CAPACITOR RECRUITMENT FUSION METHODOLOGY: A CASE STUDY

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ABSTRACT

The Project entitled Methodology for Recruitment Capacitor: a case study (Fusion Resourcing - A case study) emerged from a need of the firm Innovagency SA that operates in the technological field and in the digital communication field. This need is associated with the difficulty of recruiting programmers with specific technical knowledge and skills related to the most sophisticated technology platforms, currently used on the web. It presents the design and implementation of a synergetic fusion, recruitment, selection, and training and integration solution supported by a "Trainee Academy" called "i9.station". Based on the results obtained, the interest and potential of this fusion approach it is approve. Both in terms of recruitment effectiveness and the effectiveness of the selection process associated with training, as well as in the speed and strength of both competency acquisition and process of socio-professional and technical integration in the firm and in the work teams, proving, above all, an investment capable of generating generous positive returns.

Keywords: Training, Employability, Recruitment, Selection, Integration, «Trainee».

JEL Classification: M55

1. INTRODUCTION

One of the central functions of Human Resource Management (HRM) is the recruitment, selection and integration. Experts and managers have long been concerned with the study of performance predictors that best support the selection process. Despite the various methods and techniques of recruitment and selection that have emerged in recent years, such as assessment centers, e-recruitment, corporate websites, certification, among others (Ribeiro, 1996; 2007; Van Esch & Mente, 2018; Farashah, Thomas & Blomquist, 2019) the individual perspective and the support in the metric qualities of the instruments are still dominant (Ribeiro, 2007). The limitations associated with recruitment, selection and integration methods are bridged in the development of skills throughout the career. Therefore, training can be understood as a complement to recruitment, selection and integration in the adjustment of the employee to the function and the continuous improvement of his/her performance. In this sense, it is our proposal a recruitment and selection model, based on a formative process in stages as a selection method.

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The study presented here is an exploratory research-action case study that combines quantitative and qualitative methods and emerged as a response to a need manifested by the company Innovagency SA. It is exploratory because it is a real case study that was put into practice, on the other hand, descriptive because the different stages of the course of the creation and implementation of the project are reported. It was also considered instrumental since it provided a self-observation about the fusion of human resource practices, enabling knowledge to understand the phenomenon (Stake, 1995).

The objective of this project was to merge the practices associated with the demand and acquisition by the Companies of the critical skills necessary for their respective businesses. As competencies are mandatory and only for individuals, this project focused on the practices involved in recruiting, selecting, developing competencies and integrating employees that imply the acquisition of skills and converting them into professional outputs with value for companies. We speak of Human Resources Management (HRM) practices that we have called Recruitment, Selection, Training and Integration.

The aim of this project was to validate the added value and potential of the synergistic merger of such practices, in a unified process aimed at acquiring and profiting competences, adapting them to specific technical and technological contexts and also to specific socioprofessional and cultural frameworks. This strategy implies that such practices should be not only managed sequentially but combined in their purposes and articulated in their methodological implementation in order to enhance the results, both in the quality and quantity of the results obtained and in the speed with which they are obtained.

This research-action was developed in the company Innovagency, S. A. that develops its activity in the area of digital communication, dedicating itself to the consulting and the development of solutions and technical-technological applications. That is, it helps its Clients to "live" and thrive in the "digital world". Lately it lives with the difficulty of hiring collaborators who have specific programming skills necessary for the development of critical projects in the portfolio.

Aware that the solution lies in proactivity and innovation, the Human Resources Direction of Innovagency SA, in collaboration with the productive and operational areas of the company, has created a strategy to meet the labor needs with specialized programming competence web platform computing, through the creation of a structured program based on the synergetic fusion of the practices of recruitment and selection of young people with adequate basic training. Trained afterwards by intensive and specialized training in specific technologies followed by internship and integration training in the real environment of the work teams.

2. STATE OF ART

According to Rocha and Santos (2016), during almost all the decades of century XX, the HRM in the organizations exerted its fundamental activities of disaggregated form. Troni (2015) argues that the disaggregated practice results from the absence of a central aggregator paradigm that is sufficiently robust to link the various practices through a solid conceptual loop that could confer systemic consistency to HMR. This situation has changed with the emergence of competences (André & Rodrigues, 2013), which very quickly occupied the missing unifying central place, thus becoming the new central paradigm of management in general and of HRM in particular. In this paradigmatic role, "competence" has succeeded to the concept of "function" (Carbone, 2006), around which at least most HRM approaches, methodologies and techniques have been organized over the past century, if not all. The emergence of a robust central paradigm, which naturally and almost immediately linked

the various HRM practices at a systemic frontier, contributed to a new approach to the synergetic potentiation and methodological interpenetration of the various practices.

It is in this problem that we situate the present project, characterizing it as a modest but valid attempt to contribute to the scientific consolidation of the synergetic fusion of practices. The bibliographical research made believe that there are no specific references on the fusion of HRM practices, so we will present them individually and sequentially, making references to the authors who are dedicated to their study.

