

**BACKGROUND TO THE CORPORATE EDUCATION IN BRAZIL:  
The Case of the School of Improvement of Brazilian Postal and Telegraph Company and the Superior  
School of Postal Administration**

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**ABSTRACT**

*In the 21st century it's no wonder that the most successful companies are those that have incorporated the concept of Corporate University and brought education within the Organization, because in the era of knowledge no one is surprised or disagrees with this assertion. If today it is common that focus on the development of human capital and organizational knowledge management, it is surprising that in the Decade of 1930 Post Office already counted with a School of improvement of posts and Telegraphs-SIPT, repeated experience in the 1970-1980 with the Superior School of Postal Administration-SSPA. Even more interesting is that these schools have been not only a training strategy, but also a mean of dissemination of culture and common values of the Organization, as demonstrated by this historical research and of a qualitative nature with primary information from document analysis and direct interviews.*

**Keywords:** *Corporate Education. Knowledge Management. Leadership; Organizational Culture; Intellectual Capital, Corporate University*

**INTRODUCTION**

The work has always been part of human journey, as well as the pursuit of knowledge. For most of our history, both progressed together, it was not possible to dissociate from each other. The very concept of University as Houaiss (2012) includes both the professional exercise as knowledge development (emphasis added).

Local teaching and research consisting of a set of colleges and schools to promote **vocational** and scientific **training** of Higher Education Personnel, and **perform** theoretical and practical **research** in major areas of humanistic, technological and artistic knowledge and dissemination of its results to the broader scientific community.

At the beginning, we can imagine that knowledge to get the job done (hunting, fishing, surviving) was easily passed from one generation to another. As humanity grew and their needs became more complex, the work also became more complicated and knowledge grew up.

The famous Academy of the Greek philosopher Plato (427-347 BC), founded in 387 BC and where apprentices studied philosophy, mathematics and gymnastics was not exactly a University, since didn't promoted vocational training and every thinker only shared his knowledge.

Still in the middle ages (476-1453) was that universities have developed, because the Catholic Church needed that his students learn courses related to faith, as theology, philosophy, and languages for exercising the priesthood and the crafts required for the development of the Church. The first University that's ever been known was Bologna - Università di Bologna, founded in 1088 ([www.unibo.it](http://www.unibo.it)) and even after when the teaching became free from Church, it was necessary to the support of the clergy or the Government for a University work. Brazil just had its first institution of higher education, the School of surgery of Bahia, with the arrival of the Portuguese royal family in 1808.

Thus, during practically the whole of our history, the artisan had both knowledge and control of his production process. It was only with the Industrial Revolution started in 1760 that separated the human being of knowledge of his work. From then until the middle of the last century predominated the mechanistic vision of the worker, who went on to be considered only as an addendum of the machine. He shouldn't think, but only perform an operation (BARROS NETO, 2002; 14-16). A metaphor of that period is the Chaplin's movie Modern Times (2012).

After the Second World War (1939-1945) other administrative approaches have emerged and the human being restored a greater role in the business context, in fact, some organizations have already understood that the decisive differential competitiveness was in training its staff.

In this sense, the General Electric – GE is considered a pioneer when it comes to Corporate University, because GE founded in 1956 his leadership training center, called Crotonville, in the town of Ossining, next to New York in the USA. Currently GE is considered number one in forming leaders.

But according to Meister (2005; XXVII), occurred only "real surge of interest in creating a Corporate University, in addition to the strategic management of the learning and development of an organization" in the late 1980s. The author defines Corporate University in the following terms.

Corporate University is the strategic umbrella for the development and education of employees, customers and suppliers, in order to meet an organization's business strategies. (MEISTER, 2005; 263).

### **THE NEED FOR CAPACITY AND THE SCRAPPING OF THE POST OFFICE**

The workforce that compose Brazilian Post and Telegraph Agency in the 1930s suffered from serious problems, which are common, it seems, to the entire public service at that time.

