**SCHOOL OF HIGHER COMMERCIAL STUDIES**

# HEC ALGER

**A dissertation for obtaining the master degree in commercial sciences**

**Option: Management and Entrepreneurship**

**THEME:**

# The Impact of Managerial Training on Talent Development in the Enterprise: COSIDER Case Study


**Submitted by :**

Khalfallah Khaoula

**Supervised by :**

Mrs. Moufida BIRI

Senior Lecturer "A" at HEC Alger


**13th Promotion**

**June 2026**

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# Abstract:

In the context of economic transformation and increasing competitive pressure, the development of internal talent has become a strategic lever for the competitiveness of Algerian enterprises. This thesis examines the impact of managerial training on talent development within the enterprise, through a case study conducted at COSIDER Public Works Group.

The study focuses on the effectiveness of managerial training programs and their role in improving professional competencies, strengthening organizational commitment, developing leadership capabilities, and supporting talent retention. Special attention is given to the quality of training engineering, post-training evaluation mechanisms, and the relationship between training outcomes and career advancement prospects within the organization.

The objective is to evaluate the extent to which managerial training programs genuinely contribute to the development of internal talent within COSIDER Public Works, by combining a quantitative approach through a questionnaire administered to 30 managerial-level employees and a qualitative approach through a semi-structured interview with the Head of Competency Management and Development.



**Keywords:** Managerial training, talent development, talent management, professional competencies, organizational commitment, training engineering, COSIDER.

# Résumé :

Dans un contexte de transformation économique et de concurrence accrue, le développement des talents internes constitue un levier stratégique pour la compétitivité des entreprises algériennes. Ce mémoire examine l'impact de la formation managériale sur le développement des talents au sein de l'entreprise, à travers une étude de cas portant sur le groupe COSIDER Travaux Publics.

L'analyse porte sur l'efficacité des programmes de formation managériale et leur rôle dans l'amélioration des compétences professionnelles, le renforcement de l'engagement organisationnel, le développement du leadership et la rétention des talents. Une attention particulière est accordée à la qualité de l'ingénierie de formation, aux mécanismes d'évaluation post-formation, ainsi qu'au lien entre les résultats de la formation et les perspectives d'évolution professionnelle au sein de l'organisation.

L'objectif est d'évaluer dans quelle mesure les programmes de formation managériale contribuent réellement au développement des talents internes au sein de COSIDER Travaux Publics, en combinant une approche quantitative par questionnaire auprès de 30 cadres et une approche qualitative par entretien semi-directif avec le Responsable du Développement des Compétences.



**Mots-clés :** Formation managériale, développement des talents, gestion des talents, compétences professionnelles, engagement organisationnel, ingénierie de formation, COSIDER.

## الملخص:

في ظل التحولات الاقتصادية والتنافسية التي تشهدها المؤسسات الجزائرية، أصبح تطوير المواهب الداخلية رهاناً استراتيجياً لتعزيز التنافسية. يتناول هذا البحث أثر التدريب الإداري على تطوير المواهب داخل المؤسسة، من خلال دراسة حالة مجموعة COSIDER للأشغال العمومية.

تركّز الدراسة على فاعلية برامج التدريب الإداري ودورها في تحسين الكفاءات المهنية، وتعزيز الالتزام التنظيمي، وتطوير القدرات القيادية، ودعم استبقاء المواهب. كما تُولي اهتماماً خاصاً لجودة هندسة التدريب، وآليات التقييم ما بعد التدريب، والعلاقة بين نتائج التدريب ومسارات الترقية المهنية داخل المؤسسة.

يهدف البحث إلى تقييم مدى إسهام برامج التدريب الإداري فعلياً في تطوير المواهب الداخلية بمجموعة COSIDER للأشغال العمومية، من خلال مقاربة كمية بواسطة استبيان وُزّع على 30 إطاراً، ومقاربة نوعية عبر مقابلة شبه موجّهة مع مسؤول تنمية الكفاءات بالمجموعة.



**الكلمات المفتاحية :** التدريب الإداري، تطوير المواهب، إدارة المواهب، الكفاءات المهنية، الالتزام التنظيمي، هندسة التدريب، COSIDER.

# *Dedication*

*To those who fill my life with love, strength, and meaning…*

*First and above all, I thank **Allah, the Almighty,** who gave me the strength, the patience, and the will to reach this day. Without His grace and His mercy, none of this would have been possible.*

**{ وَأَن لَّيْسَ لِلْإِنسَانِ إِلَّا مَا سَعَىٰ * وَأَنَّ سَعْيَهُ سَوْفَ يُرَىٰ }**

*To my **Mother,***

*there is no word strong enough, no sentence beautiful enough, to describe what you mean to me. Every achievement I celebrate today carries the trace of your silent courage, your invisible sacrifices, and your prayers full of tears and faith. You always made me your priority, without ever complaining. You taught me to hold on, to stay dignified, to be human above all. I love you with an infinite love.*

*To my **Father,***

*my silent hero, whose eyes fill with emotion every time I reach a new milestone. That look of yours, full of pride and tenderness, is my most beautiful reward. Your love is my greatest wealth. If I have succeeded today, it is also to see that look shine yours. I dedicate this work to you, with all the love and gratitude I owe you.*

***To my dear sisters - Rahma, Aya, and Douha,** my anchors, my stars.*

*You are my heroines, my confidantes, my models. Each of you shines in her own way and has given me something unique: strength, joy, gentleness, and that unconditional love that holds through everything. Growing up beside you has been one of the most beautiful gifts of my life. You have carried me, guided me, protected me with grace and generosity. Thank you for always being there. I love you deeply.*

***To my dear brother Zakaria,***

*my pride, my protector. You have always been there in your own quiet way, and that means more than you know. I dedicate this work to you with all my love and admiration. I wish you every success and happiness life can offer.*

***To my dearest friends,***

*my accomplices, my second family. Thank you for being there, each in your own way. Your presence brought me comfort, support, and so many beautiful memories. We shared the laughter, the long nights, the doubts, and the small victories. I love you dearly, and I hold you preciously in my heart.*

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## List of Abbreviations :

**APQC** : American Productivity and Quality Center

**CIPD** : Chartered Institute of Personnel and Development

**EVP** : Employer Value Proposition

**GTM** : Global Talent Management

**HR** : Human Resources

**HRD** : Human Resource Development

**HRM** : Human Resource Management

**IPMA** : International Project Management Association

**ISO** : International Organization for Standardization

**LMX** : Leader-Member Exchange

**P-DG** : President-General Director

**POS** : Perceived Organizational Support

**RBV** : Resource-Based View

**ROI** : Return on Investment

**SHRD** : Strategic Human Resource Development

**SPSS** : Statistical Package for the Social Sciences

**TNA** : Training Needs Assessment

**VRIO** : Value, Rarity, Imitability, Organization

# Summary

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# General introduction

# General Introduction

Human capital has progressively emerged as the most decisive source of competitive advantage in modern organizations, surpassing financial resources, technology, and infrastructure in its strategic importance. Companies that understand this reality are those that invest deliberately in developing their employees skills, strengthening their managerial capacity, and putting in place coherent talent management strategies aligned with their long-term strategic goals. In Algeria, this awareness has gradually taken hold, particularly in large public enterprises that operate in complex and demanding sectors. The construction and public works industry, characterized by its technical complexity, multi-site operations, and high reliance on skilled managerial coordination, is especially sensitive to the quality of its human resources. In this environment, managerial training is not a peripheral activity, it is a strategic necessity. It represents the primary mechanism through which organizations develop their internal talent, prepare their future leaders, strengthen employee commitment, and reduce costly turnover.

Yet, despite its acknowledged importance, managerial training remains unevenly implemented in Algerian organizations. Training programs are often designed and delivered without rigorous needs assessment, without structured follow-up, and without systematic evaluation of their impact on actual performance outcomes. This gap between intention and practice raises a fundamental question: to what extent do managerial training programs genuinely contribute to the development of internal talent, and through which specific mechanisms do they produce that impact?

It is within this context that the present research is situated. Our study focuses on COSIDER Public Works Group , a flagship Algerian public works enterprise as an illustrative and relevant case for examining this question. COSIDER represents a particularly appropriate field of investigation, given its scale, its organizational complexity, and the emphasis it has placed on human resource development in recent years. By anchoring our research in this concrete organizational reality, we aim to produce findings that are both theoretically grounded and practically applicable.

**Research Problem**

Against this background, the central research question of this study is formulated as follows:

**To what extent do managerial training programs contribute to the development of internal talent within COSIDER Public Works ?**

This central question gives rise to the following secondary questions:

- To what extent does managerial training improve the professional competencies of employees at COSIDER?
- How do training programs influence the level of engagement and organizational commitment among employees?
- What is the relationship between the quality of training engineering including needs assessment and evaluation and the development of leadership capabilities?
- Does participation in managerial training programs contribute to reducing turnover intention among employees?

**Research Hypotheses**

Based on the research questions above, and drawing on the theoretical and empirical literature reviewed in this work, the following hypotheses are formulated:

H1: Managerial training programs significantly improve the professional competencies of employees at COSIDER.

H2: Participation in managerial training programs increases the level of engagement and organizational commitment among COSIDER employees.

H3: The quality of training engineering particularly the rigor of needs assessment and the effectiveness of evaluation processes is positively associated with the development of leadership capabilities.

H4: Managerial training programs contribute to reducing turnover intention among employees at COSIDER.

**Reasons for Choosing the Topic**

The choice of this research topic is motivated by both academic and practical considerations. From an academic standpoint, talent development and managerial training represent two of the most actively discussed themes in contemporary human resource management literature, yet

their intersection remains underexplored in the Algerian context. This study seeks to contribute to filling this gap by producing empirically grounded insights specific to a large Algerian public enterprise.

From a practical standpoint, COSIDER Public Works offers an ideal research setting: it is a large, strategically important organization that has made significant investments in employee training over the past several years, making it possible to study the concrete effects of these investments on talent development outcomes. Furthermore, the findings of this research are intended to be actionable providing COSIDER and similar organizations with evidence-based recommendations for optimizing their training practices and maximizing their impact on human capital development.

**Research Methodology**

In order to address the research questions and test the formulated hypotheses, this study adopts a mixed methodological approach, combining qualitative and quantitative tools in a complementary manner.

The qualitative tool consists of a semi-structured interview conducted with the Head of Competency Management and Development at COSIDER Public Works , the key professional directly responsible for designing, coordinating, and overseeing training programs and competency development strategies within the organization. The interview lasted approximately 60 minutes and was conducted at COSIDER's premises, structured around three thematic axes: the general training context and policy, the design of managerial training programs, and the observed impact of training on talent development outcomes.

The quantitative tool consists of a structured questionnaire administered via Google Forms to a purposive sample of 30 identified talents at COSIDER Public Works. The sample was composed exclusively of managerial and executive-level talents , the primary beneficiaries of managerial training programs including Managers / Executives (60%), Heads of Service (33.3%), a Head of Department (3.3%), and a Senior Manager / Director (3.3%). The questionnaire was organized into five sections corresponding to the research framework: personal information, access to training and competency development (H1), engagement and motivation (H2), training engineering quality and leadership development (H3), and retention and turnover intention (H4).

**Structure of the Work**

In order to address the research problem in a coherent and progressive manner, this work is organized into three chapters:

Chapter One: The Theoretical Foundations of Talent Management in the Enterprise. This chapter establishes the conceptual framework of the study. It examines the definition and characteristics of talent, traces the historical evolution of talent management from its administrative origins to its current strategic status, and explores the different approaches organizations adopt to identify, develop, and retain their most valuable people. It also examines the strategic importance of talent management through the lens of human capital theory and the Resource-Based View, and reviews the main talent management strategies deployed in modern enterprises.

Chapter Two: Managerial Training as a Lever for Talent Development. This chapter constitutes the theoretical core of the thesis. It begins by clarifying the concepts of training, managerial training, and their key distinctions, before examining the individual, organizational, and strategic objectives that managerial training serves. It then presents training engineering as a systematic discipline  covering needs assessment, program design, delivery methods, and evaluation models and examines the direct theoretical links between training and each of the four research hypotheses: competency development (H1), employee engagement (H2), leadership capability through training engineering quality (H3), and the reduction of turnover intention (H4). The chapter concludes with an integrative conceptual framework that synthesizes these dimensions.

Chapter Three : Empirical Study: The Case of COSIDER Public Works. This chapter moves from theory to practice. The first section presents COSIDER Group and its subsidiary COSIDER Public Works  its history, organizational structure, activities across nine subsidiaries, and its position as the largest public works group in Algeria. The second section details the mixed research methodology adopted: the qualitative component (a semi-structured interview with the Head of Competency Management and Development) and the quantitative component (a structured questionnaire administered to 30 managerial-level employees). The third and final section presents a thorough analysis and interpretation of the results collected through both instruments, testing each of the four research hypotheses and drawing evidence-

based conclusions about the real impact of managerial training on talent development within COSIDER.

The overall objective of this research is to demonstrate, through both theoretical analysis and empirical investigation, how well-designed and systematically implemented managerial training programs can serve as a genuine lever for talent development contributing not only to individual professional growth, but also to the collective performance, competitiveness, and long-term sustainability of the organization.

# Chapter 01 : Theoretical Foundations of Talent Management in the Enterprise

## Introduction:

In today's highly competitive and rapidly evolving business environment, human capital has become the most critical driver of organizational success. Organizations that are able to identify, develop, and retain the right people enjoy a significant and lasting competitive advantage over those that do not. At the heart of this realization lies the concept of talent management a strategic approach to managing people that goes far beyond traditional human resource practices.

This chapter aims to establish the theoretical foundations necessary for understanding talent management in the enterprise context. It is structured around three main sections. The first section traces the evolution of the talent concept and talent management, from its early definitions to its current strategic significance. The second section examines the strategic importance of talent management, exploring its impact on organizational performance, competitive advantage, and value creation. The third section reviews the main strategies and approaches that organizations adopt to manage talent effectively, including workforce planning, development frameworks, and global talent management.

These three sections provide a comprehensive theoretical framework that will serve as the basis for the analysis developed in the subsequent chapters of this thesis.

## Section 1: Concept and Evolution of Talent Management

This section explores the concept of talent, its characteristics, and the historical evolution of talent management as a field.

### 1. The Concept of Talent

In today's rapidly changing business world, talent has become one of the most talked about topics in human resource management. Companies are constantly looking for ways to better understand and manage the people who contribute the most to their success. Before getting into the details of talent management, it is important to first understand what talent actually means, what makes someone talented, and how this concept relates to skills and potential. This section will try to shed light on these questions by looking at different definitions and perspectives.

### 1.1. Definition of the Talent Concept

At the heart of any company, human capital constitutes a fundamental pillar, hence the importance of a precise understanding of the concept of talent.

The Oxford Dictionary provides the most straightforward starting point, describing talent as simply "*a natural ability to do something well*"[1].

In the same direction, J-M Peretti deepens the concept by defining talent as a gift or aptitude for success, as well as a capacity, skill, natural or acquired aptitude, and superiority in an art or profession[2].

Moreover, talent can be defined as a positive term which corresponds to the ability to do better and faster than others. It also manifests itself in the ability to create additional value, to distinguish oneself from others by having specific potential and skills. Being talented means knowing how to anticipate, act with responsiveness, and demonstrate a constant desire for excellence and success in one's professional life [3].

In a more practical sense, PeopleGoal adds to this by stating that "*a talented person is an individual that can be relied on to complete a particular task or challenge*," and that every individual has their own set of unique abilities that make up their overall competencies at work[4].

These definitions affirm talent as core human capital, blending competencies, practical know-how, and latent potential to empower standout individual performance and organizational success.

### 1.2. Characteristics of Talent

Talent is the combination of traits, aptitudes, and intellectual capacities that define how an individual performs and grows.

According to HRider , it manifests through three core characteristics[5]:

#### 1.2.1. Skills and Abilities

Every individual possesses a unique set of skills and abilities  some innate, others built through experience, learning, and deliberate practice. These form the foundation of talent and determine how effectively a person can contribute within a given field or role. Recognizing and nurturing these capabilities, through continuous feedback, development plans, and motivated

[1] https://www.oxfordlearnersdictionaries.com/definition/english/talent (Consulted: April 17, 2026, 21 :43)
[2] PERETTI. J-M. : DICTIONNAIRE DES RESSOURCES HUMAINES, 7e Ed, Vuibert, Paris, 2015, p.261.
[3]GALLARDO-GALLARDO (E), DRIES (N) et GONZÁLEZ-CRUZ (T.F) : « *What is the meaning of 'talent' in the world of work?* », in *Human Resource Management Review*, n°4, vol.23, 2013, p.293.
[4] https://www.peoplegoal.com/blog/what-is-talent-definition/ (Consulted: April 10, 2026,21 :39)
[5] https://www.hrider.net/en/diccionario/talento.html (Consulted: Mai 10, 2026,23 :01)

management, is what transforms raw ability into genuine professional value.

### 1.2.2. Potential

Potential represents talent in its most promising, yet unrealized form. It is the capacity that has not yet fully surfaced but carries the possibility of significant development. Identifying potential early through structured evaluation and attentive observation allows organizations and individuals alike to channel growth proactively, turning latent strengths into future performance.

### 1.2.3. Performance vs Potential

While performance reflects what a person achieves today measurable, visible, and often associated with exceptional results potential speaks to what they are capable of becoming tomorrow. The two are not mutually exclusive, but they are distinct. A high performer delivers outstanding results in the present, whereas a high-potential individual may not yet stand out, but holds the capacity to grow, adapt, and create lasting impact over time. True talent management lies in recognizing both dimensions equally, rather than valuing only those who already excel.

Understanding these three characteristics allows organizations to build a more complete and fair picture of their employees, going beyond what is immediately visible and investing in what each person is truly capable of achieving.

## 1.3. Inclusive vs. Exclusive Approach to Talent [6]:

According to Meyers , there is a fundamental distinction in how organizations conceptualize talent, and this distinction shapes the entire direction of their talent management strategy.

### 1.3.1. The Exclusive Approach

The Exclusive Approach is based on the view that talent is rare and belongs only to a small, elite group of employees. This approach is directed at employees who are valuable and unique, display high potential or high performance, and/or occupy strategically important positions within the organization making it accessible to approximately 1-15% of the workforce only. Under this model, a majority of organizations implement an exclusive talent management system which typically involves singling out a few high-potential employees who are

[6] MEYERS (M.C) : « *Talent management: Towards a more inclusive understanding* », in *Tijdschrift voor HRM*, 2016, pp.1-12

knowingly or unknowingly designated as successors for leadership positions, and are then provided with more developmental and promotion opportunities, higher salaries, and better fringe benefits than other employees.

### 1.3.2. The Inclusive Approach

The Inclusive Approach, by contrast, operates from a fundamentally different premise. Inclusive talent management is deeply grounded in the assumption that all employees have valuable qualities or talents that can be productively applied in organizations. This view draws on positive psychology and has been formally defined as the recognition and acceptance that all employees have talent, together with the ongoing evaluation and deployment of employees in positions that give the best fit and opportunity for employees to use those talents.

In essence, where the exclusive approach reserves investment for the high-potential few, inclusive talent management aims to bring out the best in all employees, allowing all employees to realize their full potential at work, and investing in a broad variety of different talents.

## 2. The Concept of Talent Management

### 2.1. Definition of Talent Management

In today's organizations, people play a central role, making it important to better understand how their potential is managed and developed. Talent management reflects this evolving vision, placing greater attention on valuing and supporting individuals within the company.

According to Collings & Mellahi , talent management is defined as "*activities and processes that involve the systematic identification of key positions which differentially contribute to the organisation's sustainable competitive advantage, the development of a talent pool of high potential and high performing incumbents to fill these roles*"[7].

Building on this, APQC broadens the concept by defining talent management as a set of integrated processes that support employees throughout their entire journey within the organization, from recruitment to development and retention [8].

In a similar vein, CIPD describes talent management as the process of attracting, developing, retaining and deploying the right people in an organization in order to improve its overall

[7] https://www.sciencedirect.com/science/article/abs/pii/S1053482209000461 , Consulted: April 18, 2026, 22:03.
[8] AMERICAN PRODUCTIVITY & QUALITY CENTER : *Talent Management: From Competencies to Organizational Performance*, Final Report, APQC, Houston, 2004, p.12.

performance and achieve its strategic goals [9].

HRIDER further adds a human dimension to this concept, describing talent management as the effort and strategy that an organization puts in place in order to attract, recruit, develop and retain its employees, allowing them to use their skills in the best possible way and thus contribute to making the organization more productive and competitive. What makes talent management different from other HR practices, as HRider points out, is that it is not a one-time action, but rather a continuous process that also involves motivating each member of the team on a regular basis in order to push them to improve their performance and give the best of themselves[10].

Based on the definitions reviewed above, talent management is much more than just hiring people. It is a long-term strategy that organizations adopt to identify, develop and keep the right people, with the aim of building a stronger and more competitive organization.

### 2.2. Objectives of Talent Management

Talent management is essentially about bringing in, growing, and keeping the best people to help a company reach its goals. The main focuses are attracting good employees, helping them get better at their jobs, and making sure they stick around.