Recruitment brings together the set of people-seeking activities that are efficient for a given function, conditioning the number and profiles of the people applying (e.g., Rego, Cunha, Gomes, Cunha, Cabral-Cardoso & Marques, 2015; Acikgoz, 2019) to integrate the "workforce" and meeting the business needs of modernization (Plumbley, 1995). Recruitment is a set of actions defined by the organization to attract people with specific skills in order to fill a job (Sekiou *et al.*, 2009). The quality of recruitment will influence the candidates who will be attracted by this process, so the wrong choice can lead to losses and sometimes-irreversible deficits (Bártolo-Ribeiro, 2007; Ekwoaba, Ikeije & Ufoma, 2015). Public and private organizations are interested that this human capital becomes more competent and engages as much as possible across time and different situations (Bártolo-Ribeiro & Andrade, 2015).

Peretti (1997) proposes the following stages of recruitment: 1) recruitment needs, 2) analysis, 3) function definition, 4) internal prospecting, 5) external prospecting, 6) sorting of applications, 7) questionnaires, 8) interview, 9) tests and 10) decision. Not very different from the proposal of Sekiou *et al.* (2009) which state that recruitment presupposes actions prior to the recruitment phase, so that the techniques for analyzing candidates' profiles must be improved in order for the candidate qualified to fill the vacancy.

The functional descriptive is one of the tasks that must be fulfilled because, on the one hand, the company helps to identify the set of tasks that the employee expects to perform, on the other, it helps the employee to understand what the organization expects of him/her and should therefore be drawn up before the recruitment phase (Klinvex, 2002). Allied to the functional description is the psychoprofessional profile of the function that according to Almeida "is the set of requirements - professional competences, personal and motivational characteristics - associated with it" (2014: 124). For the accomplishment of this step, Klinvex (2002) mentions the different methods, notably job observation, interviews with contract staff, meetings on critical episodes or meetings on future competences. From this construction, a set of competences are gathered that will be required of the candidate and will contribute to the success profile of the job.

The methods of recruitment must take into account the functions of the workplace, the target public and the market situation and can be said at the end of the procedure whether or not they were appropriate. There are a number of traditional methods of recruitment (i.e. sources of recruitment), namely, advertisements in newspapers and magazines, employment agencies, referrals of members of the organization or family and friends, job fairs (Rego *et al.*, 2015; Acikgoz, 2018) among others. In recent years, in addition to traditional sources, have emerged e-recruitment, corporate websites, specialized chat rooms and the use of internet job shops, etc. (e.g., Van Esch & Mente, 2018; Rego *et al.*, 2015; Acikgoz & Bergman, 2016). In addition to these, the emergence of social and work networks (online) have broadened the dissemination of the information flow (e.g., Jobvite, 2016; Acikgoz & Bergman, 2016; Belo, Fernandes & Castela, 2014). HRM came to have access to a broad network of candidates and a reduction in the bureaucracy associated with the recruitment process. As a result, for HRM, there was enrichment and increased speed and impartiality in talent selection and, for the company, a reduction in time and costs (Bhangu *et al.*, 2015).

The recruitment process based on electronic resources via the Internet, via e-mail or through an advanced communication system, along with a set of tools that authorize the sending and receipt of applications, allows the online screening of candidates, and is the process most used by companies around the world (Maurer & Liu, 2007). However, if the company opts for e-recruiting, it will have to consider the drawbacks of this process, namely receiving mismatched resumes to job advertisement requirements (Armstrong, 2006). In turn, e-recruitment may be suitable for candidates who have a set of personality and age-specific characteristics, as well as computer literacy and academic training. However, it may be inadequate for candidates with poor qualifications and computer literacy. Different researchers based on their studies consider this method more famous than the traditional methods, reason why it gives a greater number of candidates (Salgado *et al.*, 2006, cit. in Rego *et al.*, 2015).

While recruiting is the process of identifying and attracting potential candidates inside and outside an organization for a future job, selection is the procedure that organizations follow to select from among the right candidates for a given specific function (Rego *et al.*, 2015).

There are several selection techniques that can be used, some refer to the evaluation of other knowledge to the psychological forum in order to assess intellectual potential, behavioral and personality characteristics and social skills. Each technique presents its restrictions and validity, thus complementing each other and helping to make a more valid decision. Candidates can be tested on the one hand to identify the strengths and weaknesses, on the other hand to survey the attitudes that allow them to fit the desired profile to the available position. Peretti (1997) classifies the tests into three categories: aptitude tests (visual, motor, intellectuals - intelligence and knowledge, ...) that allow to collect accurate data and that have an informative value in relation to the considered activity; personality tests, usually referred to as questionnaires or inventories aimed at perceiving the personality, consist of a voluminous list of closed questions; finally, evidence of situation that identifies elements of function and personality, simulates a real situation of the future position to occupy. The job interview is one of the most used techniques in the organizational world (Macan, 2009), although it has a low predictive power (Bártolo-Ribeiro, 2007; Highhouse, Brooks, Nesnidol & Sim, 2017) associated with the subjectivity of the interviewers in the perception of attitudes, personality, motivations, tactics of self-presentation and possible dissimulations, etc. (e.g., Culbertson, Weyhrauch & Waples, 2016; Woolley & Fishbach, 2018) of the candidates. There are several types of interview, namely, the conventional interview consisting of questions on motivation, family history and professional. Compared with these, structured interviews have relatively high levels of predictive validity on work performance (e.g., Conway, Jako & Goodman, 1995; Highhouse, *et al.*, 2017; cf., Macan, 2009), in particular situational interviews (cf., Ingold *et al.*, 2015; Oostrom, Melchers, Ingold & Kleinmann, 2016; Culbertson, Weyhrauch & Huffcutt, 2017). There is no "type" script to be used in the interviews, however, Bártolo-Ribeiro (2007) proposes that the script be composed of the following themes: 1) biographical data, 2) school and technical education, 3) 4) personal factors of satisfaction, 5) family situation, 6) activities outside of work and 7) qualities required for the job. It is also important to mention that the interview should be prepared according to the objectives and methods to be achieved, the physical environment should be comfortable for the climate to be pleasant and the candidate feel relaxed and calm (Neves, Garrido & Simões, 2015). The structured interview was created by Campion, Pursell and Brown (2006) with the objective of reducing the subjectivity that the interview usually entails (e.g., Woolley & Fishbach, 2018). Thus, the authors proposed an interview script composed of questions related to the knowledge, abilities and experiences of the candidates; the formulation of the questions must be made from the analysis of the function because this

