Workplace Training Programme Effectiveness: Perspectives of Employees and Key Stakeholders

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Abstract: Training is a crucial component of growth strategies for businesses and industries, driving adaptability and facilitating change. By improving employee skills, training has a direct impact on productivity and organizational success. In developing countries like Algeria, there is a growing recognition of the importance of preparing workers for professional transitions through effective training initiatives. However, numerous studies have highlighted significant flaws and gaps in the implementation of these programs. Key factors limiting the effectiveness of training include challenges related to design, organization, and evaluation. Understanding these factors requires a detailed analysis of how training is structured, delivered, and assessed. This article explores the effectiveness of corporate training programs, focusing on evaluating training strategies through their engineering phases. Despite support from training departments, many participants express dissatisfaction with certain aspects of the training. Nevertheless, the research uncovers various explanations and offers recommendations to improve the overall effectiveness and impact of corporate training initiatives.

Keywords: Skills Development; Human Capital, Human Resource Management, Training Effectiveness; Employee Satisfaction; Corporate Training

JEL Classification Codes: J24, M53, M12

ملخص:التدريب عنصر أساسي في استراتيجيات النمو لأي شركة أو صناعة، حيث يعزز التكيف مع التغيرات ويزيد من إنتاجية المنظمة من خلال تحسين مهارات الموظفين. تدرك العديد من البلدان النامية، مثل الجزائر، أهمية التحضير المهني عبر برامج التدريب المتخصصة. ومع ذلك، أظهرت الدراسات أن هناك العديد من الثغرات والعيوب في تنفيذ هذه البرامج. من بين العوامل التي تحد من فاعلية التدريب، يتمثل في كيفية تصميم البرامج وتنظيمها وتقييمها. من الضروري فهم كيفية تنفيذ هذه البرامج لتحديد العوامل المؤثرة في نتائجها. يركز هذا المقال على تحليل فعالية برامج التدريب داخل المؤسسات، مع تقييم الاستراتيجيات التدريبية بناءً على مراحل هندسة التدريب. رغم دعم أقسام التدريب، أظهرت النتائج أن المشاركين غير راضين عن بعض الممارسات. ومع ذلك، يسلط هذا البحث الضوء على بعض التفسيرات والتوصيات التي قد تعزز من فاعلية التدريب في المستقبل.

كلمات مفتاحية :تطوير المهارات؛ رأس المال البشري؛ إدارة الموارد البشرية؛ فعالية التدريب؛ رضا الموظفين؛ التدريب المؤسسي

تصنيفات JEL:_____ J24 M53، M12_____

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1. Introduction

Globalization, the opening of the global economy, and technological advancements have led to constant changes in the business environment (Boukherouf, 2017). Companies must adapt to a rapidly evolving competitive environment driven by technological innovation and the growing production of goods and services in a globalized economy. To cope with these changes and increased competition, businesses need to effectively manage resources and drive innovation (Boukherouf, 2017). In this context, it becomes essential for companies to reassess their business policies and re-evaluate their existing human and technological capital.

Economic and industrial changes have created new perspectives on employment, focusing on flexibility, cost-effectiveness, and enhanced employability (Boukherouf, 2017). Companies must have the ability and resources to meet these expectations, but this can only be achieved if human factors are considered a key source of organizational growth. Unlike the physical resources consumed by companies, intangible assets, such as knowledge and experience, do not disappear, but rather accumulate and increase over time. Therefore, companies must rethink their approach to human resource management and invest in strengthening the skills of their employees. This can be achieved through training programs that aim to develop both individual and collective expertise.

Employee training has become a strategic necessity and a significant concern for businesses (Boukherouf, 2017). In particular, companies in Algeria are increasingly recognizing the importance of investing in their workforce and are increasing their spending on training to improve employees' skills, mobility, and employability. However, investing in employee training presents challenges, particularly in optimizing training costs while considering the skills and knowledge required in the economic context. It is essential for companies to identify which skills are most important and which need to be enhanced, in order to plan and implement appropriate training programs.

In this context, training should not be viewed merely as a cost but as a strategic investment. Like any investment, training must generate returns. Therefore, companies must evaluate the effectiveness of each training program at its conclusion to determine whether it has been beneficial. In fact, measuring training effectiveness is crucial, as many internal and external factors can influence its outcomes. The objective of this study is not only to assess the effectiveness of the training in terms of achieving the set goals, but also to explore how participants perceive their training needs, goal setting, and the physical structure and reliability of the evaluators.

