the social plan" (HADDAD, 1998, 112). The *Carta Magna* acknowledged that society was incapable of ensuring basic school for all in the adequate age and increased the duty of the Government with all those who did not have basic school, regardless of age, placing the education of youngsters and adults in the same plateau as the education of children and teenagers.

The current Constitution also stands out due to the fact of attributing to education the role of qualifier instrument for work and preparation for citizenship exercise, different from the perspectives adopted in constitutions prior to the industrial Brazil. "The fact that education has been discussed separately from the scientific and technological question evidences that the problem of the present - the current scientific and technological revolution - still constituted to a dimension of future" (NEVES, 1994, 103).

In the 1990s, we saw significant changes in face of the international capitalism dynamics. The markets globalization, economies integration, multiplication of products and services, the competition, industrial cooperation through strategic alliances among companies and the intensification of technology drove new forms of work management, leading businessmen to seek professional improvement in order to reach the results and remain in the market.

Therefore, the capitalist competition and the globalization process forced companies to seek strategies to obtain productivity gains through the rationalization of work processes, investing in the capacitation of their labor.

"The real qualification of workers is much more difficult of being observed and was more of "knowing-being" than "knowing-doing". The set of competences put into action in a concrete work situation, the articulation of the various learnings resulting of various spheres (formal, informal

theoretical, practical, tacit) to solve problems and face situations of unpredictability, the mobilization of intelligence to face the challenges of work constitute characteristics of that real qualification" Deluiz (s/d, p.2).

According to *Fernanda Soviensi (s/d)*, we live in the society of knowledge, where human talent and its capacities are seen as competitive factors in the globalized workplace. But, that talent and that capacity need to be seen with other eyes, eyes of collaborators, rather than competitors. Thus, we need to rescue the role of the human being in the organization, in order to render him competent to perform in their activities as a collaborator. It is with that scenario that the organizations need to have the view that Human Capital shall be their great differential.

*The author above still reinforces that* "The real competitive advantage in the market is not only represented in the financial or in the high investments in technology, among other examples we could mention, but in individuals comprising the organization, motioning all that in the daily routine" (s/d, p.3).

Professional and university Formation is not being sufficient, therefore, those leaving the university arrive at the organizations with concepts brought from the academic area, however, with no preparation for the workplace, therefore, the corporate education appears in this context, offered by organizations to improve their labor and, consequently, results.

Currently, the company itself creates its schools and universities - the so-called "Corporate Universities", to ensure a custom education (MEISTER, 1999; EBOLI, 2004).

The influence of international agencies, educational policies are developed, intending to strengthen the capital reproduction. At the same time, it becomes increasingly evident how various administrators - State and Municipal - institute mechanisms directly oriented to reducing the publicization of the public space, opening to a greater set of private institutions, such as private schools, NGOs, etc., the possibility of disputing the public fund. Such measures represent the reduction of government control on education and, as a consequence, the privatization of the educational system (OLIVEIRA, 2001, p.5).

The term "corporate education" is used since the 1950's, when General Electric launched Crotonville (1955) (QUARTIERO; BIANCHETTI, 2005). Its origin is in the United States of America, when many companies, determined to become corporate leaders in global economy, launched corporate education as a vehicle to obtain a competitive advantage (MEISTER, 1999). In this decade, only in the United States of America, such institutions went from 400 to 2,000, and estimates indicate that, in

Brazil, we have at least 50 of the so-called "corporate universities".

For the author, who is one of the precursors of the contemporary phase of the movement, corporate education is more than a process, is a "work in progress", and defines it as a "strategic umbrella for the development and education of employees, clients and suppliers, seeking to optimize the organizational strategies, in addition to a learning laboratory, for the organization and a permanent education pole" (MEISTER, 1999, p. 8).

To Meister (1999), the corporate education model is sustained by five great strengths of the global scenario: The appearance of education by processes, horizontalized and flexible; the emergency of the question of knowledge; the volatility of information and obsolescence of knowledge, focus on employability: To educate for work, rather than for the job; and change in focus of general education.

The most successful companies, instead of waiting for schools to make their curricula more relevant for the corporate reality, decided to go the opposite path and brought the school to inside of the company. They abandoned the paradigm that education would be a chapter of social responsibility of the company and started, in a much pragmatic manner, to understand that the decisive competitiveness differential of a competitiveness resides on the capacitation level in all their levels of employees, main suppliers, clients and even members of the community where the work. (MEISTER, 1999, p. xv).