analysis allows to identify the knowledge and behaviors desirable to the position; questions should be scored with a scale anchored in pre-defined behaviors (good - 5 to weak - 1) and there should be more than one interviewer. At the end of the interview, the information is compiled, and the results averaged.

According to Robertson and Smith (2001), curricular analysis is the second most used method in selection processes. There are two types of curricula experience curricula and curriculum vitae. The latter are the most used and preferred by the organizations, since they structure all the information of the candidate in chronological order and they enunciate the competences of the candidates. While the experience curricula are composed of professional experiences that may not mention the organization, so the candidate can hide information and emphasize illicit data. The curriculum vitae is, therefore, a brochure that summarizes the candidate's academic and professional background. This document, according to Machado and Portugal (2013: 73) "has become, in the present times, an instrument of work and evaluation of professional and personal value ...", the companies consider it one of the most important and relevant documents for the selection process, since it presents the candidate in an organized way, allows the candidate to analyze the professional and personal level, defines the profile of the candidate and verifies his/her suitability for the function. On the other hand, it performs the function of first contact between candidate and organization and, therefore, conditions the formation of impressions. That is why candidates and recruiters should seek out strategies and tools that make the curriculum and its analysis, as effective as possible. By way of example, a cover letter or CV with graphic errors significantly contributes to a poor impression on the evaluator (Martin-Lacroux, 2017).

In the curriculum evaluation, there are several aspects that the human resources manager must take into account, so, according to Klinvex (2002), a checklist must be developed "of what is being sought", as well as six elements namely, general appearance, internal organization, experience, academic background and diplomas, relevant affiliations or activities, and references. Curricula should be thoroughly analyzed (Hindle, 1998) to select the best candidates according to the defined profile.

After obtaining as much information as possible, the information will be evaluated in a responsible and fair manner. The decision and choice process goes through the confrontation phase of results and opinions where the last decision is analyzed and pondered. The prime factor that distinguishes the candidates is not what they know to do, but rather their motivations and capacity for learning and achievement (e.g., Almeida, 2014; Woolley & Fishbach, 2018).

In the last decade, in Portugal, the selection method called *assessment centers* (Bártolo-Ribeiro, 2007), developed at the time of World War II when the allied countries began to study the methods that the Germans used to select their spies (Plumbley, 1995), began to have greater relevance. Considered a method that combines the central information elements encoded according to guidelines (International Task Force, 2008). From various techniques such as tests, questionnaires and simulations subject to a behavioral category observation register, the evaluators have the possibility to analyze the profile of the candidates in a more objective way (Thornton & Gibbons, 2009). The method was applied by the *British Civil Service Commission*, in the year of 1945, in the qualification tests for places in the public administration (Bártolo-Ribeiro, 2007). It was the first time the method left the battlefields. The method is recognized by significant predictive validity, criterion, among others, compared to other selection methods (e.g., Thornton & Gibbons, 2009). However, it is a method that is subject to several dysfunctions, conditioning the criteria of validity (Dewberry & Duncan, 2016). Therefore, it is necessary to invest time and money in the preparation of the assessors and in the development and implementation of the protocol. Reason why it has not been a widely used method (Bártolo-Ribeiro, 2007).

Bártolo-Ribeiro (2007) states that the primary goal of this method "is to create the opportunity to develop weaker skills through additional training." While Plumbley (1995) states that it satisfies the need to assess personal characteristics, the ability of a subject to influence and lead others, and to create new ideas in real situations. There is no standardized and universal form for its implementation, however, the organization entails very concrete rules of organization and implementation, the author Bártolo-Ribeiro (2007) mentions a "generic" list with the most common phases of its development. It is important to carry out the analysis of the specific characteristics of the function and the identification of the goals of the assessment center. Several authors (e.g., Wood & Payne, 1998; Bowler & Woehr, 2006) consider that the method is effective because the evaluation is more objective and task-focused.

The process of reception and integration begins even before the admission of the new candidate by the organization, assuming a notable importance during the recruitment and selection phase (Rego *et al.*, 2015; Acikgoz, 2018). At this stage, there is a sharing of information between the candidate and the organization's representative. The candidate seeks to present his/her potentialities, competences and values for the performance of the function to which he/she is applying and the company representative evidences the characteristics of the organization and the particularities related to the function (Almeida, 2014).