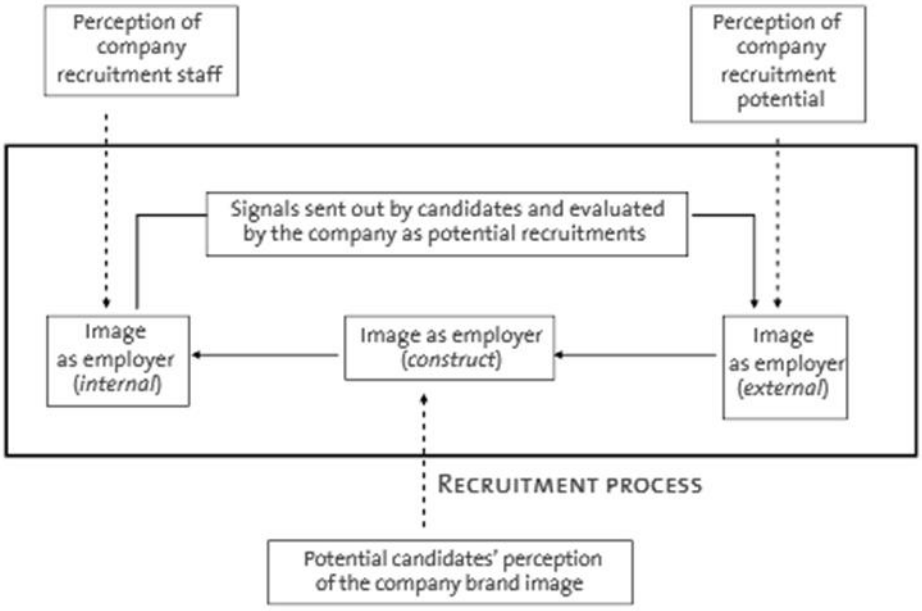
Dejoux and Thévenet explain that talent management revolves around three main objectives. First, organizations need to attract the right people by building a good employer image and making themselves visible to talented candidates. Once talent is brought in, the focus shifts to developing them through training, coaching, and giving them clear career perspectives so they can grow within the company. Finally, and perhaps most importantly, organizations must retain their talents by making sure they feel valued, motivated, and connected to the company's culture and goals. Without retention, all efforts made in attracting and developing talent would simply go to waste. According to the authors, these three objectives are not isolated steps but rather a cycle that needs to be managed continuously to ensure long-term organizational performance[11].

To better understand how organizations attract talent, Dejoux and Thévenet present the following diagram, which shows the relationship between the recruitment process and employer

[9] https://www.cipd.org/uk/knowledge/factsheets/talent-factsheet/ ,Consulted: April 18, 2026, 22:15.
[10] https://www.hrider.net/diccionario/gestion-del-talento.html Consulted: April 18, 2026, 22:13 .
[11] DEJOUX (C.) et THÉVENET (M.) : *Talent Management*, éditions Dunod, Paris, 2012, p. 111.

branding:

**Figure 1**:Recruitment Process and Employer Brand




**Source:** Dejoux, C., & Thévenet, M. op.cit, p. 111.

### 2.3. Talent Management vs. Human Resource Management (HRM)

Talent management and human resource management are two concepts that are often confused with one another, yet they are not exactly the same. To better understand what makes talent management special, it is worth looking at what the two have in common and where they actually differ.

#### 2.3.1. Similarities

At first glance, talent management and HRM seem to be doing the same thing both are about managing people inside an organization. Iles, Chuai and Preece found that both TM and HRM involve the same functional areas of people management, and both emphasize integration with corporate strategy and the recognition of the importance of role allocation[12].

On top of that, Armstrong and Taylor point out that most descriptions of talent management actually include typical HRM practices such as potential assessment, leadership and

[12] ILES (P), CHUAI (X) et PREECE (D) : « *Talent management and HRM in multinational companies in Beijing: Definitions, differences and drivers* », in *Journal of World Business*, n°2, vol.45, 2010, p.179-189.

management development, succession planning, and career planning[13]. So the tools are often the same what changes is how and for whom they are used.

### 2.3.2. Differences

The biggest difference lies in who they focus on. HRM promotes egalitarianism, meaning it applies to all employees equally, while talent management emphasizes segmentation by focusing specifically on a talented pool of the workforce. Beyond that, HRM tends to be transactional in nature, whereas talent management is more focused on the capture and retention of talents specifically, placing people at the center rather than treating HR as just an organizational function.

In short, talent management and HRM are not the same thing, but they are not opposites either. They work best when they work together , HRM provides the foundation, and talent management takes it one step further by focusing on the people who matter most to the organization's success.

## 3. The Evolution of Talent Management

Talent management did not appear as a ready-made concept. It has gone through several stages over the years, and each stage was shaped by the economic and organizational context of its time. Looking at this evolution helps us better understand where talent management stands today and why it has become so important for organizations.

### 3.1. Traditional Personnel Management (Before 1990)

Before the 1990s, managing people in organizations was mostly an administrative task. The HR function was focused on things like payroll, contracts, and basic recruitment nothing more. There was no real strategy around people, and the idea that certain individuals could create more value than others was simply not part of the conversation.

As Obedgiu explains, personnel management at this stage referred to a set of functions such as recruitment, selection, training, and salary administration, often performed in isolation and with little connection to the overall objectives of the organization. In short, employees were

[13] ARMSTRONG (M) et TAYLOR (S) : *Armstrong's Handbook of Human Resource Management Practice*, 13ème édition, Kogan Page, London, 2014, p.264.

managed as a group, not as individuals with specific talents worth identifying and developing[14].

### 3.2. The "War for Talent" Era (1990–2000)

Everything changed in the late 1990s when McKinsey & Company introduced a concept that would shake up the world of HR. According to Michaels, Handfield-Jones and Axelrod , in 1997 McKinsey coined the term "*the war for talent*" to describe their research on talent management practices, and they quickly realized they had named something that many organizations were already experiencing but had never really put into words. For the first time, attracting and keeping talented people was being treated as a strategic business priority and not just an HR task. The authors argued that winning this war was about the timeless principles of attracting, developing, and retaining highly talented managers, and about understanding the enormous value that better talent creates for organizations. This period is really where the story of modern talent management begins[15].

### 3.3. Strategic Talent Management (2000–2010)

After the war for talent era, researchers and organizations started to think more seriously about how to manage talent in a structured and strategic way. Collings and Mellahi made an important contribution during this phase by developing a clear definition of strategic talent management and a theoretical model, noting that despite growing interest the field had remained surprisingly underdeveloped. Their key idea was that the starting point for any talent management system should be the identification of key positions that contribute most to an organization's competitive advantage, rather than just focusing on individuals [16] .

Around the same time, CAPPELLI pointed out that traditional approaches to talent management were no longer working because the stable business environment they were built on had disappeared, and that organizations needed new ways of thinking that could deal with uncertainty and a more open labor market [17] .

### 3.4. Modern Talent Management (2010–Present)

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[14] OBEDGIU (V) : « *Human resource management, historical perspectives, evolution and professional development* », in *Journal of Management Development*, n°8, vol.36, 2017, p.986-990.
[15] MICHAELS (E.), HANDFIELD-JONES (H.) et AXELROD (B.) : *The War for Talent*, Harvard Business Press, Boston, 2001, pp. 1–3
[16] COLLINGS (D.G) et MELLAHI (K) : « *Strategic talent management: A review and research agenda* », in *Human Resource Management Review*, n°4, vol.19, 2009, p.304-313.
[17] CAPPELLI (P) : « *Talent management for the twenty-first century* », in *Harvard Business Review*, n°3, vol.86, 2008, p.74-81.

From 2010 onwards, talent management became even more complex and ambitious. Three major forces drove this new phase: continuous development, globalization, and digital transformation. As Montero Guerra et al. point out, digitization, labour shortages, demographic shifts, and globalization are just some of the trends that have pushed talent to the very top of organizational priorities, forcing companies to completely rethink how they attract, develop, and retain people [18].

Cappelli and Keller also highlighted that managing talent in modern labor markets has become one of the most discussed challenges among both academics and practitioners, with organizations now moving toward more inclusive approaches where every employee's potential is recognized and developed not just a small group of high potentials[19].

Talent management has made great progress through the years and gone through various phases from an administrative task to a strategic one. At each phase, talent management becomes more important due to the challenges of the corporate world, thus making it vital to corporate success.

### 4. Approaches to Talent Management

Talent management is not a one-size-fits-all concept. Organizations adopt different approaches depending on their context, their size, and their strategic priorities, and each approach reflects a different way of thinking about what talent really means.

According to Sparrow, Scullion, & Tarique , four main approaches can be identified [20]:

#### 4.1. People Approach

This approach puts the individual at the center. The idea is simple: some employees stand out from the rest, either through their exceptional performance or their high potential, and the organization should focus its energy on identifying and keeping these people. While this is a very common way of thinking about talent, it can sometimes create a feeling of unfairness

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[18] MONTERO GUERRA (J.M), MARTIN-ROJAS (R) et GARRIDO-MORENO (A) : « *The impact of digital transformation on talent management* », in *Technological Forecasting and Social Change*, vol.188, 2023, p.122291.
CAPPELLI (P) et KELLER (J.R) : « *Talent management: Conceptual approaches and practical challenges* », in *Annual Review of Organizational Psychology and Organizational Behavior*, n°1, vol.1, 2014, p.305-331.
[20] SPARROW (P), SCULLION (H) et TARIQUE (I) : « *Multiple lenses on talent management: Definitions and contours of the field* », sous la direction de SPARROW (P), SCULLION (H) et TARIQUE (I) : *Strategic Talent Management: Contemporary Issues in International Context*, Cambridge University Press, Cambridge, 2014, p.36-70.

among employees who are not part of that selected group.

### 4.2. Practices Approach

Rather than asking "*who is talented?*", this approach asks "what does the organization do to develop its people?" Here, talent management is about putting the right HR practices in place recruitment, training, performance management, career development for all employees, not just a chosen few. This approach is particularly relevant to this thesis, since it places training directly at the heart of talent development.

### 4.3. Position Approach

This approach starts not with people, but with roles. The organization first identifies its most critical positions those that have the greatest impact on performance and then works to make sure those roles are filled by the right people. It is a very strategic way of thinking, because it ties talent management decisions directly to the overall goals of the organization.

### 4.4. Talent Pools Approach

Instead of waiting for a key position to become vacant, this approach encourages organizations to build internal pools of high-potential employees who are continuously being developed and prepared for future roles. It is closely linked to succession planning, and it requires a long-term commitment to coaching, mentoring, and structured training. For a large company like COSIDER, this approach makes a lot of sense, as developing talent from within is both more sustainable and more cost-effective than constantly recruiting externally.

These four approaches are not competing theories they are complementary ways of looking at talent management. Understanding them together gives a much clearer and more complete picture of how organizations can think strategically about developing their human capital.

## Section 2: The Strategic Importance of Talent Management in Organizations

This section examines why talent management is a strategic priority and its impact on organizational performance and competitiveness.

### 1. The Theoretical Foundation: Human Capital and Competitive Advantage

### 1.1. The Resource-Based View (RBV) Framework: The VRIO Criteria in Talent

The strategic importance of talent management rests on an organization's capacity to drive performance through its internal human assets, a concept best explored through the Resource-

Based View (RBV). This perspective shifts the focus away from external market positioning and looks inward, suggesting that the foundation of success lies within the organization's own people.

According to Barney , for talent to become a source of sustained competitive advantage, it must satisfy four key criteria examined through the VRIO framework[21]:

- **Value:** Human capital is considered valuable when it enables a firm to implement strategies that improve efficiency, drawing on the training, experience, judgment, intelligence, relationships, and insight of its workers to exploit opportunities or neutralize threats.
- **Rarity:** While basic labor is widely available, high-level talent with specialized expertise remains scarce, allowing organizations to perform at levels competitors cannot easily match.
- **Imperfect Imitability:** Talent is difficult to imitate as it results from social complexity and unique historical conditions, meaning competitors cannot simply replicate the culture, internal synergy, or tacit knowledge developed within a high-performing team over time.
- **Organization:** Even valuable, rare, and inimitable talent must be supported by proper organizational systems such as performance reviews, training programs, and strategic alignment to fully realize its competitive potential.

When a firm aligns its management practices to support its human assets, it creates a direct path to sustained competitive advantage. In this way, talent management becomes not just an administrative function, but a key driver of long-term organizational performance.

### 1.2. Talent as a Strategic Asset: Distinguishing General Human Resources from "Pivotal" Talent

To understand why managing talent is a strategic move, we have to stop looking at employees as just a cost or a list of names to fill seats. A business only stays sustainable when it stops treating everyone exactly the same and starts identifying where its people can have the

[21] BARNEY (J) : « *Firm resources and sustained competitive advantage* », in *Journal of Management*, n°1, vol.17, Sage Publications, Thousand Oaks, 1991, p.99-120.

most impact on the company's success.

According to Boudreau and Ramstad , the field of HR needs to move toward "*talentship*," which is a method of distinguishing between general staff and "*pivotal talent."* While every worker is important for daily operations, pivotal talent refers to the specific roles where a small improvement in performance leads to the biggest strategic gain for the company. This shows that a firm's success is not based on a generic workforce, but on finding high-impact individuals whose skills define the company's position in the market [22].

This idea is supported by Huselid , who argues that human resources are not just an administrative expense, but a main source of profit. His research found that by treating talent as a strategic asset specifically by using high-performance practices companies see clear gains in productivity and decreased turnover. Instead of a "*one-size-fits-all*" approach, focusing on key individuals creates a link between personal potential and the company's financial goals[23].

Ultimately, this shift changes HR from a background office into a strategic partner. It ensures that the most valuable people are the ones driving the company's stability and innovation. A company's real strength is not its payroll, but its ability to empower the specific minds that will determine its future.

## 2. Driving Organizational Performance and Value Creation

### 2.1. Impact on Productivity and Operational Efficiency

The strategic value of talent management is most visible in the optimization of daily organizational operations. While efficiency is often categorized as a mechanical or technical goal, it is fundamentally driven by high-potential human capital capable of proactive problem-solving.

As noted by Michaels, Handfield-Jones, and Axelrod , the contemporary business landscape is defined by an era where "*talented people are the competitive advantage.*" In this context, the productivity gap between top-tier talent and average performers is not merely a matter of effort, but a reflection of superior critical thinking and complex problem-solving abilities. These individuals serve as catalysts for operational excellence by scrutinizing established norms and

[22] BOUDREAU (J.W) et RAMSTAD (P.M) : « *Talentship, talent segmentation, and sustainability: A new 'HR' decision science for a new strategy paradigm* », in *Human Resource Management*, n°2, vol.44, 2005, p.130.
[23] HUSELID (M.A) : « *The impact of human resource management practices on turnover, productivity, and corporate financial performance* », in *Academy of Management Journal*, n°3, vol.38, 1995, p.659.

reorganizing workflows to maximize output[24].

Key impacts of high-performing talent on internal processes include:

- **Proactive Optimization:** High-potential employees identify and resolve systemic bottlenecks before they escalate into operational failures.
- **Systemic Agility:** Unlike rigid automated systems, skilled individuals provide a level of adaptability that allows the organization to pivot in response to shifting demands.
- **Communication Flow:** Top performers often act as organizational bridges, streamlining inter-departmental communication and reducing friction in the workflow.

Ultimately, real efficiency is derived from empowering talent to innovate rather than strictly adhering to obsolete protocols. By prioritizing the placement of the right individuals in pivotal roles, an organization achieves a degree of operational agility that technology alone cannot replicate.

### 2.2. Fostering Innovation and Adaptability

While productivity is necessary to keep a company running day-to-day, innovation is what ensures it survives in the long term. In a fast-changing market, being able to adapt is not just a corporate goal it is a survival skill.

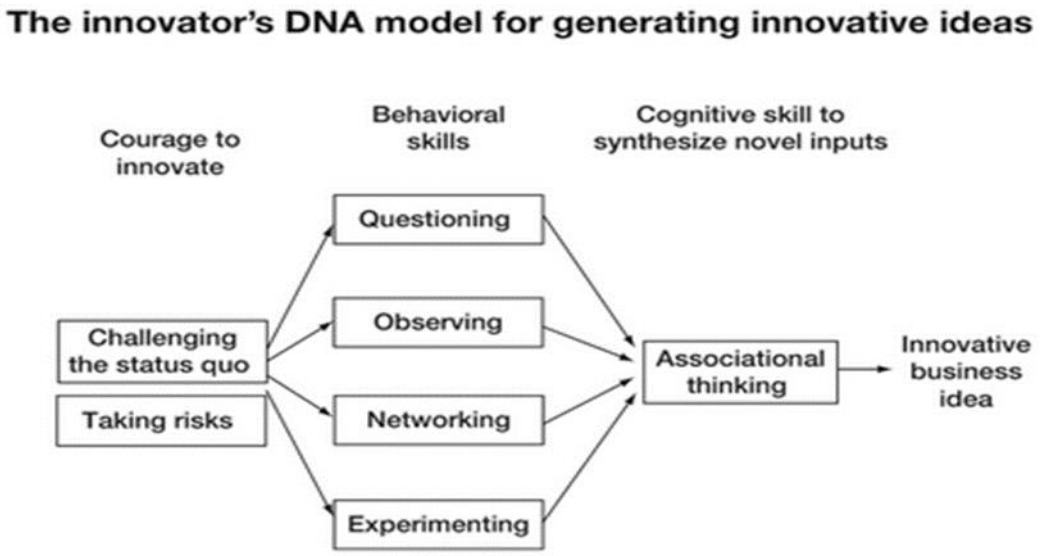
According to Dyer, Gregersen, and Christensen , the ability to create new ideas is a specific cognitive skill where people "*synthesize two seemingly opposing ideas*" through a process called associating[25].

As shown in **Figure 2 ,** The "*Innovator's DNA*" model breaks this down into specific behavioral habits. It starts with the courage to innovate by challenging the status quo and taking risks. These lead to behavioral skills like questioning, observing, networking, and experimenting, which ultimately feed into associational thinking the specialized cognitive process that generates innovative business ideas and allows a company to navigate market disruptions.

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[24] MICHAELS (E), HANDFIELD-JONES (H) et AXELROD (B) : *Op.cit.*, p.6.
[25] DYER (J), GREGERSEN (H) et CHRISTENSEN (C.M) : *The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators*, Harvard Business Review Press, Boston, 2011, p.27

**Figure 2:**The Innovator's DNA Model for Generating Innovative Ideas




**Source:** Dyer, Gregersen, & Christensen 2011, p. 27

Innovation is ultimately created by people, not merely confined to a department. The ability to combine diverse ideas represents a measurable and tangible business advantage. The smartest strategy for any organization is to invest in individuals who can anticipate future developments.

### 3. Economic and Operational Sustainability

#### 3.1. Reducing Turnover and Recruitment Costs

Another important aspect of talent management that is often overlooked is its ability to reduce employee turnover and the costs that come with it.

When talented employees decide to leave an organization, they do not just leave an empty seat behind they take with them years of knowledge, experience, and skills that are not easy to replace.

As Heneman, Judge, and Kammeyer-Mueller point out, this kind of loss disrupts team dynamics and leads to decreased productivity, making the whole process of replacing them both time-consuming and expensive[26].

Element Staffing explains that when organizations hire the right people for the right roles

[26] HENEMAN (H.G), JUDGE (T.A) et KAMMEYER-MUELLER (J.D) : *Staffing Organizations*, 9ème édition, McGraw-Hill Education, New York, 2019, p.690.

and manage them well, employees tend to develop stronger loyalty and commitment to their workplace, which naturally reduces the need for constant recruitment and the costs that come with it[27].

Aggarwal found that organizations that conduct regular competency evaluations see up to 34% less turnover compared to those that do not, and those that use proper assessment tools during hiring can reduce turnover by as much as 60%. Perhaps the most telling finding is that 94% of employees said they would stay longer with a company that genuinely invests in their growth and development[28].This tells us that retention is not just about salaries it is about making employees feel valued and supported.

According to Heneman, Judge, and Kammeyer-Mueller , even the most sophisticated hiring systems yield limited long-term results if an organization cannot successfully retain the talent it acquires. They characterize turnover as a significant "*interruption of organizational performance*," noting that when a trained employee leaves, the momentum of the entire department is stalled. This cycle drains resources through several channels[29]:

- **Direct Recruitment Expenditures:** Including recruiter salaries, advertisements, and travel expenses sunk costs that do not add value but are required just to return to the previous level of operation.
- **Loss of Organization-Specific Competencies:** Beyond direct costs lies the loss of unique skills and internal knowledge that employees develop over time, which are nearly impossible to acquire on the open market.
- **The Downsizing Fallacy:** While some organizations attempt to use downsizing as a short-term financial remedy, it rarely contributes to sustained profitability and often creates long-term talent shortages.

### 3.2. Knowledge Preservation and Succession Planning

When experienced employees leave an organization, they take with them something that cannot easily be replaced their knowledge. This phenomenon, known as "*brain drain*," poses

[27] ELEMENT STAFFING. The high cost of mismanagement: How proper talent management can save on recruitment costs. *Element Staffing Blog*, 2025.
[28] AGGARWAL, (S). Why talent management assessments cut employee turnover by 47%: New research. *inFeedo*, 2025.
[29] Ibid., p. 690.

a serious threat to leadership continuity and makes knowledge preservation a critical organizational priority.

As Anos states, "*simultaneously, organizational memory preserves the knowledge and experiences that inform leadership decision-making, providing a historical context to guide future leaders*" [30]. In other words, it is not enough to identify who will fill a leadership role organizations must also ensure that what the outgoing leader knew is passed on in a meaningful and structured way.