Cruz (2010) states that corporate education is an organizational initiative that aims at ensuring a continuous and structured project of learning bound to strategic purposes. It may be defined as a people development system, supported by management by competences, which role is that of serving as a bridge between personal improvement and the institution's performance strategy. It is an intelligent manner for organizations to assume the domain of the education and training business, ensuring a better use of resources and binding the training programs to the production of competences necessary for the business strategies.

To Meister (1999), the goal of corporate education is to obtain a more rigid control on the learning process, binding more strictly the learning programs to actual goals and strategic results of the company. "The essence of 21<sup>st</sup> century's organization is in workers with culturally diverse knowledge. There, work and learning are essentially the same thing, with emphasis on the development of the individual's capacity of learning" (MEISTER, 1999, p. 2). The author completes that, by corporate education, one understands a set of continuous educational practices with a strategic

business view, which allow greater meshing of the intellectual capital of an organization.

Corporate Education consists in a formation project developed by the companies, with the purpose of "institutionalizing" the continuous learning culture, providing the purchase of new competences bound to the corporate strategies" (QUARTIERO e CERNY, 2005, p.24).

The importance of Corporate Education is as a strategic tool inserting the reflection on how we work the processes, how is the leaders' performance and which is the contribution for the knowledge and organizational learning.

It is understood that people constitute the greatest capital of organizations. Therefore, its involvement in the business management of an organization is through direct participants in their construction and the development thereof, aiming at reaching the strategic goals and the organizational competences through professionals' development and capacitation.

In this process, the capacitation of the managerial body is the target, because, to strategically manage the talents of an organization is to promote the integrated management of people, technologies, products, clients, suppliers and environment, performing in the composition of new cultural standards and implementation of new competences to promote the company's renewal.

Based on the concept of Corporate Education, Meister (1999.p.35), that Education is a "strategic umbrella to develop and educate employees, clients, suppliers and the community, in order to fulfill the organization's strategies".

In this scenario, a new teaching modality, and also important, appears: long-distance education (EAD), which is becoming more intense and contributes for the increase in educational actions, through ease of access, in addition to gains such as reduction in costs and other expenses as existing in classroom trainings.

Hermida (2006) understands that education in the long-distance modality may contribute to fulfill the urgent educational needs, such as formation or capacitation of teachers for basic education, among other professionals, as well as: Continued formation, especially in the countryside, where the difficulties of access to teaching are ever increasing. Long-Distance Education demands a greater responsibility of the student, for the latter must redouble their efforts to reach a significant level of learning, presents a series of disadvantages, such as interactivity, flexibility of hours and autonomy (the student may define their own study pace). It must be understood that EAD and Classroom Teaching are supplementary forces, rather than antagonistic, and that the excellence of teaching is in the educational institutions and their apprentices, not in the use of new education technologies. The efficacy is in the

interactivity, in the interest and personal effort, whether in the Classroom Course or in long-distance.

Regarding the issue of classroom teaching in Long-Distance Education, Gonçalves (1996) states that: When included in long-distance teaching, presence has its function reviewed as well as attendance, the goals and form of attending situations of contact with students among themselves and to those who support them throughout the learning process. There are operational schemes of long-distance teaching wherein educators meet on a daily basis, not in mandatory terms, with a tutor or learning director, whether to discuss a program in video, to receive a type of material, to solve a problem, etc.; there are others in which the educators meet on a periodical basis to discuss matters that they are studying - meetings that may or may not have the presence of a tutor (GONÇALVES, 1996, p.13).

Currently, Hermida (2006), works the concept of Long-Distance education, also known in the academic medium as e-learning, which is undergoing a constant expansion process, according to expectations of experts and consultants, it is profiled as a solution to the problems traditional teaching could not give us an answer to.

Corporate education, to Martins (2004), may contribute in the development of a new scenario, if it is able to articulate the specific demands of organizations without ignoring the deficits that negatively impact the national development, which we shall mention only those that seem to be the most applicable to the purposes set forth for this paper. According to the imperatives of productivity and competitiveness, the corporate education actions are located in the economic activity sectors where competition is the most fierce and the quality indicators are more present. In fact, some sectors such as: Foods and beverages, telecommunications and information technology, retail, financial/bank and health stand out due to the development of the essential competences. In this sense, the knowledge (competitive intelligence) added to all process steps is the decisive differential (MARTINS, 2004, p.5).