The exchange of information that is established during the selection process is considered important, but it is not enough for the new employee to know the organization and to adjust quickly and effectively to the organization (Sousa, Duarte, Sanches & Gomes, 2006). At this stage, social aspects of work such as relations with colleagues are very important, as they influence the quality of socialization, as well as reception procedures, document delivery, initial information, introduction to space, formal courses and formal and informal training (Armstrong, 2006). It is necessary that the organization pay attention to the employees' perception about the new colleague, since the latter can be viewed with an attitude of distrust and induce some instability, jeopardizing the effectiveness of the process of reception and integration and consequent socialization (Burcharth & Fosfuri, 2015). On the other hand, it is through the process of interaction between the various elements, particularly the position of the new collaborator vis-à-vis colleagues and managers, that establishes how the relationship will proceed (Sousa *et al.*, 2006). Thus, during the process of preparing the reception and integration of the new employee and the whole team, which will work directly with him/her, it is considered relevant to clarify previously all the role of the new employee, to hold an (informal) team meeting and be introduced to the predecessor (if he/she remains in the organization).

In the course of the process is underpinning the construction of a psychological contract between the organization and the new employee (e.g., Manuti, Spinelli & Giancaspro, 2016; cf. Rousseau, Hansen & Tomprou, 2018). The new employee carries with him/her technical competences and professional aptitudes, but also values, expectations and motivations that were generated in the course of interactions during the recruitment and selection process and through information obtained about the organization during the process and by other means (Armstrong, 2006). On the one hand, the company also possesses a certain organizational culture and values and, on the other hand, develops expectations about the candidate during the recruitment and selection process. Hence, an adjustment is necessary between the two, the expectations of both parties and the real (Almeida, 2014), resulting in a commitment of trust in which both parties commit to do their best.

The initial orientation period may take place over several months and should not be confused with socialization, since it is only a small part of the same (Peretti, 2001). According to Sousa *et al.* (2006), there are companies that are dedicated to a very specific activity that

need to give technical training to the employees who are part of the company. This activity may support some risks such as, no return on investment or employee leaving the company. However, it can be a positive factor for contributing to attracting better employees.

Training does not come in isolation. It is an ongoing process that is related to the daily life of the employee, through which new knowledge, attitudes and behaviors are acquired that help both the moments of challenge that require quick response capability and the accomplishment of daily tasks. It is understood that its purpose is to contribute to an improvement in the performance of employees, which in turn will have consequences on the company's results.

Regardless of talent understood from an innate or learned perspective, training must be approached and implemented in accordance with the assumption that all workers can and should be able to increase their skills aligned with technological developments and organizational changes (e.g., Antoniolia & Torre, 2016; cf. Dries, Cotton, Bagdadli & de Oliveira, 2014). Only then will the organization have available competent, flexible and easily adaptable employees, so it is important to focus on training. In addition to the development of skills and abilities, training positively affects professional satisfaction, engagement and organizational identity, increased productivity, absenteeism, among other outputs of individuals (e.g., Rego *et al.*, 2015; Amissah, Gamor, Deri & Amissah, 2016; Lee & Bugler, 2017), contributing to the satisfaction of organizational performance needs (cf., Berger & Berger, 2017).

Brinkerhoff and Dressler (2002) argue that companies need employees who not only learn fast, but who learn instantly, who convey individual knowledge to the team and increase organizational performance. Thus, in the professional environment managers and Companies prepare more professional and personal development plans that increase trust in the professional relationship. Training is a process composed of different phases that must be defined, structured and planned in order to induce changes in the abilities, knowledge, attitudes and behaviors of employees at work (Cabrera, 2006, cit. in Rego *et al.*, 2015), according to a prior diagnosis of needs. The diagnosis is fundamental for the success of the intervention, because its quality will depend on the efficiency and effectiveness of the training (Brinkerhoff, 2001) and the return on investment (e.g., Bashrum, 2012; Roca-Puig, Bou-Llusar, Beltrán-Martín & García-Juan, 2018).

During the training period, there are factors that must be fulfilled in order to ensure that quality and effectiveness are not compromised: a) the chosen/elaborated program must be adequate to the needs of the company, so that training has utility and investment makes sense; b) the material used must be of quality and appropriate to the group and c) the trainer must have technical skills in the area in which he/she is going to teach, technical training skills and possessing psychosocial characteristics (Rego *et al.*, 2015; Tews & Noe, 2017). Three types of training assessment can be carried out, namely short-term, medium-term and long-term evaluation. The latter is about the strategic coherence of the company, the impact on the culture of the organization, the prevention of maladaptation due to evolution, the attention given to the most sensitive categories, qualified or not (Peretti, 1997).

In short, the training process begins with the survey of training needs, followed by the organization of the activities and the subsequent conceptualization of the same and, finally, the evaluation of the whole process (Rego *et al.*, 2015). Training programs effectively help individuals to find work and to maintain themselves, as evidenced in Fleissig's (2014) study. Training is a strategic variable that contributes in the long term to the organization's success. (Roca-Puig *et al.*, 2018).