Organizations that take succession planning seriously tend to be far more stable during periods of transition. They experience fewer disruptions, maintain clearer strategic direction, and are better able to retain the trust of their employees and stakeholders. This reinforces the broader argument that sustainable organizational performance is deeply tied to how well an organization manages not just its people, but the knowledge those people hold.

## 4. Strategic Alignment and Employer Branding

### 4. 1 Aligning Talent Strategy with Business Objectives

A strategy is only as effective as the people responsible for executing it.

As Armstrong points out, there is frequently a "*say/do gap*" between a company's written strategy and how it is actually carried out in practice. Drawing on the words of Linda Gratton, Armstrong reminds us that *"there is no great strategy, only great execution."* For a strategy to move beyond the page and become an operating reality, organizations must deliberately build the internal capacity to implement it and that requires people-management skills, the ability to navigate resistance to change, and a genuine connection between employees at all levels and the broader corporate goals. Armstrong further describes effective strategy as a "*living process*" and an *"action vehicle,"* one that only functions when line managers and employees are truly aligned with what the organization is trying to achieve[31].

Aligning talent strategy with business objectives, therefore, goes beyond filling roles or managing headcount it is about cultivating an environment where every individual understands the mission, has the competencies to contribute to it, and feels genuinely connected to the

[30] ANOS (C.) : « *Ensuring leadership continuity: An integrative review of succession planning, leadership development and organisational memory* », in *Edelweiss Applied Science and Technology*, n° 9(5), 2025, p. 2874
[31] ARMSTRONG (M.) : *Armstrong's Handbook of Strategic Human Resource Management*, éditions Kogan Page, 7ème édition, ND, 2020, p. 40–41.

outcome. Ultimately, an organization's vision is only as strong as the people entrusted with carrying it forward.

### 4.2. Building the Employer Value Proposition (EVP): Creating a "talent-magnet" culture to enhance market competitiveness

In a competitive job market, salary alone is rarely enough to attract and keep the best people. Organizations that stand out are those that offer something deeper a sense of purpose, belonging, and genuine opportunity. This is what building a strong Employer Value Proposition is really about.

Ibarra and Hansen suggest that attracting top talent requires leaders to think beyond traditional hiring practices and actively seek out people with diverse backgrounds and fresh perspectives. Rather than drawing from the same familiar pools, effective leaders act as connectors who bring in talent from the wider edges of their industry. By building an environment centered around shared purpose and openness to new ideas, organizations naturally become more appealing to high-performing candidates and in doing so, they develop a culture that is genuinely difficult for competitors to replicate.[32]

A company's reputation is built on how employees actually feel, not just on marketing. When people feel valued and part of a meaningful mission, the company becomes a magnet for talent without having to struggle for recruitment

## Section 03: Strategies and approaches of talent management in the entreprise

This section focuses on the concrete strategies organizations adopt to identify, develop, and retain talent, while ensuring fairness and alignment with broader organizational goals.

### 3.1. Talent Identification and Selection Approaches

#### 3.1.1. Exclusive vs. Inclusive Approaches: The "A-Players" Debate

Deciding how to manage talent is one of the most important choices a company can make. It usually comes down to whether they should focus all their energy on a few top stars or try to develop the potential of every single person in the building.

##### 3.1.1.1.The Exclusive Approach: Focusing on "A-Players"

The exclusive approach is built on the idea that talent is a rare resource that is not spread

[32] IBARRA (H.) et HANSEN (M. T.) : « *Are you a collaborative leader?* », in *Harvard Business Review*, n° 89(7/8), 2011, p. 4

equally across the workforce.[33]

- **A-Players and A-Positions:** This strategy focuses on the top 10 to 15 percent of employees, known as *"A-players."* These people are prioritized because they hold *"pivotal positions"* that have a huge impact on the company's success .
- **Differential Investment:** The logic here is that since not everyone contributes the same amount, the company gets a better return on investment by spending its training budget only on those with the highest potential .
- **Ranking:** This often involves segmenting the staff into groups: high performers (A), solid performers (B), and low performers (C).
- **The Downside:** This can create a "two-tier" culture. People who aren't picked for talent programs might feel demotivated or treated unfairly, which hurts the company's overall teamwork .

#### 3.1.1.2.The Inclusive Approach: Developing All Employees

The inclusive approach works on the belief that every employee has unique strengths. The goal is to find and grow those strengths no matter what the person's rank is .

- **Unlocking Potential:** Instead of just helping a few stars, inclusive organizations try to unlock the potential of everyone in the workforce .
- **Fairness and Justice:** This approach makes employees feel the company is fairer, which leads to higher engagement and makes people less likely to quit .
- **Ethical Responsibility:** This model balances the need for efficiency with the ethical duty to support the whole workforce .

#### 3.1.1.3.The Core of the Debate: Key Tensions

The choice between these two styles often leads to several organizational dilemmas:

- **Organizational Justice:** Exclusive models risk making the majority of the staff feel overlooked .

[33] BHATIA (R.) et BARUAH (P.) : « *Exclusive talent management and its consequences: A review of literature*», in *Asian Journal of Business Ethics*, n° 9(2), 2020, pp. 193–209.

- **Transparency:** Companies struggle with whether to tell people they are *"A-players,"* as it can motivate the stars but frustrate everyone else .
- **Adaptability:** Relying on only a few stars is risky in a changing market; an inclusive approach creates a wider, more flexible talent pool .

#### 3.1.1.4.The Hybrid Solution: An Integrated Perspective

The old *"either/or"* way of thinking doesn't work well anymore. An integrated framework uses the strategic focus of the exclusive approach alongside the motivational benefits of the inclusive one .This allows a company to meet its business goals while also treating its people well.[34]

In conclusion, how a company handles this debate reveals its deepest values regarding fairness and human potential. Whether a firm chooses an exclusive, inclusive, or hybrid path, the decision will impact everything from employee morale to long-term strategic success.

### 3.1.2. Talent Identification Tools: People Reviews and the Six-Box Grid

In talent management, identifying the right individuals for growth requires more than simple intuition. It demands structured frameworks that allow for consistent and strategic evaluation across the entire organization. By combining People Reviews with visual tools like the Six-Box Grid, enterprises can move away from subjective opinions and build a data-driven foundation for their leadership pipelines.

#### 3.1.2.1. People Reviews as a Formal Talent Identification Process

People Reviews are periodic, collaborative sessions where HR leaders and department heads meet to collectively assess employee potential and readiness for key roles. This shared process is vital for building a talent pipeline because it merges high-level strategic oversight with direct managerial observations, ensuring that the identification of talent is objective and multi-dimensional [35].

In practice, these reviews evaluate two core dimensions:

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[34] O'CONNOR (E.) et autres : « *Overcoming the "either/or" mindset: Towards an integrated talent management framework* », in *European Management Review*, 2025.

[35] SILZER (R.) et CHURCH (A. H.) : « *Identifying and Assessing High-Potential Talent: Current Organizational Practices* », in SILZER (R.) et DOWELL (B. E.) (éd.), *Strategy-driven talent management: A leadership imperative*, Jossey-Bass, San Francisco, 2010, pp. 218–224.

- **Performance:** The employee's current results and effectiveness .
- **Potential:** The employee's future capacity to succeed in more complex roles .

To maintain objectivity, organizations utilize several data sources during these reviews:

- **Performance Metrics:** Analysis of KPIs and historical results .
- **Multi-source Feedback:** Integrating peer and self-assessments to reduce manager bias
- **Direct Observation:** Structured behavioral assessments in the workplace .

The ultimate goal of these reviews is to ensure leadership continuity by identifying talent early and creating personalized development plans that align with both individual goals and the organization's strategic needs .

### 3.1.2.2. The Six-Box Grid

The Six-Box Grid is a visual matrix used to categorize employees by plotting their current performance against their future potential. This tool is central to strategic talent management as it allows organizations to differentiate their workforce and allocate development resources where they will have the most impact .

Employees are categorized into specific quadrants with different strategic implications[36]:

- **High Performance / High Potential:** Prioritized for accelerated career paths and succession planning .
- **High Performance / Low Potential:** Reliable *"core"* contributors; focus is on retention and leveraging their expertise .
- **Low Performance / High Potential:** Often called "rough diamonds"; they require targeted coaching to unlock their future capabilities .
- **Low Performance / Low Potential:** These cases typically lead to performance improvement plans or reassignment .

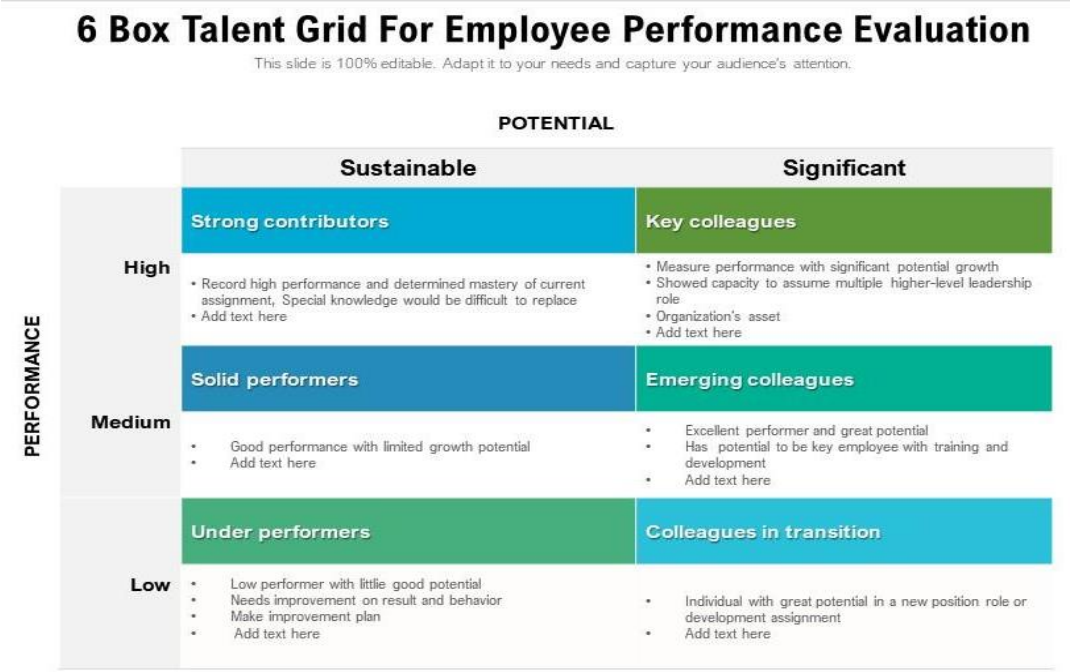
The Six-Box variant is often preferred over the Nine-Box model because it simplifies the assessment process while still maintaining the essential logic of workforce differentiation .

To illustrate the practical application of this framework, Figure 3 maps the specific intersections

[36] COLLINGS (D. G.) et MELLAHI (K.) : « *Strategic talent management: A review and research agenda* », in *Human Resource Management Review*, n° 19(4), 2009, pp. 304–313.

of performance levels and potential growth into actionable talent segments.

**Figure 3**:The Six-Box Performance-Potential Matrix for Talent Identification




**Source: Adapted from the Performance-Potential Matrix**

### 3.1.2.3. Limitations of These Tools

Despite their popularity, these tools face criticism regarding subjectivity. Assessing "potential" is inherently difficult to standardize and often relies on the personal judgment and biases of the assessors [37].

Furthermore, when employees become aware of their classification, those not labeled as *"high potential"* may feel a sense of injustice, leading to a drop in motivation .

Finally, there is the risk of oversimplification. Human potential is not static; an employee's trajectory can change over time, and a single snapshot on a grid may fail to capture their true long-term development .

Ultimately, while People Reviews and the Six-Box Grid provide a necessary structure for organizational planning, they should be viewed as dynamic guides rather than permanent labels. Their true value lies in the strategic conversations they facilitate and the concrete development actions that follow, ensuring that the organization remains agile and supportive of all its

[37] SILZER (R.) et CHURCH (A. H.) : « *The pearls and perils of identifying potential* », in *Industrial and Organizational Psychology*, n° 2(4), 2009, p. 377–412.

members' growth.

### 3.1.3. Pivotal Positions and Workforce Differentiation

In today's competitive market, companies are realizing that they cannot treat every job the same way if they want to succeed. Instead of using a standard approach for all employees, it is more effective to focus on the specific roles that actually drive the business forward. This means identifying which positions are the most critical and then investing more resources into them. This section will discuss how to find these "pivotal" roles and why differentiating the workforce is a key part of modern human resource strategy.

#### 3.1.3.1.Pivotal Positions

The foundation of a strategic talent management system lies in identifying where human capital has the greatest potential to improve organizational performance. These are often referred to as *"pivotal positions,"* which are the specific roles within an organization where the quality or quantity of talent has the most significant impact on strategic success.

According to Boudreau and Ramstad ,these pivotal roles are central to a *"talentship"* logic, which emphasizes that HR's true strategic value is found by focusing on those specific points in the organization where improved performance leads to the largest gains in strategic execution [38]. By pinpointing these pivot points, organizations can move beyond simply managing headcount to managing the specific talents that define their competitive edge.

#### 3.1.3.2.Workforce Differentiation

Once these critical roles have been identified, the organization must apply the principle of workforce differentiation. This concept suggests that instead of spreading HR resources evenly across the entire firm, investments should be concentrated where they provide the highest return. Differentiation is based on the argument that *"some jobs are more valuable (strategic) than others, and they should be managed accordingly."* This requires making *"disproportionate investments"* in strategic roles to ensure that top talent is placed in these specific positions[39].

Conversely, for roles that add less strategic value, the organization must determine the appropriate level of talent required, acknowledging that top-tier talent may not be needed in

[38] BOUDREAU (J. W.) et RAMSTAD (P. M.) : *Beyond HR: The new science of human capital*, éditions Harvard Business Press, Boston, 2007, p. 4

[39] HUSELID (M. A.) et BECKER (B. E.) : « *Bridging micro and macro domains: Workforce differentiation and strategic human resource management* », in *Journal of Management*, n° 37(2), 2011, pp. 421–428.

many jobs. By focusing workforce management design on these strategic capabilities and jobs, firms can create a significant source of value.

## 3.2. Development Approaches and Talent Growth Frameworks

### 3.2.1. The 70/20/10 Development Model

Effective talent management requires a clear strategy for how employees grow within an organization. Rather than relying solely on formal classroom training, many firms adopt the 70/20/10 model to balance different types of learning. This section explains how this ratio helps organizations develop their talent more naturally and effectively.

The 70/20/10 model provides a structured ratio for how professional development should be distributed to achieve maximum effectiveness.

As established by McCall, Lombardo, and Eichinger , the majority of executive development, approximately 70%, comes from the lessons of experience, which include challenging assignments and on-the-job problem solving. The remaining 30% is split between social learning (20%), such as mentoring and feedback from colleagues, and formal training (10%), which includes traditional courses and workshops. This model emphasizes that while formal education is necessary to provide a foundation, the most profound professional growth happens through the direct application of skills in real-world scenarios.

Integrating this model into a talent strategy requires a shift from viewing training as an isolated event to viewing development as a continuous process. Workforce differentiation, as discussed previously, plays a role here as well; organizations often prioritize high-potential employees or those occupying strategic positions for the most challenging 70% assignments in order to accelerate their growth. By focusing on experiential learning, firms can reduce the variance in employee performance and ensure that talent is developed in direct support of the organization's strategic capabilities[40].

The 70/20/10 model reflects a broader understanding that real professional growth cannot be confined to a classroom. The workplace, with its daily challenges, human interactions, and practical demands, remains the most powerful space for developing talent in a meaningful and lasting way.

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[40] MCCALL (M. W.), LOMBARDO (M. M.) et EICHINGER (R. A.) : *The lessons of experience: How successful executives develop on the job,* éditions Lexington Books, Lexington, 1988, pp. 1–15.

### 3.2.2. Coaching, Mentoring, and On-the-Job Learning

Developing talent within an organization goes beyond formal training programs. It involves practical, relationship-based approaches that support employees in their daily professional lives. Coaching, mentoring, and on-the-job learning are three of the most widely used strategies in this regard, and together they help bridge the gap between individual potential and organizational performance.

#### 3.2.2.1.Coaching :

Is generally understood as a targeted and relatively short-term intervention aimed at improving specific skills and current job performance. What makes coaching particularly valuable is the variety of approaches it can take depending on the employee's needs.

As Clutterbuck points out, "*the range of styles open to coaches has expanded from a traditional 'Go try this, and I'll give you feedback on how you performed' approach… to styles that place much more emphasis on questioning, stimulative techniques"* . This flexibility allows organizations to tailor coaching interventions to the specific development needs of their talent, making it a more personalized and effective tool than standardized training.[41]

#### 3.2.2.2.Mentoring:

On the other hand, takes a longer-term perspective. Rather than focusing on immediate performance, it aims at the holistic development of the employee through a sustained relationship with a more experienced professional. This relationship creates a safe space for growth that is difficult to replicate in formal settings.

Clutterbuck describes mentoring as *"a protected relationship in which learning and experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competencies gained rather than curricular territory covered"* . This makes mentoring especially valuable for high-potential employees who need guidance not only in their current roles but also in shaping their long-term career path within the organization.[42]

#### 3.2.2.3.On-the-job learning:

Completes this developmental framework by embedding learning directly into the flow of daily work. Rather than treating development as a separate activity disconnected from business operations, this approach recognizes that the workplace itself is the most powerful learning

[41] CLUTTERBUCK (D.) : *Everyone Needs a Mentor: Fostering Talent in Your Organisation,* 4e éd., éditions Chartered Institute of Personnel and Development (CIPD), Londres, 2004, p. 11.
[42]Ibid., p. 11.

environment. This perspective is central to the concept of Strategic Human Resource Development (SHRD), which Garavan describes as *"an integrated activity… it is not an 'add on' or an activity that is separate from the business and its management"* .When learning is embedded in real tasks and real challenges, it becomes more meaningful and directly contributes to the organization's competitive advantage.[43]

Taken together, coaching, mentoring, and on-the-job learning form a complementary set of development practices. Coaching addresses immediate skill gaps, mentoring supports long-term career growth, and on-the-job learning ensures that development remains connected to the strategic reality of the organization. Combining these three approaches allows firms to build a comprehensive development environment that supports talent at every stage of the professional journey.

### 3.2.3. Transparency, Fairness, and Organizational Justice[44]

When organizations invest heavily in a select group of employees while leaving others with fewer resources, questions of fairness inevitably arise. How an organization manages these perceptions can be just as important as the talent practices themselves.

#### 3.2.3.1.Transparency

In most organizations, talent management practices are implemented with little to no communication to employees about the criteria or processes involved. When employees are not informed about how decisions are made, they tend to fill that gap with negative assumptions.

As noted by Gelens et al. , *"pursuing perceptions of informational justice could prove to be difficult in the context of talent management, as the majority of organizations do not inform their employees about talent management practices."* Furthermore, the timing of transparency is critical procedural explanations should be provided before employees become aware of differential outcomes, since *"when procedural, interpersonal, and/or informational justice are perceived first, the possibly negative effects of perceived distributive injustice on talent management outcomes will be smaller".*

#### 3.2.3.2. Fairness

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[43] GARAVAN (T. N.) : « *Strategic human resource development* », in *Advances in Developing Human Resources*, n° 9(1), 2007, p. 21.

[44] GELENS (J.), DRIES (N.), HOFMANS (J.) et PEPERMANS (R.) : « *The role of perceived organizational justice in shaping the outcomes of talent management: A research agenda* », in *Human Resource Management Review*, n° 23(3), 2013, p. 341–353.

Employees continuously evaluate their contributions-to-outcomes ratio and compare it to that of their colleagues. When non-identified employees notice that high potentials receive significantly greater resources, they are likely to perceive distributive injustice. As Gelens et al. highlight, *"employees who perceive to be unfavorably treated experience lower affective commitment, are less committed to advancing their skills and to supporting strategic priorities, show less identification with the focal unit, and have higher turnover intentions."* Since non-high potentials represent the largest group within an organization, *"the aggregation of a large amount of high turnover intentions among non-high potentials combined with a limited amount of low turnover intentions among high potentials would still result in a low overall retention rate"* .

**3.2.3.3.Organizational Justice**

Organizational justice encompasses distributive, procedural, informational, and interpersonal dimensions, each playing a distinct role in shaping employee reactions to talent management. When employees perceive fair procedures, the negative impact of unfavorable outcomes is significantly reduced, as stated by , *"if you can't give people the outcome they want, at least give them a fair process."* Additionally, *"if POS and LMX are high, perceived procedural, informational, and interpersonal justice will increase, and hence the negative effect of perceived distributive justice on employee outcomes will decrease"* .

Transparency, fairness, and organizational justice are fundamental to whether exclusive talent management practices generate sustainable value. By attending to all dimensions of organizational justice and maintaining open communication with the entire workforce, organizations can safeguard the trust and commitment of employees at every level.

### 3.2.4. Managing the Psychological Impact on B-Players

While modern talent management often prioritizes *"high potentials,"* a sustainable organization depends equally on its broader workforce. Neglecting the steady contributors the B-players can create a culture where the majority of staff feel invisible. Supporting these employees is not merely a matter of morale; it is a strategic necessity to protect the stability of the entire enterprise.

