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Journal of Human Resources Training

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The works must be unpublished and refer to topics of human talent, organizational commitment, work welfare, work performance, human resources management, human capital, productivity, organizational culture, leadership and sustainability and other topics related to Humanities and Behavioral Sciences.

Presentation of Content

In the first article we present, *Leading a teacher training college from the academic-administrative processes to strengthen the efficiency of the institution* by FUENTES-FAVILA, Luis Macario, MENDOZA-GONZÁLEZ, Nancy, ORDÓÑEZ-SUÁREZ, Teresa and MOLINA-VÁZQUEZ, Gabriel, with adscription in the Escuela Normal de Atlacomulco “Profesora Evangelina alcántara Díaz”, as the following article we present, *Analysis of the human capital of the federal electricity commission (CFE), in the city of Villahermosa for the design of an improvement proposal* by GONZÁLEZ-OCAÑA, Alexis, MOREJON-SANCHEZ, Juana Maria, NOTARIO-PRIEGO, Ezequiel and LEON-CASASUS, Cruz Marina, with adscription in the Tecnológico Nacional de México, Campus Villahermosa, as the following article we present, *Human capital and organizational culture and their contribution to corporate social responsibility* by BARRAGÁN-VÁZQUEZ, Carlos Hugo, GARCÍA-MARTÍNEZ, J. Jesús, REYES-FONG, Teodoro and MALAGÓN-SÁENZ, Elizabeth, with adscription in the Universidad de Colima and the Universidad Santo Tomás Tunja, as the last article we present, *Training a challenge for micro and small businesses in Leon, Guanajuato after the pandemic* by QUEZADA-FLORES Ma. de la Luz, SERRANO-TORRES Ma. Guadalupe, MEJIA-GUERRERO Mauricio and GONZALEZ-ARREDONDO, Liliana, with adscription in the Universidad Tecnológica de León.

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Leading a teacher training college from the academic-administrative processes to strengthen the efficiency of the institution

Liderar una Escuela Normal desde los procesos académico-administrativos para fortalecer la eficiencia de la organización (institución)

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Abstract

Leading a Normal School from the academic-administrative processes and strengthening the efficiency of the organization (institution), is a research which is being carried out recently, and whatever is shown here, is just an advance of it, where it is highly believed that the approach should be focused on continuous improvement in a Normal School, therefore, the main aim of this article is to implement appropriate conditions for the development of the substantive activities of the different departments that structure the institution through a strategic educational management and planning model where teaching and learning processes are strengthened which impact the culture of evaluation, the physical and technological infrastructure, favoring hence forth, the professional training of teachers and students of the ENA community through a qualitative methodology to account for what was found in the interviews and questionnaires and have a continuous improvement in the academic-administrative processes.

Processes, Efficiency

Resumen

Liderar una Escuela Normal desde los procesos académico-administrativos y fortalecer la eficiencia de la organización (institución), es una investigación que se está llevando a cabo actualmente y lo que aquí se presenta es solo un avance de ella, en donde se considera que el enfoque debe ser centrado en la mejora continua, en una Escuela Normal es por ello por lo que en el presente artículo pretende Implementar condiciones apropiadas para el desarrollo de las actividades sustantivas de los distintos departamentos que conforman la institución mediante un modelo de gestión y planeación educativa estratégico en donde se fortalezca los procesos de enseñanza y aprendizaje que impacte en la cultura de la evaluación, la infraestructura física y tecnológica favoreciendo así la formación profesional de los docentes y estudiantes de la comunidad de la ENA, a través de una metodología cualitativa para dar cuenta de lo encontrado en las entrevistas y cuestionarios y contar con una mejora continua en los procesos académico – administrativos.

Procesos, Eficiencia

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Introduction

Nowadays it is an imperative need to optimize the management system that currently operates in higher education institutions (HEI), specifically in the Normal Schools (EN) of the State of Mexico, since the main purpose would be to achieve better academic and administrative results.

The management of processes is a fundamental part of institutional life, moving from the simple traditional academic administrative organization to a practical management, where the quality management system is present and interrelated between the different departments that make up the organizational structure and the various educational actors through their processes and programs, is a challenge that is experienced every day in a Normal School.

As commented by González et al. (2022), education has presented several challenges to education, the main ones being to change the teaching-learning process by appropriating technologies, innovation processes and disruptive methodologies to promote student learning.

At the beginning of each school year, in the Normal Schools of the State of Mexico, a collegiate institutional planning exercise is carried out; participatory and comprehensive in order to influence institutional improvement and the achievement of academic excellence for the training of teachers of education.

In addition to the above, an analysis of the strengths, opportunities, weaknesses and threats (SWOT) of each department and area that make up the institutional organization chart is performed, from this analysis it has been identified that it is a priority to develop actions to create better conditions for the fulfillment of the substantive functions, through an adequate planning of the diversified academic load and an equitable distribution of the responsibilities of each department, as well as to create conditions for the empowerment of teachers.

Like all Institutions of Higher Education (IES), the Escuela Normal de Atlacomulco "Profesora Evangelina Alcántara Díaz", is currently immersed in different evaluation methods such as:

- Quality Management System (QMS)
- Inter-institutional Committees for Higher Education Evaluation (CIEES).
- Social Comptrollership Committees of the Social Service Scholarship (BAPISS).
- Integral Development Strategy for the Normal School (EDINEN).

The above mentioned help to improve all the processes that a Normal School has in the State of Mexico, that is why the concern is focused on the educational quality based on the evaluation of the programs, within a complex, dynamic and globalized reality.

With this principle, the ENA within its vision, envisions itself as an institution of higher education, which will offer educational programs of excellence in classroom, virtual and blended mode accredited and certified processes for the initial and continuous training of teachers with national and international recognition and supported by policies for strengthening research and educational innovation, academic bodies, collaborative networks, extension and dissemination with social impact.

Situation of why the need for continuous improvement in each and every one of the processes that are carried out both in the academic and administrative area.

Development

The lack of systematization in the processes that must be carried out within each department means that the processes marked in the different evaluation methods that exist in the institution lack evidence and support, there is no institutional vision of the work of each department if not that things are worked independently, This is due to the fact that when new personnel are assigned responsibility, they do not have sufficient elements to be able to carry out the work within each department or area, and finally, the evaluation schemes are seen as extra work and not as part of the day-to-day work of each department. Therefore, the following question arises:

What will be the academic-administrative improvement processes that will strengthen the efficiency of a Normal School?

Context

The research is based on the work done at the Escuela Normal de Atlacomulco "Profesora Evangelina Alcántara Díaz", which is a replica of the rest of the 35 public Normal Schools in the State of Mexico. It is located in the center of the city of Atlacomulco, geographically located in the north of the State of Mexico, and currently has 673 undergraduate students in four programs and 42 graduate students, as described below:

2018 Plan

- Bachelor's Degree in Teaching and Learning of Spanish in Secondary Education
- Bachelor's Degree in Teaching and Learning of History in Secondary Education
- Bachelor's Degree in Teaching and Learning English in Secondary Education
- Bachelor's Degree in Elementary Education

Plan 2022

- Bachelor's Degree in Teaching and Learning Spanish
- Bachelor's Degree in Teaching and Learning History
- Bachelor's Degree in English Teaching and Learning
- Bachelor's Degree in Elementary Education

Postgraduate Degree

- Master's Degree in Teaching Intervention

With regard to the teaching staff according to the categories of the human resources department, there are 3 directors (Director, Academic and Administrative Assistant Director), 14 teachers with a Researcher position, 23 teachers with Pedagogue A category, 32 teachers with class hours, as shown in Diagram 1.

Objective

To implement appropriate conditions for the development of the substantive activities of the different departments that make up the institution through a strategic educational management and planning model that strengthens the teaching and learning processes and has an impact on the culture of evaluation, the physical and technological infrastructure, thus favoring the professional training of teachers and students of the ENA community.

The institutional organization is based on the following diagram:

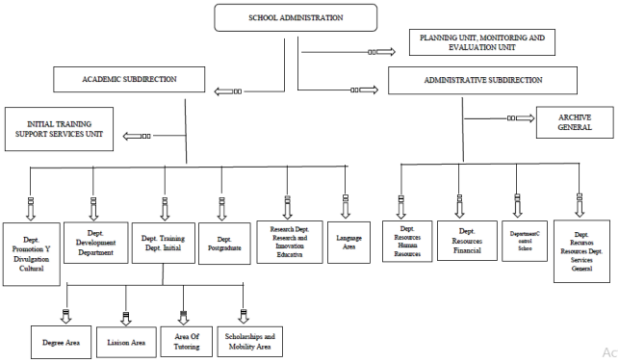


Figure 1 Diagram Organizational Chart of the Public Normal Schools in the State of Mexico.

Methodology

The research that gives rise to the present work was inserted in qualitative research, this approach allows the development in a progressive way, seeking to cover part of the reality, discovering several possible qualities, in addition to the researcher participates through interaction with the subjects to describe these qualities.

Therefore, qualitative research is not only limited to the production of knowledge or ideas only for scientific purposes, it goes beyond that, since its intention is to change the problem studied or to produce knowledge that is relevant to produce or promote solutions to practical problems.

Such research allows qualitative researchers to take part when they observe (in participant observation) or have participants reflect on their life and life history, which, can lead interviewees to new ways of understanding their situation and the world around them (Flick, 2015).