3. METHODOLOGY

The main objective of this project was to verify and prove the added value of the merger of practices, either with respect to the results and quality of the process itself, or for the company, innovating in the methods and techniques through its merger. The following hypotheses have been advanced:

a. The fusion of recruitment, selection and training methodologies allows accelerating the effective acquisition of specific competences and thus the technical integration in the function;
b. The fusion of recruitment, selection and training methodologies allows to accelerate the process of socio-professional integration in the company;
c. A qualifying recruiting merger approach provides a positive financial return for the company and thus offsets the necessary investment.

The methodological strategy of the merger went through 3 points:
1. Recruitment for training, with integration in view;
2. Select during the formative process;
3. Integrate throughout the process.

3.1 Population and sample

The recruitment phase attracted 34 applications, which were reduced to 21 after the first stages of interaction and clarification. After the selection, 11 applications were cleared to start the training, but two participants gave up at the beginning of the training.

After the recruitment and selection phase, 9 trainees received in-room training on Microsoft's web platform for the Academy - i9.station. As the company bets on its employees, it invited an internal programmer to participate in the training, reason why they counted 10 trainees in the Academy that focused on the technology SharePoint.

At the end of the first week, the group was reduced to five members who were trained in the company, together with the working groups. At the end of the 3 weeks, all members of the group were invited to join the company as a trainee, as they were able to show the transfer of theoretical contents in practical work situations. Only three of the five accepted the proposal, for reasons related to the compatibility of their personal and professional projects or the conditions offered.

Two analysis groups were also set up:
a. A control group made up of Innovagency's current employees recruited in the last two years (8 elements). This temporal delimitation of seniority was adopted so that the respondents could still keep a reliable memory on the respective integration process and to guarantee less interference of eventual organizational and cultural changes that the company has registered;
b. Naturally, the second group consisted of the selected subjects, trained and integrated through the methodology of merging practices, and that, due to the circumstances, only three remained in the company.

3.2 Procedure and instruments

In point 1, the recruitment phase sought to attract candidacies from people with a profile and knowledge appropriate to the integration into the project and thus comply with the "robot portrait" established for this purpose. During the recruitment period the candidates who met the technical requirements were invited to participate in a Presentation Session and

clarification of doubts based on the presentation of the i9.station website and a PowerPoint prepared for this purpose.

The purpose of the session was to promote i9.station by ensuring that all interested parties were in possession of all relevant information, to confirm the effective holding of the required technical knowledge, and the candidates' interest in continuing the selection process. These objectives were ensured through the interaction subsequent to the presentation and also from the filling in of the Manifestation Form of Interest in which the candidate assumed the commitment of interest in participation in the i9.station and the continuity in the selection process. The members were sent some links with self-study materials to prepare for the technical interview.

In point 2, the selection phase, the trainer used a formative evaluation grid composed of several items related to the behavioral and technical situation. This instrument is often used after performing activities leading to the acquisition of a technique. In order to evaluate the posture and commitment of the trainees during the training, the following criteria were taken into account: assiduity and punctuality, motivation and attitude and oral participation. In order to evaluate the graduates in terms of technical-scientific competences we have taken into account the information obtained through the criteria: technical domain and practical delivery.

Based on the collected data, it was verified that the selected trainees (five) always presented results of commitment equal or superior to the trainees who were not selected, as well as, superior technical competences. Point 3, the integration of potential new collaborators, has been a concern since the beginning of the process. Thus, a questionnaire was elaborated to evaluate the satisfaction of the trainees regarding the training given in class. The structure adopted in the construction of the instrument was by categories, each consisting of a number of statements, namely, organization and logistics (5 statements), the trainer (6 statements), the overall assessment (3 statements), and finally, the self-evaluation of the trainee (3 statements). The trainees responded according to their degree of agreement with the statements (1 - disagree, 2 - agree, 3 - strongly agree); only in the self-evaluation category there was a frequency scale of 1 to 5 (1-never, 2-rarely, 3-sometimes, 4- often, 5-almost always).

The questionnaire was applied, in paper format, on the last day of classroom training to the ten graduates who participated in the Academy.

Regarding Satisfaction, the elements that participated in the Academy strongly agreed with the organization of the action, as well as the implicit logistical conditions even though they considered the duration of the training somewhat inadequate. Thus, with regard to the organization and logistics of the action, we can conclude that all the elements that participated in the Academy were very satisfied presenting an average satisfaction index of 2.63 on a 3-point scale, that is, an index of 87.7%. The overall assessment of the training action reached a rate of 90%, which concludes that the trainees made a very positive evaluation of it.

Regarding the self-assessment, with an average breakdown by factors, the trainees translated, in their answers, an appreciative index of 79.33% which we consider a good average result, consistent with the evaluation made by the trainer.

Developing the original idea, it was established that the Program, after a first phase of Recruitment and Selection, would merge the Selection and Formation phases, that is, that the selective character would extend progressively throughout the various phases of Formation.

Thus, the training program was conceptualized in three parts; a first part consisting of a week of intensive classroom training, succeeded by a second two-week phase in the real project environment and then by a nine-month stage.

At the end of each of these first phases the trainees would be submitted to an evaluation of eliminatory character, reason why the group followed a selective process of bottleneck. After the third week, the trainees underwent a written evaluation test and a technical interview, which allowed the group to subsequently be identified in a stage of 3 + 6 months, at the end of which, in the event of success in the final positive evaluation, they would be contracted to Innovagency as regular collaborators.