Taylor argues that exclusive talent strategies often jeopardize the psychological contract of the majority of the workforce. When employees perceive that development and rewards are concentrated only on a small elite, it leads to a sense of distributive injustice, which significantly

reduces motivation and organizational commitment among those not labeled as *"talent."* To mitigate this impact, leadership must move away from *"winner-take-all"* rewards. This involves recognizing the unique value B-players provide, such as institutional memory and consistent performance, without forcing them into the high-pressure roles typical of A-players. By ensuring development paths are transparent and that reliability is celebrated, organizations can maintain a healthy psychological bond with their most stable employees.[45]

In conclusion, effective talent management must harmonize the drive of star performers with the consistency of the core workforce. If B-players feel psychologically disconnected, the organization loses its primary stabilizing force. True success is found in valuing the backbone of the company as much as its most visible stars.

### 3.2.5. Employee Value Proposition and Engagement

To remain competitive, modern organizations must move beyond traditional salary packages and focus on building a holistic environment where employees feel a deep, genuine connection to their roles.

*"An organization attracts such people by being 'the employer of choice'. It reaches them by providing better opportunities, rewards and conditions of employment than others and by developing a positive psychological contract, which increases engagement and commitment and creates mutual trust."* [46]

Ultimately, by aligning a strong value proposition with authentic engagement strategies, a company can transform itself into an employer of choice that sustains high performance and long-term loyalty.

## 3.3. Strategic Workforce Planning and Global Talent Management

### 3.3.1. Strategic Workforce Planning

In the modern corporate landscape, human capital is no longer viewed as a static expense but as a dynamic driver of competitive advantage. To manage this resource effectively, organizations must adopt proactive frameworks that bridge the gap between long-term business goals and immediate operational needs.

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[45] TAYLOR (S.) : *Resourcing and talent management: The theory and practice of recruiting and developing a workforce*, 9e éd., éditions Kogan Page / CIPD, Londres, 2024.
[46] ARMSTRONG, (M). *Armstrong's handbook of human resource management practice*. 13th ed,op.cit., p. 210.

According to the research published by Mohamed Berrada[47]:

*"Strategic Workforce Planning is an HR approach which consists of designing, implementing and controlling policies and practices aimed at reducing in advance the gaps between the needs and the resources of the company, both quantitatively (in terms of staff) and qualitatively (in terms of skills)."*

This approach functions as a preventative tool that requires Human Resources to anticipate business changes over a three to five-year horizon. By identifying quantitative surpluses or qualitative skill deficits in advance, the organization can implement "*build*" or "*buy*" strategies through training and recruitment. This dual focus on collective organizational needs and individual employability ensures the workforce remains resilient amid technological and economic shifts.

### 3.3.2. Aligning Talent Strategy with Business Models and Growth Strategies

Effective corporate execution depends on a seamless integration between an organization's long-term vision and its human capital management.

#### 3.3.2.1 Integration with Business Models

Aligning talent management with the business model means treating the workforce as a real strategic asset rather than just an administrative function. This requires organizations to actively identify existing skills, recognize gaps, and anticipate future needs through three key activities[48]:

- **Gap Analysis:** Assessing the current workforce at every level to identify where skills are falling short.
- **Targeted Development:** Implementing leadership programs for high-potential employees and role-specific training to close identified gaps.
- **Performance Alignment:** Ensuring that evaluation and reward systems directly reflect the organization's strategic objectives.

#### 3.3.2.2. Talent Strategy and Growth

[47] https://www.researchgate.net/publication/347513721_Strategic_Workforce_Planning (Consulted: April 19, 2026, 00:31 )

[48] Berrada, (M). op.cit.,p

As organizations scale or shift direction, the talent strategy must move ahead of growth rather than react to it This involves balancing the number of staff required with the specific skills needed, while planning three to five years ahead to either develop talent internally or recruit externally before shortages occur . Done properly, this builds a high-performing and sustainable organization.[49]

A business strategy, no matter how well designed, remains ineffective if the workforce is not equipped to execute it making talent alignment not optional, but essential.

### 3.3.3. Global Talent Management in Multinational Enterprises

Operating across national borders requires a specialized workforce capable of navigating diverse cultural and economic environments.

Global Talent Management (GTM) focuses on the systematic identification and deployment of high-potential individuals across international operations. Three elements define its scope[50]:

- **International Mobility:** Managing employees who possess both the technical skills and cultural agility to operate effectively across global subsidiaries.
- **Global Talent Pools:** Building a centralized reservoir of high-potential staff drawn from all geographic regions, not exclusively from the home country.
- **Pivotal Roles:** Identifying positions within the Multinational Enterprise (MNE) that are critical to sustaining global competitive advantage.

#### 3.3.3.1.Strategic Execution in MNEs

MNEs function as internal labor markets, moving talent across borders to meet strategic needs. This execution rests on three pillars:

- **Global vs. Local Balance:** Maintaining standardized HR policies while adapting to local legal frameworks and cultural norms.
- **Employer Branding:** Building a strong global reputation to attract top-tier talent in competitive international markets.

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[49] ODEYEYIWA (K. O.) : « *Aligning talent strategy with business strategy* », in *IOSR Journal of Business and Management (IOSR-JBM)*, n° 27(11), 2025, p. 60–63

[50] AL ARISS (A.), CASCIO (W. F.) et PAAUWE (J.) : « *Talent management: Current theories and future research directions* », in *Journal of World Business*, n° 49(2), 2014, p. 173–179,

- **Global Mindsets:** Developing leadership capable of managing multicultural teams and navigating complex institutional and cultural distances.

Global Talent Management is uniquely complex as it must simultaneously bridge cultural, legal, and institutional gaps across multiple environments making talent a strategic asset that must be carefully protected to prevent knowledge loss and ensure the right leadership is positioned in the right place at the right time.

### 3.3.4. The "Talentship" Concept: Talent Management as a Decision Science

The growing complexity of organizational strategy demands that talent management evolve from a purely administrative function into a rigorous, evidence-based decision science.

#### 3.3.4.1.Definition and Origin

Talentship is an emerging decision science for human capital that parallels established disciplines like finance and marketing, focusing on how decisions about talent impact organizational success [51]. It represents the natural evolution of HR moving beyond professional practices toward a structured logic that directly connects human capital decisions to strategic outcomes .[52]

#### 3.3.4.2.The Decision Science Framework

Talentship evaluates talent through three progressive levels: efficiency, measuring the cost and speed of HR service delivery; effectiveness, assessing how HR programs shape human capacity through capability, opportunity, and motivation; and impact the most critical level identifying the pivotal talent pools where improvements produce the greatest strategic return .

Talentship fundamentally repositions talent management from a set of best practices into a strategic decision science ensuring that human capital investments are driven by organizational logic rather than administrative habit, which is essential for any organization seeking sustained competitive advantage.

## Chapter Conclusion

This chapter has laid the theoretical groundwork for the rest of this thesis by exploring the

[51] BOUDREAU (J. W.) et RAMSTAD (P. M.) : « *Talentship and the new paradigm for human resource management: From professional practices to strategic talent decision science* », in *Human Resource Planning*, n° 28(2), 2005a, p. 17–26.
[52] Ibid., p. 129–136.

foundational concepts, strategic importance, and key strategies of talent management in the enterprise. The first section traced the evolution of the talent concept from its earliest definitions to its current strategic relevance, showing how talent management has transformed over time from a simple administrative task into a fully integrated organizational priority. The second section demonstrated that talent management is not merely a human resources concern but a strategic investment that directly impacts productivity, innovation, competitive advantage, and organizational sustainability. The third section examined how these strategic insights translate into concrete approaches and practices from workforce differentiation and developmental frameworks to strategic workforce planning and the emerging science of talentship.

Together, these three sections establish a comprehensive theoretical framework that will serve as the foundation for the chapters that follow. In particular, they set the stage for Chapter 2, which will examine managerial training as a specific lever for talent development within the enterprise exploring how training interventions can effectively translate the strategic ambitions of talent management into measurable improvements in employee competencies, engagement, and organizational performance.

# Chapter 2: Managerial Training as a Lever for Talent Development

## Introduction

In today's rapidly evolving organizational environments, the development of managerial talent has become one of the most pressing strategic priorities for enterprises seeking long-term competitiveness and resilience. While organizations have always invested in training as a means of improving employee performance, the growing complexity of managerial roles requiring not only technical expertise but also behavioral agility, leadership capacity, and the ability to drive organizational change has elevated managerial training to the status of a strategic imperative rather than a simple operational practice.

This chapter aims to provide a comprehensive theoretical framework for understanding managerial training as a lever for talent development. It is structured around three interconnected sections, each addressing a distinct but complementary dimension of the subject.

The first section explores the fundamental concepts and objectives of managerial training. It begins by clarifying the meaning of training itself, distinguishing it from related notions of learning and development, before narrowing the focus to managerial training specifically its definition, characteristics, and what makes it different from general training programs. The section then examines the individual, organizational, and strategic objectives that managerial training is designed to achieve, and closes by highlighting its growing importance in modern organizations.

The second section examines training engineering the systematic process through which training programs are designed, delivered, and evaluated. Grounded in the work of Ardouin and other key scholars, this section presents training needs assessment, program design, and evaluation models as interconnected phases of a quality-driven cycle. This section directly supports Hypothesis 3 (H3), which posits a relationship between the quality of training engineering and the development of leadership capabilities.

The third and final section constitutes the theoretical core of this thesis, as it examines the specific impact of managerial training on four key dimensions of talent development, each corresponding to one of the four research hypotheses: competency development (H1), employee engagement (H2), leadership capability through training engineering quality (H3), and the reduction of turnover intention (H4). The section concludes with an integrative conceptual framework that synthesizes these dimensions and proposes a model to be tested in the empirical study of Chapter 3.

# Section 1: Concepts and Objectives of Managerial Training

Managerial training examines what it means in organizational contexts, how it differs from general training, and what objectives it serves at both individual and organizational levels.

## 1.1. The Concept of Training

### 1.1.1. Definition of Training

Training is a fundamental concept in human resource management, and understanding its meaning is essential before exploring its role within organizations. While many definitions exist in the literature, the following offer a particularly comprehensive and complementary understanding of what training involves.

Training is broadly defined by Oxford Learner's Dictionaries as *'the process of learning the skills that you need to do a job'*.[53]

From an organizational perspective, Mahapatro views training as a set of teaching and learning activities designed primarily to help organizational members acquire and apply the knowledge, skills, abilities, and attitudes that their organization requires. In this sense, training is not merely an educational exercise but a deliberate effort to enhance an employee's capacity to fulfill their responsibilities[54].

Armstrong further characterizes training as a planned and systematic process of behavioral change, achieved through learning activities, programs, and guided instruction. Beyond Armstrong further characterizes training as a planned and systematic process of behavioral change, achieved through learning activities, programs, and guided instruction. Beyond skill acquisition, Armstrong emphasizes that training enhances problem-solving abilities and prepares employees not only for their current roles but also for greater responsibilities in the future [55].

This view is reinforced by Saks, Haccoun, and Belcourt, who describe training as a formal and planned process aimed at equipping employees with the knowledge and skills necessary to improve their current job performance. Unlike long-term development programs, training tends

[53] https://www.oxfordlearnersdictionaries.com/definition/english/training (Consulted: April 19, 2026, 23:07)
[54] MAHAPATRO (B. B.) : *Human Resources Management*, éditions New Age International (P) Limited, Publishers, New Delhi, 2010, pp. 257-320.
[55] ARMSTRONG (M.) : *A handbook of human resource management practice*, 10e éd., éditions Kogan Page Publishers, Londres et Philadelphie, 2006, pp. 575-579.

to concentrate on the immediate and practical skills required for a specific position[56].

Despite the variation in wording across these definitions, all scholars converge on the idea that training is a deliberate and structured process aimed at improving employee performance and supporting organizational goals. It is not a spontaneous or accidental activity, but rather a planned investment in human capital , one that benefits both the individual and the organization as a whole.

### 1.1.2. Training vs. Learning vs. Development:

Before exploring the role of training in organizations, it is important to distinguish between three concepts that are often confused: training, learning, and development.

- **Learning:** Mumford describes learning as a continuous process that takes place whenever *"'people can demonstrate that they know something that they did not know before (insights and realizations as well as facts) and/or when they do something they could not do before (skills)"'*[57] . In this sense, learning is the broadest of the three concepts as it covers everything an individual gains throughout their personal and professional life, whether inside or outside the workplace.

- **Training:** Plug defines training as *"an activity aimed at transferring specific skills, knowledge and attitudes that are needed for a specific job".* He further explains that training is limited in time and scope, is usually instructor-led, and is expected to produce immediate changes in job performance. This makes training a short-term and practical process directly tied to the current demands of a specific role [58].

- **Development:** Gansberghe defines development as 'a long-term process designed to enhance potential and effectiveness' through learning, planned study, and experience. Unlike training which focuses on the present job, development is concerned with preparing the individual for broader responsibilities and future roles within the organization[59].

#### 1.1.2.1.Learning, Training and Development Together

HR Intervals brings all three concepts together by describing Learning, Training and

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[56] SAKS (A. M.), HACCOUN (R. R.) et BELCOURT (M.) : *Managing Performance through Training and Development*, 7e éd., éditions Nelson Education, Canada, 2015, p. 6.
[57] MASADEH (M.) : « *Training, Education, Development and Learning: What is the Difference?* », in *European Scientific Journal*, 2012, p. 64.
[58] https://www.linkedin.com/pulse/training-vs-learning-development-why-matters-jan-willem-plug-mtzwe (Consulted: April 20, 2026, 23:02)
[59] Ibid. , p.65.

Development as a structured approach to improving employee skills, knowledge, and competencies resulting in better individual and organizational performance. They clarify that learning is focused on the acquisition of knowledge, skills, and attitudes, training is focused on producing immediate changes in job performance through specific job tasks or processes, and development revolves around broadening or deepening knowledge that fits the future goals of both the individual and the organization[60].

#### 1.1.2.2.Difference Between the Three

Kitson draws the clearest line between all three by arguing that learning is the umbrella concept under which both training and development fall. Training is 'a learning activity that is designed for immediate impact, for the job or role that one does at present', while development is *"a learning activity that is designed for future impact, for a role or job one will do in the future".*[61]

Overall, although these three concepts are closely related, each one has its own meaning and purpose, and distinguishing between them is key to building an effective human resource strategy.

## 1.2. The Concept of Managerial Training

### *1.2.1. Definition and Scope of Managerial Training*

Managerial training is a specific and important dimension of training within organizations, and understanding its concept requires examining what it means, why it matters, and what it aims to achieve.

Hone HQ defines managerial training as *"a type of learning and development program that focuses on developing the skills and knowledge of individuals who are responsible for leading and managing others in the workplace".*According to this source, managerial training programs can address a wide range of topics, starting from basic supervisory skills all the way to more advanced leadership development, and can be delivered through various formats such as classroom training, online learning, coaching, and mentoring. Hone HQ also points out that when effectively implemented, managerial training can help organizations *"improve productivity, reduce turnover, and create an influential leadership culture"* .[62]

Sahni highlights the growing importance of managerial training in today's knowledge era,

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[60] https://hrintervals.ca/resources/what-is-learning-training-and-development/ (Consulted: April 20, 2026, 23:09)
[61] Masadeh, (M). . op.cit.,2012 , p.65.
[62] https://honehq.com/glossary/manager-training/ (Consulted: April 20, 2026, 23:55)

describing it as an instrument to expand the knowledge base of the employees and allows them to transfer this on their jobs in the form of improved performance.' She further explains that managerial training is broadly understood as *"a systematic acquisition of skills, concepts or attitude that results in improved performance".* Sahni also stresses that *"the evaluation of the training program is essential and would benefit organizations in assessing the outcome and results more precisely",* which ensures that the resources invested in training are well directed and that programs can be continuously refined.[63]

Managerial training goes far beyond a simple learning activity it is a strategic tool that strengthens both individual managers and the organizations they work for, making it an essential component of any effective human resource management approach.

### 1.2.2. Characteristics of Managerial Training

Managerial training programs play a vital role in developing effective leaders within any organization. However, not all training programs are created equal. According to XINNIX , several key characteristics define a successful managerial training program.[64]

- **Consideration of needs:** a good training program must be designed around the specific needs of the organization, as a one-size-fits-all approach is insufficient and programs must be tailored accordingly.
- **Alignment:** once organizational needs are identified, the training program must reflect those goals in a clear and structured manner, requiring open communication between the trainer and the organization throughout the process.
- **Feedback:** providing managers with individualized feedback allows them to understand their strengths and weaknesses and develop the confidence needed to lead effectively.
- **Engagement:** a training program is only effective if participants remain motivated throughout, which requires the use of interactive tools such as videos and live sessions to maintain interest and improve knowledge retention.
- **Communication and connection skills:** effective managers must be able to communicate clearly with different teams and individuals, as different employees and

[63] SAHNI (J.) : « *Managerial Training Effectiveness: An Assessment through Kirkpatrick Framework* », in *TEM Journal*, 2020, p. 1227.
[64] https://www.xinnix.com/blog/successful-management-training-programs (Consulted: April 23, 2026, 12:56)

departments require personalized communication methods particularly important in diverse, multigenerational workplaces.

These five characteristics demonstrate that successful managerial training requires a thoughtful, tailored, and engaging approach that addresses the real needs of both the organization and its future leaders.

### 1.2.3. Managerial Training vs. General Training: What Makes It Different?

Training in general aims to improve performance, but managerial training is fundamentally different in its nature, purpose, and approach.

What distinguishes managerial training starts with the nature of the skills it targets. General training focuses on technical or procedural knowledge, whereas management skills are behavioural they consist of identifiable actions that individuals perform and that lead to certain outcomes. With practice and feedback, any individual can improve their competency over time,[65] making managerial training inherently more complex, because it requires changing how a person acts, not simply what they know.

Méric et al argue that general training gives people tools and answers, while managerial training should instead *"lead people off the beaten track*" and help them find their own way.[66] This is a key distinction: general training informs, while managerial training must also challenge and transform. This is further confirmed by the East Herts Management Development Framework, which notes that the reflective capacity needed to cope with complex managerial challenges is "*best supported through experience, coaching and mentoring than traditional training courses*".[67]

At the organisational level, according to LinkedIn's Workplace Learning Report, leadership training is the most commonly offered career development practice, with 71% of organisations

[65] WHETTEN (D. A.) et CAMERON (K. S.) : *Developing Management Skills*, 8e éd., éditions Prentice Hall, 2011, p. 9.
[66] MÉRIC (J.), KLETZ (P.), PESQUEUX (Y.) et SOLÉ (A.) : « *What is a Manager? An Essential Question for Management Education* », in *MEDSYM13245*, 2003, pp. 6–7.
[67] EAST HERTS COUNCIL : *Management Development Programme: Essential Reference Paper B - Management Development Framework*, éditions East Hertfordshire District Council, 2017, p. 2.

providing it and organisations that invest in it as part of a broader career development strategy significantly outperform those that treat training as a standalone activity.[68]

What makes managerial training different is that it targets behaviour, demands reflection, and requires continuity qualities that place it in a category well beyond general employee training.

## 1.3. Objectives of Managerial Training

### 1.3.1. Individual Objectives: Competency Building and Career Development

At the individual level, managerial training pursues two essential objectives: building professional competencies and supporting career development. Both dimensions reflect the idea that training serves not only the organization, but also the personal and professional growth of each individual manager.

#### 1.3.1.1.Competency Building

Noe defines training as a planned effort by a company to facilitate employees learning of job-related competencies, encompassing the knowledge, skills, and behaviors critical for successful job performance. He argues that effective training must go beyond basic skill acquisition to build what he calls intellectual capital combining advanced knowledge, system understanding, and self-motivated creativity in order to prepare managers for increasingly complex responsibilities. Noe further introduces the concept of high-leverage training, which links individual competency development directly to strategic business goals while creating conditions for continuous learning within the organization.

#### 1.3.1.2.Career Development

Hall argues that the traditional psychological contract between employee and organization based on loyalty in exchange for job security has been replaced by a new one based on continuous learning and identity change. He further states that the path to the top has been replaced by the path with a heart, meaning that individuals must develop a strong internal compass and take personal ownership of their career direction.[69] Hall develops this idea through the concept of the protean career a self-directed, values-driven model in which the individual, not the organization, sets their own criteria for success and adapts continuously to changing professional environments.[70]The two core competencies required to navigate such a career are

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[68] https://learning.linkedin.com/resources/workplace-learning-report (Consulted: April 23, 2026, 16:19)
[69] HALL (D. T.) : « *Protean careers of the 21st century* », in *Academy of Management Executive*, 1996, p. 8–16.
[70] HALL (D. T.) : *Careers in and out of organizations*, éditions Sage Publications, 2002, p. 34.

adaptability and identity awareness. This perspective is further supported by Noe who notes that employees today seek to develop skills that can help them remain employable with either their current employer or a future one, confirming that career development has become a central individual expectation from any training program.[71]

Competency building and career development are therefore two complementary and mutually reinforcing individual objectives of managerial training. Together, they ensure that training serves both the immediate performance needs of the organization and the long-term professional aspirations of each individual manager.

### 1.3.2. Organizational Objectives: Performance, Competitiveness, and Retention

Beyond individual benefits, training and development serve essential objectives at the organizational level.