The inefficiency of the labor force was caused, according to diagnosis of José Américo de Almeida, Minister of Transport in the provisional Government (1930-1934) of Getúlio Vargas and responsible for the Post Office, by employee demotivation, consequence of bad remuneration, and the political statements to public offices that weren't based on competence and merit.

There was also a lack of equipment, tools and physical environment conducive to work. In this scrapped environment, you don't have to be a specialist in Business Administration or personnel management to understand how hard it was to be an employee of the Government and that in this situation what the best people did was wait for retirement, while the worst, we can only imagine.

[The employee] run away all the worry of efficiency (...) [Functionalism is] underpaid, victim of repeated infringements, working from ordinary, in an improper environment – face him the function as an unbearable burden, aiming to aspires release of premature retirement (...) seeking the protection of the State as a haven of indolence unproductive (...) select elements are sacrificed on proliferation of protected and unable who vegetate in the breakdowns with his eye on the clock (...) The best values are derived from private companies that are better remunerated; those who remain sterilize themselves mostly on automatic routine (...) The Federal agencies represented true branches of State Governments; all appointments, transfers and promotions depended upon indication of official parties ". (ALMEIDA, 1933; 3-6).

The revolution of 1930 which led Vargas to power had as motto change, improvement of social conditions, the own Getúlio, admittedly populist, was very good and can be a precursor of political marketing. The interim Government needed to legitimize and, for that, couldn't accept the awful level of quality of public services.

Therefore, it was necessary to, as they say nowadays, a clash of management, to increase the efficiency of the state machine. Organizations and institutions only change if people change and to the Post Office of those times this was crystal clear, as is evident in the excerpt below:

*Among the issues that require further attention in order to achieve efficiency in Postal and Telegraph services, enhances the personal selection that must constitute its staff. As the experience comes to demonstrating evidence, the greatest difficulty with the public administration struggles lies in the lack of probity which the public jobs were provided with. (DCT, 1932, p. I).*

During the Vargas period (1930-1945), according to Barros Neto (2004), the Post Office developed a more entrepreneurial attitude and an organizational culture with characteristics and values strongly military, having several leaders delivered directly from the barracks to the Department of Posts and Telegraphs - DCT.

### THE SCHOOL OF IMPROVEMENT OF POSTS AND TELEGRAPHS - SIPT

In military world the training and the efficiency are matters of survival, so it is not surprising that the qualification and training of skilled manpower has turned into strategic priorities at the Post Office, which is explicit with the creation of the School of Improvement of the Department of Posts and Telegraphs.

*The School of improvement of this Department was established in 1934, by Decree No. 24,156, from April 23, and is governed by the Ordinances of ns. 647 and 824, respectively, of May 12 and June 9 of the following year.*

*Aims at the establishment, one of the laudable creations after the merger of the Post Office with Telegraph, technical and theoretical preparation of functionalism, by teachers and qualified instructors taken from the senior management of this Department.*

*The school has its headquarter in dependencies of a building on Rua Conde de Bonfim, of this Capital, property provided by City Hall.*

*At the beginning of the reported year [1937] were solemnly graduates 29 employees who had completed their courses in 1936, and the classes of the school year commenced the April 1st, with 42 students, of whom 26 newly enrolled and 16 promoted from class, from the previous year.*

*In 1936 the initial frequency was 52.*

*The main event of the year was the organization of a competitive tendering for substitute teachers of some chairs, having been enrolled 7 employees of which 5 officials ultimately approved.*

*(...)*

*Works, attached the School of Improvement the Medical Committee, consisting of employees graduates in medicine, acted efficiently, having been, in turn, provided with surgical material*

*(...)*

*(...)*

*In candidates for jobs, in number of 870 were made examinations of physical fitness (...) (DCT, 1938; 20).*

The martial arts and their trainings, are among the oldest in the world. Some sources indicate that the Kung Fu dates back to 5000 years, Sun Tzu (544 BC – 496 BC) wrote the Art of War in the 4th century BC, the Roman army massacred the barbarians precisely because they have the discipline, training and appropriate equipment. And although the oldest military Academy is the Austrian - *Theresian Military Academy* -founded in December 14, 1751 (<http://www.bmlv.gv.at>) by Maria Theresa of Austria (1638-1683) herself, the fact is that since man is man, in addition to the strategy, training and technology (equipment) has been decisive in the military environment.