According to SENGE (2000), the 1990's – last century – ratified and strengthened the learning organizations. The need of technical professionalization in Brazil appeared after World War II. In this period, there was a high industrialization and urbanization index occurred, which favored the search for specialized labor and for technical study, as reported.

Whether as a result of the technological processes of accelerated invention, whether due to political, social and economic modifications, the education and communication systems are presenting the need of a “permanent reconstruction” process. And, today, changes are oriented to the

organizational field. The continued education offered by companies is supplying the demand of the market, which does not find a response through the governmental educational policies. Classrooms and training, capacitation and development centers are being transferred to the work daily environment, definitively confusing “acting with thinking, doing with innovating, production with learning” (BRAGA, 2001, p.11).

Within this context, according to Freitas (2003), corporate education is a process of change of training practices, beginning at the offer of basic formation to employees and clients, considering the cultural, technological and organizational aspects, with the incorporation or not of the new technologies, with focus on the business and on the increase of competitiveness at the organization. That corporate education – which is strengthened at each decade - comes from the presupposition that the educational system does not follow the speed and the specific fields necessary for qualification of the professionals within the organizational spheres. Thus, companies are investing and stimulating their partners and employees in the search of the required technical professionalization (FREITAS, 2003, p.189).

The author above considers that corporate education is a need aggravated by the financial, market (or inter-capitalist competition) and social (capital-labor conflicts, related to the organization and control of production and labor, and distributive) crises emerged in the 1960's and 1970's. With that need of changes, new productive paradigms appear, such as integration and flexibility, opposing, now, the Taylor-Ford company model. In the latest two decades, along with those new perceptions of labor organization, the development of technological solutions had a marked strengthening and implementation of its methodologies in the industries. In addition to new concepts, new procedures and processes.

The transformations caused cultural changes in the organizational environment, transforming the behavior standards, in search of knowledge and professional improvement.

According to KUENZER (1985), to understand the productive restructuring and its relations of power at work, it is necessary to comprehend the historical processes of information treatment and automation of the technique applied. Corporate education and its strategies use the organizational philosophy regarding information treatment.

Senge's thought (2004), upon defining the learning organization would have the characteristic of being in constant expansion of its capacity of creating the future. He also comments that the human being comes to the world motivated to learn, explore and to experiment.

Then, the organizations sought approaching knowledge to the work practices, which, to Fleury (2001), the relationship between the approach of “knowledge integration” and the generation of a competitive advantage depends on the company’s ability in aligning and integrating the knowledge of many specialist individuals.

According to Peter Senge (2004), extraordinary changes are occurring in the corporate world, which transcend an unbalance between offer and demand, and also to the advance of new technologies. A new age is coming, according to Senge’s vision. Certainties grow every day, and challenges are made to companies to face at the end of this century.

Currently, the practices stimulating knowledge are carried out by the organizations, contribute for the development of professionals, whether through different stimulating actions, such as: Corporate Education or Corporate University, but in line with the organization’s values and strategic goals. Then, whatever is the tool used in the evolution of competences for work, it is considered as one of the keys to organizational development.

In face of this scenario, Bosch is bound to vehicle repair; currently, it has 15,000 workshops throughout the world, and only in Brazil, 1,765, being an accredited authorized service.

In this repair market, it receives a broad offer of technical trainings, oriented to the repair of conventional systems, new systems, new vehicles and labor formation, however, there is a very large need in the offer of managerial training.

The Bosch Service seeks excellence in the services provided and provides a series of trainings oriented to corporate management, fulfilling 11 success key-factors in the quality profile.

Trainings are focused on management and oriented to businessmen, owners of workshops, or to those responsible; constitute an important tool to professionalize and workshop and to differentiate Rede Bosch in the repair market.

Thus, it presents a courses structure that ensures an effective learning. Such courses may be in class and/or through via *e-learning*.

In long-distance training, through *e-learning*, the participant shall have access to the conceptual content of training in a simple, dynamic and interactive manner. This step has the purpose of maximizing the use of learning, preparing it to the next classroom step, which orientation is carried out by a specialized professional, and the whole structure of *Serviço Nacional de Aprendizagem Comercial* – Senac – where the student shall experience in practice the concepts seen in the long-distance module, increasing their knowledge even more, in addition to being able to Exchange ideas with other colleagues in the network.