It is worth emphasizing, that qualitative research has specific relevance in the study of social relations and allows to extract great richness with its intervention in qualitative research.

Qualitative research by designing such open methods does justice to the complexity of the object of study, therefore, the fields of study are not artificial conducted in laboratories, if not practices and interactions with people in the field of work, which makes it unique and authentic from other scientific methods, since exceptional situations and people are often studied.

It should be noted that qualitative research according to Flick (2007) "deals with constructions of reality: its own constructions and in particular those found in the field or in the people it studies" (p.25).

Therefore, a good qualitative research must contain a research design, which is a plan for collecting and analyzing the data that will enable the researcher to answer any question posed in his or her research. Therefore, such research design must be a reflexive process that operates throughout each phase of the project and as mentioned by Navarrete and Farfán (2016) "can be taken as a general term that comprises a series of interpretive techniques that aim to describe, decode, translate and synthesize by analyzing meanings" (p. 37). For, the primary interest of such qualitative research is the interpretation of realities, in order to be able to be thought about and reflected upon later.

What these approaches have in common is that they seek to unpack how people construct the world around them, what they do or what happens to them in terms that are meaningful and offer rich understanding (Gibbs, 2012, 12-13).

The Case Study is employed as a research design, as it allows for knowledge and analysis of the particular and unique versus the common and or general. (Lace Group, 1999. p.4). This research method allows capturing and reflecting the elements of a situation and giving its own meaning, as well as the researcher's task of reflecting and analyzing the uniqueness of individual realities and observational situations about Leading a Normal School from the academic-administrative processes to strengthen the efficiency of the organization (institution).

The case study has a broader research intention and methodological purpose that affects the methods selected for data collection, (Simons, 2011, 20), since the main purpose of undertaking a case study is to investigate the particularity, the uniqueness of the singular case.

For this purpose, the case study method was used in its variant of intrinsic cases, in the intrinsic case study is when the case is studied for its own intrinsic interest (Simons, 2011, 44). This modality of case study is in which the case is given by the object or field of inquiry, here the interest is focused exclusively on the case to be observed and in which it is possible to learn from its analysis, without relation to other cases, but with the results derived from the observation. Since it allows for an exhaustive study of the experiences of the interviewees in this particular case, who are those who have had the experience of working in one of the departments that make up the organization chart of the ENA.

The intervention in the improvement provided, both in the development and in the presentation and closing phase of the teachers' and experts' courses, was a significant contribution derived from the attentive listening and the reconstruction of the particular cases (Merriam, 1991, p. 9).

The case study examines current events and when relevant behaviors cannot be manipulated. Thus, the case study relies on many of the same techniques as a history, but adds two more sources that are not usually included in the repertoire of histories: direct observation and systemic interviewing.

Thus, the case study, which uses qualitative methods in particular, can be defined as a comprehensive study of the experience and complexity of programs and policies so that they can be interpreted in the precise socio-cultural contexts in which they are applied.

It can document multiple perspectives, analyze opposing viewpoints, demonstrate the influence of key actors and their mutual interactions in telling a story of the program or policy in action. It can explain how and why things happen (Simons, 2011, 45).

Information gathering instruments

For the phase of obtaining information corresponding to the first objective of the research, which consists of Implementing appropriate conditions for the development of the substantive activities of the different departments that make up the institution, through a strategic educational management and planning model where the teaching and learning processes are strengthened that impacts on the culture of evaluation, physical and technological infrastructure, thus favoring the professional training of teachers and students of the ENA community, the work is divided into two stages.

The first stage consists of the design of a questionnaire to obtain the experience of the users of the different processes, with the purpose of identifying the candidates for in-depth interviews. This questionnaire will be used as a filter to detect those to be considered for the second stage, which consists of the elaboration of an interview guide to obtain more information about the experiences of the users in their respective academic-administrative processes to strengthen the efficiency of the organization (institution).

Of the considerable variety of strategies and techniques that can be employed in the case study research, the elaboration of questionnaires will be the first to be used, since it will be possible to obtain relevant information from them, to select the key informants and to apply the interviews. The questionnaire is an instrument to be used for the collection of information, designed to be able to quantify and universalize the data obtained, to be able to standardize the procedure, in order to achieve comparability of the information.

In the second stage, the in-depth interview will be considered as the ideal instrument to access the experiences of the users, taking into account that the population studied is dispersed in relation to its spatial location and the observation of all users at the same time to identify key informants, a way was sought to interview individually each key informant of the selected population. The questionnaire is the alternative to fulfill this mission and identify key informants in each of the departments that make up the ENA. The questionnaire is a set of questions designed to generate the data necessary to achieve the objectives of the research project (Bernal, 2010, p. 250).

It should be noted that, although in general the questionnaire is frequently used in quantitative studies as a technique for collecting information, in this research it is used in a phase prior to obtaining the largest amount of information to make a first approach to the users who carry out some process within each department that make up the organization chart of the institution.

As support in the elaboration of the questionnaire, the guide for the elaboration of questionnaires proposed by Bernal (2010, p. 251) was consulted, which points out the following aspects to be considered.

1. Be clear about the problem, the objectives and the hypothesis or research questions to be asked.
2. Know the characteristics of the population under study.
3. Inquire about the existence of questionnaires or information gathering techniques on the same research topic in order to use or adapt them.
4. If there is no previous questionnaire that can be used as a basis for developing one's own, it is necessary to determine the format of the questions and answers that will make up the questionnaire. There are three types of questions: open-ended, closed-ended (dichotomous and multiple choice) and scaled responses.
5. Once the specific type(s) of questions and response formats have been decided, the next task is to write the questions. The following aspects should be considered:
 - They should be clear and understandable to respondents.
 - Avoid leading questions.
 - Develop specific questions for each of the variables to be measured in order to avoid confusion.
6. Establish the flow and structure of the questionnaire. Once drafted, it is important to give them order.
7. Carry out an evaluation prior to the questionnaire.

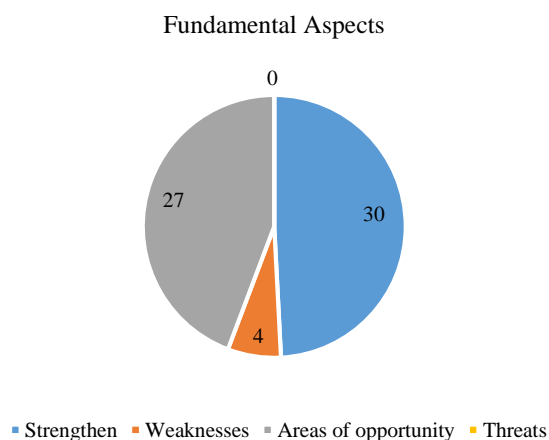
8. Develop a final questionnaire, taking into account the jury's observations and the experience of the pilot test.

Traditionally, there are two types of questionnaires: closed and open-ended. The former pre-establish the response options, i.e. the questions are pre-coded. This requires anticipation of the possible answer alternatives. Open-ended questionnaires are one of the few tools available to qualitative researchers to obtain information without being face to face with the person being questioned (Alvarez-Gayou, 2012, p.p.149-150).

As indicated above, the present research will incorporate convenience and theoretical sampling. To determine the sample, the use of a questionnaire will be used, it will be applied to informants with access facilities and it will establish elements that will favor the identification of aspiring informants.

Results

An important aspect for the achievement of academic excellence in higher education institutions, and specifically in teacher training colleges (EN), is to have an approach focused on continuous improvement; to achieve this, it is relevant to start from the results of a survey on evaluation as fundamental aspects that allow analyzing strengths, areas of opportunity, weaknesses and threats; In this sense and based on the results obtained in the EN, and that the members of the educational community of the ENA, kindly responded, a thorough analysis of these was carried out, at the end of the 2021-2022 school year, with the intention of identifying solutions and making proposals for improvement, finding the following:



Graph 1 Fundamental aspects in the evaluation

Finding zero threats, since the respondents mentioned that the administrative work in conjunction with the academic work does not represent a threat as such, however, in the weaknesses 4 were detected,

- Management and institutional strengthening
- Linkage
- Formation of academic bodies
- Educational programs

It is pertinent to point out that in reference to the weaknesses, management and professional strengthening refers to the tutoring and counseling programs where the greatest weakness is found since tutoring for the 2020-2021 school year seemed to be a strength since it was given totally online and through the Microsoft office 365 platform in the electronic portfolios, since the figure of tutoring is determined by the role of the tutor, his/her functions, the grade the student is studying, the modality (individual or group), number of sessions the student needs, tutoring approach according to the guiding documents.

But unfortunately in the administrative changes, which is another of the lines that should be worked on, there was a change of personnel in the tutoring area and all the work previously done was lost, it is considered that special attention should be paid since one of the most important challenges in the process of accompanying students from the first semester until the end of their stay in the full-time Normal School, which is the sixth semester, is that the students are convinced and motivated to the development of generic competencies, In order to achieve this, it will be necessary to operate the tutoring process using the electronic means necessary for its optimal culmination.

On the other hand, the maximum score was 85.65%, according to the evaluation scale used, the evaluation of the result is considered favorable, in terms of the level of acceptability, viability, pertinence, congruence and coherence; and it also represents an opportunity for improvement to be considered for the following school cycle.

