*Artículos científicos*

# La importancia de la inducción laboral estratégica para el desarrollo profesional en la Universidad Politécnica de Tulancingo, Hidalgo, México

*The importance of strategic labor induction for professional development at the Polytechnic University of Tulancingo, Hidalgo, Mexico*

*A importância da indução estratégica do trabalho para o desenvolvimento profissional na Universidade Politécnica de Tulancingo, Hidalgo, México*

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## Resumen

El presente artículo está sustentado en la investigación documental y de campo, y se enfoca en la carencia de estrategias de inducción laboral en la Universidad Politécnica de Tulancingo, Hidalgo, México. En concreto, la propuesta se estableció bajo un enfoque metodológico cualitativo, con base en la teoría fundamentada como paradigma principal. La intención en el actual avance es mostrar el sustento teórico y metodológico, así como los resultados conseguidos, los cuales sirvieron para constatar dos aspectos: a) la pérdida de significado del proceso de inducción laboral inmerso dentro de la gestión de capital humano, reclutamiento, selección y contratación y b) la

ausencia de una estrategia de largo plazo para la inducción laboral en las organizaciones, particularmente en instituciones de educación superior.

**Palabras clave:** estrategia, inducción laboral, desarrollo profesional.

## Abstract

This article is based on documentary and field research, which refers to labor induction and its lack of strategy at the Polytechnic University of Tulancingo, Hidalgo, Mexico. It is worth mentioning that the proposal was established under a qualitative methodological approach and using the "Grounded Theory" as the main methodological paradigm. The intention in the current advance is to show the conceptual-theoretical support, methodological and results in said study subject. From these results based on the methodological paradigm of the "Grounded Theory", two aspects were found; a) the loss of meaning of the labor induction process immersed in the management of human capital, recruitment, selection and recruitment and b) absence of a long-term strategy for labor induction in organizations, but particularly in higher education institutions such as the one presented for this purpose as a subject of study.

**Keywords:** Strategy, Labor Induction, Professional Development.

## Resumo

Este artigo é apoiado por pesquisa documental e de campo, que se refere à indução do parto e sua falta de estratégia na Universidade Politécnica de Tulancingo, Hidalgo, México. Vale ressaltar que esta proposta foi estabelecida sob uma abordagem metodológica qualitativa e utilizando a "Grounded Theory" como principal paradigma metodológico. A intenção neste avanço é mostrar o suporte teórico-conceitual, metodológico e resultados no referido objeto de estudo. A partir desses resultados baseados no paradigma metodológico da "Grounded Theory", pudemos constatar dois aspectos; a) a perda de sentido do processo de indução laboral imerso na administração de recursos humanos e como parte do processo de recrutamento, seleção e contratação. b) ausência de uma estratégia de longo prazo para a indução laboral nas organizações, mas particularmente nas instituições de ensino superior como a que para o efeito se apresentou como objeto de estudo.

**Palavras-chave:** Estratégia, Indução ao Trabalho, Desenvolvimento Profissional.

# Introduction

This article presents the preliminary results of a qualitative study on the job induction process of academic staff at the Universidad Politécnica de Tulancingo (UPT), located in Hidalgo, Mexico. This study, supported by the qualitative approach, provides a new theoretical-scientific perspective based on grounded theory as a methodological approach in the context of human resources administration and within the process of recruiting, selecting and hiring personnel.

Job induction is of great relevance in any context that involves human capital management, since it transcends the process to perform tasks efficiently. In other words, the strategic projection of induction becomes fundamental for the professional development of human resources, and in the case of the academic staff of the Polytechnic University of Tulancingo, specifically, an approach is required that scientifically revalues induction as a factor key in the work and professional development of these professionals. This means that the institution can benefit in terms of intellectual capital with a long-lasting and committed workforce that provides significant results and remains connected to the work community.

The institutional development plan of polytechnic universities at the national level, and in particular objective number six, emphasizes the importance of the training of academic staff through relevant approaches and strategies that facilitate the generational renewal of the teaching staff. Therefore, it is vital to scientifically and institutionally support the formulation of strategic and operational bases that allow the implementation and evaluation of a proposal that meets this purpose.

For Dessler (2015), induction is an integral component of the socialization process that companies implement to integrate their new members. This continuous process involves instilling in all employees the attitudes, standards, values and patterns of behavior that the organization and its departments expect. In this sense, induction is conceived as an agent of transformation of work dynamics, rooted in organizational philosophy, and is based on an inclusive and participatory approach.

