

Learning Strategies in a Municipal Public Health Organizational Environment

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Abstract— This study focuses on learning strategies in municipal public health administration of the environment in the Municipality of Porto Velho, Brazil. Ali bureaucracy focuses on the predictability of institutional operations, to enable the achievement of efficiency and organizational efficiency. The question to be answered is: What learning strategies fit into this scenario for improving the service offered? The general objective is to analyze the learning strategies in the body of a Municipal Health work environment to verify their existence and use. The task here is based on Piaget's Theory of creativity, and the concepts of other authors committed to organizational learning. This research was characterized as descriptive, with quantitative approach, basic in nature, Case Study prepared by Method. The sample consisted of 52 servers in crowded health body searched; We used a questionnaire to collect

data. It was proved the internal consistency by Cronbach's alpha coefficient. The research concluded that the Extrinsic reflection, Interpersonal Help Search, and Help Search for Material Written, relate significantly with demographic variables: gender, age and income. It also concludes that the servants are in the majority, use these strategies for the implementation of work. This document concerns the public managers committed to the efficiency of their results from learning your team. We used a questionnaire to collect data. It was proved the internal consistency by Cronbach's alpha coefficient. The research concluded that the Extrinsic reflection, Interpersonal Help Search, and Help Search for Material Written, relate significantly with demographic variables: gender, age and income. It also concludes that the servants are in the majority, use these strategies for the implementation of work. This document concerns the public

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Keywords—Administration. Learning. Efficiency. Strategies. Public administration.

I. INTRODUCTION

The public organizational environment is still inserted in the bureaucratic issue, that is, searching predictability of its operation to obtain greater efficiency and organizational efficiency, mainly through your body servers. In this context, it seeks to understand how the learning strategies fall, for improvement of the service offered.

The target learning mechanism of the organization is the server, which is the essential gear of public administration and is responsible for apprehending and acquire knowledge, and then process it efficiently and effectively. Therefore, it is interesting to identify the strategies and understand them so that it can acquire and extract knowledge and apply it in the workplace.

In this conception arises the interest of researching how public organizations learn and how to pass on such knowledge through learning strategies that can be embedded in the organization, and also the existing demographic variables. Faced with this vector, it was chosen as analytical scope to municipal secretary of health old Port. The complex bureaucracy, facing a reality of rapid change, calls for a new organizational vision before public bodies in this way it is evident that knowledge is a feature which can provide greater efficiency effectiveness that this scenario requires.

The understanding of knowledge as a form of strategy depends on the value of their human capital. Given the above, the survey was conducted in order to answer the

following issues: What are the learning strategies used in the servers desktop in health body searched?

II. OBJECTIVES

This study has the general objective to analyze the learning strategies in servers working environment of a municipal body health Porto Velho, Rondônia, Brazil. And has as specific objectives to identify the demographic profile of the body of the servers in the study (1), describe the learning strategies used by the servants of the body studied (2), and correlate the learning strategies identified with demographic variables (3). The motivation this study arose from the need to check the current status of the servers that make up public bodies are in relation tract learning, since their activities involve standards detailing its implementation, making it repetitive and routine, or be,

III. THEORETICAL-CONCEPTUAL REVIEW

Pantoja (2004, p.109) who was prompted by the search for new knowledge to conceive research on the relationship between learning strategies and organizational environment and individual variables, which is one of the research objectives.

This theme "learning strategy" is very challenging way, because today public organizations are routine in short, the object of the research and analyze the way that knowledge is being passed on in these organizations. In the perception of Fleury and Fleury (1997) and learning as a process that is constantly changing, resulting from practice or experience already contained, it should come or not to manifest itself in a noticeable change in behavior.

The organization man is moved by his capture of knowledge, this prism realize that this ability to learn enables its development. Upon this many scholars built their theories analyzing how humans acquired knowledge, and its capitation vector learning. Early theories have been leveraged by Learning Psychology, their main chains are Behaviorist (Skinner), Cognitive (Piaget, 1978), Humanistic (Roger) and constructive (Piaget, 1975).

The Behaviorist theory has as its main creator of the American psychologist B. F. Skinner. Skinner (1974), the human or animal can be trained to perform almost all actions and the reinforcement that follows would be responsible for determining the behavior that can be of two types: respondent and running. This aspect does not take into account what happens in the mind of the individual during the learning process.