A survey was also carried out based on a structured questionnaire, aiming to evaluate the speed and pace of integration of employees through the perceptions of the same integration by respondents.

The survey was presented to the company in the case of a routine investigation of control and monitoring of the integration process in the company, not making any distinctive reference to the i9.station group. The survey, anonymous, was inserted into an online platform and applied to the control group. The same survey was also applied to the i9.station group consisting of 3 elements.

The distinction of the groups was made only through the use of differentiated access links, in order to avoid that the experimental group was aware of the experimental character of the approach, and that this perception could somehow interfere in the results through an expectation effect, which would have been so, if not completely annulled, at least mitigated in its impact.

All were surveyed for the first three months of integration, although the most recent elements (from i9.station) could only relate to the first two months they had at the time of the survey since their entry.

4. RESULTS AND DISCUSSION

The present study is a real case study focused on a research plan based on a scientific methodology. Regarding the credibility of the study, we verified that the external validity is compromised by the reduced sample of trainees who participated in the study. However, a case study does not represent statistical value sampling, it does try to broaden the theories (Yin, 2018).

Reliability is thus not compromised since all data has been collected in a transparent and scientific way. The overall evaluation of the project will be done through the discussion of the 3 hypotheses put in the beginning.

We believe that the option to validate the project through the verification of the hypotheses serves simultaneously the business perspective, allowing evidence of the value of interest to the organization and to the business, as well as the academic perspective, since it allows to confer the necessary factual legitimacy required by the scientific rigor and validate the interest of deepening the study and the conceptual and methodological sophistication of the fusion of practices in the HRM.

Regarding the questionnaire, it was structured in two parts, the first referring to individual and contractual questions (age, function, seniority, type of contract), the second referring to the integration itself in terms of social, technical and in company culture over predefined periods, namely: 0.5 month, 1 month, 1.5 month, 2 months, 2.5 months and 3 months.

The responses of both groups were collected and treated, and the means obtained in the three dimensions of integration considered in the two groups are presented in figures 1 and 2, which also show in dashes the means integration velocities obtained.

Figure 1. Integration speed - Control group
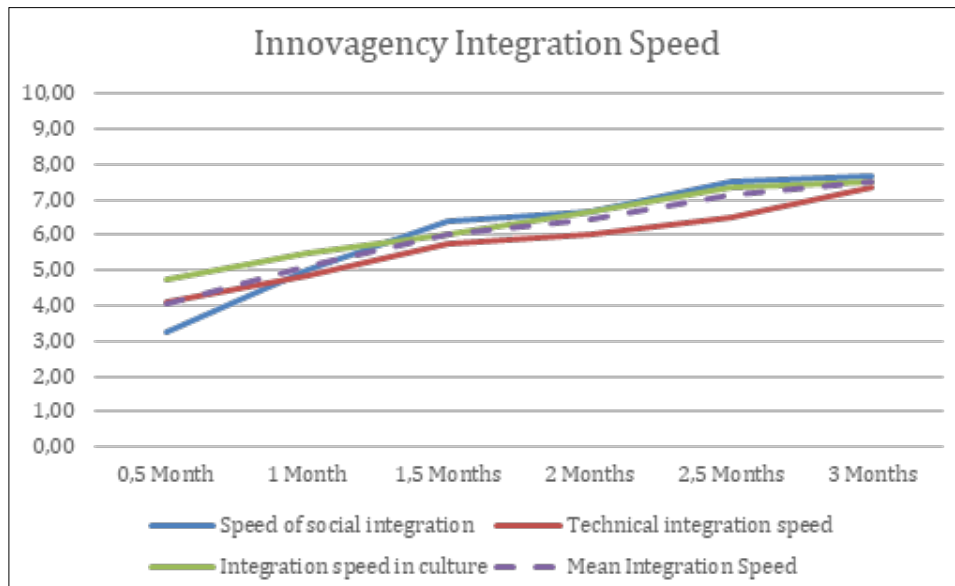
Source: Own Elaboration

Figure 2. Integration speed - Experimental group
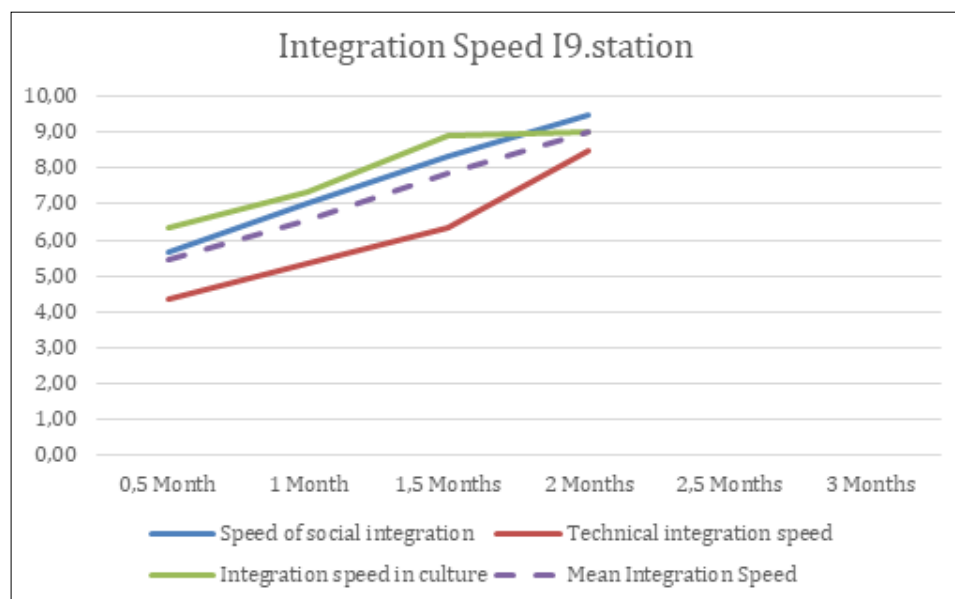
Source: Own Elaboration

