



## SHARING KNOWLEDGE BETWEEN GENERATIONS IN THE LEGISLATIVE CONSULTANCY OF THE CHAMBER OF DEPUTIES

Marcos Antônio Reis<sup>1</sup>  
Roberto Campos da Rocha Miranda<sup>2</sup>

**Abstract:** The study analyzes the knowledge sharing process in the Chamber of Deputies, specifically between legislative consultants, and its relationship with the generations. To this end, it seeks to (i) characterize the generations of legislative consultants with a view to sharing knowledge; (ii) verify the existence of conflicts between different generations within the group that may influence the sharing of knowledge; and, (iii) assess the impact of generational differences on knowledge sharing among the researched team. The methodology included carrying out a survey through a questionnaire among the group. The results indicated that the consultants are open to sharing knowledge with peers, regardless of whether they belong to a specific age generation or to a specific entry group.

**Keywords:** Legislative Power; Chamber of Deputies; Legislative Consulting; Knowledge Management; Generations in Public Service.

### 1 Introduction

Today's society experiences a distinct demographic reality. At present, people live and work more, which leads to the coexistence of several age generations, affecting different dimensions of community life. In the work environment it would be no different, after all, five generations are interrelated in the organizational scope, with each one demarcating their area of influence, generating clashes of interest.

The Brazilian Chamber of Deputies, belonging to the Public Administration, also faces the interaction of different generations in its staff. Thus, this paper<sup>3</sup> aims to answer the question "What is the relationship between generations of legislative consultants and knowledge sharing?" (REIS, 2017, p. 23). To this end, the objective was to characterize the generations of legislative consultants, in addition to verifying the existence of conflicts between the different generations within that work team, as well as assessing the impact of generational differences in the sharing of knowledge within the group.

Thus, a survey was carried out before the Personnel Department of the Chamber of Deputies (Depes), in addition to the application of a research tool among all those occupying the position of legislative consultant in order to obtain the necessary information to achieve the

---

<sup>1</sup> Legislative Analyst at the Chamber of Deputies, graduated in Social Studies and post-graduated in Legislative Public Management by Cefor. Professional Masters in Legislative Power by Cefor

<sup>2</sup> Legislative Analyst - Human Resources at the Chamber of Deputies, Master and Doctor in Information Science from the University of Brasília.

<sup>3</sup> The article reflects the dissertation "Relação entre Gerações de Consultores Legislativos e Compartilhamento do Conhecimento" (REIS, 2017), carried out within the scope of the Professional Master's in Legislative Power, promoted by the Center for Formation, Training and Improvement (Cefor), of the Chamber of Deputies.

proposed objectives.

In this article, the theoretical framework on age generations and length of service is condensed, as well as the understanding related to knowledge sharing, highlighting the socialization of knowledge, in addition to describing the Legislative Consultancy of the Chamber of Deputies. Afterwards, the methodology used is approached and, finally, it explains the main findings.

## **2 Theoretical Support**

Preliminarily, it is important to highlight the prevalence of American academic production over the study of generations, delimiting the conceptual frameworks that guide research on the theme in that society. According to Cordeiro, Freitas and Albuquerque (2013), this fact highlights the existing noises in the transposition of definitions, examples and foreign parameters when trying to study the subject from the perspective of another nationality.

According to Cordeiro et al (2013), generation by cohorts is one in which the connection of a certain group of people who share the same working time in a company is observed. Therefore, the relationships between this generational type occur at the level of different employment results and socialization experiences that occurred in the organizational environment.

As for generation by age, in the view of Mannheim (1928), generational groups are composed of elements that have the experience of experiencing events or historical facts of great relevance during their socialization process. For Cordeiro et al (2013), the term generations is linked to the analysis of the affiliation of individuals in an age group that shares group memories in their formative years. In these groups, the relationships between the different generations put different attitudes and values in relation to work and employment.

In this article, we opted for the temporal delimitation used by Sullivan, Forret, Carreher and Mainiero (2009), as well as the nomenclature adopted by Lipkin and Perrymore (2010) for the construction of the understanding involving the five generations that, currently, coexist: Veterans, born between 1922 and 1945; the Boomers, born between 1946 and 1964; the X generation, formed by those born between 1965 and 1983; generation Y, born between 1984 and 2002. By exclusion, the generation here called Z are those born from 2003 until a date close to the present.

In order to enable a minimum characterization of these five groups, information will be passed on the origin of the generation's name, what the world was like when its members were born, the remarkable events for the generation, in addition to the behavioral work attitude and the vision they have of the organization where they work:

- a) Veterans, from the Latin *Veteranus*, military term for soldier, are those who were

born between the two great wars, so the explosion of the atomic bomb in Japan constitutes the landmark historical event for its members. For them, the job is to fulfill obligations, from which comes an eternal loyalty to the organization in which they work.

- b) The Boomers, a term linked to the expression “baby boom”, were born shortly after the 2nd World War, very influenced by the Vietnam War and the arrival of man on the moon. Its members have a certain imbalance between their personal and professional lives, which determines loyalty and attachment to the organizations in which they work, especially while waiting for a promotion.
- c) Generation X members, whose origins date back to the assassination of the American leader Malcon-X, were born when the Vietnam War was starting, experiencing the height of the Cold War, in addition to the fall of the Berlin wall and the emergence of the AIDS. Its members are concerned with the search for a balance between personal and professional life, despite seeing job stability as a thing of the past.
- d) Generation Y individuals, originally from the term Young, were born when Apple launched the Macintosh and the Challenger space shuttle exploded in the air. The September 11 terrorist attack on the USA was the defining event for its members. It is a group whose individuals are dependent on incentives, praise and rewards, showing fidelity to projects and the leadership, but not to the organization in which they work, which, even, must be ethical, as well as providing for flexible hours and standards.
- e) The members of Generation Z, the original name of the term Zapping, were born after the terrorist attack on the World Trade Center in New York, with technological convergence, especially with telephony, which marked them. For them, work is mixed with domestic and social life, in addition to having to give pleasure. They are not interested in office work, on the contrary, they want to work with integration into family and social life.

Regarding organizational conflicts linked to generations, Costa et al (2014) state that there can be both constructive and destructive ones. The former promote more spontaneity and communication between people, stimulating changes and creativity within a team. The destructive ones, on the other hand, hinder the performance of a group, interfering negatively in the internal dynamics, besides harming organizational objectives and goals.

Going deeper into some organizational conflicts, those linked to communication demarcate their own dialects assumed by each age group. According to Lipkin and Perrymore

(2010), these conflicts are currently a consequence of technological advances that make it possible, especially between generations Y and Z, for the emergence of language specific to these groups, causing friction with other age groups, not to mention informalism, incongruities grammatical and transmission of inaccurate ideas present in the communication between them.