Among the strengths of the EN, the following were identified:

- Tutoring and Counseling;
- Support for incoming students.
- Certification of academic and administrative processes and procedures under ISO 9001:2015.
- Research program.
- ICT certification.
- Infrastructure.
- Enrollment evolution.
- Quality commitment goals.
- Transparency mechanisms.
- Second language certification.

Areas of opportunity:

- Follow-up of graduates.
- Academic mobility.
- Qualification of Academic Bodies.
- Collaboration agreements.
- Evaluation of Educational Programs.
- Teachers with ProDEP Profile.
- Teacher training.
- Organizational analysis and, finally
- Management commitment goals.

Therefore, in this research, Leading a Normal School from the academic-administrative processes to strengthen the efficiency of the organization (institution), is considered relevant since it is intended to detect areas of opportunity and thus be able to improve in the next school year.

Among the items to be worked on are the following:

- Training in all processes and procedures
- To base the design on current theories on the subject of academic-administrative processes in order to strengthen the efficiency of the organization (institution).
- Promote change based on the implementation of the processes and procedures of the QMS.
- Promote the means of communication through ICT so that both students and teachers have an effective communication.
- Follow-up of academic-administrative processes.
- Monitoring of the platform and all its elements.

- It is necessary to ensure that the processes are established, implemented and maintained.
- Construct appropriate instruments to evaluate this research project such as surveys and interviews.
- Follow up on the academic-administrative processes.

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Analysis of the human capital of the federal electricity commission (CFE), in the city of Villahermosa for the design of an improvement proposal

Análisis del capital humano de la comisión federal de electricidad (CFE), en la ciudad de Villahermosa para el diseño de una propuesta de mejora

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Abstract

Objectives: Analyze the human capital in the Federal Electricity Commission (CFE), in the city of Villahermosa to design an improvement proposal. Carry out a diagnosis on the human capital of the Federal Electricity Commission (CFE). Methodology: The research will be descriptive because the independent variables will be described, as well as the research variables. This investigation is also considered as non-experimental, because the variables cannot be manipulated, the data will be obtained from the heads of departments. Surveys were carried out, which are based on the 10 elements that make up the TIEP (Integral Technique for Productivity Evaluation). Contribution: Once the results are obtained, a proposal is designed for the company through an improvement Model, to increase the productivity of human capital

Resumen

Objetivos: Analizar el capital humano en la Comisión Federal de Electricidad (CFE), en la ciudad de Villahermosa para diseñar una propuesta de mejora. Realizar un diagnóstico sobre el capital humano de la Comisión Federal de Electricidad (CFE). Metodología: La investigación será de tipo descriptiva porque se describirán las variables independientes, así como las variables de investigación. Esta investigación también se considera como, no experimental, debido a que no se pueden manipular las variables, los datos se obtendrán de los jefes de departamentos. Se realizaron encuestas, las cuales están basadas en los 10 elementos que conforman el TIEP (Técnica Integral de Evaluación de la Productividad). Contribución: Una vez obtenidos los resultados se diseña una propuesta para la empresa a través de un Modelo de mejora, para incrementar la productividad del capital humano.

Diagnosis, Productivity, Competitive advantage

Diagnóstico, Productividad, Ventaja competitiva

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Introduction

Human capital is located as a fundamental element within the structure, since nowadays organisations are immersed in a process that forces them to deploy all their technological, strategic and operational capabilities, which is why in this process various theorists consider it to be the fundamental element that enables and facilitates organisational transformation.

Within organisations, human capital has become a competitive advantage, as it is the means of knowledge and is constantly learning, ensuring that the organisation is technically equipped to develop in various areas and thus be able to carry out its activities, helping companies to always be ready to compete in the market.

According to the IMCO (Mexican Institute for Competitiveness) the insufficient or almost null investment in human capital has been a factor for the stagnation of productivity in Mexico in recent years and has been the reason why in the national development plan one of the main purposes is: to democratise productivity.

The project considers the international and national contexts. It provides the different theoretical foundations on which it is based. The methodology used is given. Then it presents the Diagnosis that was made to the company, from where results are generated that will be taken as a base to design the proposal w improvement, that will come to improve the productivity of the Human Capital. Finally, the proposal is presented through the design of a model.

Background

In the project "Human capital management in the electricity sector" Granados Domínguez (2011), comments that education and training in the company demands requirements to fulfil its function as a tool for improving competitiveness, identifying the necessary competencies and the degree to which they should be developed in each of the companies.

In the project: "El sistema institucional de capacitación de la comisión federal de electricidad (C.F.E.), diagnóstico y propuesta de mejora" by Garcés Contreras (2012), the main interest of the Comisión Federal de Electricidad (CFE).

Is that the staff working in all its specialities and areas of work, have the best training and education, in order to increase their knowledge and keep the staff better prepared, taking advantage of its application as a favourable resource for the company and turning it into a comprehensive system for the benefit of workers and managers.

Problem statement

The human capital of the Comisión Federal de Electricidad (CFE), has been transcendent over the years, because it is considered the engine that strengthens the company, however, it is given little or no importance within the organisation. As a world-class company, it faces several global changes and challenges in the electricity industry of utmost importance that are always focused on continuous improvement to provide a quality service to all regions of Mexico, and all the actors involved in its processes.

Within the organisation, the human factor has become a competitive advantage, as they are bearers of knowledge and are constantly learning, ensuring that they are technically equipped to develop in various areas and carry out their activities, cooperating with their talent so that the company is always ready to compete in the market.

International Context

The World Bank's objective is to underline the importance of education and health as the foundations of economic progress. Human capital consists of the knowledge, skills and health that people accumulate throughout their lives. These qualities enable people to contribute productively to society, while at the same time developing a dignified life that allows them to raise their standards over time. Castells (2000) mentions that we must pay more attention to people, taking into account that knowledge and information are in their brains, which represents the raw material of this new economy.

National Context

In the Indicators of human capital in science and technology in Mexico, the traditional model that states that countries allocate their resources to the production of those goods or services in which they have an advantage over other countries is no longer entirely valid.

This is because the analysis is static and considers as a factor of competitiveness the endowment of resources and natural advantages, which in some cases have declined in their capacity to generate value. Currently, the usual model is contrasted with the new approach to competitive advantages, where these are created by entrepreneurs and governments, through a set of strategies and actions, as well as inter-institutional relations that seek to optimise value addition (Solleiro and Castañón, 2005) and be more competitive in a globalised world.

In Mexico, public and private actions to achieve a knowledge-based economy and competitive advantage have not been fruitful. Some activities have been successful, but they become somewhat obsolete when there are no complements to apply this achievement at a more comprehensive level. Thus, for example, there has been an improvement in the number of graduates at the undergraduate level (Taboada, Sámano and Chávez, 2017); but when they seek to enter the economy and deploy their cognitive skills, the result is that there is no labour market that captures them quickly enough, which increases the pool of skilled labour.

As mentioned by Taboada et al. (2017), higher education policy in Mexico has been partially fulfilled. It has managed to meet the goals of higher education graduates, but they are unable to find well-paid jobs with the conditions commensurate with their academic preparation. Public policies are not taking into account the educational quality of this human capital because companies do not take them, or the market is not able to absorb the supply of graduates, so this human capital is left adrift.

Theoretical foundations

Thurow (1978) defines human capital as the productive skills, talents and knowledge of an individual. Bustamante (2003), on the other hand, specifies human capital as the body of knowledge, skills and abilities of the labour force, whether through investments in education, health, safety and culture or through skills acquired through experience. Dornbush and Fischer, to highlight the potential contribution of training and education of human talent in the production of goods and services, define human capital as "the income-generating potential of individuals; it comprises innate ability and talents and acquired education and skills".

Each individual possesses certain characteristics or qualities that in one way or another are valuable for an organisation to ensure competitive growth in the natural market, and such abilities are valued directly or indirectly according to a specific style in the functioning involved in their life and society, which means that directly the functioning intervenes in the naturalness of the individual with respect to the factors that give a good quality of life, both physical and social. Unlike the indirect form that prioritises a future and strategic positioning for the market. So every skill or capacity that a human being possesses innately or has developed over the course of his or her life and that is a bridge to an objective in an organisation is known as human capital.

Research Methodology

The population considered for the research is the Villahermosa area of the Federal Electricity Commission, which has a superintendence that serves as the highest authority, and is made up of different departments, in which the organisation considers them as key processes (Distribution, Planning - Construction, Measurement, Commercial), and support processes (Administration, Finance, Legal, Communication, IT (Information Technology), Personnel and Services).