This article focuses on the perceptions of trainees regarding the training they received, as well as the perceptions of stakeholders regarding the training programs implemented in the workplace (with a specific focus on Algeria). Based on this issue, two hypotheses are proposed. The first hypothesis relates to the positive perceptions of stakeholders regarding the outcomes of company training programs. The second hypothesis highlights the negative perceptions of

stakeholders regarding the training provided. Our analysis is primarily based on a case study from an Algerian company that is a pioneer in the growth of international trade and plays a crucial role in the diversification of non-hydrocarbon export sectors, reflecting its significant commitment to the Algerian economy. This company supports the internationalization efforts of Algerian businesses by offering expertise in areas such as standardization, quality, certification, logistics, export strategy formulation, and workforce development. The organization views training as an essential factor for business success and one of the most important advantages of human resource management. To improve service quality, training activities focus primarily on human resource management and technical English.

2 Training as strategic policy for compagnie development

Training has long been recognized as a crucial tool for developing the necessary skills to manage and evolve in professional environments. According to Guy Le Boterf, Serge Barzucchetti, and Francine Vincent (1992), training is essential for helping individuals perform their current and future responsibilities accurately and efficiently. Pascale Wouters and François-Marie Gerard (1992) further emphasize that organizations unable to equip their employees with the right skills risk facing closure. Training is, therefore, a strategic means of acquiring the capabilities needed to navigate ever-changing work environments (Gerard, Wouters, and Roegiers, 1992). Investment in training not only enhances professional effectiveness but also boosts overall productivity (Bartel, 1994).

2.1 The concept of vocational training

Since the 1960s, the concept of "engineering" has become increasingly intertwined with the idea of "training." Initially aimed at streamlining and scientizing educational processes, this integration has since evolved into a systematic approach for designing training procedures that lead to desired outcomes. "Training engineering" refers to the set of methods used to assess training needs, develop strategies, implement and monitor training activities, and evaluate their results. This approach, described by Le Boterf (1985) and Aubigny (1985), is a structured process aimed at the design and implementation of effective training systems.

Training engineering serves as both a theoretical foundation and a methodological tool for improving training practices. It involves analyzing, designing, implementing, and evaluating training actions with careful consideration of both environmental and professional factors. Training engineers, at the organizational level, combine policy engineering, strategic decision-making, and educational engineering to optimize training actions in a way that benefits both the organization and the individuals involved.

The ultimate goal of training engineering is to create or modify behavior systems that are effective and efficient, focusing on outcomes that align with organizational objectives. This approach is characterized by a commitment to stakeholder involvement, ensuring that training objectives are met in the most effective way possible. Thierry Ardouin (2003) identifies three key categories of engineering in this

context: responsibility levels, work areas, and internal/external factors. These categories work in tandem to ensure that training projects are well-coordinated and effective across all stages, from needs assessment to outcome evaluation.

2.2 steps of the training engineering process

The process of **Training Engineering** offers a structured approach to designing and implementing training systems. Thierry Ardouin outlines four key phases in the training engineering process: **Analysis**, **Decision-making**, **Implementation**, and **Monitoring and Evaluation**. Each phase is designed to ensure that training efforts align with organizational objectives and the specific needs of both employees and the broader business environment.

The first phase, **Analysis**, focuses on identifying and assessing training needs in context. This phase aims to transform vague requests into clearly defined operational goals. Once the needs are identified, the next step is **Design**, where the analysis results are used to develop mechanisms for training actions. The **Implementation** phase involves the execution of these actions, aligning them with the company's objectives and ensuring that they meet the needs of both employees and the organization. Finally, **Evaluation** allows for a comparison between the intended objectives and the actual outcomes of the training, providing valuable insights for future improvements.

Training Strategies are crucial in ensuring that training efforts are effectively integrated with the broader goals of the organization. Jacques Soyers (2001) suggests that training plans should be built in alignment with the company's economic, technical, and social objectives, as well as its management style, human resources policies, and work organization methods. Alain Meignant (2003) further supports this by emphasizing the importance of linking training plans to budgets and involving a range of internal and external stakeholders in the planning process.

One of the critical steps in designing an effective training plan is the identification and analysis of **Training Needs**. According to Meignant (1991), the concept of "need" can be ambiguous without proper contextual understanding. He argues that the identification of training needs requires a methodologically sound approach and the expertise of professionals. Furthermore, training needs should be differentiated from training requests, as the former refers to a gap between the skills required by the profession and the skills possessed by the individual. This distinction is crucial in designing targeted and effective training programs.

The development and implementation of a training system involve a systematic and structured approach, where training engineering plays a central role in analyzing needs, designing training actions, and evaluating outcomes. By aligning training strategies with organizational goals and effectively identifying training needs, companies can ensure that their workforce remains competitive and capable in an ever-changing professional landscape.

3. Methodology and Results

3.1 Research Design and Data Collection

This study aimed to evaluate the effectiveness of the training and skills development strategy implemented by an Algerian public company for its employees. To achieve

this, we adopted a mixed-methods approach, combining both qualitative and quantitative data collection techniques. Our methodology was designed to validate or challenge our hypotheses about the impact of the company's training programs.