Regarding demographic conflicts<sup>4</sup>, directly influenced by the distance between the ages of members of a group, according to Cordeiro et al (2013), when linked to the relationships between managers and subordinates, they can interfere in the attitudes, behaviors and work performance of the team, especially if the younger ones take command posts. In the view of Lombardía, Steim and Pin (2008), this type of conflict can limit the appearance of a tendency for individuals of the same age to want to relate more between equals, forming closed groups.

Regarding cultural conflicts, Melo and Souza (2012) delimit them regarding the different values, ambitions and points of view adopted by different age groups, which is a consequence of the speed of changes in society, in addition to historical, social, geographic factors, etc. In this area, there are technological conflicts, which, for Costa et al (2014), are circumscribed in the different perceptions among the age groups about the advances brought by modern technology. These factors also reveal the conflict of adaptability, after all, both the older ones see themselves in the need to adapt to the technological and cultural changes brought by the younger ones, as these need to be adapted to the traditional hierarchical models that are still the reality in many organizations (LOTH; SILVEIRA, 2014).

In the view of Costa et al (2014), the integration conflict has to do with the differences of opinions, thoughts and interests that arise and are amplified in the daily interrelationship between the different generations. This point is close to the conflict of discrimination or segregation, which, in the view of Loth and Silveira (2014), is linked both to the elderly feeling neglected by the younger ones, and these when they feel underestimated by the little experience they bring.

In this regard, there is the conflict of length of service, which, according to Loth and Silveira (2014), is linked to the differentiation between workers with more working time in relation to those who arrived recently, which brings insecurity and tensions between the groups. This scenario even facilitates what Costa et al (2014) call competitiveness conflicts, after all, each generation will want to highlight their range of objectives, behaviors and attitudes, often causing clashes with the particularisms presented by other generational groups.

In the view of Paiva and Souza (2009), organizations are increasingly opting for a management model based on knowledge resulting from the transformations that have taken place in society. These organizations are evolving from a management paradigm focused on tangible

---

<sup>4</sup> In this article, demographic conflicts are limited to age differences involving individuals who are part of the same work team, creating difficulties for full relationship in the group, often causing the prevalence of greater interaction between individuals of approximately age. This concept deserves to be highlighted, since the researched team has a varied age spectrum.

resources for those intangible, due to contemporary changes and new variables, such as knowledge, information, information technology, emerging skills, creativity and learning.

In this context, according to Paiva and Souza (2009), one of the main objectives in Knowledge Management processes is that individuals develop and absorb knowledge in order to be able to apply it in the most varied situations that require it, as well as in the solution of challenges that present themselves. As a direct consequence, the knowledge sharing process enables its dissemination and the generation of new knowledge, while, with its storage, it may be accessible, in the future, by different individuals, whenever necessary, allowing the occurrence of a virtuous cycle in its use.

In the view of Paiva and Souza (2009), collectivities that have the influence of facilitating bonds, represented by trust, loyalty, honesty, that is, by an integrative group culture, are favorable to knowledge sharing. It is in this tuning fork that the thought fits that “people who share the same work culture can communicate better and transfer knowledge more effectively than those who do not have a common culture” (DAVENPORT; PRUSAK, 1998, p 121).

In the opinion of Choo (2011), organizations accumulate, in theory, a wealth of expertise and experience throughout their existence. However, access to and application of all that accumulated knowledge is hampered by the fact that a considerable portion of the experience acquired would be in the minds of employees, and their communication is not fluid. On the other hand, the knowledge created in a specific context may not be applied in another similar situation in such a simple way. This is why the importance of knowledge management held by an organization, especially by encouraging the sharing of knowledge among its members.

For Costa (2011), sharing and cooperation go together. According to him, cooperating presupposes the existence of trust, first of all in itself, overcoming the fear of the decline of power in the face of an environment of uncertainty or change. Therefore, people or organizations can cooperate more easily with their respective peers when they foresee gains and do not feel threatened by the other.

On the other hand, for Davenport and Prusak (1998), the spontaneous and unstructured exchange of knowledge is one of the great differentials in an organization. The authors highlight the creation of a formalized structure that allows people to get closer, with the aim of providing knowledge sharing. Despite this, they also value informal situations of knowledge sharing, such as what happens at fairs, forums, workshops, seminars, training courses, etc., and even coffee time, highlighting the moments of spontaneous exchange of knowledge. This scenario is corroborated by Paiva and Souza (2009), who postulate that random encounters can provide individuals with the exchange of ideas, information about work projects and varied opinions on subjects under discussion in a group.

For Nonaka and Takeuchi (1997), knowledge can be divided into explicit and tacit. The first concerns that which can be articulated through formal language, as in a written text, a

mathematical construction, etc., therefore, capable of storage. Tacit knowledge, on the other hand, presents greater difficulty in articulating in a formal language, encompassing personal knowledge integrated with the set of experiences held by an individual, being influenced by intangible factors such as personal beliefs, perspectives and value systems. In the view of Paiva and Souza (2009), the abstract character makes the sharing of tacit knowledge something more complex to be gained.

On the other hand, Tonet and Paz (2006), assert that tacit knowledge is something created and developed throughout the existence of people, through the aggregation of experiences that accumulate, whether in the family, at work, in studies, or in moments in which they assume social roles. For the authors, the contact with the most diverse situations and problems makes it possible to discover solutions that are kept in the human mind, and can be perfectly adapted to other similar situations, although receiving small adjustments.

Specifically in the public sphere, Batista (2012) indicates that the effectiveness of Knowledge Management can help organizations to face new challenges, implementing innovative management practices and, consequently, improving the quality of public processes, products and services for the benefit of the citizen-user and society as a whole. For the author, Knowledge Management can be used to increase organizational capacity and achieve excellence in public management through the improvement of internal processes, the development of essential skills, as well as the planning of innovative strategies, in line with efficiency prescribed in article 37 of the Federal Constitution (BRASIL, 1988).

For Tonet and Paz (2006), at the organizational level, knowledge sharing is a way of ensuring that employees share with each other the knowledge they hold, ensuring the dissemination and possession of the necessary knowledge within organizations. On the other hand, the authors prescribe that, for the group of workers, sharing the knowledge held is a way of assisting in the achievement of the need to continually learn, which is an imperative for every professional interested in being always qualified for the proposed activities.

There is no consensus on what is or how knowledge sharing occurs between individuals. Nevertheless, among all authors, a point of convergence concerns the existence of a common language to involve individuals who work in organizations. Without this factor, it is of little use for knowledge senders to pass on their knowledge if the likely recipients are not able to decode the message sent (TONET; PAZ, 2006). In the same vein, Davenport and Prusak (1998, p. 119) outline that “an important aspect of the success of any knowledge transfer project is the common language of the participants”.