The job induction process in an organization and its work environment requires a series of operations that, when combined, provide the employee with a comprehensive understanding of the organization. This, in turn, contributes positively to initial efficiency in the activities corresponding to their position. However, in the context of the Universidad Politécnica de Tulancingo in Hidalgo, Mexico, induction into the work environment and the organization, according to the evidence collected, has lost meaning and relevance in the recruitment, selection and hiring process from the perspective of human resources management.

Therefore, this work addresses fundamental elements that include the introduction, literature review, objectives, methodology and results. These elements are oriented towards the verification of the research hypothesis and the identification of needs in terms of effective practices and elements for a strategic job induction in the analyzed context.

## Literature Review

As Snell and Bohlander (2013) point out, human resource management involves a series of actions that range from analyzing the macroenvironment to creating job designs that, when implemented strategically, allow organizations to stand out in competition. In this sense, it is essential to attract, select and recruit the best human talent and then carry out induction, training, evaluation and professional development processes. These actions contribute to retaining employees as valuable intellectual capital and primary assets of organizations. The professional development of the UPT academic staff, with a focus on retention based on conviction, stability and results, will strengthen the institution by having a team predisposed to continuous learning and the realization of organizational projects that promote the vision and vanguard of these institutions.
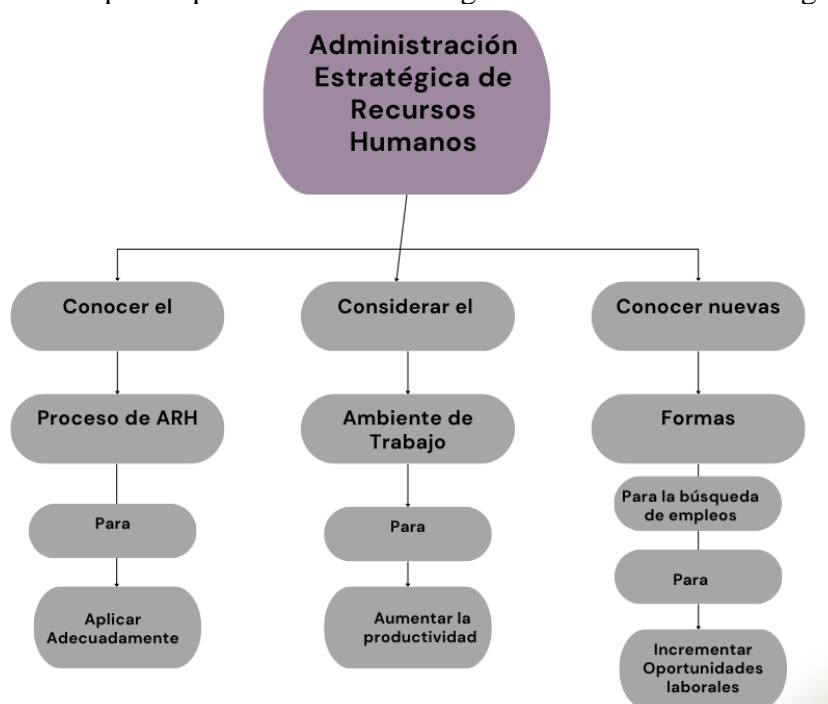
According to Alfaro (2012), the current social environment faces various challenges of a social, cultural, political and economic nature, among others, which requires organizations to take urgent and significant measures to adapt to these challenges. The response to these challenges involves the implementation of strategies that promote organizational change, emphasizing knowledge management and the adoption of structures and models that prepare the organization to face these challenges with scientific foundations and their application in practice.

According to Dessler and Varela (2011), the main mission of Human Resources managers is to establish and promote policies, good practices and habits among the organization's personnel to achieve the stated objectives and strategies. In accordance with this idea, the present study aims to rethink the concept of job induction from a scientific perspective and, above all, redefine its operation through innovative and effective strategies, which should focus on the professional development of academic staff and contribute to the achievement of UPT strategies. To achieve this, it is essential to start from human resource management, a comprehensive component that encompasses various factors aimed at improving job opportunities, as shown in Figure 1. This human resource management process ultimately seeks to create an environment with greater job opportunities.

Now, to achieve optimal performance and development of personnel in any organization, it is essential to establish an inventory of specific competencies for each profile and job position (

Tejedo , 2013), which must be hierarchized to promote effective communication both vertically. as horizontal. This synergy results in an improvement in the values and efficiency of the organization.