The tradition of formal military education in Brazil also comes from afar, so much that the first institution of higher education in Brazil was the Naval Academy . Therefore, nothing more natural than the military trained in their specific schools, also sought to form its new quota – public officials, in specific schools.

The Naval Academy was established in 1782, in Lisbon, Portugal, by Royal Charter of Queen D. Maria I under the name of Royal Academy of Marine Guards, but with "the arrival of the Royal family to Brazil, the Academy landed in Rio de Janeiro in 1808, brought aboard the ship Conde D. Henrique. Installed first in Mosteiro de São Bento, remained there until 1832, and since then has undergone numerous changes of facilities, having worked also on board ships. Finally, in 1938, the Naval Academy came to settle on the island of Villegaignon (PRATES, 2010; 66-69).

Therefore, it is logical to relate the experience of the School of Improvement of Posts and Telegraphs with military schools, especially the Officers Training School (OTS) of the army created by Federal Decree number 13,451 from January 1919 and founded in April 8, 1920, by then Minister of war João Pandiá Calógeras (1870-1934).

It is important to remember that the President Vargas was also a student of military school and combat soldier, therefore, knew well the importance of training and leadership for the achievement of objectives, not only have supported the creation of the School of Improvement of Posts and Telegraphs, but also have been fairly certain of the results that this school would bring to the DCT.

*Liberal Alliance candidate in several subsequent speeches and in his acts of ruler, Getúlio Vargas had raised the need for strengthening of the Brazilian armed forces. Would a*

*repression of his times of soldier in S. Borja, of cadet in Rio Pardo, to soldier again in Porto Alegre, from Cape in Corumbá, frustrated Colonel of Brigade in S. Borja? Or would be the notion of his responsibilities as Commander in Chief of all forces of land, sea and air. I don't know. The fact is that he wanted to strengthen the armed forces to the detriment of the Federal forces or State police, as a symbol of national unity. (PANDEY, 1960; 261).*

Shortly after taking over the provisional Government Getúlio Vargas changed the denomination of the Naval Warfare school (founded in 1911, by Decree number 8,650, of April 4) for "School of Naval Warfare" (EGN), designation that remains to the present day, by Decree number 19,536, of December 27, 1930, signed also by Admiral Conrado Heck (1873-1931), Minister of the Navy (12/17/1930-6/9/1931).

What may seem like a simple name change tells us that men in power – most military or connected to them - gave great attention to military issues, to the point of being concerned with changing the name of a yet traditional military school. Moreover, Vargas also bothered to recover and equip the armed forces, which also suffered the same evils of public service in the early 1930s.

[Getúlio Vargas] as a soldier, had stumbled on the precarious and distressing situation in which the Brazilian Army was (...) [and] following in the footsteps of Pandiá Calógeras who was great admirer, sought to remedy these difficulties, ordering the construction of new barracks and military towns in the most crucial points; began to regulate the payment of overdue wages and promote the acquisition and manufacturing in Brazil of ordnance for training and instruction. (PANDEY, 1960; 149).

The School of Improvement of the Department of Posts and Telegraphs - SIPT formed the postal leadership and it seems that it was an experience that worked so well.

The results produced by emergency courses allow the utmost confidence in the standards of employee instruction in mother tongue, French, English, geography, arithmetic, algebra, geometry, public and administrative law, postal and Telegraph law, subjects inherent to the normal preparation of an employee. But, beyond this normal preparation, officials of greater intellectual capacity may acquire a superior culture in the course of improvement, in which they study, more clear, telegraphic and postal legislation, internal and international, accounting, administration and traffic, applied mathematics, Electrotechnics, radio-telegraphy, radio-telephony, electromechanical equipment, practice building lines, lifting cables, etc. for training of postal, Telegraph and radio telegraphy technicians, mechanics, builders and other experts (ALMEIDA, 1933; 153).