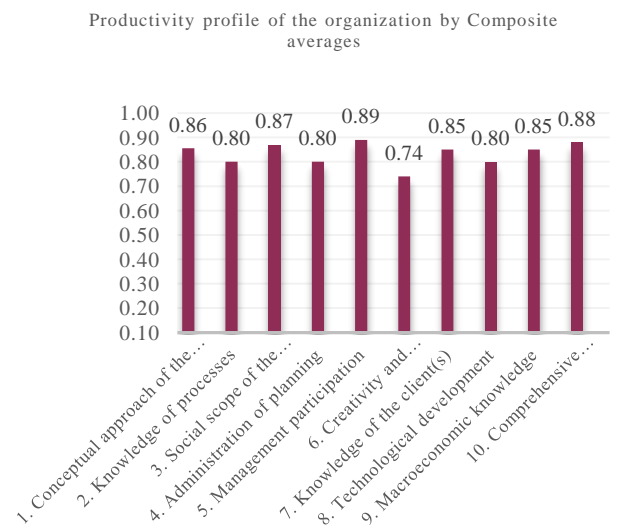
Only 5 departments were considered as a sample for the application of the TIEP (Technique for Integral Evaluation of Productivity) instrument for the collection of information. The information was collected from the departments in charge of the key CFE processes mentioned, which are: distribution, planning-construction, commercial and metering. It is worth mentioning that periodic visits were made to the company to collect information on the functioning of each department within the organisation.

The instrument that was used through a questionnaire consists of 10 questions that reflect the importance of human capital in the organisation, where questions are posed in relation to the variables of the context (economic, social, cultural, political, environmental, technological and environmental) that influence the research variable (Human Capital).

The composite averages show general results in which the relevance of each of the elements of the tool is directly involved in tune with the variables of the context, but focused on each of the organisations studied. It is clear that not all departments have the same weighting in each point analysed, so this table is very useful to determine the areas of opportunity to make the improvement proposal.

Results

In relation to Graphic 2, organisational creativity and innovation is the greatest area of opportunity, the score is below 80%, which is 74%, while management participation with 89%, the integral development of human resources with 88% and the social sphere of the organisation with 87% are the three elements with the highest percentages, while the social sphere of the organisation with 87% are the three elements with the highest percentages.



Graphic 2 Organizational productivity profile by composite averages
Source: Prepared by propoia.2022

Proposal for Improvement

The proposal for the improvement of the human capital of the organisation studied. It is designed on the basis of the diagnosis of the current situation of the company that was carried out in the chapter on diagnosis or current situation, which allowed us to have an integral panorama of the research, so that with it we could carry out an adequate improvement proposal, considering all the necessary aspects. Excellence is to be achieved through a process of continuous improvement. Improvement, in all fields, of staff skills, resource efficiency, customer relations, good communication and relations within the Company.

With society and whatever the organisation can think of that can be improved, because everything that is measured can be improved and that translates into an improvement in productivity. Achieving the best results is not a one-day job. It is a progressive process in which there can be no backsliding.

The purpose of the creation of the model is to improve the productivity of the organisation, an integral growth in each member of the company, in this way, according to the analysis and the current situation of the organisation, it was proposed in a feedback way and the importance of the elements that integrate the instrument for an improvement proposal. The elements that make up the Model: Awareness, Soft Skills Development, Measurement Culture, Management Culture, Process Analysis, Productivity Development and Competitiveness. These elements are influenced by the external variables or context variables (economic, social, cultural, political, environmental, technological and environmental).

Conclusions

Based on the results that were analysed, it can be seen that the variables of the context have a significant impact on the organisation, due to the fact that the environment undergoes changes; however, in order for human capital to develop in the CFE, it is necessary that the organisation is viewed from an integral approach, which allows us to understand the internal and external environment, i.e. the scenario in which the company finds itself.

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Human capital and organizational culture and their contribution to corporate social responsibility

El capital humano y la cultura organizacional y su contribución a la responsabilidad social corporativa

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Abstract

Corporate social responsibility has more than thirty different definitions since its creation in 1980. They all contain common elements that allow them to be classified into four dimensions: stakeholder, social, economic and environmental. Goals: The objective of this study was to determine the effects of human capital and organizational culture on CSR developed by small and medium-sized hotel enterprises (SMEs) in western Mexico. Methodology: For this purpose, a sample of 250 employees from various hotel companies in the cities of Manzanillo, Tecomán and Colima was used, through the application of a questionnaire to managers and employees. A theoretical model was designed to contrast the 8 specified hypotheses, and was validated with a structural equation model (SEM). Contributions: The results obtained show that the staff practices, culture, learning and organizational processes developed by the hotels have a positive and statistically significant effect in relation to CSR. This leads to the conclusion that human capital is partially related to CSR and organizational culture is fully related to CSR.

CSR, Human capital, Organizational culture, SMEs, Hotels

Resumen

La responsabilidad social corporativa tiene más de treinta diferentes definiciones desde su creación en 1980. Todas ellas contienen elementos comunes que permiten clasificarse en cuatro dimensiones: partes interesadas, social, económica y medioambiente. Objetivos: El objetivo del presente trabajo fue determinar los efectos que tienen el capital humano y la cultura organizacional en la RSC desarrolladas por pequeñas y medianas empresas (PyME's) hoteleras en el occidente de México. Metodología: Para esto, se ha utilizado una muestra de 250 empleados de diversas empresas hoteleros de las ciudades de Manzanillo, Tecomán y de Colima, a través de la aplicación de un cuestionario a directivos y empleados. Se diseñó un modelo teórico para contrastar las 8 hipótesis especificadas, y se validó con un modelo de ecuaciones estructurales (SEM por sus siglas en inglés). Contribución: Los resultados obtenidos muestran que las prácticas de la plantilla, la cultura, el aprendizaje y los procesos organizacionales desarrolladas por los hoteles tienen un efecto positivo y estadísticamente significativo con relación a la RSC. Lo que lleva a señalar que el capital humano se relaciona parcialmente con la RSC y la cultura organizacional si se relaciona totalmente con la RSC.

RSC, Capital Humano, Cultura organizacional, PyME's, Hotels

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Introduction

Companies in the tourism sector have distinctive elements of their organizational dynamics, mainly due to the interaction of customers in aspects such as services, food, and the culture of the region where tourism takes place (Mariño, Llerena, & Proaño, 2021).

These elements, both internal and external, determine organizational behaviors and strategies related to the implementation of Corporate Social Responsibility (CSR) practices and, therefore, in the development of competitive advantages (Lara & Sánchez, 2022).

In this way, it is important to analyze the causal relationships between CSR and competitiveness, given the lack of research on this topic (Pérez Cruz, 2021).

Since its origins, CSR has been understood as a business strategy for projecting competitive advantages in the medium and long term. However, there are several main obstacles that CSR faces in its application, among which we can mention the authoritarianism of management-centered decisions, the lack of decentralization in the empowerment of collaborators, efficiency centered on finances, the absence of external facilitators and advisors to guide strategies and their operation, which can hinder or facilitate the incorporation of socially responsible corporate behavior.

In this sense, the importance of conducting this study is due to the relevance of the tourism sector for its contribution to employment generation and its contribution to the Gross Domestic Product (GDP) of Mexico (Méndez, Ríos, Lino, López, & Magaña, 2021).

Thus, the following reflection arises: ¿is there a significant and determining influence between human capital and the organizational and CSR culture of hotel companies in Mexico? The main objective of this research is to determine the effects of human capital and organizational culture on CSR developed by small and medium-sized hotel companies (SMEs) in western Mexico.

The document is structured as follows: first, a review of the existing literature on CSR and competitiveness is presented.

This is followed by the methodological design implemented in the research. Thirdly, the results are shown and the main findings are discussed, and finally, the conclusions are presented, outlining the implications and future research work.

Literature review

CSR is based on the Green Book (European Community, 2002), which states that it is the voluntary integration by companies of social and environmental concerns in their business operations and in their relations with their partners", for which this definition was used. This definition identifies elements that can be classified into five dimensions: social, environmental, economic and stakeholders.

In Mexico, the concept of CSR is based on the definition established by the Mexican Center for Philanthropy (CEMEFI), which uses it as a synonym for Corporate Social Responsibility (CSR) and defines it as a way of managing and doing business in which companies ensure that their operations are not only economically sustainable, but also socially and environmentally sustainable (CEMEFI, 2022).

More than management, CSR is a vision of a company based on respect and ethics for people, the community and the environment, regardless of its economic sector, size or the products or services it offers.

However, this concept is not yet well known by companies in Mexico. As a result, there were few business initiatives that contributed to CSR at the time.

However, this approach took a significant upturn with the demand that various social actors and sectors had for companies to be accountable to all stakeholders in their activities.

These social agents include personnel, clients, laws and regulations that must be complied with at the three levels of government, as well as exposure and permanence in social networks to manage the company's public image. In this way, CSR was related to the so-called stakeholder theory.

Although the concept of stakeholder, as an anglicism, refers to the interested party, in management terms, groups without whose support the organization would cease to exist, i.e. all those people who are directly or indirectly related to the functions of a given company.

This term was systematized by Freeman (1994) who outlines the conceptual way to approach stakeholders, resulting in a whole theory of the company and management, tracing paths for a new integral paradigm of the company.

Human capital and corporate social responsibility

In recent decades, interest in human capital as the basis for competitive advantages has increased, to the point of being related to CSR (Porter & Kramer, 2011).

Many companies in the hotel sector develop knowledge that is very difficult to replicate because customers interact with both infrastructure and culture and management, elements that establish relationships capable of generating systematizing differentiating capabilities for the company (Baraibar-Diez & Luna, 2018).

Franco, Espinoza and Pérez (2017) explain that there is a close relationship between CSR and human talent, which is supported in different studies conducted in several countries (Pérez Cruz, 2021; López, Ojeda, & Ríos, 2016; Saldarriaga, 2013; Lacalle, Caldas, & Carrión, 2012), which ratify an improvement in personnel performance, an increase in motivation for their work, improvement in job satisfaction, as well as a strengthening of the sense of belonging to the company.