- **Quantitative Data Collection**

To gather quantitative data, we employed structured questionnaires containing closed-ended questions. These questions allowed us to capture measurable data regarding the participants' involvement, expectations, and overall satisfaction with the training. In total, the questionnaire included 14 statements, designed to assess various aspects of the training process. Among these, 12 were open-ended questions, while 2 were closed-ended, enabling a more nuanced analysis of the training's effectiveness.

- **Qualitative Data Collection:**

In addition to the structured questionnaire, we also used open-ended questions to collect qualitative feedback. This approach allowed us to capture the participants' personal insights, identify perceived flaws in the training program, and explore suggestions for improvement. These open-ended questions provided a deeper understanding of the underlying factors influencing training effectiveness.

- **Interviews:**

To further enrich our findings, we conducted interviews with key stakeholders involved in the training process. The interview tool consisted of two sets of questions: one for the trainees and another for the training managers. The trainees were asked 18 open-ended questions, while the training manager was asked 14 questions. The purpose of these interviews was to gather qualitative data regarding the participants' experiences and opinions about the training, as well as to assess the managers' perspectives on the success and challenges of the program. The interviews offered a platform for in-depth discussions that complemented the survey data.

By triangulating data from both quantitative surveys and qualitative interviews, we aimed to provide a comprehensive evaluation of the company's training program. Our goal was not only to measure participant satisfaction but also to identify key areas where the training could be improved to enhance its effectiveness and better align with the needs of the employees and the organization.

3.2. Data Analysis Approach

The data analysis process combined both qualitative and quantitative techniques to provide a comprehensive assessment of the training program's effectiveness.

For the **quantitative data**, we applied statistical analysis to the closed-ended questions from the questionnaire. Responses were categorized and analyzed to identify trends and patterns regarding the participants' satisfaction, expectations, and perceptions of the training. We used frequency distribution and cross-tabulation to determine the relationships between different variables, such as the participants' roles within the company and their satisfaction levels. This allowed us to quantify the impact of the training program and assess its success in meeting the defined objectives.

For the **qualitative data**, we employed thematic analysis to interpret the open-ended responses from both the questionnaires and interviews. This method involved coding the responses to identify recurring themes, patterns, and insights related to the training process. We grouped these findings into key categories, such as strengths and weaknesses of the training program, suggestions for improvement, and the participants' overall experience. The goal was to uncover deeper insights into how the training was perceived by the employees and to highlight areas for improvement.

4. Results and Discussion

The results from both the quantitative and qualitative data provided a multifaceted view of the training program's impact on the company's employees.

4.1 Questionnaire analysis

1-Quantitative data analyses of the questionnaire
A-Questionnaire (close ended question)
Initial General Analysis: Respondent Profiles
We began by analyzing the respondent profiles based on their seniority within the company. The table below presents the distribution of respondents according to their years of experience.

Table 01: Table 01: Representation of Respondents by Seniority

| Year of expérience			
1 à 5	6 à 10	11 a15	16 and beyond
	10	3	2

Source:

This distribution shows that most respondents have relatively limited experience (1 to 5 years), followed by fewer respondents with 6 to 10 years of experience, and only a few with 11 to 15 years of experience.
Next, we analyzed the qualification levels of the trainees.

Workplace Training Programme Effectiveness: Perspectives of Employees and Key Stakeholders