Cognitive and facing internal mental process rather than on external behavior, are interested in how the mind draws the

senses from the environment influence how information is processed, stored and returned.

Humanistic theory is structured to be learning essentially as a person or individual and seen as a whole, influencing their choices and attitudes.

The Constructive theory derived mainly from the theories of Jean Piaget (genetic epistemology) and Lev Vygotsky (socio-historical research) of the idea that man is not born smart and is not passive in half, but it responds to external stimuli to build and organize knowledge, not wanting to be in the truth, but as an adaptation of the organism to the environment.

According to Piaget (1975), knowledge is constituted by the interaction of the individual with the physical and social environment, to human symbolism, with the world of social

relations, and it is by virtue of the action and not by any previous allocation in hereditary baggage or in the middle.

Several studies since the 90s show that organizational learning and synergy vector in the mechanism collection of knowledge, since its design is embedded in the organization both at the individual level and in organizational as well as variables that are influenced in their characterization.

Its concept is still a matter of difficulty, as several authors have in their papers and disagreements of opinion among its concepts. Thus, the authors emphasize that the generation capacity and seizure of knowledge have been the main competitive advantage of organizations in the current context. In the table below is the list of concepts of organizational learning through time to the year 2000.

Table.1: Organizational Learning Concepts

Conceptual Sources	Ratings Generated
Argyris and Shön (1978)	Organizational learning is the process of detecting and correcting errors
Shrivastava (1983)	Organizational learning involves the process through which the organizational knowledge base is developed and delineated
Fiol and Lyles (1985)	Organizational learning is the process of improving actions through increased knowledge and understanding
Levitt and March (1988):	Organizational learning is the result of a process of coding inferences based on history in routines that guide new behaviors
Huber (1991)	An entity learns whether through its processing of information, the breadth of its potential behavior is altered.
Swieringa and Wierdsma (199)	The term organizational learning means the change in organizational behavior
Kim (1993)	Organizational learning is defined as an increasing increase in organizational capacity to take effective action
Garvin (1993)	A learning organization is one that has skills in creating, acquiring and transforming knowledge, as well as modifying its behavior to reflect new insights and insights.
Slater and Narver (1994)	Organizational learning, in basic terms, refers to the development of new knowledge or insights that have the potential to influence behavior.
Nicolini and Mezner (1995)	Learning can refer both to the endless process of cognitive modifications (in the sense that learning is an endless process) and to the outcome of this process (which is achieved in the learning process). In other words, the verb "learn" can be a result verb or a process verb.
Bibella et al. (1996)	Organizational learning is the ability (or process) in an organization that maintains or enhances performance based on experience. The concept includes the acquisition, sharing and use of knowledge.
Tsang (1997)	Organizational learning is a concept used to describe certain "types of learning" that occur in organization
Senge (1998)	Learning organizations are those in which people continually expand their ability to create desired outcomes, where new thinking patterns are nurtured, where collective aspirations are freed and where people continually learn how to learn together.
Popper and Lipshitz (2000)	They suggest that, regardless of the definition of organizational learning used, it will always be mediated by the learning of the members of the organization, since an organization can only learn through the individuals who understand it.

Source: authors' adaptation

Organizational learning and the exchange of individual knowledge with organizational setting allow to say that the organization is not learning, but your employee's body. In an analysis of this issue and Lipshitz Popper (2000) suggest that, regardless of the setting of learning. These clarifications make it evident that organizational learning and the acquisition of knowledge and its transfer as a result, since the subject learns and teaches the same time, where the being understands the process and thus implements the fortifying learning the purpose of the organization.

An example of organizational learning setting as a result is delineated by Levitt and March (1988): Organizational learning is the result of inferences encoding process based on history into routines that guide new behaviors. Differently, and Argyres Shön (1978) define organizational learning as the process of detecting and correcting errors.

Several authors position in different ways about the concept of organizational learning, but these concepts are assimilated in three factors that influence the success of the organization: The skills, attitudes and renewal capacity of the organization. Corroborating the elucidation of that organizational learning begins with the individual, which is the intellectual capital of the organization.