Organizations that invest in training tend to achieve stronger results across multiple dimensions. According to Noe , companies using innovative training practices are likely to report better financial performance than their competitors. In terms of competitiveness, training has become a strategic necessity, as *"training, development, and career management are no longer in the category of 'nice to do' they are a 'must do' in order for companies to gain a competitive advantage"*. Regarding retention, development activities and career management are essential *"to attract, motivate, and retain talented employees at all levels and in all jobs"* .

In short, organizational training objectives are directly tied to the company's performance, market position, and ability to keep its best people.[72]

### 1.3.3. Strategic Objectives: Leadership Pipeline and Succession Readiness

Beyond operational goals, managerial training also serves long-term strategic objectives related to preparing future leaders and ensuring organizational continuity.

At this level, training is used to build a leadership pipeline by identifying and developing employees who have the potential to fill key roles in the future. According to OpenStax , *"succession planning is the process for reviewing key roles and determining the readiness levels*

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[71] NOE (R. A.) : *Employee training and development*, 5e éd., éditions McGraw-Hill/Irwin, 2010, pp. iv, 6, 19, 58.
[72] Ibid., p. 2, 15.

*of potential internal candidates to fill these roles"* . This is supported by structured talent reviews that assess employees on both current performance and future potential, where high-potential individuals typically demonstrate competencies such as *"business acumen, strategic thinking, and leadership skills"* .The urgency behind this is clear: *"talent is a competitive advantage, and in the age of the 'war for talent,' an organization needs to have a plan for developing its key talent"* .[73]

In short, the strategic objective of managerial training is to ensure the organization always has capable leaders ready protecting its future performance and stability.

### 1.4. The Importance of Managerial Training in Modern Organizations

#### 1.4.1. Driving Innovation and Adaptability

To be able to lead effectively, managers need training in order to have the ability to lead through innovation and adaptability.

Uhl-Bien & Arena point out that, *"one of the biggest challenges facing leaders today is the need to position and enable organizations and people for adaptability in the face of increasingly dynamic and demanding environments"* . In this context, trained managers are better able to balance exploration and exploitation, where *"leadership of ambidexterity involves encouraging ongoing small adaptations that continually update and adapt the strategy without losing alignment"* . Moreover, managerial training develops the enabling behaviors necessary to sustain innovation, as *"enabling leaders help sustain and protect adaptive space that keeps linkages open and agents energized and motivated"* .[74]

Thus, investing in manager's training creates opportunities for an organization to increase its capacity to innovate and stay adaptive in a constantly changing environment.

#### 1.4.2. Supporting Change Management

Leading an organization through a time of change takes training for management to help develop skills and competencies needed to lead effectively through changes.

As the IMD Business School highlights, *"change management is more than just implementing new processes or technologies it is about smoothly and successfully leading people through transitions"* . In this regard, training programs are essential for developing the

[73] OPENSTAX : *Principles of Management*, 1re éd., Rice University, Houston, 2019, pp. 363, 365, 366.
[74] UHL-BIEN (M.) et ARENA (M.) : « *Leadership for organizational adaptability: A theoretical synthesis and integrative framework* », in *The Leadership Quarterly*, 2018, pp. 89–99.

blend of skills and competencies that effective change leaders require. Through structured development, managers build critical capacities such as adaptability, problem-solving, and the ability to drive cultural change, as *"adaptable leaders can pivot quickly, guiding their teams through unforeseen obstacle"* . Furthermore, training enhances organizational resilience by ensuring that *"continuous training keeps employees updated on the latest advancements, enabling them to embrace change and contribute to innovation"* [75].

Thus, by investing in the development of management staff through training, an organization can develop the skills of those managing teams and support an effective management transition as well as maintain/establish a competitive advantage during times of change.

### 1.4.3. Developing Leadership Capacity at All Levels

A key benefit of managerial training is its ability to build leadership capacity across all organizational levels, rather than limiting development to senior executives alone.

*"Management and leadership training is crucial for a diverse range of professionals, from emerging talents to seasoned executives, empowering them to navigate complex organizational landscapes and inspire high-performing teams".* This inclusive approach to leadership development is particularly significant because different organizational levels require distinct but equally important competencies. For new managers, training provides foundational skills in delegation, feedback, and team motivation, while for middle management, it develops the capacity to translate strategic vision into operational reality . At the senior level, training focuses on enterprise-wide strategic thinking and leading transformational change. Critically, the source notes that *" leadership development programs build a pipeline of future leaders, ensuring business continuity and smooth transitions for key roles"* [76] .

Therefore, any organization that invests in building leadership capability at all levels of the organization will realize a workforce that is more resilient, flexible and prepared for future challenges; thus, managerial training is not just an individual development opportunity but also a long-term commitment to the future of the organization.

## Section 2: Training Engineering - From Design to Evaluation

[75] IMD BUSINESS SCHOOL : « *How training and development fuel effective change leadership* », in *IMD*, 2026

[76] BMC TRAINING : « *Who needs management and leadership training? A 2026 guide* », in *BMC Training Blog*, 2026

Training engineering examines how managerial programs are systematically built, from needs assessment and design through to delivery and evaluation, ensuring that training produces real competency gains and leadership growth.

## 2.1. The Concept of Training Engineering

### 2.1.1. Definition and Principles of Training Engineering

Training engineering is a field that focuses on developing organizational training programs using a systematic approach to both training design and evaluation.

Ardouin defines it as a socio-professional approach through which the training engineer, *"using appropriate methodologies, analyses, designs, implements and evaluates training actions, systems and programs, taking into account the organizational environment and professional actors"*[77] .This definition is further reinforced by Dierdorff and Surface , who describe the foundational step of this process training needs assessment as *"a primary phase in the design and development of training programs",* capturing information spanning *"where and why training is needed, who needs to be trained, and what must be incorporated as program content"*[78]. In this sense, training engineering treats training not as a simple delivery of content, but as a deliberately engineered system aimed at producing measurable and reliable results for both individuals and organizations.

According to Gagné et al, [79]:

- *"There are different conditions of learning for different learning outcomes, and instruction must be designed according to the nature of what is to be learned",*meaning each competency requires a specifically matched instructional strategy.
- Identifying the type of learning outcome is the essential starting point, as it determines every subsequent design decision, from content selection to delivery method .

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[77] ARDOUIN (T.) : *Ingénierie de formation pour l'entreprise*, 5e éd., éditions Dunod, 2017, p. 7.

[78] DIERDORFF (E. C.) et SURFACE (E. A.) : « *Assessing training needs: Do work experience and capability matter?* », in *Human Performance*, n° 21(1), 2008, p. 28.

[79] GAGNÉ (R. M.), WAGER (W. W.), GOLAS (K. C.) et KELLER (J. M.) : *Principles of instructional design*, 5e éd., éditions Thomson/Wadsworth, 2005, p. 4.

From Dierdorff & Surface [80]:

- *'Conducting systematic needs assessment can significantly impact the overall effectiveness and quality of training programs'* , confirming that training must begin with rigorous identification of actual organizational and individual needs before any content is designed.
- Data collected throughout the training process also serves 'criterion development for evaluation purposes' , meaning evaluation is embedded across the entire training engineering cycle and not simply added at the end.

Together, these principles confirm that training engineering is a cyclical and evidence-based discipline moving from needs analysis through design, delivery, and evaluation always aimed at producing measurable and reliable improvements in learner performance and organizational capability.

### 2.1.2. The Training Engineering Cycle: An Overview

Before designing any training program, it is essential to understand how the process works as a whole.

Ardouin describes the training engineering cycle through four connected stages Analyze, Design, Implement, and Evaluate known as the ACRE model, in which the training engineer, *"using appropriate methodologies, analyses, designs, implements and evaluates training actions, systems and programs, taking into account the organizational environment and professional actors"* .

In simple terms, the cycle starts by identifying what training is needed, then moves to designing how it will be delivered, followed by actually running the training, and finally measuring whether it worked. What makes this cycle particularly valuable is that it does not stop at evaluation the results of the evaluation feed back into the analysis phase, making the whole process continuous and self-improving [81]. In other words, each training program becomes better than the last because the organization learns from its own experience.

Overall, the training engineering cycle is what gives training its structure and purpose, ensuring that it is not designed by chance but built deliberately to meet real organizational and individual needs.

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[80]Dierdorff, (E).( C)., & Surface, (E). (A).op.cit.,.*p* 28–48.
[81] Ardouin, (T).op.cit.,p 7

## 2.2. Training Needs Assessment (TNA)

### 2.2.1. Definition and Importance of Training Needs Assessment (TNA)

Before any training program can be designed or implemented, it is essential for an organization to identify what training is actually needed, for whom, and why. This preliminary step is what we refer to as Training Needs Assessment (TNA), and it represents the starting point of any serious training process.

From a definitional standpoint, TNA has been approached by several authors. According to Khan & Masrek , cited in Raj, TNA is described as *"a strategic process that entails the identification of the organisation, industry objectives, competency acquisition, and data analysis to identify the discrepancies between the current and prospective conditions"* [82]. In the same perspective, Surface defines it as *"a systematic process that applies work analysis techniques and procedures to identify and specify training requirements that have been linked to deficiencies in individual, team, or organization performance to develop learning objectives to address the identified deficiencies"*[83] .

Through these two definitions, we can understand that TNA is not simply an administrative procedure, but rather a strategic and systematic tool that allows organizations to identify the gap between the current situation and the desired one, in order to design training programs that are truly relevant and effective.

As for its importance, Jones identifies several key reasons that make TNA an essential investment for any organization[84]:

- **Aligning training with organizational goals:** TNA identifies the gap between current workforce capabilities and the desired state, ensuring training directly supports strategic objectives.
- **Maximizing ROI:** without knowing what training is needed, organizations risk wasting resources on irrelevant programs that produce no meaningful results.

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[82] RAJ (A.) : « *The Impact of Training Need Analysis (TNA) on Employee's Performance: An Analysis Made on Five-Point Likert Scale* », in *The Academic: International Journal of Multidisciplinary Research*, 2024, p. 43 (citant KHAN, A. et MASREK, M. N., 2017).

[83] SURFACE (E. A.) : « *Training Needs Assessment: Aligning Learning and Capability With Performance Requirements and Organizational Objectives* », in *The Handbook of Work Analysis*, SWA Consulting Inc, s.d., p. 437

[84] JONES (R.) : « *What is a Training Needs Assessment: The key reasons every organization should make this investment* », in *Trainingfolks*, 2025

- **Identifying skill gaps:** TNA uncovers the difference between current and required skill levels, allowing organizations to design targeted training programs.
- **Enhancing performance and productivity:** training aligned with actual job needs gives employees the confidence and competence to excel in their roles.
- **Supporting organizational change:** TNA prepares employees to handle new challenges, tools, and technologies effectively.
- **Enhancing engagement and retention:** employees who feel their organization invests in their development are more engaged and more likely to stay.

TNA is far more than a preliminary step it is the foundation upon which any effective training strategy must be built, and its quality directly conditions the relevance and impact of the training programs that follow.

### 2.2.2. Levels of Analysis: Organizational, Job, and Individual

After establishing the need for a TNA, the next step is to determine at which level the analysis should be conducted. As the Open University explains, a classic TNA will usually examine these needs at three levels: organisational, job-task, and individual.[85]

**2.2.2.1. The organizational level:** is the broadest of the three. The analysis focuses on the organization as a whole, examining whether it possesses the collective capabilities needed to achieve its strategic objectives. The Open University describes it as the level where the TNA links to corporate strategy, and where one considers how well the organisation is equipped to deal not only with current challenges, but also with future skills needs.

**2.2.2.2.The job-task level:** moves the analysis to specific roles and positions, identifying the gap between the skills currently held by employees and the skills actually required to perform that role effectively. According to the Open University , examining job descriptions and specifications provides the basis for decisions about any gaps particularly important when an organization is undergoing restructuring or introducing new technologies.

[85] Open University. (n.d.). Workplace learning with coaching and mentoring: Training needs analysis (TNA). OpenLearn. https://www.open.edu/openlearn/money-business/workplace-learning-coaching-and-mentoring/content-section-1.1

**2.2.2.3.The individual level** : is the most specific. As the U.S. Office of Personnel Management states, individual assessment analyzes how well an individual employee is doing a job and determines the individual's capacity to do new or different work, and provides information on which employees need training and what kind. Tools commonly used at this level include performance appraisals, assessment centres, and observations.[86]

It is important to note that these three levels are not independent from one another they are deeply interconnected and must be addressed together to ensure that training programs are relevant and effective at every level of the organization.

### 2.2.3. Tools and Methods for Identifying Managerial Training Needs

After defining the levels of analysis, the question that naturally arises is how to actually collect the information needed to identify training gaps. According to Learning Everest , the following methods are typically used depending on the kind of information being sought:[87]

- **Direct observation:** watching managers and employees perform their daily tasks in their real work environment, using checklists and record sheets to structure the observations.
- **Interviews:** considered one of the richest sources of information in a TNA, allowing the analyst to gain a deep understanding of existing gaps, needs, and competencies through direct conversation with managers, employees, and supervisors.
- **Questionnaires and surveys:** the most practical tools when dealing with large groups, covering variables such as job satisfaction, managerial assessments, and desired areas of improvement.
- **Formal assessments:** used to measure the current level of proficiency of employees in specific areas, ranging from multiple choice tests to more complex skill-based evaluations.
- **Focus groups:** bring together employees or managers to discuss training needs collectively, often revealing needs that individual interviews might miss.
- **Performance record and work sample reviews:** involve analyzing past performance data to identify patterns of strength and weakness.

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[86] U.S. OFFICE OF PERSONNEL MANAGEMENT : « *Training needs assessment - Planning and evaluating* », in *OPM*, s.d.
[87]LEARNING EVEREST : « *Valuable methods for identifying organizational training needs* », in *Learning Everest*, 2024.

- **Consultations with experts:** whether internal or external specialists, they provide valuable insight into future skill requirements.

The choice of tools and methods must always be guided by the objectives of the TNA and the specific context of the organization.

## 2.3. Design and Delivery of Managerial Training Programs

### 2.3.1. Designing Training Content Aligned with Managerial Competencies

Before any training program can be built, it is essential to ensure that its content is grounded in a clear understanding of what managers actually need to know and be able to do.

According to Tahka , the design of managerial training programs should follow a structured and personalized approach. The first step is to identify and assess the skills and competencies of managers through surveys, interviews, and performance reviews, in order to pinpoint specific areas where training is needed. Beyond current skills, organizations should also consider the competencies required for future success, such as emotional intelligence, adaptability, and strategic thinking. Once these competencies have been identified, the next step is to design tailored training content that addresses the specific needs of each manager while aligning with organizational objectives. Tahka emphasizes that a one-size-fits-all approach is often ineffective, and that content should incorporate a variety of training methods such as role-playing, simulations, and e-learning platforms in order to cater to different learning styles and maximize engagement and knowledge retention.[88]

Overall, designing effective managerial training content is not simply about selecting topics to cover it requires a deep alignment between the identified competencies, the organizational objectives, and the individual characteristics of the managers being trained.

### 2.3.2. Key Methods for Managerial Training Delivery

As managers continue to lead teams, drive performance, and adapt to ongoing organizational changes, how they develop their management capabilities through training becomes increasingly important. According to Lacerenza et al., leadership training programs encompass

[88]TAHKA (K.) : « *Developing effective managers: The key to successful training programs* », in *A Human Agency*, 2024

a wide range of delivery methods, each contributing differently to managerial learning, transfer, and organizational outcomes.[89]

- **Coaching and Mentoring:** a practice-based method in which managers receive individualized feedback to develop their competencies. Programs incorporating feedback produced significantly stronger transfer effects than those without ..
- **Action Learning and Project-Based Learning:** relies on simulations, role-play, and in-basket exercises that allow trainees to actively apply skills in realistic contexts, and has been shown to be among the most effective for producing transfer of training to the job .
- **Leadership Development Programs:** formal programs are highly effective when they combine information-based, demonstration-based, and practice-based methods across multiple spaced sessions .
- **E-learning and Blended Learning:** face-to-face training produced significantly greater transfer gains than virtual delivery, suggesting that digital formats are most effective when blended with in-person elements .
- **Job Rotation and Stretch Assignments:** on-site training produced significantly stronger results than off-site programs, because high fidelity between the training setting and the real job maximizes behavioral transfer .

The effectiveness of managerial training depends on combining multiple delivery methods, particularly practice-based and feedback-rich approaches, conducted in spaced face-to-face sessions .

## 2.4. Evaluation of Training Effectiveness

### 2.4.1. The Kirkpatrick Four-Level Evaluation Model

The Kirkpatrick Model is widely used as the standard for evaluating training effectiveness because it provides an evaluation process for the satisfaction and effectiveness of training through four independent, hierarchical areas.

According to the official Kirkpatrick Partners whitepaper, the model evaluates training impact through the following levels:[90]

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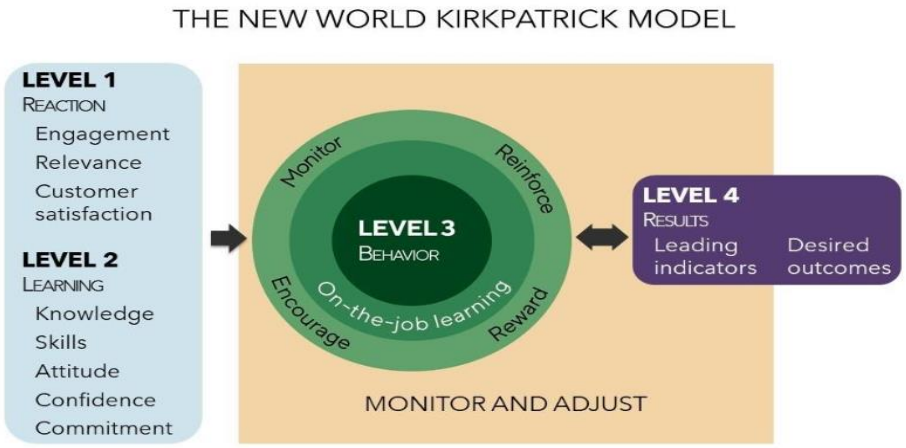
[89] LACERENZA (C. N.), REYES (D. L.), MARLOW (S. L.), JOSEPH (D. L.) et SALAS (E.) : « *Leadership training design, delivery, and implementation: A meta-analysis* », in *Journal of Applied Psychology*, n° 102(12), 2017, p. 1700–1704.

[90] KIRKPATRICK PARTNERS : « *The Kirkpatrick Model* », in *Kirkpatrick Partners*, 2024, p. 5

- **Level 1: Reaction** - Measures the degree to which participants find the training favorable, engaging, and relevant.
- **Level 2: Learning** - Measures the degree to which participants acquire the intended knowledge, skills, and attitudes.
- **Level 3: Behavior** - Measures the degree to which participants apply what they learned during training when they are back on the job.
- **Level 4: Results** - Measures the degree to which targeted outcomes occur as a result of the training and subsequent reinforcement.

Figure 4 presents a modern version of the model by visualizing how these phases correspond with one another. As stated by Kirkpatrick Partners , this model illustrates how training needs to include support from required drivers that help learners when they return to the workplace to ensure successful training.

**Figure 4:**The New World Kirkpatrick Model




**Source**: Kirkpatrick Partners (2024, p.5)

In terms of practical measurement, Smidt et al. explain that while Level 1 (Reaction) is useful for gauging interest and motivation, it does not measure what participants have actually learned. These researchers further highlight that evaluating Level 3 (Behaviour) is essential to determine if trainees actually use new skills when they return to the work environment, though they suggest that Level 4 is often the most difficult to measure because it requires proving that changes in outcomes resulted specifically from training rather than external environmental factors .[91]

[91] SMIDT (A.), BALANDIN (S.), SIGAFOOS (J.) et REED (V. A.) : « *The Kirkpatrick model: A useful tool for evaluating training outcomes* », in *Journal of Intellectual & Developmental Disability*, 2009, pp. 266–274.

Building on this complexity, the University of San Diego suggests that modern instructional designers address these challenges by working "*backward*" through the levels, starting with the desired "*Results*" (Level 4) to ensure that the training content is directly aligned with the company's business goals.[92]

Finally, once the four areas of evaluation are used together, the organization will be able to determine how well their managerial training programs have impacted the organization and the actual behavioral changes that have been made.

### 2.4.2. The ROI Model (Phillips): Measuring Financial Return on Training

The growing demand for accountability in organizations has pushed researchers to develop evaluation models that go beyond measuring learning outcomes to assess the financial return of training investments.

Jack J. Phillips responded to this need by extending the traditional four-level Kirkpatrick model with a fifth level dedicated specifically to Return on Investment (ROI), driven by the fact that 'there is more pressure today than ever before to produce results with HRD programs' . The Phillips model evaluates training across five levels: reaction, learning, application, business impact, and ROI. The final level compares the monetary benefits derived from the program against its total costs. A unique feature of this model is the requirement to isolate the specific effects of training, since *"many research studies have been conducted that show the impact of training when other variables remain fairly constant"*, and without such isolation, it is difficult to prove a direct connection between a program and its results. The model also acknowledges the importance of intangible benefits such as employee satisfaction or customer service that may not always be converted into financial figures but remain significant to overall performance.[93]

The Phillips ROI model provides organizations with a structured and financially grounded approach to evaluating training effectiveness, offering a strategic way to justify investments in management development and protect HRD budgets during periods of organizational downsizing.