For Davenport and Prusak (1998), the act of passing on knowledge involves two distinct actions. The first is linked to the transmission of knowledge by sending or presenting new knowledge to a potential recipient. In a second step, it is necessary that there is more than the receipt by the recipient of the knowledge, being essential that the absorption of the new knowledge takes place by the person who received it, be it a natural person or a group. In the view

of those authors, “if knowledge is not absorbed, it will not have been transferred. The mere availability of knowledge is not transfer” (DAVENPORT; PRUSAK, 1998, p. 123).

And Davenport and Prusak (1998) go further by emphasizing that the transmission and possible absorption of knowledge is of no use if the new knowledge does not promote any change in behavior or, otherwise, does not lead to thoughts that lead to a new behavioral attitude. This thought is in line with the postulate by Drucker (2011, p. 194) when expressing that “the value of knowledge in the knowledge society, precisely because it is knowledge only when applied in practice, results from the situation and not from its content”.

For Nonaka and Takeuchi (1997), the one who holds knowledge and passes it on is sharing their own knowledge. Anyone who may assimilate it will have experienced the creation of new knowledge in themselves. It is with this philosophy that those authors postulate that the knowledge created is made by the interaction and conversion between tacit and explicit knowledge, as follows:

- Tacit knowledge in tacit knowledge - socialization;
- Tacit knowledge in explicit knowledge - externalization;
- Explicit knowledge in explicit knowledge - combination; and,
- Explicit knowledge in tacit knowledge - internalization.

According to Nonaka and Takeuchi (1997, p. 69), “socialization is a process of sharing experiences and, from there, of creating tacit knowledge, as mental models or shared technical skills”. For the authors, the experience is essential for the acquisition of tacit knowledge, therefore, when shared, it allows the internal projection of the reasoning process of the individual who shared it. “Externalization, on the other hand, is a process of articulating tacit knowledge into explicit concepts” (NONAKA; TAKEUCHI, 1997, p. 71), when tacit knowledge becomes explicit knowledge, generally in the form of metaphors, analogies, concepts, hypotheses or models, with dialogue or collective reflection playing an important role in the process.

With the combination, the systematization of concepts takes place in a knowledge system. In the opinion of the authors, “this way of converting knowledge involves the combination of different sets of explicit knowledge” (NONAKA; TAKEUCHI, 1997, p. 75). In other words, individuals exchange and combine knowledge that is made explicit through documents, databases, etc., which favors the creation of new knowledge.

Finally, “internalization is the process of incorporating explicit knowledge into tacit knowledge” (NONAKA; TAKEUCHI, 1997, p. 77). This takes place at the moment when new tacit knowledge is internalized in people's minds, either in the form of captured mental models, or with technical knowledge, which was shared in the socialization, externalization or combination previously mentioned, highlighting the creation of valuable intangible assets for the new knowledge holder.

According to Nonaka and Takeuchi (1997, p. 80), these four forms of sharing and the consequent creation of knowledge do not occur in isolation, on the contrary, they interrelate creating what they advocate to be a “spiral of knowledge”. In other words, socialization allows the emergence of an environment of interaction between individuals that contributes to the sharing of experiences and unique mental models of the members. Externalization, on the other hand, is a product of the dialogue or collective reflection that has taken place, which, for those authors, would be conceptual knowledge.

With the combination, Nonaka and Takeuchi (1997) see the agglutination of the newly created knowledge in the previous phases, with the already existing and known knowledge, enabling the emergence of new and systemic knowledge. Internalization, on the other hand, refers to the fact that all knowledge produced within the spiral becomes part of the intellect of the members of the group, that is, increasing the wealth of tacit knowledge of individuals, characterizing operational knowledge.

Still in the intelligence of Nonaka and Takeuchi (1997), when there is an interaction between explicit and tacit knowledge, there is a strong possibility of the emergence of innovation, which is in line with another thought of the authors about the fact that the creation of knowledge in organizations can manifest itself through a continuous and dynamic exchange between those two types of knowledge. This sharing enables the creation of organizational knowledge, thus favoring the restart of the knowledge spiral process. Therefore, when the majority of the constituent individuals of an organization share a mental model, tacit knowledge becomes part of the collective organizational culture.

According to Davenport and Prusak (1998), the transfer of knowledge that occurs in a massive way among the great global conglomerates of today only happens through the tools made available by the advances obtained with information technology. However, for the authors, the values, norms and behaviors that integrate the organizational cultural aspect determine the level of success of knowledge sharing recognized as relevant, and even with the advent of the modern technological arsenal, knowledge sharing is, in essence, a communicational process. Therefore, the act of talking manifests itself as the way in which knowledge workers discover what they know, share the knowledge held and, thus, manage to create unprecedented knowledge for organizations.

### **3 Legislative Consulting of the Chamber of Deputies**

In Brazil, legislative power is exercised at the federal level by the Federal Senate and the Chamber of Deputies. This is composed of 513 elected representatives, who use a bureaucratic structure in order to provide support so that they can perform their role in the most efficient way possible. According to Santos, Mourão and Ribeiro (2007), both legislative houses have an institutional consultancy structure, of an eminently technical nature, in which public servants must



seek exemption, in order not to allow the work developed there to be influenced by their political-ideological convictions. For the authors, an institutional consultancy works as the memory of the House, guaranteeing the continuity of the works, even if there is a renewal of the political staff in each legislature, preventing the discussions already held from returning to the starting point.

In the Chamber of Deputies there is the Legislative Consultancy (Conle) and the Budget Consultancy and Financial Inspection (Conof). According to Faria (2011), it is up to Conle to provide all the advice that is necessary for the proper exercise of the functions of representatives elected by the people before the National Congress. According to Greggianin et al (2011), Conof is the competent body to provide institutional support in matters of budgetary and financial scope that are being processed in that Legislative House.

Specifically on Legislative Consultancy, its operation is provided for the article 275, contained in Chapter V, Title IX, of the Internal Regulations of the Chamber of Deputies (BRAZIL, 2020), in which it establishes the “unified institutional advisory and advisory system of the Chamber of Deputies”. In this sense, according to Greggianin et al (2011), the activities conducted by the consultancy and institutional advisory bodies of the Chamber of Deputies have a unique characteristic, by making available to all Federal Deputies, regardless of party color, the knowledge held by legislative consultants.

In the view of Faria (2011), parliamentarians are not - nor could they be - specialists in any and all matters that are the subject of discussion within the scope of the National Congress. From this reality arises the need for parliamentarians for technical advice offered by those who, being specialists, have the conditions to select the sources of information and, through them, condense the relevant content that can be assimilated and evaluated by those political actors.