There is with these theories that the intellectual body has its importance in the organizational setting because the individual is knowledge generator, and that their skills influence the organizational life. Although surveys show that there studies that correlate training with organizational learning, due to lack of knowledge sharing both individual and organizational.

Study on the strategy reports its importance related to the growth of the organization, before it authors describe that organization learns through its staff or intellectual capital. Despite being, its employees pickups knowledge, this will not be immediately transferred to the organization, but in time this knowledge will be shared.

The importance of the study on organizational learning is the mode that is characterized, since a plurality of concepts summarizes this matter it was found in studies by Araujo Jr (2008) the plurality in conceptualization of Organizational Learning, notes a range of thoughts about your process. Despite this diversity, is summed up in two interdependent and overlapping phases, forming a cyclic and uninterrupted process, in the form of approaches treated Nonaka and Takeuchi (1997), Davenport and Prusak (1998) and Tacla and Figueiredo (2003).

Corroborating this study the fact that the organization teaches and learns at the same time as it creates and disseminates knowledge of its staff, creating a learning cycle. An

organizational learning is important when you can get through your knowledge competitive advantages before the others, using all his knowledge content.

The contribution of studies on knowledge Nonaka and Takeuchi (1997), in relation to the literature on the process of knowledge creation is very deep. The authors argue that the interaction between tacit and explicit knowledge raises the spiral of organizational knowledge creation through the dynamic flow of lower ontological levels to the highest levels. Thus knowledge begins in the individual that is transmitted between people, level level and especially among organizations.

For Nonaka and Takeuchi (1997), so that the organization can experience the spiral of knowledge creation, it must provide an appropriate context, which requires an understanding of the dimensions of knowledge, enabling conditions for knowledge, conversion modes of knowledge, the model of the five phases of knowledge creation and management models. By everything that has been reported so far, it finds that the importance of organizational learning is related in the capitation of knowledge and its transfer to the organization by the individual and their socialization in the organization.

Learning at work has traditionally been associated with the training and development activities, which are defined by Abbad and Borges-Andrade (2004) as organizational actions using an instructional technology or are deliberately arranged. Knowledge is a strategic aspect in the organizational setting because its development affect the life of the company. Thus, the competitiveness of a company is becoming the basis of their ability to create, transfer and reuse knowledge which is relevant to their core business (Nonaka, 1991).

You can not talk about knowledge strategy without first course about knowledge itself, Nonaka and Takeuchi (1997) explain that the primary distinction is between two types of knowledge: tacit and explicit. Tacit knowledge is personal, context specific, hard to formalize and share with others, depending on the experiences, values, emotions and relationships of individuals and their transmission (RODRIGUES, 2001, p. 89).

Although many concepts of organizational learning draw a shape with several clarifications, these two types of knowledge are characteristic, therefore there is no learning without its existence. All knowledge starts from the individual and organizational knowledge only happens through learning of its members and research of knowledge of the new members that the organization does not already

own the importance of knowledge of individuals in the design of organizational knowledge.

Kim (1998) reports that the knowledge of an organization lies mostly on the individual's head, and even if you can register or store in memory a large part of this knowledge, much more exist in individual models, as these involve a mixture of what it is absorbed explicitly and implicitly it is absorbed.

Thus, the challenge for organizations is to make explicit these individual mental models to constitute in shared mental models. In the public work environment that itself is a structure committed to providing citizens with a wide range of services, the so-called public services

Demographic variables is the set of demographic information (age, education, and gender). Studies on Learning Strategy have demonstrated that demographic variables can influence organizational learning, since the individual is characterized by demographic information, and this information can have a great influence on the individual's decision at the time of learning. Warr and Downing (2000) found in their work that demographic variables vary and relate to the types of learning strategies between them.

From the perspective of that demographic variables may have different associations with each of the learning strategies, Lopes-Ribeiro, Borges-Andrade, Assis and Marra (2003) studied the influence of demographic variables such as gender, age and education level, the use of learning strategies. In this study the demographic variables were

identified individual characteristics related to gender, age and education level of the research participants.

It was observed that the so-called Extrinsic reflection strategy was used more by women and had corresponding level of education to graduate, thus analyzing this data, it is clear that the demographic variables influence the ability of the individual tends to capture knowledge.