Senac is a renowned Brazilian teaching institution, which stands out due to the excellence

and quality of teaching in our Country. It performs in the education area for 68 years and has a University Center where it offers professional formation and higher education teaching courses. Senac has 620 operating units, serving over 4,610 Brazilian cities, which provides great facility of access to Rede Bosch Service.

Bosch’s training program with Senac counts on all of the Institution’s infrastructure, which is a national reference in professional teaching.

Upon concluding each training module, the student shall receive the detailed content of the program and all tools used in class, such as: Forms, questionnaires, models, among others. Thus, they shall be able to assemble a complete guide to consult, whenever necessary, and facilitate the correct application of concepts.

## 2. Goal

Thus, the goal of the course was: To improve the managers of Rede Bosch Service in tools to elevate the performance of workshops impacting on the quality of the services.

## 3. Methodology

The method used was descriptive, qualitative with case study, due to considering that the interest for this pedagogic modality is increasing in the latest years in the psychosocial and educational areas, and, among them, in the professional formation involving the professionals of Rede Bosch in partnership with Senac in specialized labor qualification courses made in the period from 2006 to 2014, and 4,695 professionals were qualified, of the 1,208 participant workshops, in a total of 1,765. We held 31 courses per year with an average of 20 participants per team; and the class hours varied from 8 to 16 hours in the classroom modality and 2 hours in the long-distance modality.

Therefore, the study, using the resources of the new forms of production and work organization, expects to be able to contribute with some observations that may discuss the characteristics of work and the new competences of the professionals, its content, its historicity and its binding to social relations.

## 4. Results

The workshops that participated in trainings have in average a sales increment of 60% compared to a workshop of the network that did not participate in the project.

Workshops participating in the trainings had a quality average 10% greater than those not participating.

The benefits were many, but, in the end, we sought to serve a network offering to the consumer a better operation compared to the dealer and many clients seek a new quality alternative to take their vehicle to, which is closer to their home and has credibility. Thus, said program contributes for the evolution of humanity and maximizes values for a better world.

The program counted on an excellent faculty of the partner company – Senac – which used its market experience to enrich and potentiate the student's learning.

The development of collaborators was held through the International Program aiming at the qualification of specialized labor of Rede Bosch, wherein collaborators received orientation from the Senac educators, with positive effects on their careers.

## 5. Final Considerations

Through the study held, we noticed the importance of the professional improvement Program provided by Bosch in a partnership with Senac, which has Centers in various Brazilian locations. During all these years, its evolution brought significant impacts on the results of the accredited workshops, and the client always presents a very good satisfaction degree.

Trainings allowed the workshop managers access to knowledge and professional improvement of those living in distant locations.

The Program was created with the purpose of orienting the Bosch Service to facilitate the professional improvement, specializing all their network through the following key-factors: Customer service, improvement in workshop processes, operational and financial management, people's management, sales and marketing management, quality management, knowledge in equipment, physical structure management and partners management.

The strategy used allowed the crescent and ordered evolution of learning, for such, a formation itinerary was idealized, beginning on the Customer Service Program and Workshop Processes offered in the first year, which gradually increased the other ones mentioned in the previous paragraph. To facilitate the learning, applicability was incorporated; and the results obtained were followed-up with the issuance of reports and shared in the meetings held with the managers of workshops, which occur on an annual basis. Thus, we intended to verify the evolution of the results of trainings, and with their disclosure, they contributed to motivate the workshops which still were not part of the Program, awakening them to their importance.

The benefits of training of those professionals were many, for the structure of a mechanic workshop is smaller than a dealer, which allows a

closer and more personal relationship, and Bosch, along with Senac, offers support for the professional development to the management the workshop needs; aiming the quality of the services offered.

Among the many benefits, the main benefits may be highlighted in face of the needs of the workshops, such as: Business management and performance improvement, instrumentalization of managers and professionals (collaborators), through tools applied to work processes improvement, resulting in the increase of their performance capacity, as well as in the satisfaction of their clients and, consequently, in the increase of the financial results.

In face of the provisions, we conclude that the modernization and/or restructuring in the provision of services is no longer an option, and became a critical question, for the speed and quality in the service are currently so important, and are only possible with the rationalization of the activities and the aid of facilitating tools applied to organizational management.

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