The information related to the operation of the Legislative Consultancy was consolidated with Resolution 48 (BRASIL, 1993). Article 2 of that regulation lists the powers established for the then-called Legislative Advisory:

- I - suggest alternatives for parliamentary and lawful action, pertinent to the required advice;
- II - prepare draft proposals or adapt them to the legislative technique;
- III - carry out studies and attend consultations on matters strictly linked to the exercise of the Legislative mandate, within the scope of the National Congress;
- IV - to draw up minutes of parliamentary pronouncements for the participation of the Deputy in special sessions and events resulting from the exercise of his mandate, individually limited to one request per week, excluding from this calculation the speeches of Great Expedient;
- V - meet the needs of Consulting or advisory services to the Commissions;
- VI - perform technical works requested by the Administration;
- VII - to elaborate norms of internal scope and recommendations with a view to the performance of its activities and the improvement of the legislative technique;
- VIII - to develop, integrate or access databases and research and information

systems related to the Thematic Consultancy and Advisory Centers, in compliance with the IT rules of the House;

IX - organize and maintain registration or share data files on individuals and legal entities accredited to provide specialized consultancy, for eventual hiring by the Chamber of Deputies;

X - participate in the planning of technical, professional and scientific improvement activities of the body of Consultants and Legislative Advisers (BRASIL, 1993).

Through Resolution 28, of 1998 (BRASIL, 1998), the name Legislative Advisory was changed to Legislative Consultancy. Depending on the understanding of Rodrigues (2011), the organ's special field of work is found in face-to-face advisory activities carried out in the various committees that exist in the Chamber of Deputies, in addition to meeting requests for different legislative drafting, coming from parliamentarians. For the author, it is an advisory model that enables a multidisciplinary approach in matters increasingly permeated with complexity.

Noteworthy is the differentiation outlined by Greggianin et al (2011) in terms of advisory and consultancy functions. For the authors, the function of advising is the regulatory task of providing support to the demands arising from the parliamentarians and the collegiate bodies they integrate, particularly when those are invested in the position of proposition reporters. The designated consultant-advisor acts in the advisory and drafting of proposal drafts, which will be authored by the deputy requesting the work, with no defense of any position on the part of the consultant, rather reinforcing the arguments that corroborate the achievement of the objectives proposed by the applicant.

On the other hand, the exercise of the consultancy function is one in which the person occupying the position can express his/her particular view regarding the approach of a specific theme that falls within the technical field of his/her performance. In this case, the consultant acts on his own behalf, holding intellectual property for studies or technical notes of which he/she is the author and which are made available for public consultation (GREGGIANIN et al, 2011).

In the Chamber of Deputies, there have already been five specific competitions for filling vacancies in the function of legislative consultant, which can be classified as follows: public contest of 1977 (41 vacancies), public contest of 1985 (6 vacancies), public contest of 1989 (75 vacancies), public contest of 2002 (44 vacancies) and public contest of 2014 (53 vacancies). In each of them there was a specification of a 40-hour workweek, with exclusive capacity in the Consultancy, and, in general, the tests for consultants are carried out in three phases: the first linked to objective questions, the second phase for the elaboration discursive of those selected in the first phase and a third phase of academic degree presentation.

Currently, Conle is made up of 216 private positions with the assignment of Legislative Consultants. This quantitative is distributed among 22 areas of specialization, which respond to the institutional demands of the House, in a centralized advisory model, acting with different numbers of members in each of the existing areas of knowledge, under the supervision of at least

one coordinator of area. The following is the name and number of vacancies for each thematic area:

**Table 1** – Denomination of areas and number of vacancies by area.

<b>Areas</b>	<b>Denomination</b>	<b>Consultants by area</b>
I	Constitutional, electoral, municipal, administrative law, legislative process and judicial power	19
II	Civil law, civil and international private procedure	10
III	Tax law and taxation	13
IV	Public finances	6
V	Labor law and labor procedure	13
VI	Agrarian law and agrarian policy	4
VII	Financial system, commercial, economic and consumer law	10
VIII	Public administration	12
IX	Policy and economic planning, economic development and international economy	9
X	Agriculture and rural policy	7
XI	Environment and environmental law, territorial organization, urban and regional development	11
XII	Mineral, water and energy resources	6
XIII	Urban development, transit and transport	9
XIV	Science and technology, social communication, information technology, telecommunications and the postal system	10
XV	Education, culture and sport	14
XVI	Public health and sanitation	9
XVII	Public security and national defense	6
XVIII	Public international law and international relations	6
XIX	Political science, political sociology and history	8
XX	Drafting and parliamentary speech	16
XXI	Social security and social security law	8
XXII	Criminal Law, Criminal Procedure Law and Parliamentary Investigation Procedures	10
<b>TOTAL</b>		<b>216</b>

**Source:** Adapted from Reis (2017, p. 83).

The civil servant invested in the position of legislative consultant often acts in a solitary, autonomous way, extracting from his own studies the knowledge that will be made explicit, or that will assist a parliamentarian in the plenary or in a meeting. Article 13 of Resolution 48, of 1993 (BRASIL, 1993), as well as its single paragraph, bring more information about the modus operandi that is expected from the members of that team:

Art. 13. Consultancy and advice are confidential and do not express the documentary production necessarily the position of the Agency or its members, which, in any case, are free from institutional or personal commitment due to the orientation or destination given to the work. by the requester.

Single paragraph. The intellectual works produced by the Legislative Advisory are the property and public use of those who commissioned them, except for technical information that, due to their scientific or general nature, may serve as a basis for the execution of other works, as well as studies or reports of a personal nature of the Consultant or Advisor (BRASIL, 1993).

According to Horta (2011), it is necessary to understand that those who occupy the position of consultant should specialize simultaneously with the promotion of the expansion of their general culture, being essential the domain of legal knowledge, especially in the field of constitutional law and the law legislative process and technique. The exercise of its function is done, in large part, on demand, in a reactive role to the diverse requests that reach the agency. However, the development of autonomous studies has shown considerable growth over the years.

Legislative Consultancy is directed by a member of the consultancy staff, with the FC-4 commissioned function. The three deputy directors have the FC-3 commissioned function. In turn, each of the 22 existing areas has the figure of at least one fixed coordinator, who has the same commissioned function as the other consultants (FC-3). Therefore, the coordination function encompasses, above all, the control of the work flow within the area, reviewing and ensuring the quality of the knowledge produced. Thus, this functional scenario circumscribes an administrative framework, in which a typical peer management is observed (SILVA, 2011).

#### **4 Methodology**

The focus of the research carried out encompassed the qualitative and quantitative profile of the approach, based on data that were provided by Depes (BRASIL, 2016) and also collected from the group of employees surveyed. According to Yin (2001, p. 32), an empirical study model was chosen in which “a contemporary phenomenon is investigated within its real life context, especially when the boundaries between the phenomenon and the context are not clearly defined”.