Coles, et. al. (2013) explain that the social commitment of hotel companies is related to business performance and that the tourism sector is more closely linked to CSR than businesses in other economic sectors. In the same sense, Meraz, Pérez-Cruz and Olague (2021) point out that human and social capital is an important element of service companies in the tourism sector, where managers participate in competitiveness strategies when: sharing technical advice; sharing machinery and focusing on improving product quality; to a lesser extent sharing processes and the type of cooperation.

This shows that, for decision-makers in tourism companies, in addition to knowing the degree of importance of customer needs, they carry out activities to cooperate between companies in order to improve their competitiveness in the market.

On the contrary, Cruz and Vázquez (2018) point out that the human factor, do not contribute to CSR. These authors found that, in the sustainable management of tourism companies from an innovation approach, it is not based on the human capital strategies implemented.

For their part, Pérez, Espinoza and Peralta (2016) suggest four strategic lines of applicability: ethics and corporate governance, quality of life in the company, linkage and commitment to the community and care for the environment.

These four strategic dimensions require detailed and structured planning within the companies, so that they are aligned with the strategic philosophy, thus contributing to the care and preservation of the community, natural resources and the environment in general.

Based on the above literature, it is established that Human Capital is made up of four elements: training (F), attitudes (AC), competencies (COM), as well as the workforce (PL). Based on these elements the following working hypotheses were designed

H1: Human capital attitudes developed by hotel companies have a positive and significant effect on CSR achievement.

H2: Human capital competencies developed by hotel companies have a positive and significant effect on CSR achievement.

H3: Human capital training developed by hotel companies has a positive and significant effect on CSR achievement.

H4: Human capital staffing developed by hotel companies have a positive and significant effect on CSR achievement.

Organizational culture and corporate social responsibility

With regard to CSR, Aristimuño, Velásquez and Rodríguez-Monroy (2010) CSR promotes collaboration, identity, innovation, responsibility, job satisfaction among employees in organizations, which strengthens the productive processes of goods and/or services to be offered in improvements to the community in which the companies interact, contributing to customer loyalty and thus to the reputation in the markets.

The most stated values in the management philosophies of the SMEs that were part of the study are: quality, customer satisfaction, state-of-the-art technology and safety. From the results obtained, it can be inferred that the motivation of the SMEs for implementing CSR is oriented towards human talent and the market, above the dimensions of community and environment. However, it is necessary to carry out future research to expand organizational practices and their impact on the community and the environment.

Gómez and Martínez (2016) analyze that CSR is no longer an initiative that can be dispensed with at will to apply or not, because it is a demand of customers and the community in general for all types of businesses, both for the private and public sector. In this regard, Fernandez and Bajo (2012) state that one way of developing CSR can be through the active search for what CSR means as a synonym for shared value. In a dynamic and highly challenging market there is no single competitive advantage, because there are interrelated strategies, including those that are adjusted and agreed upon. Governance inevitably has an impact on CSR as long as the objective pursued is social welfare and is consistent with it, as well as the organization's other stakeholders.

In this sense, Contreras-Pacheco, et. al. (2019) found evidence that employees perceive tangible practices positively and are indifferent to intangible CSR practices. However, other research on this same topic indicates that this positive attitude is associated with other attitudinal factors of employees such as job satisfaction, commitment, organizational culture and even the leadership styles exercised by their bosses (Lamm, Tosti-Kharas, & King, 2015; Mahoney, Thorne, Cecil, & LaGore, 2013; Lee, Park, & Koo, 2015).

On the other hand, other research strengthens the perception that the implementation of intangible elements such as emblems, rituals, and formal behaviors; which validate corporate practices in organizations (Caro, 2019; Cruz, 2018; Hernández-Sampieri, Méndez-Valencia, & Contreras-Soto, 2014). In this sense, a kind of legitimization of the idealistic and aspirational narrative is evident, which contradicts the original organizational theory.

With the arguments set out above, it is established that Organizational Culture is composed of four elements: organizational culture (OC), organizational structure (OS), organizational learning (OL) and organizational processes (OP). Based on these elements, the following working hypotheses were designed:

H5: The organizational culture practices developed by hotel companies have a positive and significant effect on CSR attainment.

H6: The organizational structure developed by hotel companies has a positive and significant effect on CSR achievement.

H7: Organizational learning developed by hotel companies have a positive and significant effect on CSR achievement.

H8: Organizational processes developed by hotel companies have a positive and significant effect on CSR achievement.

The following figure shows the theoretical model and the causal relationships between the proposed variables, which make up the theoretical design to be evaluated in this research.

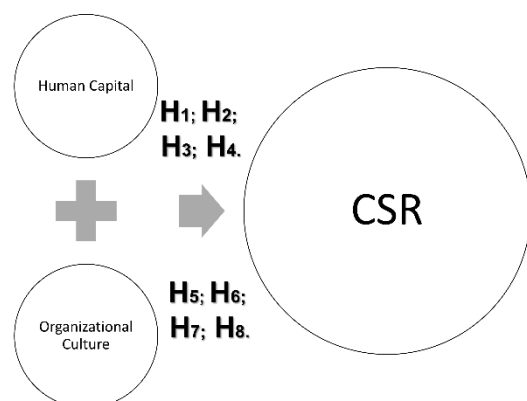


Figure 1 Methodological design
Source: Own Preparation

Methodology

This research is exploratory and correlational, where a cross-sectional analysis was carried out with a sample of 250 employees from various hotel companies in the cities of Manzanillo, Tecomán and Colima.

The characteristics of the hotels under study were mainly small (between 11 and 50 employees) and medium-sized (between 50 and 250 employees), according to the criteria established by the Ministry of Commerce and Industrial Development of the Federal Government of Mexico (SEGOB, 2022).

The measurement instrument

The technique used was the survey, and the measurement instrument was a self-made questionnaire that was applied directly to the owners, directors, managers and operating personnel of the hotels. The data from the companies were obtained by convenience sampling with the hotels that freely and voluntarily decided to participate.

Measurement of variables

The model applied in the hotel sector proposed by Rodríguez and Rubio (2006) was used as a basis. As shown below, each of the components is made up of four indicators:

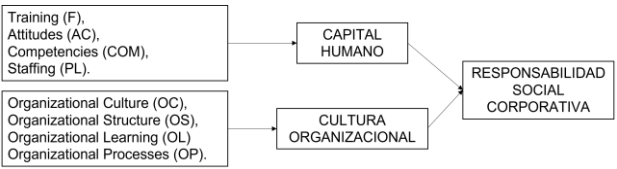


Figure 2 Components of the theoretical constructs
Source: Own Preparation

Results and discusión

As a first step, the principal components of the variables were identified to determine the reliability of the construct through Cronbach's alpha. The following figure shows the path diagram of the variables.

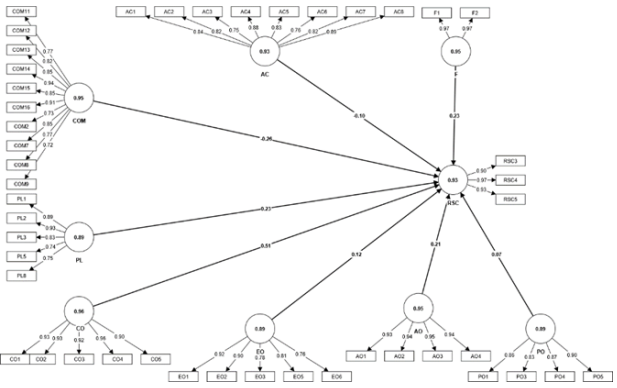


Figure 3 Path diagram of the proposed model
Source: Own Elaboration with Smart PLS 4.0 software

Measurement model

Once the parameters were estimated, the measurement model was evaluated. The Average Variance Extracted (AVE) figures indicated that the variables were valid at the convergent level. Table 1 below shows these results.

	α	AVE	CR	AC	AO	CO	COM	EO	F	PL	PO	RSC
AC	.93	.68	.94	<i>(.82)</i>								
COM	.95	.88	.97	.77	<i>(.94)</i>							
F	.96	.86	.97	.67	.72	<i>(.93)</i>						
PL	.95	.68	.95	.83	.67	.74	<i>(.82)</i>					
CO	.89	.70	.92	.64	.79	.89	.64	<i>(.84)</i>				
AO	.95	.95	.97	.81	.64	.51	.62	.58	<i>(.97)</i>			
EO	.89	.69	.92	.55	.53	.65	.66	.70	.47	<i>(.83)</i>		
PO	.89	.75	.92	.63	.68	.85	.64	.76	.52	.64	<i>(.86)</i>	
RSC	.93	.88	.96	.63	.74	.84	.59	.82	.60	.68	.77	<i>(.94)</i>

Note: diagonal values in italics and in parentheses show the square root of AVE

Table 1 Discriminant Construct Validity Test
Source: Own Preparation

Structural model

According to Hair et. al. (2019), to evaluate the structural model, the following should be examined: variance inflation factor (VIF) and the relative impact of a variable on others (f). Table 2 below shows these evaluations.