**Figure 1.** Graphic representation of strategic human resources management



Source: self made

In this context, the implementation of job induction strategies that enhance the capabilities of the UPT becomes essential. Specifically, it seeks to achieve a continuous and systematic induction and reinduction that establishes the appropriate synergy between its components. This approach not only benefits staff learning and performance, but also contributes to the achievement of institutional goals.

The proper alignment of professional profiles with the positions and challenges in the organization is crucial for model retention and feedback. According to Rodríguez-Serrano (2012), personnel management involves identifying, profiling and assigning the most appropriate collaborator to the corresponding position, which allows the promotion of best practices, habits and commitment in the pursuit of departmental and organizational objectives, as illustrated in Figure 2. The human resources model begins with the person who occupies a position in the entity and both parts, individual and organization, must adjust to the position to achieve optimal results according to the previously established objectives.

Likewise, according to the perspective presented by Werther and Davis (2008), it is not enough for the new employee to have outstanding qualifications and skills, since it is necessary to

provide complete orientation about the rules, policies and characteristics of the company when integrating him into the organization.

This process is especially necessary when the employee is newly hired by the corporation, although it should be noted that both newcomers and older employees who assume new responsibilities due to a promotion require a complete orientation to their new tasks. This adaptation to the needs of the organization is called "induction", and it is essential not only at the beginning, as some experts argue, but also throughout the entire working career of academic staff, including academic coordinators. This becomes crucial given the constant changes in the work environment that staff must be prepared to face.

**Figure 2.** Graphic representation of the key elements of the human resources management model
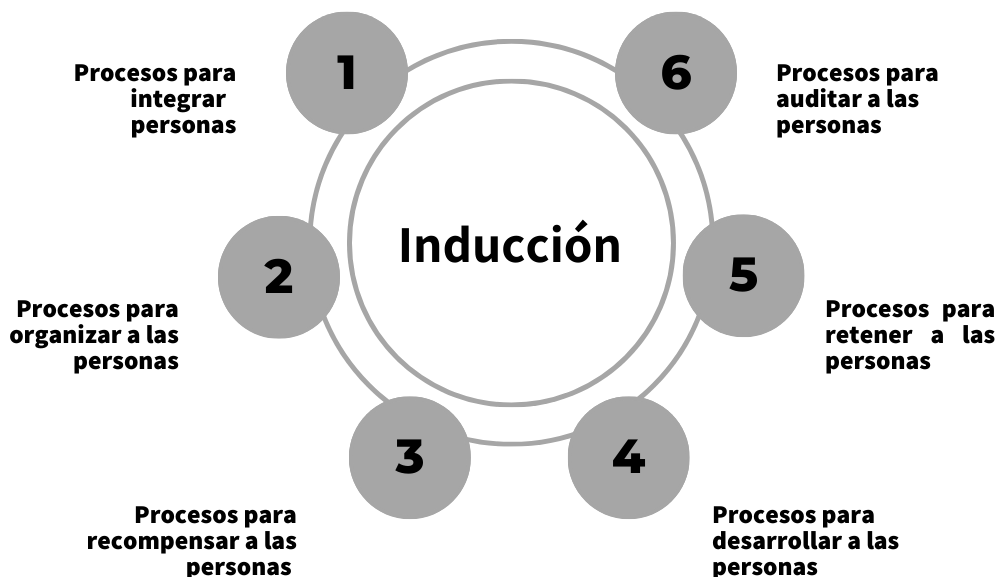


Source: self made

The relevance of implementing job induction strategies lies in activating learning opportunities for staff with the main objective of achieving job and professional development and growth in the UPT academic group.

According to Flores *et al* . (2016), the processes related to the incorporation of personnel are supported by information and communication technologies (ICT), covering areas such as recruitment, selection, hiring and induction, along with other related functions, such as compensation, acquisition of knowledge and working conditions. The objective of ICT in human talent management is to determine the necessary tools for human resources and to be able to implement those that improve the process.

Figure 3 represents the basic components of induction in relation to human talent management. This identifies the six steps necessary to complete this process and ensure continuous integration of information.