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[92] UNIVERSITY OF SAN DIEGO : « *The Kirkpatrick Training Evaluation Model [+ Benefits & FAQs]* », in *USD Online*, 2023

[93] PHILLIPS (J. J.) : *Handbook of training evaluation and measurement methods*, 3e éd., éditions Routledge, 1997, pp. xii–4.

### 2.4.3. Challenges in Evaluating Managerial Training Outcomes

Evaluating the results of managerial training is not simple, as assessing behavioural characteristics such as leadership ability and interpersonal relationships makes the process much more difficult and sometimes unreliable than technical training evaluation**.**

- **Transfer of training:** whether managers actually use what they learned once they are back at work. Blume et al. analyzed 89 empirical studies and found that the field is still *"characterized by inconsistent measurement of transfer and significant variability in findings"* .[94]
- **Self-reporting bias:** most training evaluations rely on participants filling out surveys about their own progress. Berg and Karlsen pointed out that participants tend to overstate positive outcomes in order to impress their superiors, which means the data collected may not reflect the real impact of the training.
- **Linking training to organizational results:** even when some behavioral change is observed, it is very hard to prove that it was caused by the training and not by other factors. Berg and Karlsen noted that it is particularly difficult to separate the effects of training from changes happening in the broader organizational context.[95]

Taken together, the lack of consistent measurement methods, the risk of biased responses, and the difficulty of isolating training effects all call for more rigorous and multi-source evaluation approaches.

### 2.4.4. The Link Between Evaluation Quality and Program Improvement

The quality of training evaluation is not only related to measuring outcomes it is a key component of enhancing future training programs. If conducted effectively, it provides organizations with valuable data to assess the effectiveness of their training investment and design.

Watkins et al pointed out that the Kirkpatrick framework in its original form is still *"utilized in its initial form one which does not facilitate a focus on contributions to our communities and external clients"* . The authors argue that evaluation should be a proactive process built into

[94] BLUME (B. D.), FORD (J. K.), BALDWIN (T. T.) et HUANG (J. L.) : « *Transfer of training: A meta-analytic review* », in *Journal of Management*, 2010, p. 1065–1105.
[95] BERG (M. E.) et KARLSEN (J. T.) : « *An evaluation of management training and coaching* », in *Journal of Workplace Learning*, 2012, p. 177–199.

the program from the beginning, noting that *"this approach identifying the useful requirements before any intervention is more efficient and effective than having an otherwise well-designed intervention fail and then trying to trace down the reason for the failure"* .[96]

Tharenou et al. , through their meta-analysis of 67 studies, found that *"the measures of training have tended to be general rather than specific, limiting understanding of what kind of training improves organizational effectiveness"* . They also highlight that *"stronger effects for training have been obtained when training content is matched to training outcomes"* , confirming that evaluation quality directly shapes the ability to refine and improve programs over time.[97]

Overall, the more rigorous and well-designed the evaluation process, the better the organization is able to identify gaps, refine content, and ensure that training truly meets both individual and organizational goals

## Section 3: The Impact of Managerial Training on Talent Development

This section examines what managerial training produces in terms of talent development, explored through four dimensions: competency building (H1), employee engagement (H2), leadership capability (H3), and reduced turnover intention (H4).

### 3.1. Managerial Training and Competency Development

#### 3.1.1. The Concept of Managerial Competency: Technical, Behavioral, and Leadership Skills

Before exploring how training can build and reinforce managerial competency, one must first understand what it is.

The concept of managerial competency has been widely studied in management literature. Boyatzis provided one of the most foundational definitions, describing competencies as *"characteristics that are causally related to effective and/or superior performance in a job*"[98]. Therefore, competency should be perceived not only as a technical skill but also as a multidimensional construct that includes observable behaviours and personal characteristics as

[96] WATKINS (R.), LEIGH (D.), FOSHAY (R.) et KAUFMAN (R.) : « *Kirkpatrick plus: Evaluation and continuous improvement with a community focus* », in *Educational Technology Research and Development*, 1998, p. 91–94.
[97] THARENOU (P.), SAKS (A. M.) et MOORE (C.) : « *A review and critique of research on training and organizational-level outcomes* », in *Human Resource Management Review*, 2007, p. 269.
[98] BOYATZIS (R. E.) : *The Competent Manager: A Model for Effective Performance*, John Wiley & Sons, New York, 1982, p. 23.

well as acquired skills.

Building on this foundation, Katz . argued that *"successful administration appears to rest on three basic skills, which we will call technical, human, and conceptual"* .He further defined technical skill as *"an understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures, or techniques"* , while human skills concern the ability to work effectively with others, and conceptual skills involve strategic thinking and decision-making at higher levels of management.[99]

Together, these two frameworks establish that managerial competency is not a single ability but a combination of technical, behavioral, and leadership dimensions, all of which training must address in an integrated manner.

### 3.1.2. How Training Builds and Strengthens Competencies

Having established what managerial competency entails, the natural question becomes: how does training function as a mechanism for developing these competencies? The literature converges on the idea that training builds competency through a combination of structured learning, practice, and feedback.

As demonstrated by Lacerenza et al. , programs combining multiple delivery methods information-based, demonstration-based, and practice-based consistently outperform those relying on a single approach. Adding even one additional delivery method has been shown to increase transfer of training by more than one standard deviation confirming that competency development results from active application rather than passive knowledge transmission.[100]

This is empirically supported by Adachi et al , who found that a structured training program produced significant improvements in 6 out of 12 competency components, including integrity, problem-solving, and empathetic engagement .[101]

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[99]KATZ (R. L.) : « *Skills of an effective administrator* », in *Harvard Business Review*, 1974, pp. 90–102.
[100] LACERENZA (C. N.), REYES (D. L.), MARLOW (S. L.), JOSEPH (D. L.) et SALAS (E.) : *op. cit.*, p. 1686–1718.
[101]ADACHI (H.), SEKIYA (Y.), IMAMURA (K.), WATANABE (K.) et KAWAKAMI (N.) : « *The effects of training managers on management competencies to improve their management practices and work engagement of their subordinates* », in *Journal of Occupational Health*, 2020, p. 1.

In summary, training builds and strengthens competencies when it is well-designed, multi-method, and feedback-driven.

### 3.1.3. Competency-Based Approaches and Measurement

Measuring competencies is essential for organizations seeking to align training efforts with measurable performance standards.

Spencer and Spencer define a competency as *"an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation"* . The authors distinguish between two categories: threshold competencies, which represent the minimum requirements for adequate performance, and differentiating competencies, which *"distinguish superior from average performers"*. Regarding measurement, each competency is built around *"a narrative definition plus three to six behavioral indicators, or specific behavioral ways of demonstrating the competency in the job"*, which gives assessors clear and observable evidence to evaluate progress[102].

Sanghi warns that *"competency measurement should not be confused with performance measurement. Competencies are all about being qualified to do the work in a particular position. Performance, on the other hand, is the result of the actual work"* . As illustrated in Figure 5 , this separation must be structurally maintained within organizations.

**Figure 5**:Competency Management System

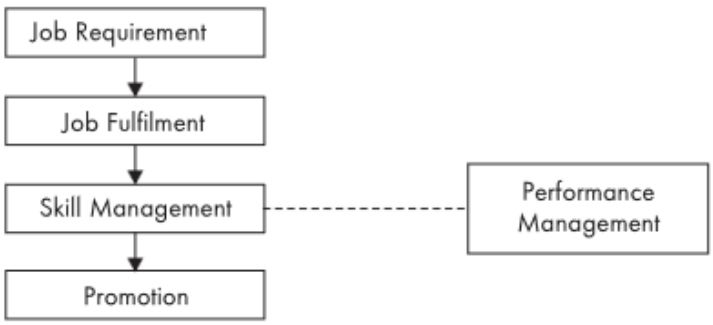



**Fig. 1.7: Competency Management System**

**Source**: Sanghi, S. (2007). The handbook of competency mapping (2nd ed.). Sage Publications India, p. 15.

Beyond this distinction, Sanghi also shows that competency models support *"appraisal systems that evaluate people on their use of behaviours and practices that directly contribute*

[102] SPENCER (L. M.) et SPENCER (S. M.) : *Competence at work: Models for superior performance*, John Wiley & Sons, 1993, pp. 9, 15, 19.

*to competitiveness"* , with tools such as 360-degree feedback used to verify whether training has successfully developed the targeted competencies. [103]

Overall, a well-designed competency-based approach relies on clear behavioral indicators, a meaningful distinction between threshold and differentiating competencies, and a strict separation between competency development and performance outcomes.

## 3.2. Managerial Training and Employee Engagement

### 3.2.1. Employee Engagement: Definition and Dimensions

Employee engagement has become a central concept in understanding how individuals relate to their work and organization.

Kahn , who is widely recognized as the founder of the concept, defined personal engagement as *"the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances"* .This definition goes beyond simple job satisfaction or effort, emphasizing that truly engaged employees bring their whole self into their work role. Kahn further identified three psychological conditions that determine whether employees engage or disengage: meaningfulness, safety, and availability meaning that employees engage fully only when they find their work meaningful, feel safe to express themselves without fear of negative consequences, and have the necessary physical and psychological resources to do so . [104]

From a more applied perspective, Gallup defines employee engagement as the involvement and enthusiasm of employees in their work and workplace, distinguishing three types of employees: engaged, not engaged, and actively disengaged. Their research shows that highly engaged employees consistently produce better outcomes in terms of productivity, profitability, and retention across industries and organizational sizes. [105]

Together, these perspectives confirm that employee engagement is a multi-dimensional construct with both psychological foundations and measurable organizational consequences, which makes it a key target for managerial training interventions.

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[103] SANGHI (S.) : *The handbook of competency mapping: Understanding, designing and implementing competency models in organizations*, 2e éd., Sage Publications India, 2007, p. 15, 27.

[104] KAHN (W. A.) : « *Psychological conditions of personal engagement and disengagement at work* », in *Academy of Management Journal*, 1990, pp. 694, 703.

[105] GALLUP : « *What is employee engagement, and how do you improve it?* », in *Gallup*, 2024.

### 3.2.2. Training as a Driver of Motivation and Organizational Commitment

Training goes beyond skill development it functions as an organizational investment that directly shapes employee motivation and commitment.

Blau's social exchange theory provides a useful theoretical foundation here, arguing that social relationships are governed by reciprocity. When an organization invests in an employee through training, the employee tends to respond with increased loyalty and commitment as a form of return for that investment.[106]

This logic is reinforced by the three-component model of organizational commitment reviewed by Noraazian and Khalip , which identifies affective, continuance, and normative commitment as three distinct but interconnected dimensions. Regarding normative commitment, the authors note that 'employees feel that when an organization has invested a lot of time and money in training and developing them, they have a moral obligation to continue to provide their services to the company' . At the affective level, training also matters, *as "affective commitment is higher in employees who display a high level of confidence in what they do"* , and training is a primary mechanism for building that confidence.[107]

Overall, training strengthens commitment through both the reciprocal obligation it creates and the sense of competence and value it builds in employees.

### 3.2.3. The Psychological Contract as a Framework for Employee Retention

The psychological contract functions as a critical unwritten agreement that dictates the depth of the employment relationship.

Rousseau defines this concept as an individual's beliefs regarding the terms and conditions of a reciprocal exchange agreement between that person and another party. In the context of retention, a behavioral perspective on contracts is *"critical to understanding and managing change in contemporary organizations"* .[108]

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[106] BLAU (P. M.) : *Exchange and power in social life*, John Wiley & Sons, 1964 (republié en 2017 par Routledge).

[107] NORAAZIAN et KHALIP (M.) : « *A three-component conceptualization of organizational commitment* », in *International Journal of Academic Research in Business and Social Sciences*, 2016, p. 19, 21.

[108] ROUSSEAU (D. M.) : *Psychological Contracts in Organizations: Understanding Written and Unwritten Agreements*, SAGE Publications, Inc, 1995, p. 12.

When these implicit expectations are met, employees develop a stronger bond with the firm, reducing turnover intentions. However, because these contracts reside in the mind of the employee, any perceived breach even if unintentional by the employer can lead to a rapid decline in commitment.

Therefore, maintaining the psychological contract is not merely a social exercise but a strategic necessity for retaining talent in a competitive global economy.

### 3.3. Training Engineering Quality and Leadership Capability Development

#### 3.3.1. Needs Assessment Accuracy and Program Design Quality:

The precision of the initial needs assessment is the diagnostic cornerstone of training engineering.

Dierdorff and Surface explain that this phase *"captures information spanning where and why training is needed (organization focus), who needs to be trained (person focus), and what must be incorporated as program content (task focus)"* . When these assessments are conducted systematically, they provide the data-driven foundation necessary to ensure that training is a high-quality organizational investment rather than a generic exercise. The quality of the program design is further enhanced when it accounts for the objective capabilities of the participants. Research indicates that *"skill proficiency was a more potent influence, suggesting that an individual's actual capability may have a greater impact on ratings of training needs than his or her perceived capability"*. This suggests that engineering a program based on objective skill data leads to more accurate and effective training outcomes than relying solely on employee self-perceptions. [109]

From a commitment perspective, high-quality training design fosters a deeper psychological bond between the employee and the firm. Noraazian and Khalip explain that *"Affective Commitment reflects commitment based on emotional ties the employee develops with the organization primarily via positive work experiences"* .When training is well-engineered and relevant, it serves as a primary "positive work experience," *leading to a state where "individuals, by developing emotional affinity toward a firm, tend to associate themselves with the objectives of the firm"* . [110]

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[109] DIERDORFF (E. C.) et SURFACE (E. A.) : « *Assessing Training Needs: Do Work Experience and Capability Matter?* », in *Human Performance*, 2008, p. 28.

[110] NORAAZIAN et KHALIP : « *A Three-Component Conceptualization of Organizational Commitment* », in *International Journal of Academic Research in Business and Social Sciences*, 2016, p. 16, 19.

Investing in precise training engineering effectively transforms professional development into a strategic tool for enhancing organizational alignment and long-term employee loyalty.

### 3.3.2. Program Design Quality and Its Effect on Leadership Skill Acquisition

The structural decisions made when designing a leadership training program are not merely logistical they directly determine whether participants genuinely acquire and apply leadership skills.

Lacerenza et al. conducted a meta-analysis of 335 independent leadership training studies, demonstrating that design quality significantly shapes outcomes across reactions, learning, transfer, and results. Their findings confirmed that programs combining information-based, demonstration-based, and practice-based delivery methods consistently outperformed single-method programs, noting that *"by adding one or two methods to a single delivery method, transfer can be increased by more than one standard deviation"* . Additionally, temporally spaced training sessions produced stronger transfer and results than massed sessions, while self-administered programs were found to be significantly less effective than those facilitated by a trainer . In practical terms, the study found that well-designed leadership training programs can generate a 25% increase in learning and a 28% increase in leadership behaviors performed on the job .[111]

In sum, these findings make clear that program design quality is not a background variable but the central factor governing how much leadership skill employees actually develop.

### 3.3.3. Evaluation as a Feedback Loop for Leadership Development

Training evaluation is often overlooked as a mere formality, yet it plays a fundamental role in determining whether leadership development programs actually work and how they can be improved over time.

Aguinis & Kraiger highlighted that evaluation should be designed around a clear purpose, such as *"providing feedback to participants, instructors, or instructional designers"*, rather than being treated as an afterthought. Their review also stressed that evaluation needs to go beyond measuring simple reactions and must capture changes at the individual, program, and organizational levels. Most importantly, they argued that *"designing, delivering, evaluating, and clearly documenting the benefits of training will allow the human resource management function to be a strategic organizational player"*, which suggests that when evaluation results

[111] LACERENZA (C. N.), REYES (D. L.), MARLOW (S. L.), JOSEPH (D. L.) et SALAS (E.) : *op. cit.*, p. 1686–1718.

are taken seriously and fed back into program design, they become a powerful tool for continuous leadership development improvement[112].

Taken together, these findings highlight that without a structured evaluation process, organizations have no reliable way of knowing whether their leadership training is producing real behavioral change or simply consuming resources.

### 3.4. Managerial Training and Reduction of Turnover Intention

#### 3.4.1. Turnover Intention: Definition and Antecedents

Turnover intention refers to an employee's conscious and deliberate willingness to leave their organization, and understanding its roots is essential before any retention strategy can be designed.

Allen, Bryant, and Vardaman defined voluntary turnover as a process initiated by the employee, typically unfolding as individuals *"evaluate their current job against possible alternatives, develop intentions about what to do, and engage in various types of job search behavior"*. Their review identified organizational commitment, job satisfaction, and the supervisor-subordinate relationship as the strongest antecedents of turnover intention, while demonstrating that "pay level and pay satisfaction are typically relatively weaker predictors of individual turnover decisions" than commonly assumed.[113]

Taken together, these findings confirm that turnover intention is shaped far more by relational and attitudinal factors than by compensation alone.

#### 3.4.2. Training as a Retention Strategy: Theoretical Perspectives

It is often assumed that employees leave mainly because of pay, but research suggests that training and development opportunities play an equally important role in keeping employees committed to their organization.

Newman, Thanacoody, and Hui used social exchange theory to explain this relationship, arguing that when an organization invests in training, employees feel valued and respond by becoming more emotionally attached to their workplace. Their study confirmed that training can be used to generate improved organizational commitment among employees, which in turn significantly reduced their intentions to leave, with the model explaining 62% of the variance

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[112] AGUINIS (H.) et KRAIGER (K.) : « *Benefits of training and development for individuals and teams, organizations, and society* », in *Annual Review of Psychology*, 2009, p. 451–474.
[113] ALLEN (D. G.), BRYANT (P. C.) et VARDAMAN (J. M.) : « *Retaining talent: Replacing misconceptions with evidence-based strategies* », in *Academy of Management Perspectives*, 2010, p. 48–64.

in turnover intentions . This suggests that organizations offering visible and accessible training opportunities are not just developing skills but also building the kind of loyalty that makes employees want to stay[114].

Taken together, these findings make a strong case for treating training as a retention strategy, one that works through the emotional and psychological bond it creates between employees and their organization.

### 3.4.3. Career Development, Organizational Justice, and Talent Loyalty

Career development has emerged as a critical factor in retaining employees, as it shapes how they perceive their organization's commitment toward them.

Naim and Lenka demonstrated that when organizations invest in competency development through mentoring and knowledge sharing, employees reciprocate with stronger affective commitment and reduced turnover intentions. Grounded in social exchange theory, their framework suggests that career development acts as a signal of organizational fairness, creating a sense of mutual obligation that binds employees to their organization [115]

These findings confirm that organizations offering genuine career development opportunities are not just building skills, but building loyalty.

## 3.5. Integrative Conceptual Framework

### 3.5.1. Synthesizing the Four Impact Dimensions

The four dimensions examined throughout this section are interconnected and mutually reinforcing. Training engineering quality (H3) is the starting point: when programs are built on accurate needs assessment and effective design, they create the conditions for real competency development (H1). As Lacerenza et al. showed, design quality determines whether training produces behavioral change or remains a formal activity with no lasting impact.

Competency growth in turn drives engagement (H2) through the reciprocal dynamic of social exchange theory : employees who feel invested in commit more deeply to their organization. This commitment ultimately reduces turnover intention (H4), as Newman et al. and Naim and Lenka empirically confirmed. Feedback loops further amplify this chain engaged

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[114] NEWMAN (A.), THANACOODY (R.) et HUI (W.) : « *The impact of employee perceptions of training on organisational commitment and turnover intentions* », in *The International Journal of Human Resource Management*, 2011, p. 1765–1787.

[115]NAIM (M. F.) et LENKA (U.) : « *Development and retention of Generation Y employees: a conceptual framework* », in *Employee Relations*, 2018, p. 446.

employees participate more actively in training, which deepens their competencies, making the overall impact of training greater than the sum of its parts.

### 3.5.2. The Proposed Conceptual Model

Based on the theoretical review conducted throughout this section, a conceptual model can now be proposed to formalize the relationships between managerial training and talent development. This model does not pretend to capture all the factors that influence organizational performance. Its purpose is more focused: to clarify the specific pathways through which managerial training contributes to talent development, and to provide a structured framework that can be tested empirically.

The model is organized around one central independent variable managerial training and training engineering quality and four dependent variables, each corresponding to one of the research hypotheses. Table 1 below summarizes these relationships and the main theoretical references supporting each one.

**Table 1**:Overview of the Proposed Conceptual Model

| Hypothesis | How Training Acts | Expected Outcome |
|---|---|---|
| H1 | Provides employees with the technical, behavioral and leadership skills needed to perform better in their roles | Improved Competencies |
| H2 | Makes employees feel valued by the organization, which leads them to respond with higher commitment and involvement | Higher Engagement |
| H3 | When built on a proper needs assessment, adapted methods and regular evaluation, training produces real leadership growth | Leadership Development |
| H4 | Signals that the organization cares about employees' futures, making them more loyal and less likely to look for another job | Reduced Turnover Intention |

**Source:** Compiled by the author based on the literature reviewed in Section 3

Reading the model as a whole, it becomes apparent that H3 acts as a condition for the effectiveness of H1; that H1 and H2 are the mechanisms through which training reduces turnover (H4); and that H2 functions as an amplifier that strengthens the impact of training across all other dimensions. This architecture reflects a process logic: training quality enables competency development, which builds engagement, which ultimately retains talent.

This model is also consistent with the main theoretical frameworks mobilized throughout this chapter. Social exchange theory , the psychological contract , and competency-based approaches all point in the same direction: a serious and well-engineered investment in managerial training generates returns that extend far beyond skill acquisition, reaching into the motivational and relational dimensions of organizational life.