From the simple observation of the two figures, they point out some conclusions. The order of relative positioning of the three curves tends to be identical, except for the evolution of social integration in the control group that starts below the remaining. We see this similarity of relative positioning in both groups as a signal of reliability of the analysis, since it encourages to consider that if the same pattern is observed in both groups it will have some objective foundation and the extraction of conclusions is probably legitimate although the "distance" from assessment to occurrence may have interfered with the perception and respective emotional resonance of the experience.

There is also a difference in both the beginning and the slope values, which leads to a perception of higher integration velocity in the experimental group.

Finally, the progressivity of the curves suggests greater procedural consistency in the i9.station group, although this conclusion may be, we acknowledge, insufficiently substantiated.

Let us now proceed to discuss the hypotheses in the light of the evidence.

Hypothesis A: Regarding the results that are relevant for the verification of hypothesis A, it is observed that the line of the mean speed of technical integration, if projected, suggests that full technical integration will have occurred after six months in the control group, while based on the full integration takes place in the i9.station group in half the time, i.e., at the end of three months or less. It is concluded that although the rhythms of technical integration are similar during the initial phase of theoretical and practical training, it "triggers" in speed after this period in the experimental group, and from there the speed of technical integration is more accelerated. This evidence suggests the potential of the merger of practices as a potentiator of learning and acquisition of skills, and thus of the practical application and profitability of the knowledge and skills acquired by training.

Hypothesis B: Through the results of the above-mentioned survey approach, socio-professional integration was broken down into two dimensions: social integration, i.e., integration into teams and informal groups, and integration into the company culture, i.e., identification with the values and norms adopted (acculturation).

From the comparative treatment of the responses in the two groups, it was possible to construct the comparative figures. We can conclude that the results suggest a clearly faster and more progressive socioprofessional integration in the i9.station group than in the control group. This difference is particularly noticeable in terms of social integration, which in the control group shows itself to be "timid" at the start (first fortnight) and continues gradually over the first quarter.

On the contrary, the rapid and progressive evolution of social integration in the experimental group seems to confirm the added value of the controlled and continuously supported immersion process that characterized the i9.station process, returning to a better integration through a better and faster reception of the new elements.

In fact, in interviews and informal conversations throughout the integration evaluation process, the collaborators of the control group were verbalized several times, the discomfort resulting from a cold reception by the teams in which they were integrated, and how the slowness of acceptance contributed to if they felt "outside the team and not integrated for a long time".

If we compose the three integrations considered in a single line representing the aggregate integration process (average integration velocity) and design the trend lines obtained with the two groups, we can draw the following conclusions:
   a. The full integration of the control group seems to occur about six months after entry;
   b. Evidence confirms an apparent faster integration of the i9.station group, with full integration achieved after the first three months.

Thus, to recapitulate, the integration of i9.station trainees appears to be twice as fast as that of the control group. The technical integration has an initial velocity similar to that of the control group up to the initial month and half but then registers a marked acceleration. If we consider that 1.5 months of the i9.station group corresponds to the end of the formative period, it is concluded that this training model greatly accelerates the productive integration of employees in the work teams. Both social integration and integration into the company's culture are notoriously faster, with social integration more progressive and homogeneous,

and integration into the culture is also faster to the point of full integration. In general, the full integration (or close) that the control group indicated to operate after 6 months seems to be achieved in half the time (3 months) with the fused i9.station model.

The study by Filippin *et al.* (2012) states that integration is already in the recruitment phase, as all means of disclosure support the values of the organization. In addition, the final stage of formation is indispensable for the integration process, providing immersion of the candidates in an "induction" process. Given the evidence, it is confirmed that the speed of integration of employees who integrate into the company through i9.station is better and faster by the Academy process than in the normal process.

Despite the small size of the samples and the short time elapsed, especially in the i9.station experimental group, the results clearly point to both hypothesis A and hypothesis B, and it is concluded that the evidence indicates a real potential of the integration of recruitment, selection and training in the acceleration of the integration process, particularly at the cultural, socio-professional and technical levels.

Hypothesis C: Confirming the interest and potential of the merger of methodologies from the perspective of integration, it remains to show that it is worthwhile, also from an economic perspective, that the company makes the necessary investment and that it has a positive return.

Thus, to confirm the hypothesis C, the project's return on investment (ROI) was calculated. This indicator is used in the financial area, allowing to calculate the ratio between the amount of money earned or lost as a result of an investment relative to the amount of money invested.