This occurrence corroborates those found by Warr and Downing (2000) when indicated significant relationship between gender variable, age, type of course (Arts and Sciences) and travel time (one to three years), Moreover, the similarity of the results by Warr and Downing(2000), with Lopes-Ribeiro et al. (2003) it was found significant direct effect between aid search strategies Interpersonal and gender variable.

The results also denoted that older people in both erudition, tended to use more intensively breeding strategies. These studies showed also that there is an association between individual demographic and learning strategies, thus resulting in a new focus for further studies.

IV. METHODOLOGY

The technical procedures often handled for research design using the classification by some criteria, about the objectives, nature, approach and procedures. In the opinion of Prodanov and Freitas (2013) the procedures and the manner in which we obtain the data necessary for the preparation.

Table.2: Technical Procedures

Aspects	Ranking	Discription
Nature	Basic	It aims to generate new knowledge, useful for the advancement of science without predicted practical application. It involves universal truths and interests.
PurposeOfTheStudy	Descriptive	Such research observes, records, and describes the observed facts without interfering with them. Thus for such data collection, specific techniques are used, among which, the questionnaire, the test and the observation.
Procedures	BibliographicReserch.	Elaborated from published material, aiming to habituate the researcher to the topic addressed. Books, magazines, periodicals and scientific articles, monographs, dissertations, theses, etc. are used.
	Case Study.	It is based on the analysis of a real case and its relation with existing hypotheses, models and theories. It is developed from the deep study of a specific reality, which can be: an institution, community, family, small group of people, a single individual.
ProblemApproach	Quantitative	It requires the use of statistical resources and techniques, to translate the information collected into numbers, and to classify and analyze them.

Source: authors, 2015

In order to seek greater insight into the thread of the relationship between learning strategy and demographic variables of the servers surveyed in this research work scenario inhabits its nature in the basic aspect. Basic research involve truths of universal interest that is intended to generate new knowledge. (Prodanov and Freitas, 2013).

The study aims to operationalize the goals described, using a quantitative approach. Quantitative research uses mathematical language to describe the causes of a phenomenon and relationships between variables (Fonseca 2002, p. 20).

As to the objectives, it is a descriptive study, opting for the questionnaire as a tool standardized technique of collecting data. In this view, to Gil (1987) the questionnaire and a technique that does not expose the subject to the influence of opinions and personal aspects, aiming only its shape and its handling. Prodanov and Freitas (2013) show that the descriptive notes without interfering situations and describes

the population and determining the phenomena and the relationship between variables.

Given these principles are developed the objectives of this research (a) Identify the Demographic Profile of Servers of the Municipal Secretary of Porto Velho city Health - SEMUSA and (b) identify learning strategies and correlate them with each other. The survey was conducted in order to meet the proposed objectives, as well as their problems. To Padua (1998, p.30), "[...] all research has an intention, which is to develop knowledge that allow understand and transform reality [...]."

Following the thought of Gil (1987) the conclusions obtained from the samples are based on statistical laws that give scientific foundation. Upon this the survey universe consists of 52 servers that make up the Human Resources SEMUSA, all survey participants answered the questionnaire. Corresponding to 100% of the sample.

Table.3: Sample Characterization.

Profile Indicative	Data Collected From Responses	Frequency	Percentage Representation
Office	Administrative Assistant	4	7,7%
	Administrative assistant	28	53,8%
	Endemic fighting agent	6	11,5%
	Assistant in Health Service	5	9,6%
	Director	6	11,5%
	Nursing Technician	2	3,8%
	Nursing	1	1,9%
Genre	Male	16	30,8%
	Female	36	69,2%
Age	Between 18 and 27 years	6	11,5%
	Between 28 and 37 years	20	38,5%
	Between 38 and 47 years	20	38,5%
	Between 48 and 57 years	3	5,8%
	Above 58 years	3	5,8%
Marital Status	Not married	18	34,6%
	Married	27	51,9%
	Separate	3	5,8%
	Stable union	4	7,7%
Education	High school	15	28,8%
	Incomplete Higher Education	14	26,9%
	Full Higher Education	16	30,8%
	Postgraduate studies	7	13,5%
Average Monthly Income	Up to 1 minimum wage	5	9,6%
	From 2 to 3 minimum wages	41	78,8%
	From 4 to 5 minimum wages	5	9,6%
	From 6 to 7 minimum wages	1	1,9%

Source: authors, 2015

Field research was carried out in a municipal health agency in the municipality of Porto Velho, Capital of the State of Rondônia, in the North of Brazil. The unit has the normative competence to organize, execute and manage the services and actions of Basic Attention, in a universal way. It also develops technical mechanisms and organizational

strategies to qualify human resources for the evaluation of basic care.