**Figure 3.** Process model for human talent management and its relationship with induction



Source: self made

According to the analysis carried out, the Polytechnic University of Tulancingo, Hidalgo, Mexico, must emphasize to all its academic staff, whether new or experienced, the importance of job induction or re-induction. This practice must serve to instill, demonstrate and replicate the values and standards of behavior expected by the institution, promoting socialization and, consequently, encouraging the comprehensive professional development of its staff.

According to Dessler and Varela (2011), personnel induction provides essential information for employees to perform their tasks effectively and comply with organizational standards. In the case of academic staff, and in particular the academic coordinators of the UPT, the analysis of this study reveals that they face a large amount of information of an academic, administrative and procedural nature, which requires an induction process and, sometimes training. Induction is an internal socialization process, crucial for employees to act in accordance with the behaviors and minimum standards expected by the organization.

In the context of UPT academic coordinators, it is vital that they receive immediate socialization related to the university identity, as well as fluid interaction with administrative, support and management staff. This is essential for the planning, operation and evaluation

processes in which they participate due to their specific functions, since a clear and effective relationship serves to guarantee success in their work and professional performance.

In this regard, Grados (2013) takes up Dessler's question: what is meant by personnel induction? In this sense, induction is a formal stage that follows the hiring of a collaborator and allows them to quickly adapt to their functions, colleagues, policies and procedures, both in the department to which they have been assigned and throughout the organization. . For this process to be successful, it is crucial to provide information in advance and encourage a series of actions, both in-person and virtual, that follow a strategic approach, which can avoid common problems that often arise at the beginning of the process due to informal communication. .

The results obtained indicate that the lack of information provided to the newly hired, the poor immediate socialization and the lack of strategy for induction can demotivate, disorient and hinder an optimal start to work for academic staff, especially the academic coordinators of the UPT.

Now, the human resources specialist plays a fundamental role in the initial phase of the induction, since it offers general information about the organization, which includes aspects such as schedules, vacations and working conditions. Next, the new employee prepares to meet his immediate supervisor and colleagues, with whom he will communicate and share details about the specific tasks related to the position for which he was hired (Dessler and Varela, 2011). However, according to the results obtained, the human resources department at the Universidad Politécnica de Tulancingo, Hidalgo, Mexico, appears not to be participating in this initial stage and lacks strategies to meet the objectives of job induction, as stated. mentioned previously.
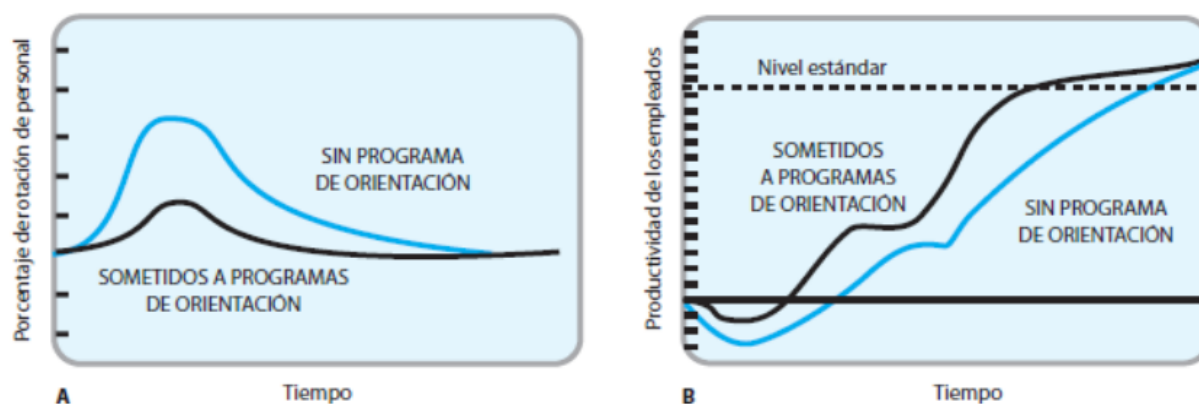
Grados (2013) points out that the induction process begins when the candidate has their first contact with the organization, upon entering its facilities. At this point, the induction process begins, as the new member begins to become familiar with the company's infrastructure, reads the mission and vision, and obtains information about the organization's background and products through brochures and brochures. Therefore, it must be taken into account that first impressions tend to occupy the field of consciousness and tend to be more lasting, hence every effort must be made to make them positive. However, in the context of this study, no visual, graphic or electronic elements are identified that guide the new employee about the Universidad Politécnica de Tulancingo, Hidalgo, Mexico.