*With this specialized preparation, by the instituted courses and with its new material equipping, the Department of posts and Telegraphs will soon have an efficiency model, capable of meeting all the civilizing function assigned (ALMEIDA, 1933; 185).*

The School also spurred a strong and visible integration between civil service of DCT with active military who also did courses in SIPT disseminating military values and behaviors to civilian personnel in the Department.

Worked, too, the Review Course, **designed for military**, wireless operator from the Army and Navy, which wanted an exchange of certificates, in the compliance of which features the Ordinance number 489, of 9/28/1939. (BRAZIL, 1943; 192).

There was a clear importance of studies and the training of the work force, so that the work could not harm the studies and graduation ceremonies were prestigious by the highest levels of public service, media and family, in the likeness of the graduations of the most prestigious military academies.

In accordance with the rules of procedure, in its art. 18, paragraph 4, the performance of the services assigned to employees enrolled in E.A., should not in any way prejudice their school obligations. This has been done, more or less satisfactorily. (BRAZIL, 1943, p. 193).

To the students who have completed the Normal and the Improvement course, in the Normal course 11 and in an improvement one, were handed their diplomas.

The delivery ceremony was held at the School, on 27 December last with my presence, having appeared also directors and heads of service, representatives of the Administrative Department of public service and the press, teachers and instructors from the school and large numbers of employees of the DCT and exmas. Families. (BRAZIL, 1943, p. 195).

Today, as the military learned many years ago, we all know that the productivity of organizations depends mainly on the way its workforce is trained, what constitutes a powerful tool of modeling of attitudes and values of the people who are in business, and the more formal this process is, the more impact it will cause in people (MAANEN, 1992).

Before being deposed in October 29, 1945, Getúlio Vargas still had time to reorganize the SIPT through Decree-Law No. 7,049 from November 14, 1944 which envisaged, among the purposes of the SIPT, conduction of Formation, Improvement and Separate courses.

The School [SIPT] aims at:

- a) form personnel qualified to execute technical services of the Department of posts and Telegraphs;
- b) perfecting the staff of careers and specialized functional series of the Department of posts and Telegraphs;
- c) perform auxiliary technician and radio-communications operators exams and dispatch the relevant certificates, according to the establishing Decree No 21,111, of March 1, 1932;
- d) control technical –auxiliary and radio-communications operators exams, carried out in the Regional Directorate of the Department of Posts and Telegraphs; review the trial evidence and issue the relevant certificates;
- e) conduct tests or determine the realization and control judgement of exams or tests relative to subjects which, by its nature, interested in the services of the Department of Posts and Telegraphs, excluded those from the jurisdiction of the Administrative Department of Public Service. (BRAZIL, 1944).

The SIPT was of great importance as a strategic instrument of workforce training, dissemination of culture and improving the quality of services provided by the Post Office during the Estado Novo.

Its importance was recognized in subsequent administrations, because the rules of the Department of Posts and Telegraphs of 1963 still kept the SIPT in postal chart.

Art. 3. The bodies of General Office:

- a) Postal Board;
- b) Telegraph Board;
- c) Personnel Board;
- d) Board of Material;
- e) Superintendence of the Postal traffic;
- f) Superintendence of the Telegraphic Traffic;
- g) Postal and Telegraph Inspectorate;
- h) School of improvement of Post and Telegraphs;
- i) Library;
- j) Auto Transport service;
- l) Communications Service, and
- m) General Treasury (BRAZIL, 1963).

We know that there have always been informal practices of dissemination of values and behavior and even tacit knowledge. Nevertheless, it is recognized that SIPT, as formal practice, represented a significant milestone in the process of developing the human capital of the postal workforce, especially if we consider that the concept of intellectual capital as wealth only becomes a common concept in the area of management and academic from the mid 1990s with Stewart (1997).