In order to pursue the construction of the answers intended by scientific research, the guiding axes of the work had in the legislative consultants the actors object of study, on which information was collected from Depes (BRASIL, 2016). This information is linked to the generation by age, generation by length of service, as well as the characterization of the group members in terms of gender, academic education held, in addition to belonging to which age

group and career entry public contest. The data were collected on 19/09/2016, when there were 206 consultants in office.

The variables used to configure the research addressed two aspects that are theoretically interrelated with the research subjects, the legislative consultants: the independent theoretical variable linked to generations at work and the dependent variable related to knowledge sharing as follows:

- a) Variable generations, whose subvariables were linked to age generation, generation by length of service, academic training, gender and organizational conflicts between generations (understood as communicational, demographic, cultural, technological, adaptability, integration, discrimination/segregation, length of service and competitiveness).
- b) Knowledge sharing variable, whose subvariable used was linked to socialization, described by Nonaka and Takeuchi (1997), which refers to the interaction and conversion of tacit to tacit knowledge, in a process of sharing experiences that aims to generate other tacit knowledge.

The steps linked to the survey of the information necessary for the elaboration of all the work were two:

- a) Demographic analysis of the official data provided by the Personnel Department of the Chamber of Deputies.
- b) Analysis of the data obtained through the application of the research instrument with legislative consultants, which involved the demographic characterization, as well as the survey of the organizational conflicts present between the existing generations, in addition to the impacts of the crossing of the various variables as to sharing of knowledge.

In order to carry out the research, the instrument chosen was the questionnaire, with the objective of reaching the largest number of respondents among the possible occupants of the 216 existing private positions of legislative consultant. We also opted for a mechanism that could reach all legislative consultants in the exercise of their function, a relatively small finite number of elements, in addition to the fact that they are all geographically located in the same place of Chamber of Deputies.

According to Stevenson (2001, p. 58), "a census involves examining all the elements of a given group, while sampling involves studying only a part of the elements". With this premise, access to the research instrument was provided to all individuals in the target population, from which 193 answered questionnaires survived, corresponding to 94% of that functional team.

Thus, the analysis and discussion of the information necessary to search for data that

could answer the research question, aiming to face the general objective and those specific outlined in the work, were carried out based on the survey of two large information groups:

- a) The characterization of the generations of legislative consultants, based on the data obtained in the report provided by the Personnel Department;
- b) The assessment of the characterization of legislative consultants, as well as of generational conflicts, in addition to the sharing of knowledge, by chance evidenced among the generations of that functional team, carried out through the application of the questionnaire applied among its members.

## **5 Results**

### **5.1 Characterization of the Generations of Legislative Consultants**

First, in the framework of the different generations among the legislative consultants, it was possible to notice that the use of foreign references in the generational theme deserved attention, after all, the generalization on the subject was not effective. This conclusion is in line with the thinking of Cordeiro et al (2013), because the use of academic grounds produced under the influence of the North American reality for the broad characterization of generations in a way unrelated to the historical and cultural context of the researched group generated deviations in responses achieved.

Such influences could be seen in the application of the research instrument. The use of questions with a more objective questioning bias allowed for more accurate answers on the part of legislative consultants in relation to the parameters indicated by the literature. In addition to having low levels of undefined answers, regarding the proposed items, the research subjects had a high rate of correct answers regarding the age generation to which they were linked.

On the other hand, approaches involving subjects of marked subjective complexity of questioning led to categorizations detached from those suggested by the literature. In the questions with subjective themes, it was observed that many consultants identified themselves with answers linked to other generations, or else, the majority of the team was linked to a single answer, in addition to the fact that the lack of definition in answering was greater in those questions with subjective bias.

At the time of the survey, the oldest consultant was 70 years old and the youngest, 25. Among women, the oldest was 69 years old and the youngest, 27. As for length of service, the oldest occupants were a woman, with 37 years in the job, and a man, with 28 years in the job. In both sexes, those with less service had two months of work.

Next, the separation between the members of the group regarding age generations is observed, based on the temporal delimitation used by Sullivan et al (2009), as well as the nomenclature adopted by Lipkin and Perrymore (2010), containing the separation by genre.

**Table 2** – Distribution of legislative consultants among generations and by sex.

<b>Generation</b>	<b>Women</b>	<b>%</b>	<b>Men</b>	<b>%</b>	<b>Σ Group</b>	<b>Σ %</b>
Veterans	0	0	0	0	0	0
Boomers	24	12	59	29	83	40
Generation X	28	14	72	35	100	49
Generation Y	7	3	16	8	23	11
Generation Z	0	0	0	0	0	0
<b>Total</b>	<b>59</b>	<b>29</b>	<b>147</b>	<b>71</b>	<b>206</b>	<b>100</b>

Source: Reis (2017, p. 107).

As for the distribution of legislative consultants, as for the admission competition for the exercise of the function, the data provided by Depes (BRASIL, 2016) indicated a balance in the total distribution of legislative consultants among the three groups formed by the 1989, 2002 and 2014, with 1% being the number of those remaining who entered the career before the Federal Constitution of 1988, according to table 3:

**Table 3** – Distribution of legislative consultants by public contest and by sex.

<b>Public Contest</b>	<b>Women</b>	<b>%</b>	<b>Men</b>	<b>%</b>	<b>Σ Group</b>	<b>Σ %</b>
Contest of 1977	1	0,5	0	0	1	0,5
Contest of 1985	0	0	1	0,5	1	0,5
Contest of 1989	25	12	47	23	72	35
Contest of 2002	15	7	54	26	69	33
Contest of 2014	18	9	45	22	63	31
<b>Total</b>	<b>59</b>	<b>28,5</b>	<b>147</b>	<b>71,5</b>	<b>206</b>	<b>100</b>

Source: Reis (2017, p. 108).

Then, the crossing of data related to age generation and by entrance contest. The data revealed that the Boomers have been losing strength with each new event, but it was the only group with representatives in all public contests. Generation X members managed to be represented in all contests held after the 1988 Federal Constitution, and in the last two, they had more than most of the new entrants. As it could not be otherwise, the “Ys” were only approved after the public contest of 2014.

**Table 4** – Quantitative age by public contest for legislative consultant.

<b>Generation</b>	<b>Contest of 1977</b>	<b>Contest of 1985</b>	<b>Contest of 1989</b>	<b>Contest of 2002</b>	<b>Contest of 2014</b>	<b>Total</b>
Veterans	0	0	0	0	0	0
Boomers	1	1	56	24	1	83
Generation X	0	0	16	45	39	100
Generation Y	0	0	0	0	23	23
Generation Z	0	0	0	0	0	0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>72</b>	<b>69</b>	<b>63</b>	<b>206</b>

Source: Adapted from (2017, p. 110).