The length and formality of the induction can vary, from a short and informal process to an extensive and highly structured one, which can last from a moment to several days or even weeks. In the context of this study, there is no formal and validated program for job induction that meets

its objectives, so elements such as a four-month job induction program must be designed and implemented within the strategy.

In this sense, it is important to consider the positive effects that the implementation of a formal induction and re-induction process can have on workers. This can contribute significantly to staff retention and performance, as employees gain a higher level of learning and knowledge of the organization from the beginning of their integration. This provides them with a solid foundation for the development of their activities, as shown in Figure 4.

**Figure 4.** Effects of an induction program on the turnover rate and learning levels of new employees



Source: self made

In this sense, it is essential to highlight that the induction phase involves the following:

● Hiring: This process legalizes the incorporation of a new member to the organization, formalizing it in writing on behalf of both parties.

● Formulation of the file: Refers to the creation of a file and its registration, including the legal identification provided by the country.

● Welcome: On the first day of work, it is essential that the employee integrates into his or her position, location, and area of responsibility (if applicable). A friendly approach is essential, and your supervisor should give you a warm welcome. During this phase, you should provide manuals, explain the importance of your job, define expected performance standards, work schedules, strategic locations within the organization, payment procedures, lunch times, policies, standards, and procedures, as well as such as details about holidays and benefits. It is also a time for the new employee to get to know his or her colleagues.

- Activities and Roles: Ideally, the employee should be provided with an organizational manual that includes hierarchies, roles, and responsibilities of each member of the organization.
- Work regulations: This internal document contains the obligations and rights of both the employer and the workers, and establishes the guidelines to regulate activities within the company (Alfaro, 2012).

For a more complete understanding of the elements that must be addressed in an induction program, a comprehensive overview is presented in Figure 5.

**Figure 5.** Most common elements of an induction program



Source: self made

## Problem Statement

Within human resources management, it is crucial that the UPT academic staff, which is the subject of study in this case, become familiar efficiently and quickly with the organizational context, as well as with the functions and activities established in the regulatory and procedural framework of the institution. This is essential for an optimal start to their academic performance, which in turn enables the start of their professional development. Professional development is conceived as a sustainable and enriching career, characterized by aspirations for growth, stability and competence. This "win-win" approach benefits both the institution and the academic staff, and is achieved through induction and re-induction processes that in the long term foster the comprehensive development of the institution in its area of influence.

To achieve this purpose, a study is carried out of the various categories related to the lack of efficient job induction and the absence of an adequate strategy to address it. The objective of this analysis is to verify the research hypothesis of this work, which in turn leads to the identification of a solution that allows giving a new meaning to personnel induction. The result is the design of a job induction strategy (model) specifically adapted to the described context.

## Research Question

What will be the proposal that gives relevance to the strategic job induction of academic staff (academic coordinators) of the Polytechnic University of Tulancingo, Hidalgo, Mexico?

## Goals

### General objective

- Design a comprehensive strategy (model) related to job induction for academic staff (academic coordinators) of the Polytechnic University of Tulancingo, Hidalgo, Mexico, through the theoretical resignification of the concept to promote the professional development of academic staff.

### Specific objectives

- Diagnose the current state of actions related to the job induction of academic staff (academic coordinators) of the Polytechnic University of Tulancingo through qualitative information collection techniques to investigate the research assumption.
- Preliminarily identify the absence or deficiency in job induction practices in the subject of study based on grounded theory to build a new theory on job induction.
- Integrate relevant actions regarding job induction practices through grounded theory that allow strengthening the theoretical construct on the proposed topic of study and thus design a formal strategy (model) with practical relevance for solving the problem.

### Research scenario

The strategies for labor induction (model) will generate adequate significance for the induction of hired and newly hired personnel in a continuous improvement process to optimize practices in the area of human resources.

# Materials and methods

## Design of the investigation

Hernandez *et al* . (2014) point out that, in a qualitative approach, the design It refers to the "approach", that is, how the research will be done. These authors also call it *an interpretive framework* . In other words, the research design under the aforementioned approach is its own construction of knowledge, depending on the context and circumstances. Consequently, the qualitative research approach is, in itself, a unique and unrepeatable research design.

Based on this stated objective, a non-experimental design was considered. Furthermore, since it was carried out in a single moment, it was transversal, with a descriptive scope, since it seeks to characterize the study phenomenon according to the principles of grounded theory, that is, through narratives through interviews, which outlined the theory. of job induction in academic staff.