This conceptual model will serve as the analytical framework for the empirical study presented in Chapter 3, where each of the four hypotheses will be tested using data collected from a structured questionnaire administered within the target organization.

## Chapter Conclusion

This chapter has built a comprehensive theoretical foundation for understanding managerial training as a lever for talent development. Section 1 established the conceptual distinctions between training, learning, and development, and clarified the individual, organizational, and strategic objectives training is designed to serve. Section 2 demonstrated that training effectiveness depends on rigorous engineering from accurate needs assessment to thoughtful design and structured evaluation. Section 3 linked these processes to four talent development outcomes: competency building (H1), employee engagement (H2), leadership capability (H3), and reduced turnover intention (H4). The integrative model that emerged from this review will now be tested empirically in Chapter 3, using data collected from COSIDER Public Works

# Chapter 3 :The impact of management training on talent development at COSIDER

## Introduction

As part of this thesis, the growing importance of managerial training in the development of talent within enterprises was explored. COSIDER, as one of the leading groups in the public works sector in Algeria, deserves particular attention regarding the strengthening of the competencies of its managers. In an environment marked by the complexity of projects and the constant evolution of professional requirements, the development of managerial capacity represents a key strategic lever, which underlines the relevance of this study.

The first section of this chapter is devoted to the presentation of the COSIDER group and the analysis of the organizational context in which this study takes place. The second section presents the research methodology, relying on two main data collection tools: an interview guide and a questionnaire, in order to assess the impact of managerial training on talent development.

The third and final section is dedicated to the analysis and interpretation of the results obtained from the interviews and questionnaires. Throughout this study, the aim is to demonstrate how managerial training contributes to the development of talent and, consequently, enhances the overall performance of the enterprise in an industry as demanding as that of public works.

## Section 1 : Presentation of the group Cosider

### 1. Presentation of the Enterprise "COSIDER":

In the form of a mixed-economy company, COSIDER was established on 1st January 1979 by the National Steel Company (S.N.S) and the Danish group Christiani and Nielsen.

In 1982, COSIDER became a 100% subsidiary of the S.N.S following the latter's acquisition of the shares held by the Danish partner.

As part of the organic restructuring of public enterprises decided by the Algerian authorities, COSIDER was transformed in 1984 into a national enterprise placed under the supervision of the Ministry of Heavy Industry.

Following the application of laws and economic reforms, including those relating to the autonomy of public enterprises in 1988, COSIDER was transformed into a joint-stock company in October 1989.

COSIDER succeeded in creating and exploiting various opportunities that allowed it to develop and expand its field of activity toward other sectors beyond the sole domain of construction and public works.

Unlike its competitors on the local market, and favored by its stability and its entrepreneurial spirit, COSIDER committed itself to diversifying, within the space of a decade, its portfolio of activities and clients.

Through continuous internal growth, COSIDER became the largest Algerian group in the Building, Public Works and Hydraulics (B.T.P.H) sector. Today, COSIDER Group SPA, with a registered capital of 17,800,000,000 DA, is organized as a group of companies holding 100% of the share capital of eight (08) subsidiaries.

These performances are the result of a keen sense of organization and discipline, and also the result of a strong corporate culture that has made it possible to bring together the best talents to build teams of highly motivated employees.

### 1.1. Activities:

The activities of the group revolve around 9 subsidiaries responsible for:

- Pipeline: transportation of hydrocarbons (oil and gas pipelines).
- Infrastructure: highways, railway track laying, airfields, maritime works, and major structures.
- Hydraulics: dams, large-scale water transfers, water supply, sanitation, and treatment.
- Housing: large residential complexes and promotional programs.
- Industrial constructions and offices.
- Social infrastructure: hotels, hospitals, universities, and sports complexes.
- Production and exploitation of aggregate quarries.
- Maintenance of public works machinery.
- Renovation of public works machinery components.
- Manufacture of formwork: for construction, metal framing, and metalwork.
- Financing of promotional programs and housing sales.

### 1.2. Significant Achievements:

- The largest number of dams ever completed in Algeria, of all types (compacted earth, concrete arch, etc.).

- The greatest track record in pipeline installation of all diameters for hydrocarbon transportation.
- The largest number of road, railway, and hydraulic tunnels constructed.
- The longest list of internationally classified airfield runways.
- The completion of major civil engineering and industrial infrastructure projects.
- One of the most significant construction capacities in Algeria (formwork, tunnels).

## 2. Presentation of COSIDER Public Works:

COSIDER Public Works is a joint-stock company that emerged from the parent company and is one of the largest subsidiaries of the COSIDER Group, with a registered capital of 4,000,000,000 DA.

COSIDER Public Works has extensive experience in the management and construction of major public infrastructure projects. It has to its credit a considerable number of works completed with recognized success, establishing it as an undisputed national leader in its field of activity a position it actively seeks to maintain.

A new organizational structure introduced at COSIDER Public Works in 2012 allowed greater importance to be given to construction sites, which now operate in direct relation with the divisions. This new organization confirms the leadership of COSIDER Public Works on the market and opens a wide range of career opportunities to all employees.

The central structures implement the general policies of the enterprise and are involved in the optimization of purchasing and supply processes. The current workload plan of COSIDER Public Works ensures a sustainable activity over several years, while the divisional structure provides an organizational means to achieve objectives by better mobilizing resources and improving operational responsiveness.

COSIDER Public Works obtained its certification in 2006 in accordance with the international standard ISO 9001 Version 2000.

### 2.1. Main Divisions of Activity:

COSIDER Public Works holds a dominant position in the major fields of activity that constitute the key sectors for the development of Algeria:

#### 2.1.1.Infrastructure Works Division:

Construction of roads, motorways, railway lines, airfield runways, and civil engineering structures.

### 2.1.2.Special Works Division:

Construction of underground and maritime works.

### 2.1.3.Dams Division:

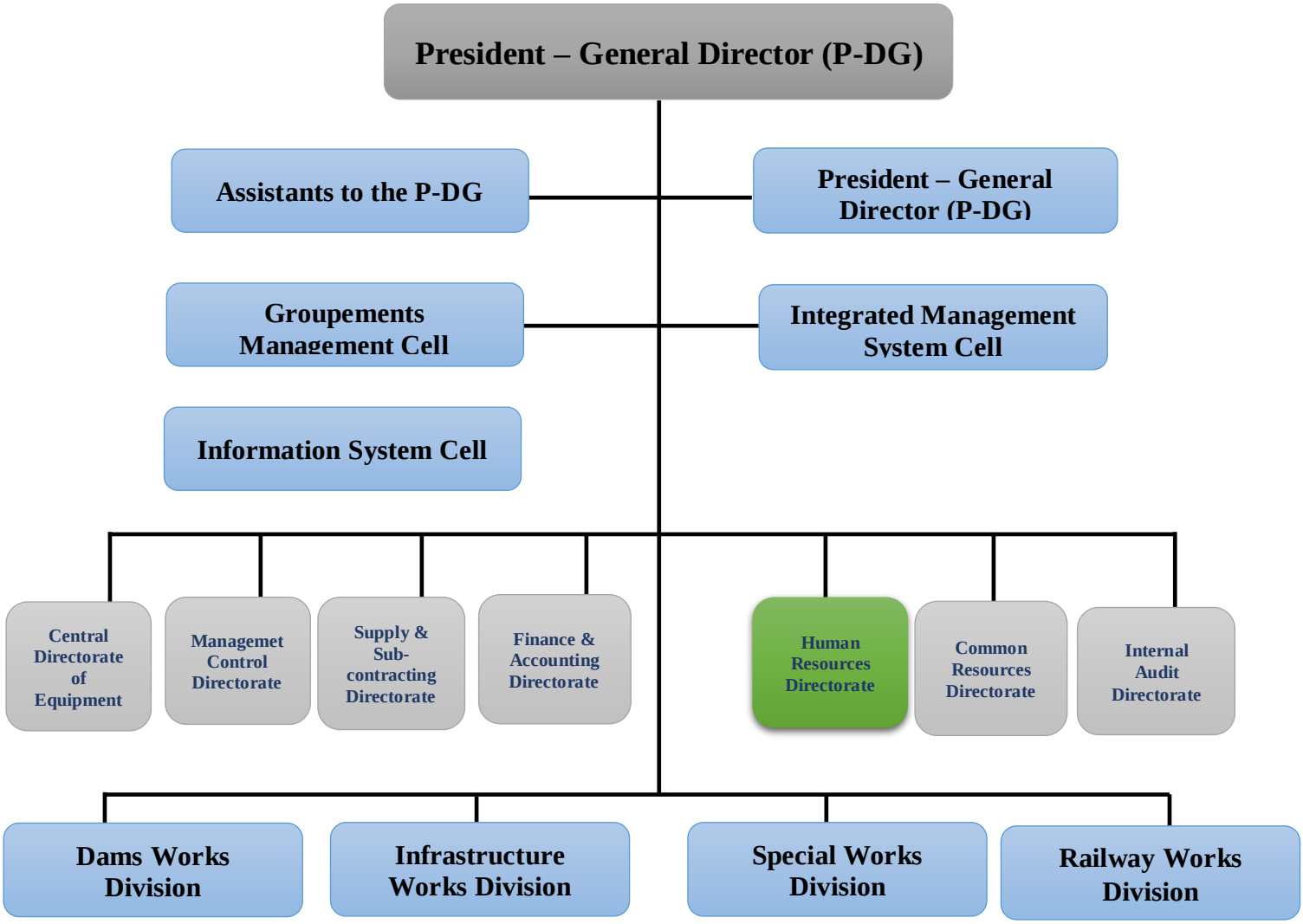
Construction of major hydraulic structures, including dams and large-scale water transfer systems.

### 2.1.4.Railway Works Division:

Preparation and execution of railway construction and track laying works.

## 2.2. Organizational Structure of COSIDER Public Works:

**Figure 6**:Organizational Chart of COSIDER Public Works - General Management




**Source:** Internal document of COSIDER Public Works.

The organizational chart of COSIDER Public Works illustrates a hierarchical and functional structure built around the President-General Director (P-DG). At the top level, the P-DG is

directly supported by a Secretariat, Assistants, and three specialized cells responsible for Groupements Management, the Integrated Management System, and the Information System.

At the intermediate level, seven central directorates assist the general management in key functional domains: Equipment, Management Control, Supply and Sub-contracting, Finance and Accounting, Human Resources, Common Resources, and Internal Audit. The Human Resources Directorate occupies a particularly important position within this structure, as it is responsible for the management of competencies and training the central focus of this study.

At the operational level, four divisions carry out the enterprise's core construction activities: the Infrastructure Works Division, the Special Works Division, the Dams Division, and the Railway Works Division. This divisional structure allows COSIDER Public Works to efficiently deploy its human and technical resources across all major infrastructure sectors in Algeria.

## Section 02: Research Approach and Methodology

For this study, we adopted two complementary methodological approaches: a qualitative approach, based on a semi-structured interview conducted with the Head of Competency Management and Development at COSIDER Public Works, and a quantitative approach, based on a structured questionnaire administered to a targeted sample of 30 respondents. This combined approach integrates both the depth of qualitative understanding of the organization's training practices and the statistical data drawn from the questionnaire, allowing us to rigorously test our four research hypotheses.

### 1. Interview Guide

In order to conduct an in-depth study and to obtain a maximum of relevant information on the training practices and talent management policies within COSIDER Public Works, an interview guide was developed and a semi-structured interview was conducted with one key actor: the Head of Competency Management and Development. This qualitative approach serves as the foundation of our empirical investigation and is complemented by the quantitative questionnaire presented in the following subsection.

#### 1.1 Justification of the Interview Method

The choice of the semi-structured interview as the principal qualitative data collection tool is justified for the following reasons:

- Speed and ease of implementation: Conducting an interview is relatively quick and does not require complex resources. Preparation demands minimal time from the respondent, facilitating their participation.
- Depth of information: Direct interaction with the interviewee allows for exploration of topics in greater depth, clarification of ambiguous points, and the collection of richer, more nuanced information than a questionnaire alone can provide.
- Flexibility: Unlike fully structured interviews, the semi-structured approach preserves sufficient flexibility to allow the interviewee to introduce unforeseen but relevant elements, while a predetermined guide ensures thematic coherence across the session.
- Increased chances of obtaining the desired information: The direct dialogue established with the Head of Competency Management and Development made it possible to understand organizational priorities, identify training engineering practices, and gain institutional perspective on the relationship between managerial training and talent development at COSIDER.

## 1.2 Data Collection

The interview was conducted during the internship period at COSIDER Public Works, through a face-to-face meeting on-site with the Head of Competency Management and Development. The interview lasted approximately 60 minutes, during which the respondent had the freedom to express themselves fully on the subject. The session was conducted using a structured interview guide, with questions and sub-questions prepared in advance around three main thematic axes. Open questions were asked in a defined order, with follow-up sub-questions prepared to ensure a more targeted and effective collection of information, while clarifying the key issues related to the impact of managerial training on talent development.

## 1.3 Data Processing

According to Rossman and Rallis[116] , data processing must be considered as a process of systematic organization of collected information, allowing the researcher to give meaning to the research and communicate relevant results. The analysis of the data is structured around three main phases: collection, interpretation, and analysis, which can be carried out during or after the interview session.

[116] ROSSMAN (G. B.) et RALLIS (S. F.) : *Learning in the field: An introduction to qualitative research*, Thousand Oaks, CA, Sage Publications, 1998.

For this purpose, six steps were followed: organizing the data, understanding it, identifying categories and themes, coding the content, searching for links between themes, and producing a synthesized report. Qualitative research relies on words and phrases drawn from observations, interviews, and relevant documents hence the critical importance of rigorous organization of the data collected. The processing of qualitative data from the interview was carried out using a structured transcription and thematic analysis approach.

## 1.4 Interview Sample

Given the qualitative nature of this instrument, the interview was conducted with a single respondent: the Head of Competency Management and Development of COSIDER Public Works. This choice is justified by the centrality of this role in designing, coordinating, and overseeing training programs and competency development strategies within the organization. As the key professional responsible for training engineering and talent development, the Head of Competency Management and Development holds a comprehensive and authoritative perspective on all dimensions covered by our research hypotheses.

## 1.5 Steps of the Interview

### 1.5.1 Initial Contact

The first contact aimed to explain the research problem and the objective of the study, present the academic framework within which the interview was being conducted, and secure the participation and consent of the interviewee, including authorization for note-taking for the sole purpose of post-transcription analysis.

### 1.5.2 Conduct of the Interview

In this stage, the general context was defined. The interview was planned and scheduled in coordination with the interviewee's availability. This planning went beyond simply arranging an appointment: it involved organizing the interview sequence to optimize the collection of information. The interview lasted approximately 60 minutes, during which the respondent was free to elaborate and develop their answers.

### 1.5.3. Closing Phase

The final stage of the interview consisted of warmly thanking the interviewee for their participation and collaboration. Before definitively closing the session, the main points addressed were briefly summarized to avoid misunderstandings and to validate our interpretation of the information collected.

### 1.6. Structure of the Interview Guide

The interview guide is structured around three thematic axes, with an introductory phase and a closing phase:

**Introduction:**

Presentation of the research subject, the context, and the objective of the interview. Presentation of the conditions of the session, including confidentiality assurances and authorization for note-taking.

**Theme 1: Identification of the Interviewee and General Training Context at COSIDER Public Works**

To better understand the professional context of the person interviewed, this thematic axis includes questions on the position currently held and the main daily and monthly responsibilities, as well as the role that competency management and training play within the scope of their functions.

**Theme 2: Organization and Engineering of Managerial Training Programs**

This axis explores how training programs are designed and organized within COSIDER Public Works. Questions address the process of training needs assessment (in relation to H3), the selection and quality of program content, the frequency and regularity of training sessions, and the post-training evaluation mechanisms currently in place.

**Theme 3: Impact of Managerial Training on Talent Development and Retention**

This axis addresses two complementary dimensions: the first evaluates the concrete contributions of managerial training to professional competencies and leadership capabilities (H1, H3); the second analyzes the role of training in reinforcing employee engagement and reducing turnover intention among talented staff (H2, H4). This dual approach makes it possible to cross-reference perceived benefits with the organizational realities of COSIDER Public Works.

**Closing Phase:**

Formal conclusion of the session.

## 2. The Questionnaire

The questionnaire was developed as part of this study and targets specifically managers and decision-makers within COSIDER Public Works. It was designed to measure the impact of

managerial training on four key dimensions: skills improvement, employee engagement, training engineering quality, and turnover intention reduction corresponding to our four research hypotheses H1 through H4.

## 2.1 Selection of the Study Sample

In order to evaluate the research theme with precision, a targeted sample of 30 respondents was constituted. Given the professional context of COSIDER Public Works a large public construction and civil engineering group the sample was deliberately composed of individuals occupying positions of responsibility and having direct experience with training programs. The sample composition is as follows:

**Table 2**:Composition of the Questionnaire Sample

| **Position** | **Number of Respondents** | **Percentage** |
|---|---|---|
| Manager / Executive | 18 | 60.0% |
| Head of Service | 10 | 33.3% |
| Head of Department | 1 | 3.3% |
| Senior Manager / Director | 1 | 3.3% |
| **Total** | **30** | **100.0%** |

**Source:** Survey Results

Data were collected through a structured questionnaire, making it possible to gather both quantitative and qualitative information on participation in training programs and their perceived effects on professional skills, motivation, leadership, and retention.

## 2.2 Justification of Methodological Choices

The questionnaire method was chosen for the following reasons:

- Relevance: The 30 respondents hold positions of responsibility and have direct experience with managerial training programs at COSIDER Public Works. This ensures that the data collected are both pertinent and grounded in organizational reality.
- Quality over quantity: The quality of responses takes precedence over the volume of data. Experienced professionals can provide deep and nuanced insights into the impact of training on their professional development and their relationship with the company.
- Contextual adaptation: The questionnaire was specifically designed to reflect the context of COSIDER Public Works and the thematic axes of the four research hypotheses, ensuring coherence between the research questions and the data collected.

- Speed and accessibility: Distributing the questionnaire electronically via Google Forms significantly reduced the time and resources required to collect and process the data.

## 2.3 Data Collection

Data collection was conducted using a structured questionnaire distributed electronically via Google Forms. This method made it possible to gather detailed quantitative data on the perceptions, attitudes, and experiences of employees regarding their participation in managerial training programs and the effects of these programs on their professional trajectories within COSIDER Public Works.

The questionnaire was designed to analyze in depth how managerial training influences skills development, organizational engagement, leadership capacity, and the intention to remain with the company. Information was obtained on the frequency of training participation, the perceived quality of training programs, and the impact of training on professional confidence and career development.

## 2.4 Structure of the Questionnaire

The questionnaire is a measurement instrument structured in a logical and coherent manner to explore five thematic sections, each corresponding to a hypothesis or a set of personal identification variables. The objective of this structure is to facilitate participant comprehension and engagement throughout the process, while ensuring comprehensive coverage of all research variables.

**Table 3**:Structure of the Research Questionnaire

| Section | Theme | Questions | Hypothesis |
|---|---|---|---|
| Section 1 | Personal Information | Q1 - Q5 | - |
| Section 2 | Access to Managerial Training & Skills Improvement | Q6 - Q10 | H1 |
| Section 3 | Employee Engagement and Motivation | Q11 - Q14 | H2 |
| Section 4 | Training Engineering and Leadership Development | Q15 - Q18 | H3 |
| Section 5 | Retention and Turnover Intention | Q19 - Q23 | H4 |

**Source:** Designed by the Author

## 2.5 Types of Questions Used

The questionnaire comprises two types of closed questions, chosen for their ability to

generate precise, structured, and easily processable data:

- Closed multiple-choice questions (multiple answers possible): These allow respondents to select several answers from a proposed list, offering greater flexibility and richness of information. They are used in particular to explore the range of skills improved through training (Q9), the aspects of training engineering that need improvement (Q18), and the factors that encourage talented employees to remain at COSIDER Public Works (Q23).
- Closed single-choice questions and Likert-scale questions (1 to 5): Single-choice questions require respondents to select one option from those proposed, used for factual items such as gender, age group, position, experience, and training participation. Likert-scale questions (rated from 1 = Not at all to 5 = To a very great extent) are used to measure the perceived intensity of training effects on skills improvement (Q7, Q8), motivation (Q11), leadership development (Q17), and the influence of training on the decision to stay with the company (Q20).

## 3. Sampling Method

Sampling aims to identify actors, events, and social processes according to the representativeness of the phenomenon studied and the organization targeted. In the context of this study, the sampling was determined according to a non-probabilistic purposive sampling approach, whereby respondents were selected based on their direct relevance to the research theme , that is, their occupational position as managerial staff within COSIDER Public Works and their direct participation in managerial training programs. The questionnaire was therefore not distributed to all employees of COSIDER Public Works, but exclusively to staff holding managerial responsibilities, as these are the individuals directly concerned by the phenomenon under study.

This type of sampling was chosen because the objective is not to generalize results to the entire workforce of COSIDER, but rather to obtain rich and relevant data from individuals who have direct experience with managerial training programs. The diversity of hierarchical levels within the sample spanning managers, heads of service, a head of department, and a senior director contributes to enriching the analysis by offering multiple managerial perspectives on the impact of training on talent development.