The data obtained from Depes (BRAZIL, 2016) allowed the visualization of the academic spectrum among the group of legislative consultants, as follows, with the detail that the graduation with the highest number of incidents was linked to Law and Legal Sciences and Social, totaling 105.

**Table 5** – Distribution of total titling and among sex of legislative advisors.

<b>Titling</b>	<b>Women</b>	<b>%</b>	<b>Men</b>	<b>%</b>	<b>Σ Group</b>
Graduation	80	28	202	72	282
Specialization	56	25	171	75	227
Masters	23	24	74	76	97
Doctoral	6	18	27	82	33
Postdoctoral	0	0	1	100	1

Source: Reis (2017, p. 111).

## 5.2 Generational Conflicts

The research demarcated the existence among legislative consultants of generational conflicts related to communication, demographic issues and the adaptation of group culture.

Regarding the communicational conflict, the results showed a tendency that the team felt the interference of communicational factors in the sharing of knowledge within the group, which corroborates the ideas of Lipkin and Perrymore (2010). As found, 63% of those surveyed acknowledged the existence of such a conflict, of which more than half were members of generation X.

Similarly, regarding the demographic conflict, the consultants' response showed that the values, ambitions and points of view of each generation interfere in the sharing of knowledge within the team, with emphasis on the fact that the members of Generation X, as well as those who entered the 2002 public contest, have shown a greater sensitivity to the theme. The result is in line with the age differences involving members of the same work team proposed by Cordeiro



et al (2013).

As for cultural conflicts, according to Melo and Souza (2012), the results delimited that the researched team, as a whole and in the generational segments studied, positioned itself on the fact that the adaptation to codes of conduct and the group culture of different generations was a factor that interfered in the sharing of knowledge within the team, with 62% agreement.

In a different way, the research results showed that generational conflicts related to technological issues, discrimination/segregation and competitiveness were not revealed by the team.

This is what the data on the technological conflict show (COSTA et al, 2014), in which 68% of the group opposed the existence of a technological abyss involving the different generations present among legislative consultants. Interestingly, the Boomers had the highest percentage of disagreement (76%) among their representatives, in relation to the other age groups surveyed.

Regarding the conflicts of discrimination/segregation, in contrast to the understanding of Loth and Silveira (2014), 69% of the consultants rejected the idea of interfering discriminatory or segregationist feelings due to age, involving the sharing of personal knowledge with other generations of the team .

Concerning the conflicts of competitiveness (COSTA et al, 2014), analyzing the interrelation of the different generational groups of legislative consultants to alter the sharing of knowledge within the group, the results showed, in total, a disagreeing majority on the theme (55%).

However, for some types of conflict, the results were not conclusive in assessing a defined trend. This happened with the conflicts of technological adaptation, integration and length of service.

In those linked to technological adaptation, despite the thought of Loth and Silveira (2014), there was a tie in positions between agreement and disagreement regarding the fact that adaptation to new technologies could interfere in the sharing of knowledge between legislative consultants. There were even situations in which different generational groups showed mixed signals regarding agreement and disagreement.

Similarly, the data obtained regarding the verification of integration conflicts (COSTA et al, 2014) in the researched group did not allow the inference of a trend within the group. Likewise, regarding the conflict of length of service (LOTH; SILVEIRA, 2014), the stratified analysis of studied generations made it possible to infer that older people feel much less the influence of working time in sharing knowledge. In contrast, the youngest showed the highest level of sensitivity to the topic.

### **5.3 Impact of Generational Differences on Knowledge Sharing**

Regarding the assessment of the impact of generational differences on knowledge sharing among legislative consultants, the results enabled the construction of a positive scenario involving generational differences and knowledge sharing. For example, the group agreed (68%) that there should be a cooperative culture, involving trust, honesty and integration among the team, in line with the postulates of Paiva and Souza (2009) and Costa (2011) on the theme, although this perception would appear more demarcated as the generational group was younger.

In line with the thoughts of Davenport and Prusak (1998), as well as Tonet and Paz (2006), about the existence of a common language of the group that favored sharing, the group of consultants expressed themselves positively (65%), while the perception of generational differences interferes in the sharing of experiences that promote the emergence of new knowledge (NONAKA; TAKEUCHI, 1997) did not highlight a trend in the group, even though the younger ones have assumed the position of feeling those interferences more.

Concerning the transfer of knowledge through the observation and imitation of knowledge practices, in line with the idea of shared experience by Nonaka and Takeuchi (1997), once again the group of legislative consultants was favorable to this understanding (83%), especially the younger generational groups, in a percentage of 54% of its members, a reflection of the different experience they had when they started to work as a legislative consultant.

Regarding the exchange of experiences among team members, it is a favorable factor for the occurrence of the socialization of knowledge (NONAKA; TAKEUCHI, 1997), 90% of the consultants valued this point, especially emphasizing that younger groups were more sensitive to this.

With regard to the existence of an interaction environment between the different generations of legislative consultants, favoring the sharing of experiences, as outlined by Nonaka and Takeuchi (1997), the team as a whole was in favor of this understanding (59%). Similarly, the situation involving teamwork carried out with actors from different generations obtained the majority agreement of the group (84%) in favor of sharing knowledge.

However, there was disagreement by the group (74%) regarding the questioning of generational differences that had a negative influence on obtaining knowledge among fellow consultants, which reinforces the feeling of knowledge sharing in the team, regardless of age generations.

### **5.4 Relationship between Generations of Legislative Consultants and Knowledge Sharing**

In order to collaborate in the search for answers to the central question of the research carried out, the questionnaire also addressed the legislative consultants about their personal impressions related to the relationship, maintained by them, with their peers.

The evaluation of the results achieved allowed the construction of the understanding that

the members of that functional group were favorable (89%) to the knowledge sharing to happen with individuals from other generations. Among the age groups, the numbers were 91%, 89% and 74%, respectively for Boomers, X and Y. In the segmentation by gender, 90% of men were favorable to the theme, while among women, 83%.

The results obtained also enabled the interpretation that the group of consultants is open to sharing knowledge with peers, regardless of whether they belong to a specific age generation or to a specific entry group. Corroborating this perception, it is worth mentioning that 69% of the group disagreed with the existence of feelings of difficulty in sharing knowledge with legislative consultants of other generations. In the quantification by gender, both women and men showed 69% disagreement with the theme.

However, the results raised pointed to the possibility of a more in-depth interaction in generational groups whose members are younger, which is in line with the understanding of Lombardía, Stein and Pin (2008), especially forming niches of affinity, although the number of individuals in these groups is a minority, at least when researching.

When asked about the preference of only sharing knowledge with colleagues of the same public contest, 70% differed from the theme, pointing out that women disagreed with 73% and men with 68%. However, in the segmentation by generations, it is noteworthy that among Boomers the disagreement was 83%, while among the younger ones it was only 42%, which, once again, points to the possibility of the existence of a closer interaction between the younger.

