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Training in Professional Documents: The Enunciative Dimension

Quality, transversality, and distance enhance the place of daily written activity in companies. The evolution of these activities creates new needs for training, especially for professional writing. Human resources management and salaried employees each expect different solutions. In the case of the former, it is a question of revitalization, increase in efficiency and productivity and also a bettering of global cognitive abilities. For the latter, it is a question of time management, motivation and production of standardized documents. The concerns have one point in common, productive activity. They also diverge since some are worried about reducing inspection time (reading or rereading), while others wish to reduce as much as possible the time spent in their production.

What means are available to continuous training to respond to these concerns? First of all, it can propose a new path, neither French language classes, nor communication training, the work around professional documents should bear in mind the actual or prescribed activity that these documents accompany. Next, it is possible to use this job of explaining the situation of writing and work as a lever in order to facilitate a realization of the place of writing for everyone. Finally, it is a question of renouncing the prescribed, the imaginary norm, and the above average in order to gain a margin of maneuverability in writing and place writing within the situation.

We will offer thoughts about these practices at work in training which go beyond the mastery of language and touch on the mastery of the professional environment. What are the structuring questions used to strengthen an ability for professional writing? What are the recurring questions to which salaried employees want answers in order to construct their identity as an author?

We will also address the knowledge behind these training sessions, whether it is a question of that expressed by the participants in training, by the hierarchy or by the trainer. How did he respond to the expectations expressed before the training session? This work on the enunciative situation, does it actually come back to professional life? We will finally address the difficulties which continue after training, whether they are linguistic or not.