Construct	STDEV	Coefficiente path	f	VIF
AC -> RSC	0.33	-0.10	0.01	9.24
COM -> RSC	0.27	-0.26	0.07	4.19*
F -> RSC	0.26	0.23	0.07	4.28*
PL -> RSC	0.16	0.23	0.15	2.70*
AO -> RSC	0.22	0.21	0.06	4.16*
CO -> RSC	0.29	0.51	0.15	3.33*
EO -> RSC	0.30	0.12	0.01	9.35
PO -> RSC	0.20	0.07	0.15	4.07*
Bondad de ajuste	R ² =0.82	SRMR=0.10		

Note: significant values in VIF between 1.0 and 5.0 *

Table 2 Evaluation of the structural model.
Source: Own Elaboration

The table above shows that the size of the relative impact on CSR was medium ($f < 0.15$) in Cohen's (2013) constructs. Subsequently, the VIF factor was analyzed to determine collinearity problems of the set of predictor constructs. Those VIF values are above 1 and below 5 (Nande, Reyes, & Perez-Cruz, 2021); therefore, only the AO, CO, COM, F, PL, and PO constructs did not have collinearity problems as predictor constructs of CSR.

Hair et. al. (2019) explain that the only measurement indicator for global model fit is determined by root mean square residual normalization (SRMR). These same authors determine that to consider an acceptable model fit, the value of this indicator should be less than 0.08. Therefore, a value of 0 for SRMR would indicate a perfect fit and, in general, an SRMR value less than 0.05 indicates an acceptable fit (Falk, 2017). In this case, a value of 0.10 was obtained.

Contrasting the hypotheses

To contrast the hypotheses established in the relationship diagram of the theoretical model proposed (Figure 2), the revision of the statistics (t), path coefficients were applied.

Hypothesis	t	Coef. Path	Decision
H ₁ : AC -> RSC	0.29	0.38	Rejected
H ₂ : COM -> RSC	0.95	0.17	Rejected
H ₃ : F -> RSC	0.91	0.18	Rejected
H ₄ : PL -> RSC	1.42	0.05*	Accepted
H ₅ : AO -> RSC	1.24	0.02*	Accepted
H ₆ : CO -> RSC	1.75	0.04*	Accepted
H ₇ : EO -> RSC	0.39	0.35	Rejected
H ₈ : PO -> RSC	0.32	0.03*	Accepted

Note: significant coefficient path at 0.050% *

Table 3 Contrast of hypotheses
Source: Own Elaboration

The path coefficients show that only the constructs of organizational culture (OC), workforce (SF) and organizational processes (OP) were significant (>0.05) in relation to the construct of corporate social responsibility (CSR). When relating these hypotheses to the Human Capital (HC) and Organizational Culture (OC) constructs, it is obtained that 1 out of 4 HC indicators were significant; and that 3 out of 4 OC indicators were significant.

In this sense, it can be argued that Human Capital partially influences CSR practices. On the other hand, Organizational Culture IS a determinant of CSR practices, which shows that the OC developed by hotels in western Mexico has an important and significant effect on CSR.

Conclusions

The tourism sector is very relevant for economic development due to its important contribution to GDP and job creation. Therefore, this research fulfilled its objective, which was to determine the effects of human capital and organizational culture on CSR developed by small and medium-sized hotel enterprises (SMEs) in western Mexico.

In this sense, the hypotheses related to the practices of human capital and organizational culture developed by hotel SMEs in western Mexico, and their effect on CSR (H1, H2, H3, H4, H5, H6, H7 and H8) have been contrasted. As for hypotheses H1, H2, H3 and H7, CSR could not be statistically related. In the CH construct, only 1 hypothesis was accepted, which shows that only partially the CH influences CSR.

These results obtained are consistent with other researches, which expose that personnel, does not determine CSR practices (Cruz & Vázquez, 2018; Saldarriaga, 2013). These authors found that, in the sustainable management of tourism companies from an innovation approach, it is not based on the human capital strategies implemented.

For their part, the hypotheses related to CO, 3 of 4 hypotheses raised were accepted, which evidences that CO IS determinant in CSR, which is in tune with other research on the subject (Perez Cruz, 2021; Contreras-Pacheco, Talero-Sarmiento, & Camacho-Pinto, 2019; Michel y Cruz, 2018); Perez Cruz, 2014; Cruz, 2014 y Cruz, 2012).

These results can be translated into the fact that, as long as the workforce, culture, processes and organizational learning is for the purpose of strengthening human capital practices, there will continue to be a better implementation of CSR practices.

In the same way, CSR should help organizations to generate scenarios for collaborative activities, social impact and responsibility in products and services that impact new market offerings.

With respect to the limitations of this study, it is worth mentioning that the research was applied exclusively to SMEs, with a reduced and unrepresentative sample of hotel companies in the state of Colima, and that the information gathered was based exclusively on the perception of their workers.

In this sense, it is pertinent as a future line of research to consider a representative sample, with a longitudinal study that allows the application of more robust statistical techniques such as ordinary least squares with panel data.

Finally, this research presents information that contributes to the state of the art, enriching the existing literature concerning human capital and organizational culture and their relationship with CSR in hotel companies.

It is also of interest to public institutions for the design of public policies aimed at increasing CSR practices with a view to generating competitive advantages and community development. In the case of business decision-makers, be they managers or owners, these results are of interest to them so that they understand the importance of implementing CSR practices as a strategy for competitive advantage.

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Training a challenge for micro and small businesses in Leon, Guanajuato after the pandemic

Capacitación un reto para la Micro y pequeñas empresas de León, Guanajuato después de la pandemia

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Abstract

Companies in Mexico are changing rapidly due to situations caused by the COVID-19 health crisis. Personal and professional training is the protagonist. The present investigation was carried out at the Technological University of León, its nature is quantitative, the data was obtained through the application of the Relayn questionnaire in the 8th. Annual Research on Micro and Small Businesses (MIPES) 2022, “Difference in management strategies and managerial skills in Latin American micro and small businesses. The objective of the research is to know how the directors of the micro and small companies perceive the training. In this investigation, 378 questionnaires of those applied were validated. The results show important aspects related to training in micro and small companies that are changing their way of working and therefore must change their way of training.

Training, Companies, COVID-19

Resumen

Las empresas en México están cambiando de forma acelerada por situaciones originadas por la crisis sanitaria del COVID-19. La capacitación personal y profesional es protagonista. La presente investigación se llevó a cabo en la Universidad Tecnológica de León su naturaleza es de tipo cuantitativo, los datos se obtuvieron a través de la aplicación del cuestionario de Relayn en la 8va. investigación anual en micro y pequeñas empresas (MIPES) 2022, “Diferencia en estrategias de gestión y habilidades directivas en las micro y pequeñas empresas Latinoamericanas. El objetivo de la investigación es conocer como los directores y directoras de la micro y pequeña empresa perciben la capacitación. En esta investigación se validaron 378 cuestionarios de los aplicados. Los resultados muestran aspectos importantes relacionados con la capacitación en las micro y pequeñas empresas que están cambiando su forma de trabajar y por lo tanto debe cambiar su forma de capacitar.

Capacitación, Empresas, COVID-19

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Introduction

The impact of the Covid-19 pandemic impacted working conditions, current and future employment opportunities as well as access to technical and vocational training and education, jeopardising the livelihoods and well-being of millions of people. (ILO, 2022)

The alienation and confinement led to a decline in economic activities and job losses. Education and training at different levels was disrupted, giving way to innovation and distance learning. This paper aims to find out how managers of micro and small enterprises perceive training after the Covid-19 pandemic. Result of the application of the Relayn questionnaire in the 8th annual research on micro and small enterprises (MIPES) 2022, "Difference in management strategies and managerial skills in Latin American micro and small enterprises.

According to Martha Alles (2004) training is the transmission of knowledge and skills, it is a process that must be organised, planned and evaluable.

1.1 Justification

One of the concerns raised in the midst of this Post Covid-19 crisis is the loss in human capital of people's skills and competences due to the decline in employment. The current conditions caused by the coronavirus in micro and small enterprises made it possible to identify situations that are affecting them today in relation to training.

The traditional way of training personnel since the pandemic has begun a process of change. Failure to train employees puts the continuity of Mipe at risk, which represents a challenge in the current times they are going through.

For Mipe's employees, training represents security in the performance of their work, increasing their performance by providing them with new tools for the fulfilment of their assigned functions. Training contributes to the acquisition of knowledge by developing skills and competencies applicable to daily work, adopting new concepts and technologies.

For the company to consider the training of the personnel in the objectives of the organisation; it generates the development of the human capital facilitating the integration of new concepts acquired to the daily work, anticipating and facing the changes in the Mipe becoming a competitive advantage and being at the forefront, it is reflected in the economic results of the company. It increases the degree of commitment of the employees at work, allowing them to achieve their personal goals.

1.2 Problem

In Mexico, MSMEs represent 99.8% of the total number of companies at national level and generate more than 70% of employment. According to the National Institute of Statistics and Geography. The Study on Business Demographics 2020 determines that of the 4.9 million micro, small and medium-sized establishments that existed in Mexico at the beginning of the pandemic, 3.9 million (79.19%) survived, just over one million (20.81%) closed their doors permanently and 619,443 establishments were born. (INEGI, 2020).