#### **HIGHER SCHOOL OF POSTAL ADMINISTRATION - HSPA**

The focus on the training and development of people, represented mainly by the successful experience of the School of Improvement of the Department of Posts and Telegraphs was renewed in the years 1970, now by the newly Brazilian Post and Telegraph Company – ECT, created by Decree-Law No. 509, of March 20, 1969.



*With the premise that the base of the efficiency of any institution resides in its workforce... was created in 1975, the Department of Human Resources which had as goals to develop the Technical and Managerial training activities with internal training, developed in the Training Centers of Porto Alegre, Belo Horizonte, Bauru and Recife, and stimulated external training held in national and abroad entities, with the dispatch of employees to France, Germany, United States, Canada, among other countries. (ASFIL, 1979; 14).*

The ECT at the time return to be administered by the military and thus, it was expected that not only could have focused on training, but also on meritocracy, because the logic of military career is rooted precisely in the merit system that became again an important value in the post office.

Performance and Potential Assessment Activities came into existence in the managerial ambience in the ECT, being established on the basis of studies of methods used in various Brazilian companies and properly adjusted to the company's organizational reality. (ASFIL, 1979; 15).

But the great action to steady the culture, values and the military administration was the creation of the Postal Administration Course in conjunction with the PUC/RJ in 1971 that graduated five classes and subsequently the creation of Higher School of Postal Administration - HSPA - HSPA, which ran until 1998 and which can be considered the Postal Crotonville.

Established in 1977, the Higher School of Postal Administration - HSPA replaced the postal administration courses established by ECT in conjunction with the Pontifical Catholic University of Rio de Janeiro, which had not produced the expected results. The first of its kind in Latin America and the fifth in the world, its main goal is to form higher level technicians for the postal administration: postal administrators, through the Course of Postal Administration – the CPA. (ROUANET, 2005; 18).

The HSPA formed Postal administrators - AP considered an "elite of highly qualified staff for the posts of greater responsibility of the company", whose participants "are internal and external candidates to the company, owners of education equivalent to 2<sup>o</sup> Degree complete and selected across the country", so that after the course take "functions of command, management, advisory and planning activities in the various bodies of the Central Administration and the Regional Boards". (BRAZIL, 1984; 208-210).

Access to CPA is made by tender open to candidates who have certificate of completion of 2nd degree. Can apply the employees of ECT, but dominated by external candidates. Invitations to arouse great interest, due to the good level of postal administrators salary (currently [1982], the starting salary is on the order of 150 thousand cruzeiros and can reach 250 000, in the case of the regional directors) and functional stability guarantee. (ROUANET, 2005; 19).

The feeling of belonging to a particular group, an "elite", is in itself an extraordinary instrument of culture maintenance not only among its primary members, former students of HSPA.

The caution with the selection was rigorous, as well as through a contest that came to present more than 72,500 candidates for 120 openings were required health exams so rigid as required to enter Military schools. The fact that bring young elements to School and isolate them from family coexistence, because the course was full time, served as a great trainer and disciplinary instrument of entrants to the values and culture of the post office.

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The Postal Administration Course - CPA in HSPA was a real degree in two and a half years, full time, although the Ministry of Education has never recognized as top level (graduation) Despite some isolated efforts of ECT in this sense.

The course started at eight o'clock in the morning and stretched until seventeen hours, Monday to Friday. The students lived in the postal village in the city of Taguatinga approximately thirty kilometers from the HSPA and daily a bus from ECT did the transportation to and from school.

The CPA has its curricular structure composed of 34 disciplines and activities taught in full-time scheme, a total of five semesters, over 30 months. The curriculum includes languages (English and French), disciplines of Administration (human resources management, organization and methods, budgeting, financial management) and specific subjects of professionalization in postal area (Organization and operation of the ECT, postal operations, postal engineering, telegraph operations, Philately). The fifth semester is reserved for vocational training. Students receive scholarship and free residence. (ROUANET, 2005; 19).