The servers inserted in this scenario are statutory, in this regime server is named through a unilateral act, not being able to modify it, since they are governed by a statute that is a law. The table below lists the number of employees and the number of participants in the survey.

Table.4: Employee Ratios by USF, PSF and UPAS

Units	NumberOf Employees	Quantity HrStaff
USF* + PSF** Agenor de Carvalho	52	1
*** UPA Ana Adelaide	173	2
USF Areal da Floresta	30	1
USF + PSF Aponiã	70	1
USF + PSF Caladinho	70 (90)	1
Medical Specialties Center Alfredo Silva	103	5
USF + PSFERNANDES Índio (P.A****)	101	3
USF + PSFHAMILTON RaulinoGondin (P.A)	111	1
USF + PSFJOSÉ Adeline da Silva (P.A)	85	2
USF + PSFMANOEL Amorim de Matos	98	4
USF + PSFMARIANA	73	1
USF + PSFNova Floresta	54	1
USF + PSFOsvaldoPiana	45	7
USF Pedacinho de Chão	78 (65)	1
USF + PSFRENATO Medeiros	59	2
USF + PSFSÃO Sebastião	60 (30)	1
USF + PSFSANTO Antonio	20 (20)	3
USF + PSFSOCIALISTA	73	1
USF + PSFVila Princesa	14 (15)	1
SAE (NursingCare Service)	33	1
SEMUSA	8	6
UPAEast Zone	217	4
UPA South Zone	184	2
Total	1811	52

*USF (Family Health Unit), **PSF (Family Program Unit), ***UPA (Emergency Care Unit) and ****P.A (Ready Attendance)

Source: The authors.

In order to capture relevant knowledge the topic was analyzed various bibliographic sources, articles, monographs, dissertations and materials made available on the Internet. The bibliographical research will serve to know how the subject is found, as well as the works that have already been done about it, and the opinions regarding the subject, according to Prodanov and Freitas (2013).

Still in agreement Gil (2002) describes that to collect data is also used as a standardized instrument, the questionnaire, which enable the interaction with the quantitative nature.

The time of application of the questionnaire was extended during the year 2015, due to the inherent difficulties of the bureaucratic complexity of the public scenario. The application of the questionnaires took place in two stages described below: in the first application, the online questionnaire was sent to the e-mails of each of the services that were the target of the Human Resources research; questionnaire manually, as well as the analysis of information.

The questionnaire was composed of 35 closed questions, using the Likert Scale at the level of doing, being 1 - Never

do, 2 - Rarely do, 3- As times I do, 4 - I often do and 5 - I always do, reproduced in figure 2.

Fig.1: Five-point Likert Scale.

12345

I never doI always do

Source: Adapted by the author.

The ease of handling the Likert scale with respect to the respondent and the fact of issuing a degree of agreement on any statement described by Costa (2011). However, the Likert scale may suffer interference when it involves a large number of issues, in a situation in which the five-point scale should be chosen, according to Vieira and Dalmoro (2008).

The Survey tool was subdivided into two parts. Containing in the first part the demographic variables Cronbach that analyzes the internal consistency of the ferment and its scale. Hora, Monteiro and Arica (2010) clarify based on: position, sex, age, civil status, schooling and income. In the next part, in order to observe the research objectives, the closed questions with perception in the Learning Strategies, constructed by Pantoja (2004), revalidated by Beviláqua (2007), Carvalho-Silva and Brandão (2009), were elaborated. 35 intensities were required.

Prodanov and Freitas (2013) They argue that one of the descriptive characteristics is the use of the questionnaire as standardized techniques of data collection. To continue the research, the procedures and reliability analysis of the data

will be specified through the application of the questionnaire, as well as the results obtained, below.