Training is not only to instruct employees to perform their work more efficiently and effectively; it can lead to loss of productivity, increased staff turnover, and the shortage of training and talent development programmes is a problem that not only affects workers, but can also jeopardise the continuity of the company (Hernández, 2021).

1.3 General research question

How do managers of MSMEs today deal with training issues after the covid-19 pandemic in Mexico?

From the Relayn questionnaire in the 8th annual research on micro and small enterprises 2022, "Difference in management strategies and managerial skills in Latin American micro and small enterprises. The following questions from block 6 of the questionnaire applied to MSMEs in the training section were asked.

1. Do I receive training on technical aspects of running my business?
2. Am I continuously improving the quality of my skills and knowledge?
3. Do I care for and develop the personal skills of my employees?

4. Do I provide technical training for my employees to help them perform their jobs better?
5. Do I consider it important and do I take care that my employees receive education and further training?
6. Do I consider training as a good investment for the business?
7. Do I consider training as an obligation and/or as an expense?

1.4 Hypotheses

For managers of micro and small enterprises in Mexico, training is important to face the consequences of the COVID-19 pandemic in their enterprises.

1.5 General and specific objectives

The objective of the research is to find out how managers of micro and small enterprises perceive training after the Covid-19 pandemic.

The specific objectives are as follows:

- a) To apply the data collection instrument to find out how the directors of micro and small enterprises in León, Guanajuato perceive training after the Covid-19 pandemic.
- b) Analyse the results of Relayn's data collection instrument in the 8th annual research on micro and small enterprises (MIPES) 2022, "Difference in management strategies and managerial skills in Latin American micro and small enterprises in section VI on training.
- c) Determine results, recommendations and conclusions from the data obtained in the research.

2. Theoretical Framework

To remain in the market, micro and small enterprises need to become more efficient and to achieve this they need to invest in the most important resource, which is human capital.

The challenge currently faced by micro, small and medium-sized enterprises is the training of their staff, as they need to adapt to the conditions after Covid-19.

For Chiavenato (2009), training is a strategic educational process applied in an organised and systemic way, through which staff acquire and develop specific knowledge and skills related to the job, and modify their attitudes towards aspects of the organisation, the job or the work environment.

Article 153-A of the Federal Labour Law states: Employers have the obligation to provide all workers with training that allows them to raise their standard of living, their labour competence and their productivity.

It must be provided at least once a year.

Employers train their employees if they expect the productivity gains to be greater than the investment being made, employees invest in their training in the expectation of higher wages or professional development. Training is carried out with the aim of putting the knowledge acquired into practice and achieving the company's goals and increasing productivity.

Initially, the detection of training needs is carried out, which consists of an analysis focused on the areas of opportunity of the staff and collaborators when there are exceptional situations in the organisation, low productivity, increase in staff turnover, change of positions or functions and at the request of the staff.

Among the methods and techniques, some of the following are applied: interview, survey and observation or applying an instrument such as job description and profile, performance evaluation, skills inventory, procedure manual, among others. According to Cofide (COFIDE, 2022), the application of some of these techniques and tools facilitates the following

1. Identify knowledge and skills needs as well as the expected results.
2. Evaluate the competencies of the collaborators
3. Prioritise training needs
4. Determine the training programme
5. Document and evaluate the identification of training needs and the training programme.

Surviving, transforming and newly created enterprises are going to require an endowment of skills to work, the need to draw up transformation plans supported by public policies of training and productive development is in force. Training for the labour market is indispensable, otherwise informal activities with low productivity, low income and no social protection will increase. Vargas, F. (2020)

According to Inegi, 55% of SMEs train their employees because they consider that knowledge and skills are important for the growth of their companies by forming high-performance teams.

But, how entrepreneurs perceive training, the economist points out that the lack of labour training prevents SMEs from growing (Rodríguez, 2022) and states that there is currently a high turnover rate in all industries. Today it is difficult to recruit talent for growth. During the pandemic, the first budget cuts were in training, reducing further development opportunities for employees.

3. Methodology to be developed

The present research uses a mixed methodology, firstly, it starts from grounded theory, contrasts with findings from other research with a literature review to form the theoretical framework to answer the objective of this research, supported by the research question,

Why understand the perceptions of micro and small business managers regarding training after the Covid-19 pandemic?

For the qualitative analysis, the data collection instrument was applied to the entire REDALYN network in Mexico and Latin America to the year 2022.

These will be the surveys considered in the results to know the perception of the directors of micro and small enterprises regarding training after the Covid-19 pandemic in the MSMEs of León, Guanajuato.

To give the meaning of the variables in linear wording and it is important to compare the criteria used.

4. Results

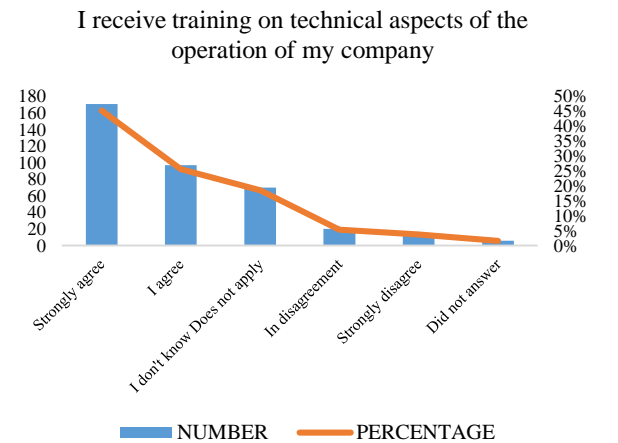
The results of the research are presented below:

In Latin America companies have problems regarding the training of their workers as reported by the World Bank percentage higher than the world average of 21.2 %. (Cofide, 2022) Competition in the current market, requires workers to adapt to changes in the industry and technological improvements is very important that MSMEs consider the importance of training to add value.

Table 1 shows that 45% of the MSME managers in León, Guanajuato who participated in this research strongly agree with the question "I receive training on technical aspects of my company's operation".

Description	Number	Percentage
Strongly agree	171	45%
Agree	97	26%
Don't know / Not applicable	70	18%
Disagree	20	5%
Strongly disagree	14	4%
No answer	6	2%

Table 1 I receive training on technical aspects of running my business
Source: Own Elaboration



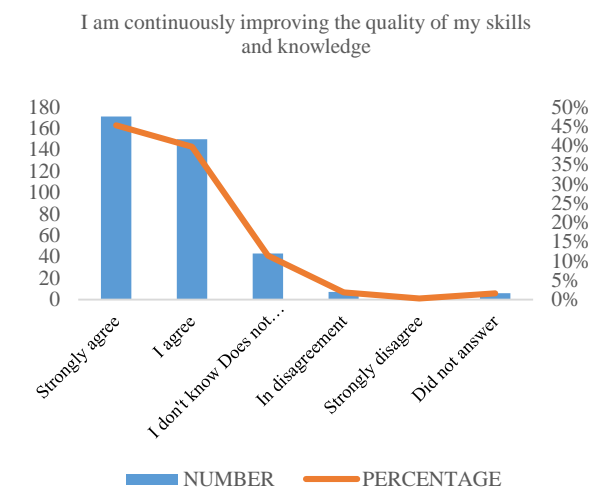
Graph 1 I receive training on technical aspects of running my business
Source: Own Elaboration

The aim of the training process is for employees to develop skills for the performance of the functions entrusted to them. Parra-Penagos, C., & Rodríguez-Fonseca, F. (2016).

Table 2 shows the number of people who responded strongly agree and agree with the question "I am continuously improving the quality of my skills and knowledge", i.e. 85% of MSMEs' directors.

Description	Number	Percentage
Strongly agree	171	45%
Agree	150	40%
Don't know / Not applicable	43	11%
Disagree	7	2%
Strongly disagree	1	0%
No answer	6	2%

Table 2 I am continuously improving the quality of my skills and knowledge
Source: Own Elaboration



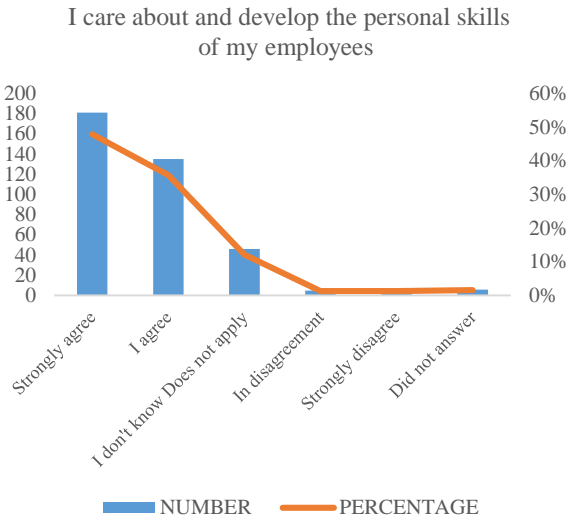
Graph 2 I am continuously improving the quality of my skills and knowledge
Source: Own Elaboration

The development of skills after the Covid-19 pandemic demands that employees develop new skills to perform their work and cope with change, preparing for the future.

Table 3 below shows that the MSME managers expressed Strongly Agree and Agree to the question I care about and develop the personal skills of my employees.