But the most important are not the subjects taught in these schools, what really makes a difference is the process of socialization which in military schools is the principle of honor, "*prevailing idea (...) constitutive principle of the Organization*" (FERREIRA; 2000; 24) that is "*passed down from class to class, whatever the curriculum of military schools*" (idem ibidem.; 35) and creates in its graduates the spirit the corps, instilling in students the striking differentiation between "we" and the "other".

Still about the creation of the HSPA we believe be appropriated to reproduce the following editorial in Diário da Noite that reveals also a little the personality of its founder, because we know that the personality of the leadership has great influence on the organization and organizational culture.

Until last year the Brazilian Postal Company maintained an agreement with the Pontifical Catholic University of Rio de Janeiro for Technical training of Postal Administration at university level. The President of the Organization, Colonel Adwaldo Botto, thought it was time the ECT to start its own Higher School of Postal Administration which would be the fifth in the world and first in Latin America (...)

(...)

(...)

A bold idea, no doubt, that of Colonel Botto. First for believing in the own resources of the ECT which, from a whole institution and totally demoralized in Brazil, was by him recovered, thanks to rigid standards of administration and of a severity with its officials rarely seen in any public mixed-capital company. This seriously made our Postal and Telegraph to simply be accredited (...)

(...)

(...)

(...)

If I know the Colonel and engineer Adwaldo Cardoso Botto? Allow me to give an answer in Pernambuco style : - I never saw him more fat. (TORRE, 1978).

We must also compare these postal school experiences with military schools. Let's see that while SIPT had the goal of "*technical and theoretical preparation of functionalism*" the HSPA had as goal the formation of an "elite" intended to exercise leadership functions.

Students receive scholarship and free residence. Currently [1982], there are eight foreign fellows (from Latin America and Portuguese Africa). After completing the course, students can choose, in order of ranking, the posts of their preference, in Brasilia and in the states. Large number of graduates of the HSPA already occupies the post of Regional Director. In addition to the CPA the HSPA administer executive training courses (Formex), open to company leaders. (ROUANET, 2005; 19).

Command military schools aims to improve Officers enabling them to the exercise of command and leadership of their weapons and units. As it seems the SIPT (and subsequently the training centers) and the HSPA had missions well consonants with those expected of a military school.

The CPA, which is first reason of the creation of the HSPA was and remains the most important activity of the School. Its primary goals are aimed at the development of the potential of the learner and their professional and global improvement, in order to make him an agent of changes in the ECT and the formation of leaders and great technicians that the company can take advantage in the future, bringing together all the qualities, skills and abilities required for the performance of the job or function that will exercise. (PERON, 1998).

If we consider that the HSPA formed more than 1300 Postal Administrators, it is easy to perceive the enormous strength and influence of the HSPA and ideology of its founders in the organization, including as elements responsible for the maintenance of culture and values taught in school.

At the end of the course, the graduate, Brazilian, be him internal or external, is hired by the company, as Postal Administrator, according to the Career and Salary Plan, where he can perform functions of command, management, consultancy and planning activities in the various organs of the company, both in Central Administration and regional boards. (PERON, 1998).

Therefore, it is pertinent to understanding the HSPA as an important instrument of socialization or people processing (MAANEN, 1992), which consists in the way in which the learning experiences of people who assume new positions, status, or roles in organizations are structured by others within the organization.

### **ANALYSIS OF THE RESULTS**

The military can be considered the dominant coalition (PENNINGS, 1985; 17) at the Post Office over the Vargas period (1930-1945) and post-military coup in 1964 until at least 1985 last century, once they came in fact constitute the main actors of the cultural background of the organization, as well as of its strategies and long-term vision.

Both Postal Schools SIPT and HSPA, therefore, helped build in the Post Office a military style of administering the organization which remained present for long, being precursors of modern Corporate Universities, although with narrower scope. The SIPT even trained partners, like active military telegraphers and the HSPA future employees of the ECT (external candidate) and employees of foreign postal administrations.