The electronic platform Microsoft Excel was used in the tabulation of data collected from the research with statistical procedures, and later verified in the program Statistical Software for Social Sciences - SPSS (version 13), giving greater thorough validation of the statistics. In order to give greater reliability to the questionnaire it was improved by the Alpha method that the Cronbach alpha coefficient (α) was presented by Lee J. Cronbach in 1951 as a way to estimate the reliability of a questionnaire and to measure the correlation between the responses, where the closer to the numeral one (1) is the result of the analysis, the more reliable the questionnaire will be. This tool has great acceptance in the middle academia, being applied in several areas of knowledge.

Freitas and Rodrigues (2005) suggest the reliability classification from the Cronbach alpha coefficient, which vary between five degrees of reliability, the table shows this reliability well. Value of α

Table.5: Reliability classification from Cronbach's α coefficient.

TrustLevel	Very Low	Low	Moderate	High	Very Tall
Value of α	$\alpha \leq 0,30$	$0,30 < \alpha \leq 0,60$	$0,60 < \alpha \leq 0,75$	$0,75 < \alpha \leq 0,90$	$\alpha > 0,90$

Source: Freitas and Rodrigues (2005, p.4).

V. RESULTS

The case study was carried out in the human resources sectors of a public health organization and its annexes with headquarters in Jorge Teixeira Avenue with 7 de Setembro Street. Being of its competence as normatized to organize, to execute and to manage the services and actions of basic attention, of universal form. It also develops technical mechanisms and organizational strategies to qualify human resources for the evaluation of basic care. The servers inserted in this scenario are statutory, in this regime the server and appointed through a unilateral act, not being able to modify it, because they are governed by a statute that is a law.

They will present in this section the data obtained with the use of questionnaires, as well as their due analysis, by means of graphic tables and illustrative tables. According to the data, the demographic variables (age, gender, marital status,

schooling and income) were listed according to the profile of the research participant. The subsections identified and described the Learning Strategies Used by sampling the universe in question.

5.1. Identification of the Demographic Profile of the Servers of the organism under study.

In order to obtain conditions to act on the first specific objective established, the following variables were used as the basis for the demographic variables: position, age, sex, marital status, schooling and income.

The study reveals that active servers are mostly female. And that the position with more frequency and the Administrative Assistant with 53.8%, the function of nurse has 1.9% with lower index among the others, then comes the technician of nursing with 3.8%, the administrative assistant also follows with a low frequency of 7.7% of the total, the auxiliary health service function comprised 9.6%, the position of head

(direction) was 11.5%, and the position of agent to combat endemic diseases was equal to that of leadership with 11.5%. In the age group of servers, it is observed that 11.5% are between 18 to 27 years, ages between 28 to 37 years correspond to 38.5%, from 38 to 47 years are also with 38.5%. From 48 to 57 years, they were 5.8% and public employees were over 58 years old, respectively, with 5.8%. The data show that the population that participates in the research is mostly in the adult age group. According to IBGE (2010) the adult age group is between 29 to 59 years of age. In the civil status with 51.9% are married, 34.6% claim to be single, the separated civil status had lower percentage with 5.8%, to the stable union with 7.7%. Therefore, sampling validates that most servers are legally married and that few are in the role of stable union.

Corroborating in the view of identifying the demographic profile of the analyzed population the degree of education that presented a prevalence of the others with, 30.8% is the complete upper level, the minority is postgraduate 13.5%, the incomplete superior have 26, 6%, high school with 28.8%. Considering that the civil servants who are active in the human resources sector that participated in the research, have entered their work environment in the medium level position. Research shows that there are many graduates holding middle-level positions

The remuneration of the servers of up to a minimum wage and 9.6%. The salaries of 2 to 3 minimum salaries are 78.8%, and 4 to 5 minimum salaries 9.6% of the total number of employees who participated in the survey and 1.9% receive salary of 6 to 7 minimum salaries. Sampling is getting above the minimum wage and below 6 to 7 minimum wages.

5.2 Descriptive of the learning strategies used by the servers of the organism studied.

Following analysis of the data we will now take the second objective as a focus, identifying and describing the learning strategies used by the SEMUSA servers and their annexes.

