PROMOTING CONSCIOUS AND ACTIVE LEARNING AND AGING

HOW TO FACE CURRENT AND FUTURE CHALLENGES?

ALBERTINA LIMA OLIVEIRA (COORD.)
LIFE HISTORIES AND INTERGENERATIONAL KNOWLEDGE TRANSFER: A CASE STUDY AT THE BANK OF THE NORTHEAST CORPORATE UNIVERSITY

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Abstract
This communication aims to present, technically and methodologically, the main results of learning experiences as well as life stories within a program in succession at the Bank of the Northeast Corporate University (UC-BNB). It is structured into four parts: in the first, we make a brief approach to the theoretical framework and its relationship with the corporate education system of the organization analyzed; in the second, we outline the methodology used to write this paper, based on a case study, whose data collection techniques were predominantly based on direct observations, document reviews and interviews with the professionals involved in the development and implementation of the learning experiences; in the third, we describe the learning experiences gathered throughout this case study; and finally, in the fourth part, we analyze the results. The results indicate the contribution of skills, recognized by peers and the institution, and attested to by the accomplishment of 93.3% of program graduates in management positions. Another result refers to a greater contribution of the instructors in the process of training of employees of the Bank of the Northeast of Brazil (BNB), and greater recognition from peers and the institution.

Keywords: Learning Experiences; Life Stories; Corporate Education System; Adult Education; Succession Program.

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Introduction

The world of labor is constantly changing, with radical and fast transformations in the political, economic, technological and social fields as well as in personal values. This dynamism of the contemporary world poses new challenges for organizations with regard to the forms of work organization, and new learning needs to deal with the complexity of this world, thus reflecting the set up of new organizational formats and the implementation of new models of management.

In this environment, organizations began to be more attentive to the people who work for them. Their systems of training and development (professional formation) have evolved from a mechanistic approach and a technical-operational work into a holistic and systemic approach, with a strategic and transformative work in the conception, structuring, development, survival and success of the venture.

In the same vein, there is a growing concern among researchers and professionals in education about the adaptation of lifelong education, and here we refer to adults' professional training, to these new demands of society.

From this perspective, there is a need to go beyond the building of knowledge in a Cartesian and positivist view, of technical rationale, and consider the complexity and the inter-relationship between knowledge and skills, which, so far, and in many cases, have been discussed in a linear and fragmented manner.

To meet this new educational paradigm, new learning methods have been incorporated into the practice of adult training, which enable learners to build their own knowledge, face challenges and find solutions, incorporating the attitude of learning to learn in their everyday work (Meister, 1999; Eboli, 2004; Borges-Andrade, Abbad & Mourão, 2006).

It is within this new context that the new learning experiences and life stories are included.

This study addresses learning experiences and life stories as learning practices in the professional training of adults in the program of succession of the corporate university of a Brazilian government institution.