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In a company two kinds of editorial logic are at odds: what is the focus of training?

The workplace has developed tools of communication which privilege operations and which target productivity. In the area of company mail, responses to clients, constructed with the help of code-phrases, are one example of these. These "ready-made" writings introduce a mode of automated writing based on linear, analytical logic of an operational nature, which appeal to memorization. In this sense, they are different from personalized writings which are organized around a constructive, creative logic, and which take into consideration the context and the communicational effect. Each of these writings refers back to two different means of construction, which are distinctive and even mutually antagonistic. Having recourse to these two modes of writing for the same task assumes an ability on the part of the writer to move from one logic to the other. This movement is not without its problems for the correspondence operators who must, above all, privilege in their duties, the automated mode, and who, moreover, at the same time, constantly carry out the preparatory gestures of writing: verification of information and notation of the motive of communication on a computer page.

We will confront these two modes of writing and will show how an Action-Formation accompanying a correspondence service in its job of qualitative transformation of personalized documents, had to bear in mind these two kinds of editorial logic. We will demonstrate, specifically, the cognitive aspects linked to each mode of writing and will observe, more particularly, the predominance of operational logic in the personalized writings. We will illustrate through concrete examples, some of the elements of the formative procedure proposed in order to reintroduce, in conformity with the wishes of the company, the client into the center of personalized communication. Our comments will be based on observations from an Action-Formation which took place for seven years with the participation of the writers from the customer relations department of a company which does sales by correspondence in the region of Lille, and on the first results of research conducted in the context of a thesis in education science. In conclusion, we will show how the training, based in work-place situations, in concert with the qualitative objectives of the company, modify the educative strategies of a teaching discipline and become the actual focus of continued training.