Second reading in Ford and Cols (1998); Warr, Allan and Birdi (1999); in Warr and Downing (2000); Pantoja and Cols (2003), the strategies of Learning at work have a significant relation with the individual relative variables: age, gender, schooling, anxiety to learn, orientation to learning, type of course and length of service at work.

According to the data analyzed, the strategies were divided into two stages, for a better detail: cognitive strategy and behavioral learning strategy. According to Rigney (1978), learning strategies are cognitive operations and procedures used to acquire, retain and retrieve different types of knowledge and performance.

The research demonstrates that the scope of the research exists the occurrence of Learning Strategies in general, but nonetheless the cognitive strategies on leave significantly on the behavioral, that is, in the scenario studied individuals acquire knowledge reproduced and analyzed by context, from the whole and through the verification of its relationship with the organizational system.

The reproduction and the part of the cognition that the individual, mentally repeats the acquired knowledge in a way redrawing what was presented to him. Continuing the research, it extracted from the questionnaire the questions that the basis and the focus on reproduction.

Corroborating Gagné and Cals (1993) emphasize that one of the ways people can do, more things at the same time, and through automation. Based on the study described previously the subdivision reproduction of cognitive strategy, the population cares about how that knowledge is repeated, as well as its execution.

Regarding the cognitive strategies subdivision intrinsic reflection, focused on the individual's opinion about the way of learning in the organization through the understanding between the relationship and interdependence between all parts of the work. Therefore, it follows the study on the data analysis process inserted in the drawn context. Extrinsic Reflection aggregates the perceptions about the way they perceive in the work scenario through the search for understanding with relation to the organizational system with a whole. Being the communication between the parts of the system component intra and extra in the organization aiming at the interaction of the information of the development of the professional activities. The research also allows to demonstrate the existence of the Behavioral Strategy, where the servants who work in the public work apprehend knowledge seeking interpersonal assistance, in written material, and in its practical application.

In the Behavior Strategy the thematic of the relation of the individual with social interaction of the learning, as well as the tools used for capturing knowledge. The server absorbs knowledge, seeking interpersonal help, searching for written material, and practical application of theory. Search for Interpersonal Help refers to the concept that the individual to acquire knowledge or pass it on, utilizing the active search for help from other staff. Already in the Search for Help in Written Material, the individual seeks to learn researching writings, as well as the use of the internet as a fast search tool with a large collection of university articles and other reliable sources. Finally, in short, in the strategy, practical application and how the apprentice puts his own knowledge into practice while he learns.

We will follow the details of the analysis of the data, verifying the correlation of the strategies, with their demographic variables found in the chosen scenario.

5.3 Correlation of the learning strategies identified with the demographic variables.

In order to reach the third specific objective of correlating the learning strategies identified with the demographic variables inserted in the researched scenario, the questionnaire was applied via docs.google.com. The table shows that the demographic variable is directly related to the income variable, 0,322 correlation based on this finding.

The age variable is correlated with the cognitive strategy with 0.436, as well as the behavioral strategies with correlation 0.293. Contributing to this view Warr and Downing (2000) when they identify that the Variables Demographics vary or relationship between themselves with the types of learning strategies.

Regarding the behavioral strategy its correlation is strictly with the variable civil status with 0.279 of correlation and 0.45 of significance. The data obtained indicate that the variables are mostly related to the general learning strategies presented in this study.

Table.6: CorrelationDemographicVariable

Demographics Variables		Income	General	CognitiveStrategies	BehavioralStrategies
Office	Correlation	0,322 (*)	0,128	0,055	0,164
	Significant	0,431	0,534	0,712	0,171
Age	Correlation	0,072	0,389(**)	0,436(**)	0,293(*)
	Significant	0,611	0,004	0,001	0,035
MaritalStatus	Correlation	0,146	0,233	0,127	0,279(*)
	Significant	0,302	0,097	0,371	0,045

* Correlation is significant at the 0.05 level

** Correlation is significant at the 0.01 level

Source: The authors

Finally, it appears that the demographic variables, "age", "Status" has more frequent relationship with "cognitive strategies" as well as "Behavioral Strategies".