Finally, provoked to express themselves about whether they feel difficulties to share knowledge with consultants from other generations, 72% of the team disagreed. Once again, the Boomers were more incisive in their response, with 78%, among them, against the topic. In the segmentation by gender, men and women presented numbers close to disagreement, 73% and 71%, respectively.

## **6 Conclusion**

The article brought an analysis of the interrelationship between the generations of legislative consultants and the sharing of knowledge. For that, research was carried out among that team in order to seek the characterization of the different generations in the group, verifying the existence of conflicts between the age groups, in addition to assessing the impact of generational differences in the sharing of knowledge within the group.

The results linked to the characterization of the generations of legislative consultants enabled the elaboration of a broad picture of the demographic situation of that team, establishing which generations were represented in the group, detailing the number of individuals per singular generation, including with distinction by sex. Other data that could be measured were the number of members belonging to each generation, separated by public contest to the role of legislative consultant, in addition to the distribution of academic degrees among the members of the career.

Regarding the generational conflicts involving the legislative consultants, the data obtained with the application of the research instrument allowed to segment the conflicts in the group in three ways: the existing ones, the nonexistent ones and those without a defined tendency.

The results made it possible to affirm the existence of the communication conflict in the group, that is, most of the consultants surveyed expressed the feeling that the communicational factors interfere in the sharing of knowledge within the group. Likewise, the demographic conflict was present, highlighting that the values, ambitions and points of view specific to each generation interfere in the sharing of knowledge. Likewise, codes of conduct and group culture interfere in the sharing of knowledge among legislative consultants.

In a different way, the collected data converged to the inexistence of technological conflicts in the team. In fact, the Boomers were the most skeptical on this point, which, in a way, refutes the idea that older people are averse to technology. Regarding feelings of discrimination/segregation linked to the generational issue, the group also expressed opposition to the existence of this type of conflict between them. In the same vein, there was a disagreeing majority regarding conflicts of competitiveness to influence the sharing of knowledge in the team.

The conflicts that did not have a definite trend definition in the analysis of the data obtained were those of technological adaptation, integration and length of service. Both the adaptation to new technologies, as well as the possibilities of integration in the team and the influences in the working time were not highlighted themes in the set of legislative consultants.

Regarding the impact of generational differences on knowledge sharing, the results were positive for the existence of a cooperative culture among the team, involving trust, honesty and integration, with the highlight that the younger the respondent, the stronger this perception was. Similarly, the existence of a common group language, favoring sharing, was highlighted by most of the majority of respondents. Otherwise, the group of consultants did not establish a position on the perception that generational differences could interfere in the sharing of experiences that would lead to the emergence of new knowledge in the team.

The team was favorable to the transfer of knowledge through observation and imitation of knowledge practices, confirming that the exchange of experiences between them constitutes a motivating factor for the socialization of knowledge, according to the understanding of Nonaka and Takeuchi (1997), especially among the most new. Regarding the existence of an environment of interaction between the generations of consultants, as well as the work involving the joint performance of individuals from different generations, in both cases the team was in favor of these factors favoring the sharing of knowledge.

Finally, regarding the construction of an answer to the central question of the research, the results allowed to verify that the legislative consultants are favorable, in the great majority, the occurrence of knowledge sharing between individuals of different generations. It is noteworthy that they see themselves open to such sharing to happen regardless of the age

generation or the public contest group of colleagues with whom they need to interact. Therefore, they do not have feelings of difficulty in sharing knowledge with peers from other generations.

The survey singled out that the group does not have a marked preference over just sharing knowledge with colleagues in the same entrance public contest, confirming the negative feeling about the existence of difficulty, in the face of the whole, in sharing knowledge with consultants from other generations.

## References

BATISTA, Fábio Ferreira. **Modelo de Gestão do Conhecimento para a Administração Pública Brasileira**: como implementar gestão do conhecimento para produzir resultados em benefício do cidadão. Brasília: IPEA, 2012.

BRASIL. Câmara dos Deputados. **Relatório sobre perfil demográfico dos consultores legislativos**. Documento interno. [Planilha eletrônica]. Brasília, Câmara dos Deputados, DEPE/COREH, 2016.

BRASIL. Câmara dos Deputados. Resolução nº 48, de 26 de agosto de 1993. Available in: <<http://www2.camara.leg.br/legin/int/rescad/1993/resolucaodacamaradosdeputados-48-26-agosto-1993-321538-publicacaooriginal-1-pl.html>>. Access in: 12 out. 2020.

BRASIL. Câmara dos Deputados. Resolução nº 28, de 20 de maio de 1998. Available in: <<http://www2.camara.leg.br/legin/fed/rescad/1998/resolucaodacamaradosdeputados-28-20-maio-1998-321132-publicacaooriginal-1-pl.html>>. Access in: 12 out. 2020.

BRASIL. Congresso Nacional. Câmara dos Deputados. **Regimento Interno da Câmara dos Deputados** [recurso eletrônico]: aprovado pela Resolução n. 17 de 1989 e alterado até a Resolução n. 12, de 2019. – 21. ed. Brasília: Câmara dos Deputados, Edições Câmara, 2020. (Série legislação; n. 2). Available in: <<https://bd.camara.leg.br/bd/handle/bdcamara/18847>>. Access in: 12 out. 2020.

BRASIL. **Constituição da República Federativa do Brasil**. Brasília DF: Senado Federal, Centro Gráfico, 1988, 292 p.

CHOO, Chun W. Aprendizado como Inteligência Organizacional. *In: Aprendizado Organizacional: Fundamentos e abordagens multidisciplinares*, v.1. Curitiba: Ibpx, 2011, p. 33-54.

CORDEIRO, Helena Talita Dante; FREITAG, Bárbara Beatriz; FISCHER, André Luiz; ALBUQUERQUE, Lindolfo Galvão de. A Questão das Gerações no Campo da Gestão de Pessoas: Tema Emergente? **Recap-Revista de Carreiras & Pessoas**, v. 3, n. 2, mai/jun/jul/ago 2013. Available in: <<http://revistas.pucsp.br/index.php/ReCaPe/article/view/16531/12409>>. Access in: 12 out. 2020.

COSTA, Lucia de F. L. G da; MENDONÇA, Cláudio M., RODRIGUES JÚNIOR, Giovani, ARAÚJO, Maria V. P. e ALLOUFA, Joméria M. L. **Conflitos Organizacionais entre Gerações**: Um Estudo Empírico com a Equipe de Desenvolvimento de Software do IFRN. **HOLOS**, v. 4, 2014, p. 361-374. Available in: <<http://www2.ifrn.edu.br/ojs/index.php/HOLOS/article/view/898>>. Access in: 12 out. 2020.