The military culture was solidified by the actions of education of both schools and, even with the political opening in the country from the late 1980s there was resistance in the company when it came to change things. Clear example of this is the fear that filled the employees to join unions, so much that with the promulgation of the Constitution of 88 was required almost a campaign of official affiliation as well illustrates the note from the Presidency of the company transcribed below.

The new Constitution of the Federative Republic of Brazil establishes broad freedom of professional association or trade union... under this aspect it is appropriate to note that the company does not make any objection, and not see any impediment to employees of all levels, and in any part of the Brazilian territory, may participate in the formation and operation of future trade unions, of a free-form spontaneous. Note n° 035 of the President, published in the Internal Bulletin No. 104 of October 17, 1988.

At the post office the notion of hierarchy and discipline was so strict that for too long the punishments were used to intimidate and push collectively.

When sanctioning an employee, the penalty was disclosed in the company's internal media and, in tougher times, read aloud to all employees after being pinned on the Bulletin Board of the work units.

Such a procedure is much above the legality and common standards of conduct in a normal working environment, but from the martial point of view is within the logic that of the blind compliance of orders received depends on the survival of the group, because "the armed forces only exist as an organization while based on hierarchy and discipline" (FERREIRA, 2000; 24).

Even after the political opening promoted including on company, it was common the maximum penalties diffusion (dismissal with cause) applied to employees, a practice that ceased to be legitimate only after the promulgation of the Constitution of the Federative Republic of Brazil in October 5, 1988.

Whereas disciplinary sanctions have own tools, intended for its application and personal communication to involved, we deem expendable its publication in Internal Newsletters. Understanding that the disciplinary measure, before punishing, aims to take the employee to review his functional life in Company, we believe that are more positive its effects, when notified by the head of direct mode to the involved, as contained in staff Regulation. So, from this date, should not be adopted the practice of publishing in BI punishments suffered by employees, whatever its nature and intensity. This guidance applies to all dependencies of



the company. Punishments should not be published in BI. (Note No. 45, of the Directorate of human resources, published in the Internal Newsletter nº -120, of November 9, 1988).

Another feature that remained visible in the Post Office and we can credit largely to training offered by the Office schools is the patriotism that for civilians in general means the cult of national symbols, but for the military means to die for their country as a duty.

The symbolism of the homeland was explicit in the uniform of the postal workers who came to bear a national flag on the left sleeve of his shirt. Even the company's colors (yellow and blue) and the phrase "Post Office: 100% Brazil" motto of the company already in the years 2000 are direct reference to the homeland.

The management literature is wide by assigning the success of organizational to culture organizations (WATERMAN & PETERS 1986; CARR & LITTMAN, 1992) crystallized in best practices, commitment to the order and discipline, care in the execution of the task, devotion to work, ethics and morality in dealing with internal and external clients, among others.

So it is interesting to note how the military used the Office schools, an embryo of modern Corporate Universities, to disseminate a common culture and values throughout the organization that acquired continuity and administrative effectiveness and guaranteed to the military and to the organization, to achieve their respective goals.

### FINAL CONSIDERATIONS

If today are still not all organizations that are abandoning the paradigm that the school is one thing and the company is another, not surprising that almost eighty years ago the Post Office were already understanding and putting into practice, albeit in its infancy, the concept of corporate education.

In this sense, it must be recognized the significant participation of the military element in the construction of this vision and development of a culture focused on job training and to the meritocracy by the meritocracy by means the utilization of the SIPT and HSPA as people development strategies and training of leaders with the characteristics necessary for the organization.

We know that in 2002 was created the Correios University which came to consolidate the Corporate Education policies in front of the new business model of the Post Office in Brazil.

Thus, it should be recalled the need for the organization to continue chasing one of the biggest competitive advantage of the company and biggest fulcrum of the quality maintenance of its human resources, which is the ongoing formation of a contingent perfectly suited to the organizational needs in accordance with cultural values that has always sustained successful organizations: meritocracy, training, discipline and ethics.

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