It is, therefore, an accurate, credible and viable tool for obtaining the financial results of several projects and has been used in recent years in HRM projects and activities, particularly in relation to training investments.

In the present case, in order to test and prove the return of the necessary investment to a project of fusion of practices such as i9.station, we began by conducting an exhaustive and rigorous survey of all the costs involved in the assembly and implementation of the i9 project. (i.e., website creation, branding, signature) to "amortize" over the 10 academies expected to be realized during the first five years of the project, as well as the costs associated with the first Sharepoint Academy.

But to calculate the ROI, it becomes necessary in addition to the costs to consider the "profits" of the project. As there was not yet a direct profitability derived from the resources formed, it was decided to calculate the "income" of the project by the differential between the costs actually incurred and those in which the Company would incur to solve its labor needs that the resources resulting from the first academy are effectively ensuring.

If with these "profits" the project shows a positive return, then the return on future investments will be assured, when a commercial practice of monetization of the resources formed is installed and streamlined, namely through the provision of specialized services to client companies and not merely integration in ongoing projects.

In fact, they were considered two potential "profits" and not just one. Thus, Profit 1 refers to the differential of the i9.station solution in relation to the use of three specialized resources contracted to outsourcing companies, and Profit 2 refers to the same differential, but in the case of alternative hiring of programmers at the beginning of their careers or little experienced, which would have to be given some training, whose value was also considered.

Having thus two different hypotheses of costs and corresponding profit, two ROIs were consequently calculated.

ROI expresses the percentage of the margin obtained between costs and benefits, after deduction of the investment made, in proportion to the same investment [(Total profit - (Total costs - Investment made)) / Investment made] x 100)].

With the calculation of ROI 1 and ROI 2 it is proven that the return on investment is, in any case, positive and very expressive, returning at least seven times the investment.

Based on the costs calculated and the calculations made, the ROI was calculated per person, which evidences a return on the investment between one and a half and three and a half times approximately.

It is therefore concluded by the undeniable interest of this solution, even in a purely economic-financial perspective of the company that invests in it, although we believe that this value will tend to be greater as a result of the productivity boost brought about by the accelerated technical and socio-professional integration of the new employees thus recruited.

As reported in Bashrum's (2012) study, ROI is a simple, though rich, calculation related to training programs and their organizational impact. It's an important calculation because it aligns training with business goals and objectives.

The importance of the pilot project in the company is above all to learn from what has been done and to draw conclusions and lessons from the process (Canales, 2015) to improve the following issues.

5. CONCLUSION

In recent years, the Internet has been at apogee of numerous changes in several prominent areas in the business environment and in the way of managing and doing business. The easy access to the Internet has allowed the creation of the "I digital" which, in turn, has stimulated the development of networks of contacts, giving rise to a new perception and way of interacting with the world.

This change has also transformed human behavior itself at the affective, family, social, individual and work levels. The latter is highlighted, as many jobs have been replaced due to technological advances and other technological allies have emerged. The digital world is present and has come to be affected by different factors, namely by the breakdown of communication barriers, infinite access to information, speed and agility of task execution and security.

It is also worth mentioning that between 1980 and 2000 the "millennium generation" was also known as "generation Y" or "the Internet", a generation that emerged at a time of great technological advances and information exposure. This generation is characterized by having a technological profile, not being subject to any kind of work, that exchanges jobs easily in search of more challenging opportunities and with professional growth, which demands feedback in relation to work and performance. It is a challenge for the business world to attract and retain these workers, however, if they are challenged by training or development, retention can happen.

The present study came about because Innovagency experienced difficulties in capturing human capital with specific knowledge in certain technologies. Thus, on the one hand, the objectives of the company were to reduce the risk of difficulty in recruiting and provide training to internal employees, on the other hand, intended to boost the business of placing professionals in the areas of competence of Innovagency.

With the completion of this case study, it was found that i9.station has responded to the initial problem, proving that the merger of recruitment and selection, training and integration practices contribute to a more rapid and effective integration and to a technical evolution of future collaborators. From a business point of view, it has also been proven that

the investment in this type of integrated solution returns positively to the Company, and that is also compensatory also in a business perspective.

Although the limitations are recognized by the number of subjects involved, it is concluded that the three hypotheses are confirmed. From this experience are also drawn some conclusions that will contribute to the development of the second edition of i9.station and improvement of the process in general. At present, Innovagency sees training as an investment and not as a cost, because it is confident that this investment will have a return both financially and functionally, and in the development of employees.

Lastly and in the way of clues for future investigations in this line, it would be interesting to compare the media channels that are used in the recruitment as Facebook, Twitter, ad in websites and to realize which is the most effective channel for the technological target audience. Also, it is important to integrate, in future studies, personality attributes such as creativity and entrepreneurship, given the growing importance for organizations of these attributes in their workers (Imaginário, Cristo, Jesus & Morais, 2016). In addition, apply the method of merging the practices into a company of different branch to prove the added value for both the organization and the employee, also in different realities and contexts.

Assuming with scientific humility the dimension and impact of a "case study" such as the one presented here, we want to believe in the virtues of this contribution to draw attention to a reality that is worth studying and deepening (the synergistic fusion of practices in HRM), and that this line of study can contribute to strengthen the consistency and solidity of HRM as a science.

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