According to Hernández *et al* . (2014), non-experimental research "is that which is carried out without deliberately manipulating the variables; What is done in this type of research is to observe phenomena as they occur in a natural context and then analyze them" (p. 149). For these authors, cross-sectional research "collects data at a single moment, at a single time. Its purpose is to describe variables and analyze their incidence and interrelation at a given moment" (p. 151).

From this design, topics related to job induction, strategic planning and professional development were identified. Through interviews as a data collection technique, the variables that formed the theoretical basis of this study were determined. It is important to note that, given the cross-sectional approach of the study, the subjects were selected in a non-probabilistic manner, based on their availability at the time of the investigation. During the interviews, technical skills were applied to guide data collection towards the desired results in line with the study objectives.

The information collected allowed the coding of the variables and the necessary adjustment of the measurement instrument, which made it possible to carry out an analysis in which the relationships between these variables were in an optimal state (coding). These findings contributed significantly to the scientific support of the discussions, to the theoretical construction and, ultimately, to the development of strategies for job induction as a product of research and knowledge.

# Research focus

The design was conceived from a qualitative approach, since it optimally adjusts to the research objectives, particularly with regard to the diagnosis and the strategy (model) for the professional development of academic staff; in this case, the academic coordinators of the Polytechnic University of Tulancingo, Hidalgo, Mexico. This approach is characterized by the collection of data "without numerical measurement to discover or refine research questions in the interpretation process" (Hernández *et al*., 2014, p. 7).

The interview technique was extremely useful to describe their perception of the job induction process, identify the most common practices or lack thereof, and evaluate the impact of induction on the academic development of UPT staff.

# Research paradigm

## Grounded theory

It was decided to use grounded theory (TF) and the systemic approach as a guide to carry out this study due to the adaptation of said paradigm to the needs and characteristics of the research. According to Charmaz (2013), TF is a research method that is based on the connection between the researcher, who seeks to understand an object of study, and "the actions and meanings of the research participants" (Soneira, 2006, p. 155). This involves collecting, coding, and analyzing data simultaneously, as opposed to a successive approach, due to the methodical and hermeneutical nature of TF.

The grounded theory paradigm and its corresponding qualitative approach allowed us to analyze the phenomenon of job induction, which allowed it to give a new strategic meaning and apply it through induction strategies for the academic coordinators of the Polytechnic University of Tulancingo, Hidalgo, Mexico.

According to Bonilla and López (2016), TF is a method that involves the simultaneous collection and analysis of data. Furthermore, it is characterized by its flexibility, since it allows the combination of quantitative and qualitative methods, along with various research techniques. This enables the triangulation of methods and the creation of appropriate methodological compositions to address the object of study and develop theory about it. As Andréu Abela (2007) highlights, one of the objectives of TF is to generate a new theory, and "methods are a means to an end, not the end in itself" (p. 54).

From a human resources management perspective, it is essential to consider job induction as an inherent process, which, after the hiring subprocess, implies a complete understanding about

its meaning, the procedure and the tools necessary to carry it out correctly. effective. However, in practice, a loss of conceptual meaning has been observed over time in various organizational contexts and of different sizes, together with a lack of innovation in its design, which has led to a lack of effectiveness in the both short and long term results.

To address this question, it was considered essential to investigate the experience of academic staff, in this case, the academic coordinators of the UPT in relation to induction practices. An exhaustive analysis was carried out and the interview technique was applied with the purpose of reformulating the construction of a theory on strategic job induction for academic staff, as mentioned above. Current best practices were incorporated into this new theory, which aligns with the objective of revitalizing this crucial process for professional development, whether at the beginning of a career or in the context of a promotion.

This approach also led to the design of induction strategies supported by a proven theoretical foundation. The proposal for these strategies was presented to both academic staff and institutional authorities with the possibility of their future implementation, including them in the organization's basic human resources management procedures.

## Population and sample

### Theoretical sampling

To carry out this research, a population composed of six academic coordinators, identified as academic staff, was considered. This choice was justified based on the objectives of the research, since these coordinators participated more regularly in the hiring and promotion processes within the Polytechnic University of Tulancingo, in Hidalgo, Mexico.

Furthermore, following the methodology of Strauss and Corbin (2002), a theoretical sampling approach was applied. In this process, data collection is guided through the concepts of the new theory that is being generated, using the concept of "making comparisons." The purpose is to collect data from diverse places, people, and situations that offer maximum opportunity to identify contrasts between concepts and strengthen developing categories.

