



INTEGRATION DIDACTICS FOR NEW COLLABORATORS: LITERATURE REVIEW

ORIGINAL ARTICLE

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ABSTRACT

Faced with a highly competitive scenario, integration didactics for new employees have been increasingly applied in organizations. In this context, this article aimed to answer: what are integration didactics and how do they act in the process of integrating new employees? In this way, the objective is to present a brief reflection on some integration didactics and their functioning within organizations. The methodology used was the literature review. As a result, it was observed that some integration didactics use: manuals that list the necessary information so that new employees can perform their functions; onboarding techniques, which dynamically provide information and knowledge about tools and resources; common procedures, such as: presentation to employees and other sectors of the company, presentation of the mission and values, knowledge of the emergence or history of the contracting company, etc.; and, also, specialized training in the new employee's area of activity. It is possible to conclude that the integration didactics are techniques that provide better assimilation and adaptation of new employees to the work environment,

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favoring socialization in an integrative way and the reception of organizations. They act directly in the integration process, right at the moment of admission of new collaborators in the organizations, being considered as an initiation ritual that is formalized by the acceptance of a new collaborator in the organization.

Keywords: Didactics, Integration, Collaborators.

1. INTRODUCTION

The competitive landscape requires increasingly accelerated changes in information processes. In this context, organizations need to adapt in all sectors, seeking better highlights and even mechanisms to remain in this competitive market. Among these mechanisms, the predominant factor is integration didactics, which promote better adaptations to new employees hired by organizations (OLIVEIRA, 2016).

As pointed out by Gil (2001), investments to improve integration didactics are important for organizations, as they provide adequate emphases for each type of function.

In addition, as Bittar (2009) points out, integration didactics have several benefits. Among them, we can mention the motivation for new employees, which begins with the presentation of all the possibilities offered by the company, career plan, recognition of employees in a paid way, etc., thus demonstrating its good structure and its values.

In this sense, communication can also be considered a fundamental element so that new employees are always engaged in their roles, as they promote opportunities for the participation of ideas, merit awards, among others. However, it appears that there is no decisive format for new employees to feel motivated. For this reason, integration didactics should be chosen according to each type of company (ARAÚJO; GARCIA, 2010).



In view of the above, this article aims to highlight the integration didactics for new employees hired, taking into account their importance for organizations. Therefore, the research problem is: what are integration didactics and how do they act in the process of integrating new employees?

In this way, the objective is to present a brief reflection on some integration didactics and their functioning within organizations.

To carry out this article, a literature review was adopted as a methodology, using scientific articles, dissertations, books and digital magazines.

2. INTEGRATION DIDACTICS IN ORGANIZATIONS

Operational aspects have always been the concerns of companies. In a way, all hired employees were already aligned in the sectors of their functions, thus generating the view that new hires should quickly adapt to their activities. Otherwise, they were fired during the trial period for various reasons, such as work errors (DUTRA, 2006).

Since the 19th century, studies related to social culture have significantly influenced the development of society, enabling cultural applications in business environments, which gave rise to the ability of organizations to generate their own cultural identities, also considered as social units (ZANLUCA, 2016).

Studies focused on organizational culture have emphasized internal social balance, demonstrating the importance of organizations having didactic processes in the integration of new employees (BITTAR, 2009).

Accordingly, Araújo; Garcia (2010) states that these organizational cultural aspects aim, in turn, at the need to present the organization to new employees, in order to provide better assimilation and adaptation formats to new work environments, thus favoring the socialization of employees integrative way and reception.



Corroborating this statement, Gibson et al. (1981), points out that the bases offered to new employees in the work environment were not always seen as in the 21st century, as in this century there was the possibility of establishing new missions in companies, regarding the types of planning and forms of integration of employees employees, thus being able to minimize the risk of errors and reduce the rates of dismissals due to failures or lack of knowledge in the working areas.

In this context, it appears that new employees, in general, become members of a new social contextualization, becoming a fundamental part of the organizational universe, which is constituted by elements that, together, form the reality of these organizations. These elements can be understood by the unified experiences of other employees, who are part of certain organizational cultures (SHINYASHIKI, 2002).

In view of the above, it is also worth mentioning that people management has been one of the main areas for the functional balance of business areas, precisely because it is the sector responsible for the general organization of employees and for the use of effective and didactic methods of integrating new employees in the work environments (BITTAR, 2009).