Fig.01: Representation of Respondents by Qualification Level

Year of experience

■ 6 à 10   ■ 11 a15   ■ 16 and beyond   ■

0%
13%
20%
67%
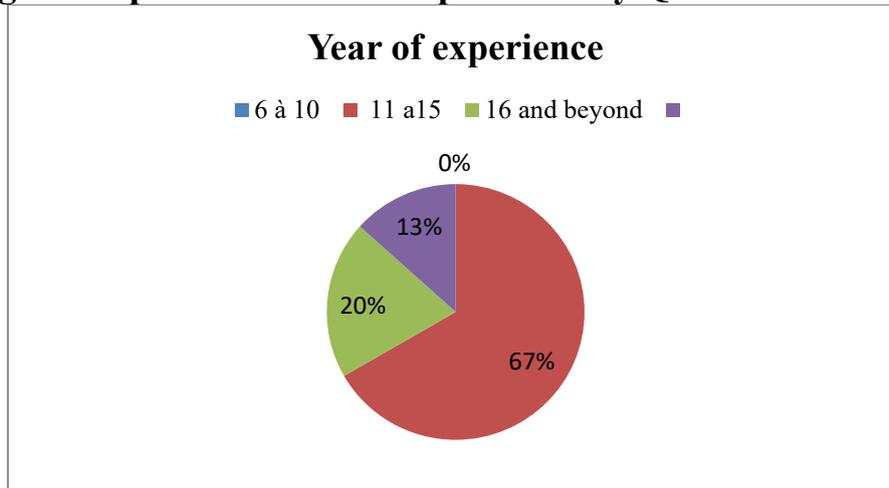
Source: author

Representation of questionnaires by the qualification level of trainees

Table 02: qualification level of trainees

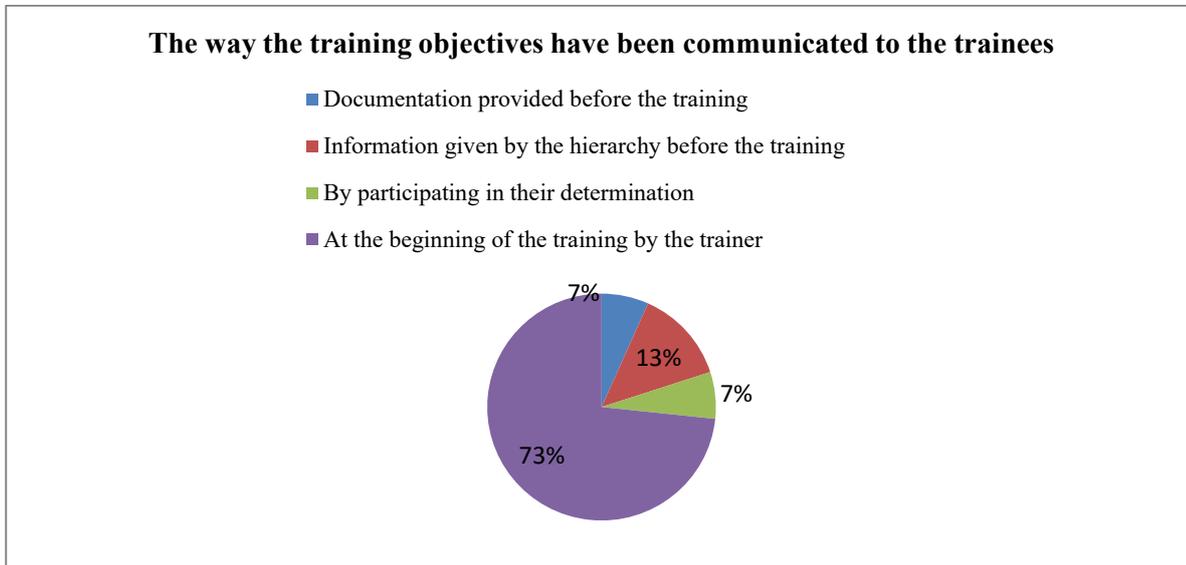| Trainees' level	
License	**Master**
11	**4**

Source: author

As the table shows, the majority of the respondents hold a **License** (11 respondents), while only a smaller group holds a **Master's degree** (4 respondents).

Fig.02: Satisfaction with the Training

General appreciation of training

■   ■ Satisfied   ■ not very Satisfied

0%
40%
60%
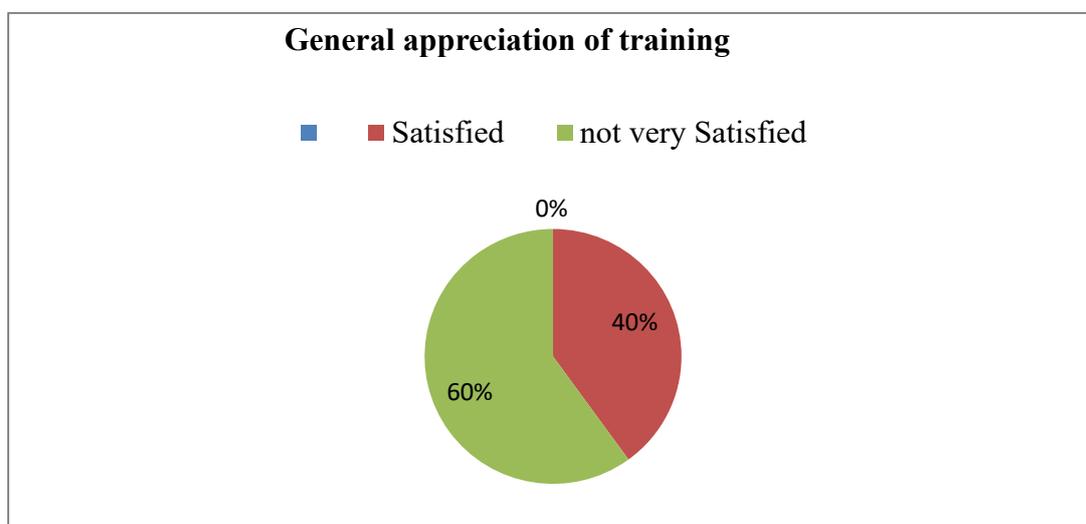
With regard to the trainee's overall satisfaction with the training received in 2018, it can be seen that 60% of the target population is not very satisfied with the training, and only 40% is satisfied. To sum up, there is a gap to be filled to ensure their complete satisfaction.