To do this, interviews were carried out with the aforementioned study subjects in order to collect data and then compare them with the theory under construction at that time. This was related to the way in which academic staff, in this case, academic coordinators, perceive the induction processes implemented in various institutions and the importance they attribute to these processes in relation to their medium and long-term professional development.

## Data collection, coding and analysis

Following the methodology of Bonilla and López (2016), the methodological process of grounded theory (TF) begins with the selection of the technique and instrument that the researcher considers most appropriate. Subsequently, data collection is carried out in the field of study. In this data collection process, two key concepts were used: "fit" and "function." The first is applied when the conceptual categories are generated, while the second is related to the property and operability of these categories.

Based on this approach, conducting interviews allowed the categorization of the most significant elements of the study. This, in turn, contributed to the construction of a more relevant theoretical construct, which led to a reinterpretation of job induction in the context of the study subjects. As a result, a comprehensive strategy for job induction (model) was developed that incorporates the best practices of human resources management. This strategy was based on the theoretical construct generated on job induction and was enriched with the observations made by the interviewed subjects themselves.

# Results

Six coordinators from different educational programs were taken into account. In the case of coordinator 1, he graduated from the same university and values learning as a motivator to join the institution. When it comes to training, he sees the need to focus on both the operational and pedagogical aspects. Job induction is a first step to assuming a new position and reaching a level of competence. Early in your responsibility, you experienced difficulties in understanding your career, processes and metrics. Furthermore, he considers that a job induction course would be relevant to acquire the necessary knowledge and carry out his tasks as a coordinator. Important topics for such a course would include planning, induction and related materials, as they would have a significant impact on your competence to perform your academic and administrative functions.

As for coordinator 2, he was invited by the managers to assume coordination. Although he recognizes the quality of the staff and the current procedures, he believes that it is necessary to reinforce or improve their implementation. Likewise, he considers that job induction is essential to carry out his responsibilities more effectively. Currently, you have doubts about the procedures in your coordination and would be willing to receive a job induction course. He believes that such a course and the availability of an induction manual would improve his competence and efficiency in his job.

Coordinator number 3 mentions that his experience in the academic field motivated him to collaborate at the university. Note that there is a teacher training program and that all teachers are trained to improve their performance. For him, job induction is a set of activities carried out when a new employee joins a job. Although he has not had difficulties due to the lack of induction, he considers that it is important for those who join the institution for the first time. He also believes that an induction manual would be useful for new employees, as it would provide valuable information for their onboarding.

Coordinator number 4 highlights that his academic training and experience in other institutions were factors that motivated him to join the university. Despite having received training in various areas, it considers that it is necessary to establish a formal training and job induction program to carry out its activities effectively. Likewise, he had difficulties related to the lack of knowledge about procedures and formats, as well as the lack of communication with other areas. Furthermore, he sees the implementation of an induction course as essential to understand how academic processes work, and believes that an induction manual would be beneficial to understand the activities and obtain results based on updated information.

Coordinator number 5 points out that a training and updating program is needed according to the profiles of the employees. Furthermore, he believes that it is essential to provide a job induction to properly carry out the functions, which is why he suggests that induction should cover both teaching and administration, and that performance evaluation should be part of this process to measure and improve. the functions.

Finally, coordinator number 6 explains that he was invited to join the institution due to his profile and orientation towards young people, since the rector is interested in the training and development of staff. Highlights the importance of having an induction course to understand the functions and perform effectively. It suggests that an induction course should cover topics such as position information, quarterly planning, documentation and administrative management. In addition, he mentions that having a manual, taking a course and being evaluated would help them understand the direction in which they should move and how to do it effectively.

## Theoretical discussion of results

According to Bermúdez (2011), induction is based on two premises: the first when the worker begins his work and the second when the socialization of the new member takes place. These results reveal that neither the human resources department nor the academic secretary have an effective strategy for the induction of academic staff (academic coordinators). The lack of induction planning, that is, a structured model or program, results in poor socialization for new hires or promotees, which can lead to initial demotivation. In this sense, the design of a job induction is proposed in the form of a model that includes actions, vision, the use of *b- learning tools* , and the incorporation of efficient communication channels to provide crucial information that contributes to performance and development. professional in the position and in the organization.