Such evidence demonstrate that the age group with higher incidence and adult, this means that older people tend to use

all learning strategies, Suit participants servers of research are mostly female, and who are married legally use these strategies as a way of learning and sharing it

Table.7: Correlations demographic variables and Learning Strategies

Demographics Variables		ExtrinsicReflection	InterpersonalHeal p	WrittenMaterial
Sex	Correlation	0,035	0,326(*)	0,072
	Significant	0,804	0,019	0,614
Age	Correlation	0,459 (**)	0,164	0,269
	Significant	0,001	0,246	0,053
MaritalStatus	Correlation	0,308(*)	0,216	0,374**)
	Significant	0,026	0,125	0,006
Income	Correlation	0,133	0,158	0,275 (*)
	Significant	0,348	0,262	0,049

* Correlation is significant at the 0.05 level

** Correlation is significant at the 0.01 level

Source: The authors

According to the data in the table, no significant correlation describes the female (prevalent among searched) using the strategy helps interpersonal more frequently in the workplace.

A significant correlation shows that the age variable uses the extrinsic reflection .459 strategy more often, but, however this variable correlates with little significance 0.269 to Help Search strategy in written material.

The variable Marital status also expressed significant correlation of 0.374 with seeking help strategy in written material, and also the reflection Extrinsic 0.308 strategy. Continuing notes is also the equity has its correlation only with seeking help material written with 0.275 significance.

Based on the above data, those strategies but commonly used by servers were "Extrinsic reflection", "Interpersonal Help Search" and "Help Search written material". In correlation analysis, this association was found with the variables: sex, age, civil status and income. However the strategy "play", "Reflection Intrinsic" were related to these variables, and the variable Education in the workplace.

VI CONCLUSION

This study focuses on the key learning strategies in the servers of the municipal body searched desktop, and correlate with demographic variables.

To try to answer the main problem of the study, the data collection tool was a questionnaire, built in two different sections. The first requested demographic data, in the second section closed questions related to learning strategies, having used the metric Linkert scale of five points. Technical Statistics Cronbach's Alpha, applied to measure the safety of the instrument which resulted in reliability factor ($\alpha = 0.824$) for data analysis treatment used to Excel and SPSS software. As regards the first objective to identify the demographic profile of the SEMUSA servers, if delineated, mostly by servants, to age with little difference in the data demonstrated by research, where 28-37 years accounted 14 servants and 13 are between 38 and 47 years, found that college degrees stands out as level of education, and the serving mostly are legally married.

In understanding the second to identify and describe The Learning Strategies Used By The SEMUSA Servers, the study found that the cognitive strategies before the extrinsic reflection and that stood out from the rest. Regarding behavioral strategy were to search interpersonal strategy Help and Help Search for written material. Still referring to the second objective is detailed each learning strategy for your better understanding.

Finally, the third objective of this research brought the light of knowledge Correlations of learning strategies and demographic variables.

The variables: age, gender, marital status, had frequent significance with the strategies extrinsic reflection, search interpersonal assistance, and for help in written material, he realized that the local health department and its attachments, has in its framework servers with the majority female,

married civil state, it is believed that this should be the influence on the correlation with the strategies described above. In contrast variables: income and education neither had an influence on learning strategies.

Completed so that the learning strategies and demographic variables do not correlate at all aspects, yet research drew a scope of scenario that the servants, to perform their activities try to understand the relationship of its activities with the organization as a whole, aiming also to interaction organizational information. In Human Resources SEMUSA and attachments, the servants to perform their tasks, ask for help from other servers when doubts arise arising from work and use opium in matters written as: standards, articles, and the Internet as a means to help in the understanding of activities. Among the limitations of the research, it was given over to the questionnaire, due to bureaucracy, bar the entry of researchers in their environment publishes work.

Therefore, the results show that contrary to what was thought public organizations have learning strategies, which is extremely important that managers have a sense of direct dais development of such methods, to build a learning process, to collaborate with the bureaucracy arising from this environment, which may thereby increase its principles of effectiveness and efficiency.

The study was successful to be able to fill the gaps of the listed goals, and answered the question of the survey, in addition to enabling the theory interaction with the reality of the study by empirical. Contributing to future research concerning the subject organizational learning. Interest to managers of organizations interested in efficiency by strategically treated learning. It is a further contribution to scholars committed to excellence in the public sector.

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