Fig.03 Awareness of Training Objectives

The way the training objectives have been communicated to the trainees

- Documentation provided before the training
- Information given by the hierarchy before the training
- By participating in their determination
- At the beginning of the training by the trainer

This graph depicts the findings of a survey in which trainees were asked how they learned about the training objective. Indeed, 43% of trainees believe they were informed about the training objectives by documents provided at the start of the training, 13% by their manager, and 73% believe they were informed only at the start of the training and by their trainer himself. To summarize, the trainee almost always attends training without knowing why

Table 02: Achievement of Training Objectives

3. Do you think that the training objectives have been achieved?		
Yes	Yes, partially	No
2	13	0

Fig.04: Achievement of Training Objectives

Achievement of objectives

■ Yes   ■ Yes, partially   ■ No

0%   13%

87%
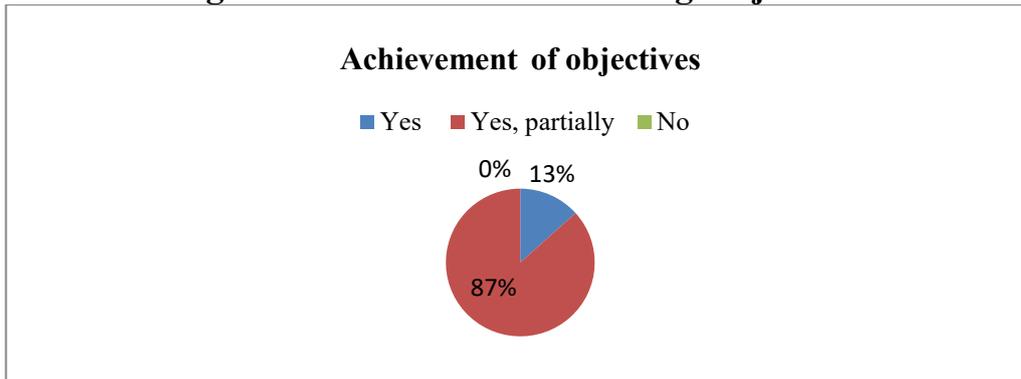
The pie chart below mirrors the percentage of the analysis of the data on the achievement of objectives. It shows that 87% of respondents felt that the objectives of the training had not been achieved whereas only 13% felt that the objectives had been fulfilled. To conclude, most learners consider that the objectives of the training have not been achieved.

Table 03: Consultation on Training Topics

4. Have you been consulted on the choice of topics that require training?	
Yes	**No**
11	**4**

Fig. 05: Consultation on Training Topics

Choice of topics that require training

■ YES   ■ NO

27%

73%
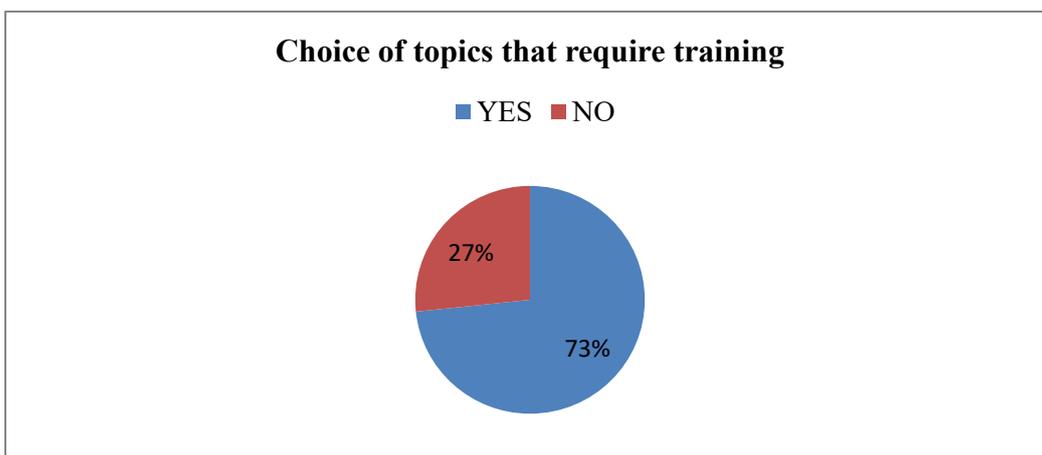
Regarding whether trainees were consulted on the selection of training topics, the results were:

- **73%** of trainees were consulted on the topics they would like to receive training on.
- **27%** felt that they were not consulted.

Conclusion: While most trainees were involved in the selection of topics, a minority felt excluded from this decision-making process, which could affect their engagement and satisfaction.