COSTA, Sérgio Paulo Muniz. Cultura Organizacional nas Empresas e nas Instituições. *In: Aprendizado Organizacional: Fundamentos e abordagens multidisciplinares*, v.1. Curitiba: Ibpx, 2011, p. 213-245.

DAVENPORT, T. H.; PRUSAK, L. **Conhecimento empresarial**: como as organizações gerenciam o seu capital intelectual. 5 ed. Rio de Janeiro: Campus, 1998. 237 p.

DRUCKER, Peter F. **Desafios Gerenciais para o Século XXI**. São Paulo: Pioneira Thomson Learning, 2001. 168 p.

FARIA, Flávio Freitas. A Consultoria Legislativa da Câmara dos Deputados aos Quarenta Anos de sua Existência. *In*: BRASIL. Congresso Nacional. Câmara dos Deputados. **40 anos de Consultoria Legislativa: Consultores Legislativos e Consultores de Orçamento**. Brasília: Câmara dos Deputados, Edições Câmara, 2011, p. 71-86. (Série obras comemorativas. Homenagem, n. 1).

GREGGIANIN, Eugênio; SANTA HELENA, Eber Zoehler; TAVARES, José Fernando Consentino; SANCHES, Osvaldo Maldonado; RIBEIRO, Romiro. A Consultoria de Orçamento e Fiscalização Financeira da Câmara dos Deputados. *In*: BRASIL. Congresso Nacional. Câmara dos Deputados. **40 anos de Consultoria Legislativa: Consultores Legislativos e Consultores de Orçamento**. Brasília: Câmara dos Deputados, Edições Câmara, 2011, p. 115-196. (Série obras comemorativas. Homenagem, n. 1).

HORTA, Anderson Braga. Breve Memória sobre o Assessoramento Legislativo na Câmara dos Deputados. *In*: BRASIL. Congresso Nacional. Câmara dos Deputados. **40 anos de Consultoria Legislativa: Consultores Legislativos e Consultores de Orçamento**. Brasília: Câmara dos Deputados, Edições Câmara, 2011, p. 27-49. (Série obras comemorativas. Homenagem, n. 1).

LIPKIN, Nicole A.; PERRYMORE, April J. **A Geração Y no Trabalho: como lidar com a força de trabalho que influenciará definitivamente a cultura da sua empresa**. Rio de Janeiro: Elsevier, 2010.

LOMBARDÍA, Pilar García; STEIN, Guido; PIN, José Ramón. **Políticas para Dirigir a los Nuevos Profesionales: Motivaciones y Valores de la Generación Y**. Madrid: IESE Business School - Universidad de Navarra, Documento de Investigación DI-753, maio 2008. Available in: <<http://www.iese.edu/research/pdfs/DI-0753.pdf>>. Access in: 12 out. 2020.

LOTH, Guilherme Blauth; SILVEIRA, Nereida. Etarismo nas Organizações: Um Estudo dos Estereótipos em Trabalhadores Envelhecetes. **Revista de Ciências da Administração**, v. 16, n. 39, ago. 2014, p. 65-82. Available in: <<https://www.redalyc.org/pdf/2735/273531662005.pdf>>. Access in: 12 out. 2020.

MANNHEIM, Karl. Das Problem der Generationen. **Kölner Vierteljahrshefte für Soziologie**, VII, heft-2, 1928, 157-185.

MELO, José Airton Mendonça de; SOUZA, Leila de Fátima. Geração Y nas organizações e os desafios para a gestão de pessoas. **Rev. Negócios em Projeção**, v. 3, n. 2, nov. 2012, p. 49-65. Available in: <<http://revista.faculdadeprojecao.edu.br/index.php/Projecao1/article/view/257/174>>. Access in: 12 out. 2020.

NONAKA, Ikujiro; TAKEUCHI, Hirotaka. **Criação de Conhecimento na Empresa**. Rio de Janeiro: Campus, 1997.

PAIVA, Simone Bastos; SOUZA, Bruna Stefhany Pereira de. O Compartilhamento do Conhecimento no Ambiente Acadêmico: uma análise a partir da percepção de docentes universitários. **Qualitas Revista Eletrônica**, v. 8, n. 3, 2009.

REIS, Marcos Antônio. **Relação entre Gerações de Consultores Legislativos e Compartilhamento de Conhecimento**. Dissertação de mestrado. Brasília: Câmara dos Deputados, Centro de Formação, Treinamento e Aperfeiçoamento (Cefor), 2017, 191p. Available in: <<http://bd.camara.gov.br/bd/handle/bdcamara/35120>>. Access in: 12 out. 2020.

RODRIGUES, Ricardo José Pereira. A Consultoria Legislativa e a Difusão de seu Modelo de Assessoramento Institucional do Poder Legislativo. *In*: BRASIL. Congresso Nacional. Câmara dos Deputados. **40 anos de Consultoria Legislativa: Consultores Legislativos e Consultores de Orçamento**. Brasília: Câmara dos Deputados, Edições Câmara, 2011, p. 87-102. (Série obras comemorativas. Homenagem, n. 1).

SANTOS, Flávia Pessoa; MOURÃO, Gabriela Horta Barbosa; RIBEIRO, Guilherme Wagner. Poder Legislativo e suas Consultorias Institucionais. Belo Horizonte, **Cad. Esc. Legislativo**, v. 9, n. 14, jan./dez. 2007, p. 133-152. Available in: <<https://dspace.almg.gov.br/xmlui/bitstream/handle/11037/5326/5326.pdf?sequence=3#page=135>>. Access in: 12 out. 2020.

SILVA, Luiz Mário Ribeiro. **Os Papeis de Liderança no Contexto do Assessoramento Parlamentar**. [Monografia]. Brasília: Câmara dos Deputados, Centro de Formação, Treinamento e Aperfeiçoamento (Cefor), 2011, 83 p. Available in: <<http://bd.camara.leg.br/bd/handle/bdcamara/7349>>. Access in: 12 out. 2020.

STEVENSON, Willian J. Estatística Aplicada à Administração. São Paulo: Harbra, 2001.

SULLIVAN, Sherry E.; FORRET, Monica L.; CARREHER, Shawn M.; and MAINIERO, Lisa A., Using the Kaleidoscope Career Model to Examine Generational Differences in Work Attitudes (2009). **Business Faculty Publications**, Paper 62, 2009. Available in: <<http://digitalcommons.fairfield.edu/business-facultypubs/62>>. Access in: 12 out. 2020.

TONET, Helena Correa; PAZ, Maria das Graças Torres da. Um modelo para o Compartilhamento de Conhecimento no Trabalho. **RAC**, v. 10, n. 2, abr/jun 2006, p. 75-94.

YIN, Robert K. **Estudo de Caso**. Planejamento e Métodos. São Paulo: Bookman, 2001, 2. Ed.