The performance of this sector has brought improvements in integration didactics, due to the awareness of employers about the first contact of new employees with the company (ARAÚJO; GARCIA, 2010).

2.1 THE NEW EMPLOYEE INTEGRATION PROCESS

Based on the assumption corresponding to the ideals of the companies, with the choice of new employees, the flexibility of the contractors in providing specific means for the reception of new employees becomes important, whose procedure is known as "integration", corresponding, in a comprehensive way, to the presentation and business objectives to which they stand out for new employees (ANDRADE, 2011).

The integration process occurs at the time of admission of new employees in the organizations, being considered their first contact with the reality of the contracting



companies, where the cultural and structural formats are presented, among other organizational elements, that form the universe of the organizations, being this procedure considered as welcoming (GIL, 2001).

When a new member is hired, the integration process can be considered as an initiation ritual or as a passage that is formalized by the acceptance of a new member in the group that works in the company. In this process, the experiences are fragmented so that the novice can follow the social and cultural contexts of the company (CHIAVENATO, 2009).

The socialization of new employees in the company, contrary to what is imagined, cannot occur in isolation, as it must be the main source of reception, humanization, attention and solidarity services for the needs and leveling of specific knowledge of the functions to be performed, based on the concerns of perceptions acquired by new employees, in the search for a friendly environment (OLIVEIRA, 2016).

2.2 DIDACTICS USED IN THE NEW EMPLOYEE INTEGRATION PROCESS

Some didactics for the integration of new employees are related to the use of manuals that demonstrate the information necessary for employees to follow them, also categorizing the reception formats of companies which, in turn, are arranged in manuals that inform its norms, guidelines, policies and specific guidelines for each type of position or sector (ARAÚJO; GARCIA, 2010).

These manual models have several advantages, such as: always being available to employees in case of doubts; answers based directly on the company's functional axes; guidance of exact models of tasks and how to perform them (SHINYASHIKI, 2002).

Still, regarding the manuals, it is worth mentioning the possibility of disadvantage of their use in cases in which the company is still adapting to the active market, passing



through changes that can generate certain conflicts of mechanisms in the provision of services, productions, among others, enabling, thus, the transgression of some rules stipulated in them or in their policies (ZANLUCA, 2016).

Another integration didactic, as pointed out by Chiavenato (2009), is onboarding. This technique guarantees the insertion of new employees in a range of information and knowledge, tools and resources, dynamically and with other members of the company. The author also points out that its use requires specific planning, with dimensions of the difficulties of new hires.

Examples of planning and dimensioning for the insertion of onboarding didactics are: organization of the workspace and tools; internal communication about the start of new employees in the company environment; scheduling a meeting with the Human Resources department to fill in employee benefits; designation of an employee with greater experience to welcome new employees (ANDRADE, 2011).

The didactics of this technique are composed of several phases, from the selection process and hiring by the company, to the beginning of the exercise of the function, with specific training of the team, bringing as differentials the certainties of aptitudes of the new members in their new activities (ZANLUCA, 2016).

In some companies, integration didactics make use of common procedures, such as: presentation to employees and other sectors of the company; presentation of the company's mission and values; knowledge of the emergence or history of the contractor. Thus, providing new employees with knowledge of their work environment, as well as the objectives and types of services performed by it (OLIVEIRA, 2016).

There are also, according to Dutra (2006), companies that carry out specialized training in the area in which the employee will work. Generally, companies in the construction industry invest in short courses, which vary from 3 to 7 days, before the new employee starts working, such as: electricians, bricklayers, among others, who need specific care for certain daily tasks.

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3. FINAL CONSIDERATIONS

This article aimed to present a brief reflection on some integration didactics and their functioning within organizations. In view of the above, it is inferred that when the new employee is well received and receives all the guidelines regarding the organization and its attributions, he feels integrated, and not just inserted in it.

In this context, we sought to demonstrate: what are integration didactics and how they act in the process of integrating new employees, being possible to conclude that they are techniques that provide better assimilation and adaptation of new employees to the work environment, favoring the socialization in an integrative way and the reception of organizations. They also act directly in the integration process, right at the moment of admission of new collaborators in the organizations, being considered as an initiation ritual that is formalized by the acceptance of a new collaborator in the organization.

Finally, the importance of employing these techniques in organizations is noted, since they increase the possibilities for the new employee to feel motivated and committed to the company and to the results of their actions, as they know the reason why they perform that function, its goal and its importance in the result.

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