Description	Number	Percentage
Strongly agree	181	48%
Agree	126	33%
Don't know / Not applicable	55	15%
Disagree	7	2%
Strongly disagree	4	1%
No answer	5	1%

Table 3 I care about and develop the personal skills of my employees
Source: Own Elaboration

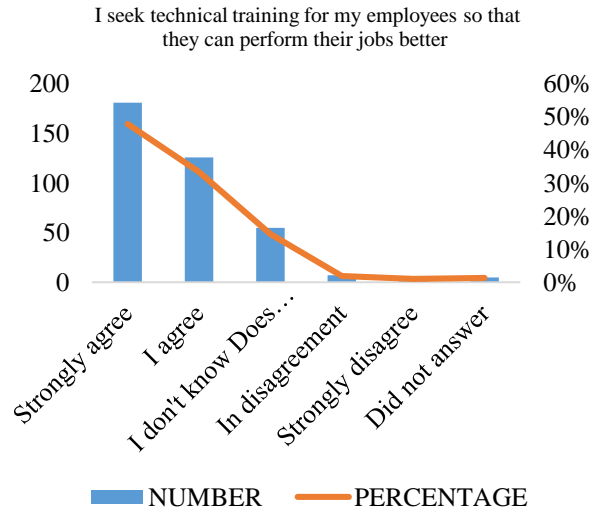


Graph 3 I care about and develop the personal skills of my employees
Source: Own Elaboration

In table 4. In relation to question four I seek technical training for my employees so that they can perform their work better, 81% of the participants in this research think that they Strongly Agree and Agree.

Description	Number	Percentage
Strongly agree	181	48%
Agree	126	33%
Don't know / Not applicable	55	15%
Disagree	7	2%
Strongly disagree	4	1%
No answer	5	1%

Table 4 I seek technical training for my employees so that they can perform their jobs better
Source: Own Elaboration

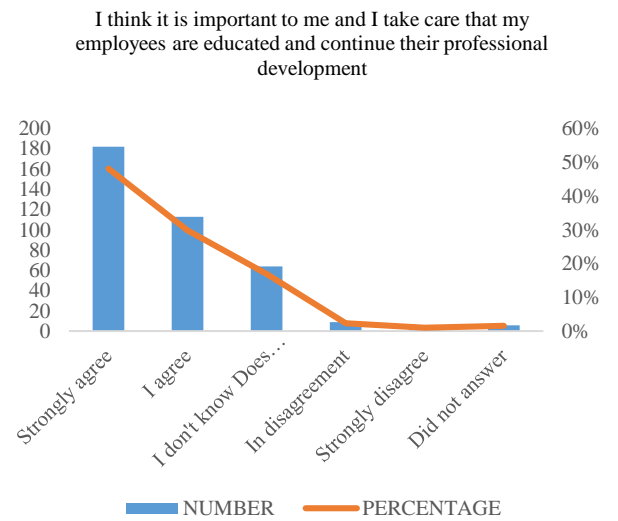


Graph 4 I seek technical training for my employees so that they can perform their jobs better
Source: Own Elaboration

In table 5, with respect to the question I think it is important and I take care that my employees receive education and continue their professional training, 78% strongly agree and Agree

Description	Number	Percentage
Strongly agree	182	48%
Agree	113	30%
Don't know / Not applicable	64	17%
Disagree	9	2%
Strongly disagree	4	1%
No answer	6	2%

Table 5 I think it is important to me and I take care that my employees are educated and continue their professional development.
Source: Own elaboration

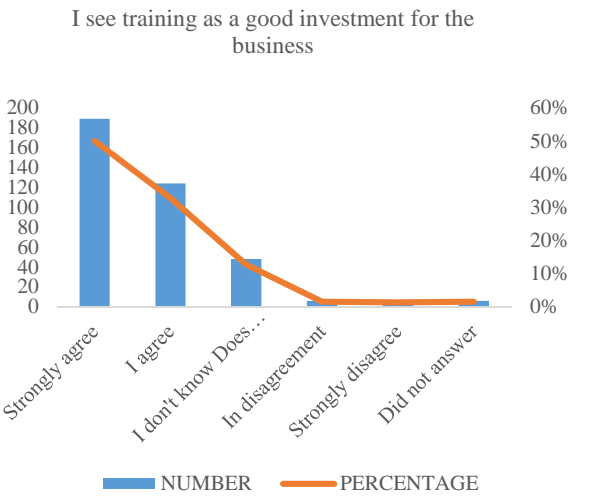


Graph 5 I think it is important to me and I take care that my employees are educated and continue their professional development
Source: Own elaboration

In table 6, with respect to the question I consider training as a good investment for the business, 50% of the participants strongly agree. Employee training has a positive effect on the performance of the organisation; by improving skills and knowledge, it impacts on staff satisfaction and job satisfaction, making them more productive (European School of Excellence, 2017).

Description	Number	Percentage
Strongly agree	189	50%
Agree	124	33%
Don't know / Not applicable	48	12%
Disagree	6	2%
Strongly disagree	5	1%
No answer	6	2%

Table 6 I see training as a good investment for the business
Source: Own Elaboration



Graph 6 I see training as a good investment for the business
Source: Own Elaboration

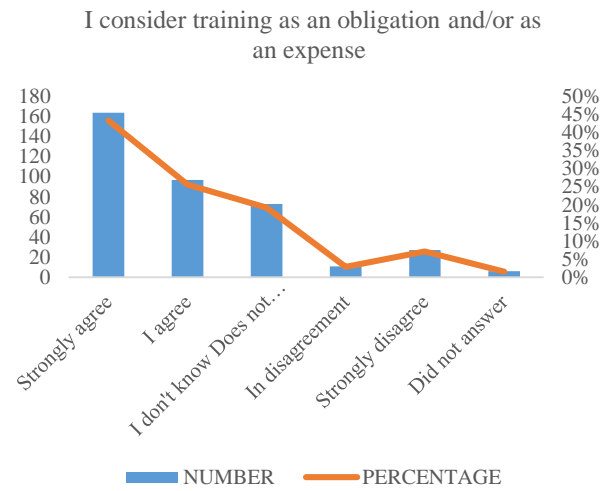
There is no estimate to designate training, everything depends on the profile to be developed according to the needs of the company and the previously defined programmes.

The return on investment of the training is determined according to the economic benefits measurable through the volume of production, costs and time for improvements in training (Capacitación Integral Emprersarial, 2022).

Table 7 shows, with respect to the question I consider training as an obligation and/or as an expense. 43% of the participants strongly agree that they consider training as an obligation and/or an expense.

Description	Number	Percentage
Strongly agree	164	43%
Agree	97	26%
Don't know / Not applicable	73	19%
Disagree	11	3%
Strongly disagree	27	7%
No answer	6	2%

Table 7 I consider training as an obligation and/or as an expense
Source: Own Elaboration



Graph 7 I consider training as an obligation and/or as an expense
Source: Own Elaboration

Conclusions

According to the results obtained after applying the 7 items of the Relayn collection instrument in the 8th annual research on micro and small enterprises (MIPES) 2022, "Difference in management strategies and managerial skills in Latin American micro and small enterprises in Block VI, which refers to training.

It is very important to highlight that question 6 was the one that obtained the highest percentage with the criteria of strongly agree and agree "I consider training as a good investment for the business" representing 83%, it is interpreted that the directors and managers of micro and small enterprises in the city of León, Guanajuato consider training as an excellent investment, a response that contrasts with the statistics where it is pointed out that training is an opportunity for the enterprises, without forgetting to point out as indicated in Item 7.

It is also important to highlight that the question that obtained the lowest percentage "I consider training as an obligation and/or as an expense" represented 43%.

It is advisable to carry out a training needs analysis within each of the companies in order to address the issue of training. New and innovative training programmes, materials and other resources should be developed in response to the needs identified.

The pandemic demonstrated the need for training, a situation acknowledged by the managers of the field to be essential in a post-Covid-19 world.

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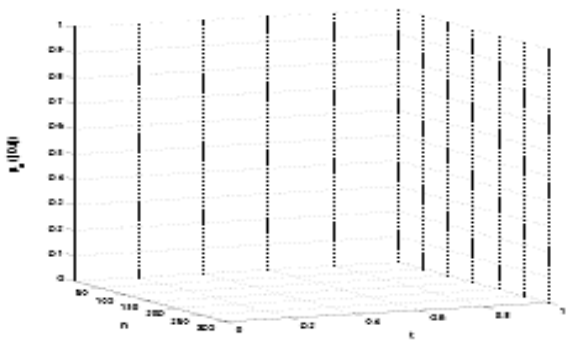
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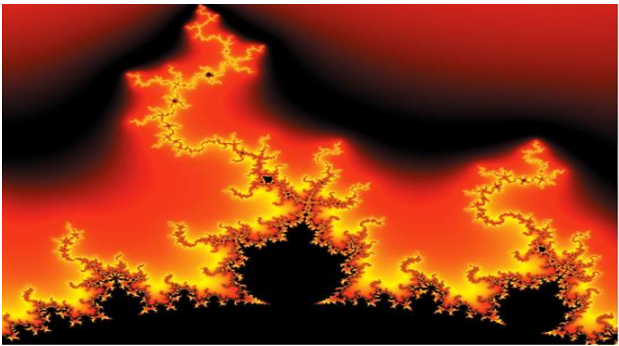


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