According to Mejía (2016), induction can be general or specific. The first seeks to introduce the new member to the organizational culture, while the second focuses on socializing experiences and good practices for the benefit of the organization. However, when comparing the author's position with the results of this study, it is concluded that neither in the general nor in the specific direction of induction both essential functions are being completely fulfilled, both for the academic staff of the Polytechnic University of Tulancingo. as well as for the collaborator in his new position, position and hierarchy. In this sense, it is essential to mention that the proposal includes information, means and management channels to fulfill both essential functions of the induction in order to fully satisfy the newly hired or promoted employee and guarantee better work and professional performance from their first day. of work.

According to Olarte and González (2017), the idea of training through information technologies and its comparison with in-person training focuses on the functionality and sufficiency of both modalities. In the proposal derived from this study, it is essential to highlight that a strategic job induction model requires functionality and sufficiency, and is supported by *e-learning* and *b- learning tools* , known as NEO LMS. These tools allow constant interaction through a platform that provides access to information, *podcasts* , welcome messages and self-study procedures that are effective in meeting the needs of new hires. Furthermore, it is essential to mention that the evaluation of induction through these tools is another relevant aspect to measure the functionality of the model and the satisfaction of the participants. Currently, the Polytechnic University of Tulancingo lacks tools or platforms of this type, which underlines the urgent need to design and implement a strategic job induction model as described.

For its part, the National Association of Universities and Higher Education Institutions (ANUIES) (1997) points out that the main actors in the learning process are students, teachers, technologies, guidance and services that institutions offer to the community. This suggests that in higher education—and specifically at the Universidad Politécnica de Tulancingo, Hidalgo, Mexico, where academic staff represent approximately 75% of the institution's total workforce—it should be taken into account that these personnel, which include Mainly subject teachers and full-time teachers, he performs a wide variety of roles. In addition, many of them hold career coordinator positions, while still maintaining their academic roles. In comparison with the research findings, it becomes imperative to highlight that the functions of these personnel are extremely versatile, broad and complex due to the high demand for human resources in the institution. Therefore, the implementation of a strategic job induction that addresses all these functions is essential at some point in the work and professional life of academic staff.

## Conclusions

Addressing the implementation of a job induction strategy in the public sector constitutes a significant challenge, since it involves diagnosing, proposing and executing strategies that, if accepted, should contribute to continuous improvement. However, sometimes in this sector, resistance to change and meeting minimum requirements often prevail as priorities.

The investment of intellectual resources today is often directed toward other institutional priorities, such as school enrollment management, scholarships, and curriculum design. However, it is essential to pay attention to human capital, understanding their needs and requirements when entering the institution or being promoted, which provides information, communication and a sense of belonging from the moment they join.

On the other hand, it is worth highlighting that job induction has lost meaning and strategic usefulness in many institutions, as evidenced by the results presented, which leads to the lack of an adequate induction or, in the case of some related action, its deficiency, lack of professionalism or significant limitations. This affects the performance and professional development of academic staff. Therefore , it is essential to implement effective and stimulating actions through a long-term strategy that combines technological and face-to-face approaches. This strategy must provide elements that motivate, strengthen identity and provide comfort to staff from the first day of work.

Now, theoretical-scientific construction through grounded theory undoubtedly represents an alternative that, based on human resources administration, can generate theoretical innovations to revitalize processes that, over time, have lost effectiveness and relevance for both management

of human resources and for academic authorities. The latter often lack a clear vision of the needs of academic staff, especially with regard to job induction and its relationship with the beginning of their professional careers.

In short, this study can serve as a reference point and starting point for future qualitative, mixed or quantitative research aimed at other segments of personnel, such as managers or administrators. These individuals also have valuable opinions and experiences regarding their arrival at the organization, whether through hiring or promotion to new positions. In short, it is possible that the needs and challenges they face have similarities or complement those observed in the current study focused on academic staff.

## Future lines of research

The lines of research that can be generated from this study are the following:

- Analysis of the level of correlation between job induction and the level of job performance of academic staff in higher education.
- Analysis of the impact of labor induction as *input* for training as linear and continuous processes of entry and formation of human capital in the various subsystems of higher education.
- Implementation and evaluation of the strategic induction model in the subsystem of polytechnic universities in the state of Hidalgo and the country.
- Qualitative analysis of the *coaching* and *mentoring processes* and their level of impact on the job induction of staff from the various higher education subsystems.
- Study of the competency model as a human capital training process and its correlation with job induction in the different subsystems of higher education.

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