Table: 05 Relevance of Training to Specialty

5- Is the training you have done part of your specialty?	
Yes	NO
7	8

Fig. 05: Construction of the group
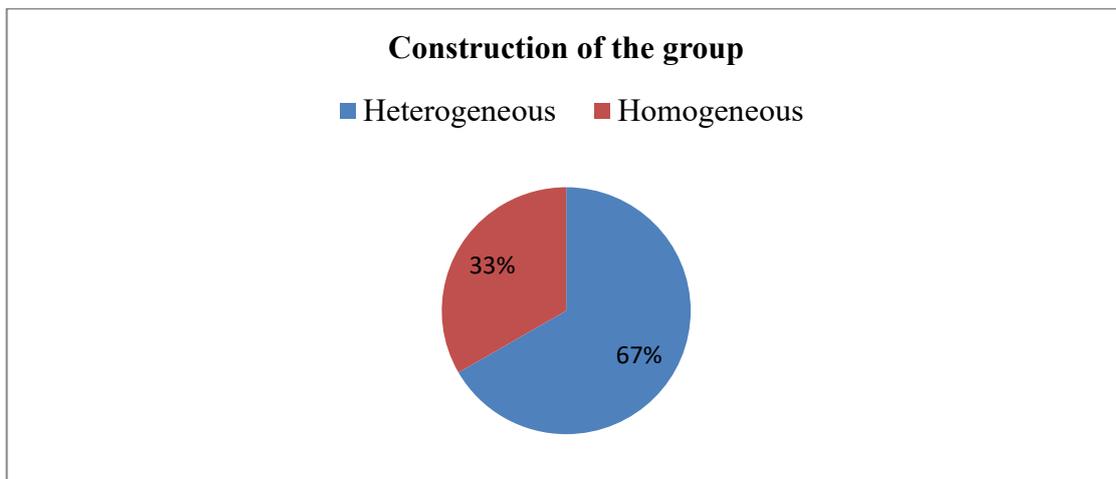
The analysis concerning the construction of trainee groups shows that 67% of respondents find that the groups formed are heterogeneous while 33% of trainees find their group homogeneous. The majority found that the construction of groups does not correspond to the objectives of the training.

Table: 06 Trainer's Performance

9. What can you say about the trainer		
With regard to his style of training, how you found the trainer?		
Very good	Good	Bad
10	3	2

Fig. 06: Training style of the trainer

Training style of the trainer

■ Very good ■ good ■ bad

From the pie chart, it is clear that the percentage of interviewers' satisfaction with their trainer's style of animation is almost double that of unsatisfied trainees.

Table: 06 Transferability of Skills

10-Did you take from this training any skills that have been useful to you since the training?	
Yes	**No**
6	9

This pie chart shows that all trainees questioned felt an improvement after the evaluations that have been taken place at the end of the training, even if the training content was not directly related to their specialty or did not meet their expectations. While some trainees found the training valuable, a larger proportion felt that it did not offer practical skills that could be applied in their work. This suggests a need for more practical, job-specific content.

Table 07: Satisfaction with Training Period

13-Did the training period suit you?	
YES	**NO**
6	9

Fig. 06: Satisfaction with Training Period

Training period

■ YES ■ NO
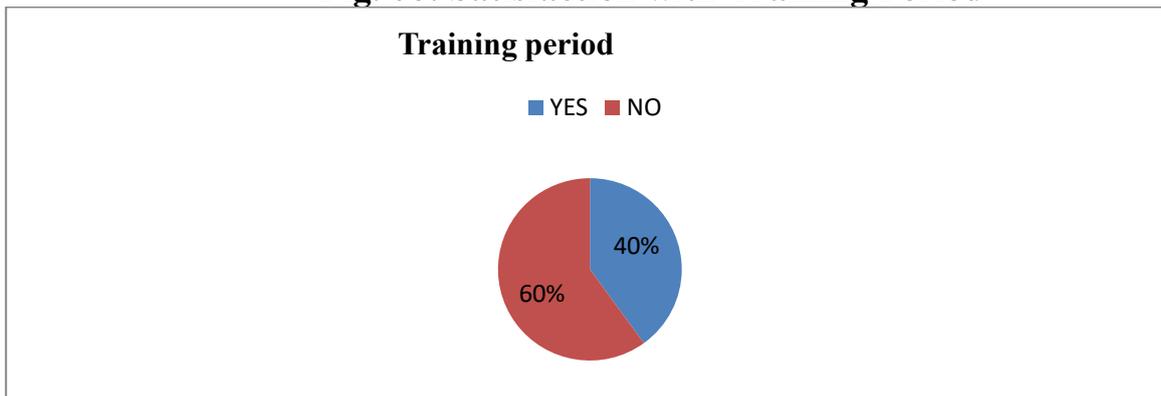
This pie chart shows that, with the exception of 40% of trainees who find the training period satisfactory, 60% do not agree. A majority of trainees were dissatisfied with the timing of the training, indicating a need for adjustments in scheduling to ensure higher participation and engagement.

Table: 07 Satisfaction with training Location

14-Is the training location appropriate?	
Yes	**No**
2	**13**

Fig. 06: Satisfaction with training Location
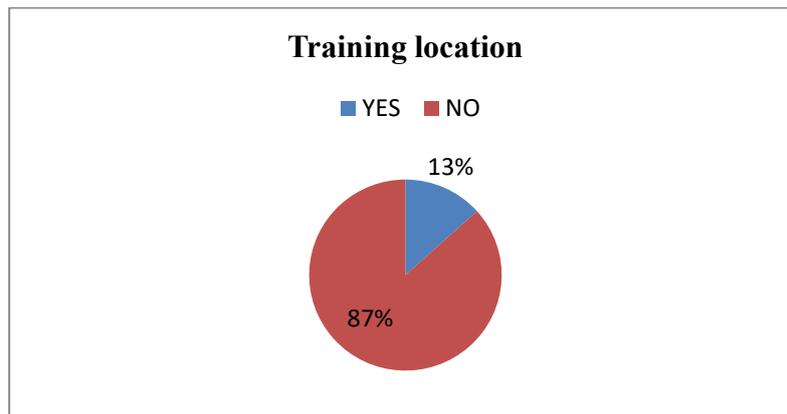
Regarding the training location, the responses were:
- **13%** of trainees found the training location suitable.
- **87%** felt the location was unsuitable.

The location of the training was a major point of dissatisfaction, suggesting the need for improvement in the choice of venue.

Table 08: Sufficiency of training duration

15-The duration of the training is sufficient?	
Yes	**No**
5	**10**

Fig. 06: Sufficiency of training duration
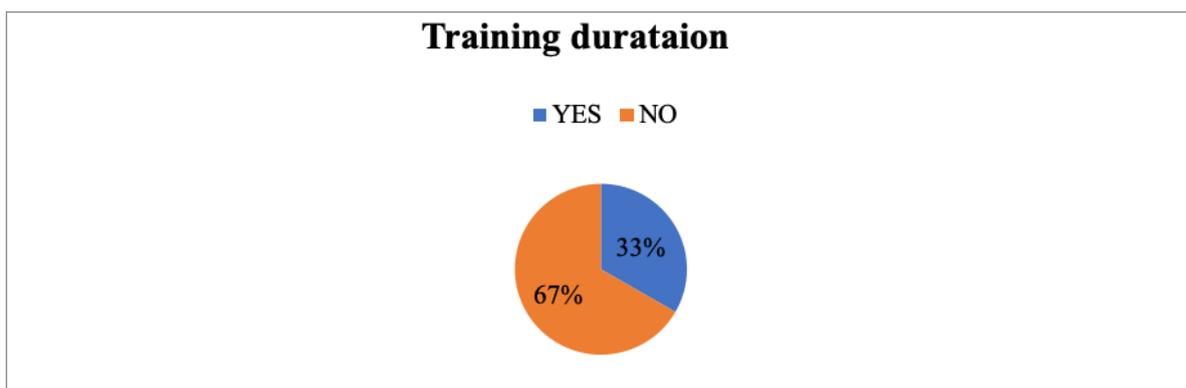
It can be seen that 5 of the 15 trainees interviewed found the training duration to be adequate, compared to 10 who were dissatisfied. It is clear that the percentage of inadequacies is nearly twice that of adequacies. Overall, the duration of the training is insufficient for the majority of them.

4.2 Analysis of qualitative results
- **Trainee Perspectives on Training Objectives and Follow-Up**
    1. Trainee Goals and Expectations

The first graph illustrates the trainees' perspectives on the objectives of their respective training programs. For the group receiving **English language training**, all participants shared the same goal: to improve their English proficiency. This indicates a **homogeneous group** with uniform expectations. In contrast, the second section of the graph, which focuses on **Human Resource Management (HRM) training**, shows **heterogeneous goals**. Among the five trainees in this group, two sought to expand their knowledge in international trade, while the other two aimed to deepen their understanding of accounting—topics that do not directly align with human resource management. This divergence of objectives suggests that the training program did not fully address the individual needs of all participants.

The objetives of training

■ Série1

Human... Enrich... To touch on all... Retrofitting of... Management of... Corporate... English training... Improving our...
1   1   1   1   1   10

As a result, only one of the five trainees' expectations in the HRM group was fully met, which could explain why **67% of trainees** reported the groups formed were heterogeneous and why **47%** of the respondents felt they received **non-specialized training**. These discrepancies in goals and expectations highlight the importance of customizing training to meet the specific needs of different participants, particularly when the objectives are diverse.

    2. Follow-Up by Management

Another key area of focus in this study was the **follow-up provided by management** to help trainees apply the knowledge gained from the training. In response to this question, six of the 15 interviewees shared their thoughts on how their supervisors managed the post-training process. While a majority of responses were negative, they provided valuable insights into areas for improvement.

The general sentiment among trainees was that the **follow-up from their managers was lacking**. Although many trainees acknowledged the benefits of the training (e.g., "the training was very beneficial" and "personally, the training was very beneficial for me"), they also expressed concerns about the absence of any structured post-training follow-up. Specifically, trainees pointed to gaps in communication, the flow of information, and the need for a more robust connection between training outcomes and the practical application of new skills.

One key issue raised was that **73% of trainees** were only informed of the training objectives at the beginning of the program, and often only by the trainer. This lack of clarity early on could explain why **40% of participants** felt the training content was irrelevant to their current job roles, and why **47% felt the training was not specialized enough**. Trainees' perceptions indicate that clearer communication regarding the training goals, a better alignment with job requirements, and more consistent follow-up could have helped ensure that the training was more effective and aligned with both the trainees' needs and the company's objectives.

Overall, while the trainees were generally positive about the training itself, the lack of **post-training support** and **feedback** from their supervisors appears to be a major area for improvement. Enhancing communication and follow-up mechanisms could ensure that the knowledge gained during the training is properly transferred to the workplace and put to practical use, ultimately improving the effectiveness of the entire training program.

Conclusion

Our research has highlighted several key areas for improvement in the training processes of the company. We propose a series of strategic and organizational adjustments to enhance the effectiveness and relevance of the training programs offered.

1. Enhancing the Needs Identification Process

The first critical improvement is in the **analysis phase** of training engineering, particularly in identifying and understanding the true training needs of employees. To achieve this, it is essential that the company empowers training actors with the tools and opportunities to articulate and identify these needs. Without such initiatives, the company risks misidentifying training requirements and consequently targeting the wrong trainees. This can lead to inefficiencies in the training process. To address this, we recommend conducting **interviews** and **group discussions** to gain a deeper insight into the needs of employees. Additionally, methods should be developed to support managers in determining the training needs of their teams. By fostering an open dialogue between trainees, managers, and the training department, the company can better categorize needs and implement tailored training solutions.

2. Improving Stakeholder Collaboration and Expectations Alignment

On a strategic level, we suggest a **global approach** to training that considers the expectations and perspectives of all involved stakeholders. There appears to be a disconnect between what **training pilots** expect from the training actions and what

the **employees** hope to achieve. This discrepancy was revealed in our research, where it became clear that **trainee feedback** is often underutilized, and the methods employed are limited in scope. As a result, **trainee expectations** may remain unknown or even ignored, leading to dissatisfaction and demotivation. This negatively affects both the employees and the organization's performance, as well as the overall effectiveness of the training programs. To resolve this, it is important for the company to integrate **feedback loops** and ensure that the training design reflects both managerial goals and employee needs.

3. Resource Allocation for Training Implementation

In terms of **training implementation**, we recommend that the company allocate more resources to this phase. A **lack of resources**—whether human, material, or financial—can create imbalances in training, negatively affecting its quality and impact. The company should focus on improving the training environment, ensuring that trainees have access to the right materials, tools, and situations to facilitate their learning. Furthermore, the **quality** of the personnel involved in the training process should be prioritized, as the expertise and commitment of trainers are crucial to the success of the program. Additionally, the company should ensure that sufficient resources are allocated to cover all aspects of training, from planning to execution.

4. Diversifying Evaluation Methods

For training to be truly effective, it must be regularly evaluated and refined. **Training evaluation** should not be limited to **trainee satisfaction** but should also include a comprehensive assessment of training outcomes, specifically its **return on investment (ROI)**. Given the **high costs** and **time commitment** involved in training programs, it is critical that the company continuously measures the **impact** of its training on employee performance and organizational objectives. Evaluating the training's **value** and its alignment with the company's goals will provide valuable insights for future improvements. We recommend the adoption of **diverse evaluation methods**, including both qualitative and quantitative metrics, to ensure that training programs remain relevant and impactful.

5. Strengthening the Training Department's Role

Based on our findings, we also conclude that the **training department** must serve as the central pillar of the company's training strategy. For this to happen, the training department needs **managerial support** and must take responsibility for improving all aspects of training, from **needs identification** to **evaluation**. By enhancing **training policies**, improving written guidelines, and fostering better collaboration among training staff, the training department will be better equipped to deliver results. Moreover, management should actively support and participate in the improvement of the company's training programs to ensure they meet organizational objectives and foster employee development.

In conclusion, our research has identified several key areas for improvement in the company's training approach. By enhancing the **needs identification process**, fostering better **collaboration among stakeholders**, ensuring adequate **resources for training implementation**, diversifying **evaluation methods**, and strengthening the

training department's role, the company can create a more effective and impactful training strategy. These steps will not only improve employee satisfaction and skill development but also contribute to the overall success and performance of the organization. The training process is a vital investment in the company's future, and by addressing these issues, the company can ensure that its training programs are both relevant and effective.

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