## 4. Data Analysis Method: SPSS Software and Excel

The quantitative data collected through the questionnaire were processed and analyzed using SPSS (Statistical Package for the Social Sciences), one of the most widely used statistical software tools in social science and management research. SPSS allows for the systematic processing of survey data and the production of reliable descriptive statistics from structured questionnaire responses. In addition, Microsoft Excel was used to produce the graphical representations (bar charts and pie charts) that visually illustrate the distribution of responses for each question, complementing the statistical tables generated by SPSS.

For this study, the following statistical treatments were applied through SPSS:

- **Frequency distributions and percentages:** Applied to all single-choice and multiple-choice questions (Q1–Q6, Q10, Q12–Q16, Q19, Q21–Q23) to describe the socio-demographic profile of the sample and the distribution of responses across all categorical variables.
- **Descriptive statistics (mean and standard deviation):** Applied to all Likert-scale questions (Q7, Q8, Q11, Q17, Q20) to measure the central tendency and dispersion of respondents perceptions regarding training quality, skills improvement, motivation, leadership development, and retention influence.
- **Multiple response analysis:** Applied to multiple-choice questions (Q9, Q18, Q23) using the SPSS Multiple Response Sets function, which calculates both the percentage of responses and the percentage of observations. This method is appropriate when respondents can select more than one answer per question.

All results produced by SPSS are presented in the form of frequency tables and descriptive statistics tables in Section 3 of this chapter, accompanied by their interpretation in relation to each research hypothesis.

## 5. Research Hypotheses

Based on the theoretical framework developed in the preceding chapters and the observations made during the field study at COSIDER Public Works, four research hypotheses were formulated to guide this investigation:

**Table 4:**Research Hypotheses and Corresponding Questionnaire Items

| Hypothesis | Statement | Questionnaire Items |
|---|---|---|
| **H1** | Managerial training leads to the improvement of professional competencies among managers at COSIDER Public Works. | Q7, Q8, Q9, Q10 |
| **H2** | Participation in managerial training increases the level of employee engagement and sense of belonging toward COSIDER Public Works. | Q11, Q12, Q13, Q14 |
| **H3** | There is a positive relationship between the quality of training engineering (needs assessment and post-training evaluation) and the development of leadership capabilities. | Q15, Q16, Q17, Q18 |
| **H4** | Managerial training contributes to the reduction of turnover intention among talented employees at COSIDER Public Works. | Q19, Q20, Q21, Q22, Q23 |

**Source:** Designed by the Author

These four hypotheses form the analytical backbone of the study. They will be tested through the analysis of both the qualitative data collected during the interview and the quantitative results of the questionnaire, presented in Section 3 of this chapter.

## Section 3: Analysis and Interpretation of Results

In this last section, we present the analysis of the results obtained through the interview guide and the questionnaire. We will begin by examining the interview, as the analysis of the themes emerging from it will allow us to better understand and contextualize the results obtained through the questionnaire.

### 1. The Interview Guide:

We will begin by examining the interview. The analysis of the themes emerging from this interview will allow us to better understand the results obtained through the questionnaire and to verify our research hypotheses.

**Theme 1: Identification of the Interviewee and General Training Context at COSIDER Public Works**

**Question 1: Could you briefly describe your current position and your main**

**responsibilities at COSIDER Public Works?**

**Head of Competency Management and Development:**

*« I am responsible for developing and implementing the policy and strategy for competency management and development within the enterprise, ensuring its application while strictly adhering to health, safety, and environmental regulations.»*

**Comment:**

This response clearly establishes the institutional role of the interviewee within COSIDER Public Works. As the person directly responsible for competency development policy, his perspective provides a strategic and authoritative view of how managerial training is conceived and implemented. His position at the intersection of HR strategy and operational performance makes his responses particularly relevant for understanding the impact of training on talent development.

**Question 2: How would you describe the general training policy at COSIDER Public Works? Is there a formal training plan, and how are training needs identified?**

**Head of Competency Management and Development:**

*« The training plan is developed with a strategic three-year vision and a participatory consultative approach, taking into account not only the needs expressed by the various departments, but also the results of competency evaluations and technical workshops animated by our field engineers. It pursues two strategic objectives: building technical and managerial excellence (2026-2028), and orienting training as a driver of competitiveness and safety. Training priorities are hierarchized as imperative, necessary, and useful, with high-impact actions concentrated in 2026 and planned adjustments for 2027 and 2028. »*

**Comment:**

This response reveals a highly structured and long-term approach to training at COSIDER Public Works. The three-year planning horizon, the participatory needs assessment, and the prioritization framework demonstrate a mature training engineering system. The dual strategic objectives managerial excellence and competitiveness confirm that training is treated as a genuine strategic investment rather than an administrative obligation. This structured approach is directly relevant to Hypothesis H3, which posits a relationship between the quality of training engineering and the development of leadership capabilities.

**Analysis of Theme 1:**

The analysis of the responses to these two opening questions reveals a coherent and strategically anchored training culture at COSIDER Public Works. The interviewee holds a senior position with direct responsibility for training policy, which gives his responses high institutional credibility. The enterprise's training approach is characterized by long-term planning, participatory needs assessment, and strategic alignment foundations that are essential for a training system capable of generating genuine talent development outcomes. These elements provide strong initial support for all four research hypotheses, by establishing that the organizational conditions for effective managerial training are firmly in place at COSIDER Public Works.

**Theme 2: Managerial Training Programs and Their Design**

**Question 3: What types of managerial training programs are currently offered at COSIDER Public Works? Who are the main beneficiaries of these programs?**

**Head of Competency Management and Development:**

*« The training programs characterizing the managerial dimension are: Leadership, Team Building, Interpersonal Communication and Professional Conflict Management, Delegation Practice, Time Management, and Post-Mortem Report Writing. A flagship program called PRIDE, combining all these modules, was designed for sub-project directors. Following evaluation, the best performers were directly appointed as Project Directors. Additionally, a program for obtaining the international IPMA (ICB4) project management certification is being implemented to valorize the competencies of senior managers and project directors. »*

**Comment:**

The PRIDE program described by the interviewee is particularly significant: it demonstrates that managerial training at COSIDER Public Works is directly linked to talent identification and career progression. The direct appointment of the best performers to Project Director positions is a concrete illustration of the link between training quality and leadership development supporting both H1 (competency improvement) and H3 (training engineering and leadership). The development of an IPMA international certification further underlines COSIDER's commitment to internationally-benchmarked leadership development.

**Question 4: How are training needs analyzed within the organization? Are there formal tools or processes such as performance evaluations, competency gap analyses, or**

**individual development plans?**

**Head of Competency Management and Development:**

*« The training plan is developed through a participatory approach that integrates needs expressed by departmental structures, results from competency evaluations, and recommendations from technical workshops led by our field engineers. The plan is hierarchized by priority level imperative, necessary, useful and deployed over three years, with programmed adjustments in 2027 and 2028 based on evolving contexts. »*

**Comment:**

This response confirms that COSIDER Public Works uses a multi-source needs analysis process, combining bottom-up inputs from departments with top-down strategic orientations. Such a structured needs identification process directly supports H3, which links the quality of training engineering particularly needs assessment to the effectiveness of leadership development programs. The hierarchized prioritization system ensures that the most critical training needs receive appropriate resources and attention.

**Question 5: Are there post-training evaluation mechanisms at COSIDER Public Works? How are they implemented?**

**Head of Competency Management and Development:**

*« Training is recognized as a major strategic lever for developing employee competencies and improving overall organizational performance. The evaluation approach adopted consists of a qualitative cold evaluation conducted six months after the completion of each training action. The objective is to measure the real impact of training on both individual and collective development. This approach also serves as an essential tool for designing future training plans, aligning competency development actions with the enterprise's strategy and vision. »*

**Comment:**

The post-training evaluation mechanism described here conducted six months after each training action corresponds to levels 3 (behavioral transfer) and 4 (results) of the Kirkpatrick evaluation model. This practice reinforces H3 by demonstrating that COSIDER links training evaluation to future planning, creating a continuous improvement loop in its training engineering process. The emphasis on measuring both individual and collective impact reflects a holistic understanding of training effectiveness that goes beyond simple satisfaction measurement.

**Analysis of Theme 2:**

The analysis of the responses to questions 3, 4, and 5 reveals a sophisticated training engineering architecture at COSIDER Public Works. The enterprise has clearly invested in building a comprehensive training system that integrates needs analysis, program design, implementation, and post-training evaluation into a coherent cycle. The PRIDE program stands out as a best-practice example of how managerial training can simultaneously develop competencies, identify talent, and accelerate career progression. The six-month cold evaluation mechanism ensures that training investment is continuously measured and improved. Together, these elements provide strong institutional support for H1 (competency improvement) and H3 (training engineering and leadership capabilities), as the organizational infrastructure for effective managerial training is clearly in place.

**Theme 3: Impact of Managerial Training on Talent Development**

**Question 6: In your view, has managerial training contributed to the improvement of competencies and qualifications of trained employees? Can you provide concrete examples or observable changes?**

**Head of Competency Management and Development:**

*« Managerial training programs increase the managerial maturity of managers destined for positions of greater responsibility, by developing their soft skills within their professional environment. As a concrete example, the PRIDE program comprising Leadership, Team Building, Interpersonal Communication, Delegation, Time Management, and Post-Mortem Report Writing was conducted for sub-project directors. The post-training evaluation identified the best performers, who were subsequently appointed as Project Directors. »*

**Comment:**

This response provides the most powerful institutional confirmation of H1. The direct link between training participation, competency evaluation, and promotion to senior positions constitutes tangible, concrete evidence of the impact of managerial training on talent development at COSIDER Public Works. The PRIDE program serves as a living proof that training not only develops competencies but also serves as an objective talent identification mechanism a sophisticated approach that places COSIDER at the forefront of talent management practices in the Algerian construction sector.

**Question 7: Have you observed changes in employee engagement or motivation following**

**participation in managerial training programs? How is this engagement measured or observed within the enterprise?**

**Head of Competency Management and Development:**

*« Training is an indispensable lever and tool for employee motivation. This is observed through the following indicators: increased autonomy trained managers delegate more effectively; improved trust climate interpersonal tensions decrease thanks to non-violent communication; greater initiative employees propose more innovations; and improved retention local staff turnover rates decrease following training programs. »*

**Comment:**

The four behavioral indicators of engagement cited by the interviewee autonomy, trust climate, initiative, and retention constitute a rich and practically grounded definition of employee engagement that aligns with established academic frameworks on organizational commitment. The fact that these indicators are observable in daily managerial behavior rather than relying solely on formal measurement tools demonstrates a mature organizational culture. These observations directly support H2, confirming that managerial training increases the level of engagement and motivation of employees toward COSIDER Public Works.

**Question 8: Has managerial training had an observable impact on employee retention or on the reduction of turnover intention? What factors, in your view, most contribute to talent retention at COSIDER Public Works?**

**Head of Competency Management and Development:**

*« Managerial training programs undoubtedly stimulate the ambition of learners by developing their foundational knowledge and the competencies acquired through their experience within the enterprise. Any investment made in an employee such as training could be a factor that reinforces their sense of belonging to COSIDER Public Works and their personal commitment to contributing to the enterprise's growth. In this regard, the annual turnover rate at COSIDER Public Works never exceeds 3% under any circumstances. Resignations are extremely rare and are never validated without a prior cause analysis. »*

**Comment:**

This response provides decisive institutional confirmation of H4. The annual turnover rate of less than 3% at COSIDER Public Works an exceptionally low figure compared to sector averages represents a powerful objective indicator of the effectiveness of the enterprise's talent

retention strategy, of which managerial training constitutes a central pillar. The interviewee's framing of training as a factor that reinforces the sense of belonging establishes a clear causal mechanism between training investment and employee retention, directly supporting H4.

**Analysis of Theme 3:**

The analysis of the responses to questions 6, 7, and 8 provides the most direct and concrete confirmation of all four research hypotheses. The PRIDE program outcome direct promotion of the best-performing trainees to Project Director positions confirms H1. The four observable engagement indicators confirm H2. The sophisticated training engineering framework described across all three themes confirms H3. And the exceptional annual turnover rate of less than 3%, explicitly linked to training investment, confirms H4. Together, these responses paint a coherent picture of an enterprise that has successfully integrated managerial training into its core talent development strategy, generating measurable outcomes at all levels of the talent management cycle.

## Conclusion:

The evaluation of the interview conducted with the Head of Competency Management and Development at COSIDER Public Works reveals that managerial training plays a central and strategic role in the enterprise's talent development approach. Training programs are recognized as fundamental levers for developing managerial maturity, improving soft skills, strengthening organizational commitment, and supporting career progression. The PRIDE program stands as the most concrete evidence of this: it demonstrates that training at COSIDER Public Works goes beyond simple skill development to function as an objective talent identification and selection mechanism, directly linking training performance to career advancement. Furthermore, the participatory three-year training plan, the hierarchized needs analysis process, and the six-month cold post-training evaluation mechanism confirm the existence of a sophisticated and institutionally anchored training engineering framework one that creates the organizational conditions necessary for a genuine positive relationship between training quality and leadership capability development.

In conclusion, the effectiveness of managerial training at COSIDER Public Works depends not only on the quality of the programs themselves, but also on the broader organizational context in which they are implemented. The enterprise has succeeded in creating an environment in which training is genuinely valued as a strategic investment as evidenced by the exceptionally low annual turnover rate of less than 3% and the systematic link between training outcomes and career decisions. However, certain challenges persist, particularly

regarding the individual alignment of training content with the specific operational realities of each manager's role. This study underlines the importance of an integrated approach combining structured training engineering, individual development planning, and continuous post-training evaluation to fully maximize the impact of managerial training on talent development at COSIDER Public Works.

## 2. Analysis and Interpretation of the Questionnaire Results

Having analyzed the qualitative data collected through the interview, we now turn to the quantitative component of our study. This section presents the results of the questionnaire through tables and descriptive statistics, followed by analytical interpretations of the data. It is structured around three successive stages: a reliability test, a univariate analysis, and a bivariate analysis aimed at testing the four research hypotheses.

### 2.1. Reliability Test (Cronbach's Alpha) :

Before proceeding with the analysis of the questionnaire data, it is necessary to assess the reliability of the measurement scale used. This reliability refers to the internal consistency of items intended to measure the same dimension or concept. For this purpose, Cronbach's Alpha coefficient is commonly used in social sciences. It measures the degree of correlation between the different items of a scale, thus confirming that they evaluate the same latent construct. An alpha greater than 0.7 is generally interpreted as a good indicator of internal consistency, which justifies the use of the results in the statistical analyses that follow

**• Reliability Statistics :**

**Table 5**:Reliability Statistics of the Scale: Cronbach’s Alpha

| Cronbach’s Alpha | Number of Items |
|---|---|
| **.757** | 11 |

**Source :** Elaborated by the author based on SPSS (V.27) data.

The reliability analysis of the items measuring the different dimensions of the study reveals a Cronbach's Alpha coefficient of 0.757 for a total of 11 items. This value exceeds the generally accepted threshold of 0.7, which indicates an acceptable and satisfactory level of internal consistency among the questionnaire items. The items cover the four dimensions of the study: competency development (H1), employee engagement (H2), training engineering quality (H3), and reduction of turnover intention (H4). Consequently, the collected data can be used with

confidence in the statistical analyses that follow.

## 2.2 Univariate Analysis (Tri à plat)

### 2.2.1. Description of the Study Sample

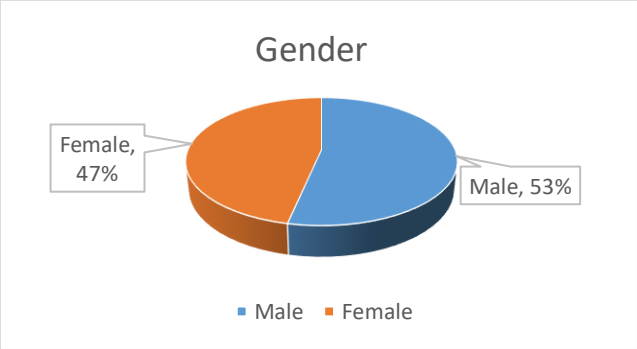
#### 2.2.1.1. Distribution of the sample by gender

**Table 6**:Distribution of the sample by gender

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | Male | 16 | 53,3 | 53,3 | 53,3 |
| | Female | 14 | 46,7 | 46,7 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

**Source:** Prepared by the author based on SPSS (V.27) output

**Figure 7:** Distribution of the sample by gender




**Source**: Prepared by the author based on Excel data

Table N°6 and Figure N°7 present the distribution of the sample by gender. The results show that the majority of respondents are male, representing 53.3% of the sample (16 individuals), while female respondents account for 46.7% (14 individuals). This relatively balanced distribution, with a slight male predominance, is consistent with the general composition of managerial staff at COSIDER Public works .

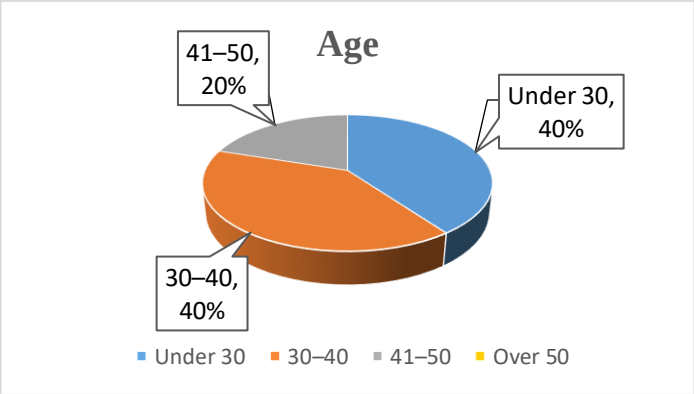
#### 2.2.1.2. Distribution of the sample by age group

**Table 7**: Distribution of the sample by age group

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | Under 30 | 12 | 40,0 | 40,0 | 40,0 |
| | 30-40 | 12 | 40,0 | 40,0 | 80,0 |
| | 41-50 | 6 | 20,0 | 20,0 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

**Source**: Elaborated by the author based on SPSS (V.27) data

**Figure 8**:Distribution of the sample by age group




**Source**: Prepared by the author based on Excel data

**Table 7 and Figure 8** present the distribution of the study sample by age group. The analysis of this distribution reveals that the sample is predominantly composed of young managers. Indeed, 40% of respondents are under 30 years of age, and an equal proportion (40%) are between 30 and 40 years old, together accounting for 80% of the total sample. Only 20% belong to the 41–50 age bracket, and no respondent was above 50 years old. This confirms that COSIDER's managerial workforce is predominantly young, which reinforces the strategic importance of investing in managerial training programs for their professional development.

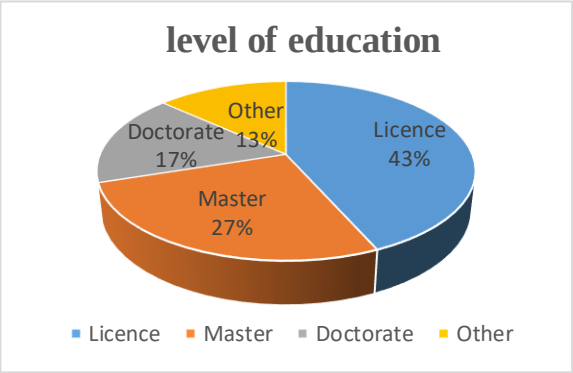
### 2.2.1.3. Distribution of the sample by education level

**Table 8**:Distribution of the sample by education level

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | Licence | 13 | 43,3 | 43,3 | 43,3 |
| | Master | 8 | 26,7 | 26,7 | 70,0 |
| | Doctorate | 5 | 16,7 | 16,7 | 86,7 |
| | Other | 4 | 13,3 | 13,3 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

**Source:** Prepared by the author based on SPSS (V.27) output

**Figure 9**:Distribution of the sample by education level




**Source**: Prepared by the author based on Excel data

Table 8 and Figure 9 illustrate the distribution of the sample by level of education. The results show that the most represented group is Licence (LMD) holders, accounting for 43.3% of respondents, followed by Master holders (26.7%) and Doctorate holders (16.7%). Respondents with other qualifications represent 13.3%. Overall, the majority of the sample (86.7%) holds a university degree, which confirms that COSIDER Public Works employs a well-educated managerial workforce, and highlights the importance of providing advanced training programs adapted to their level.

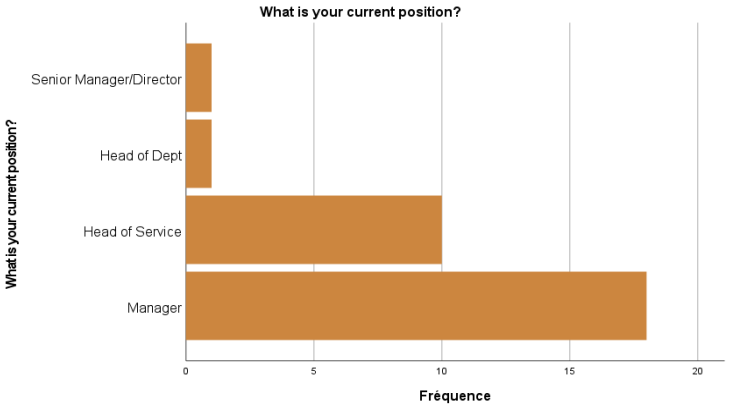
### 2.2.1.4. Distribution of the sample by current position

**Table 9:**Distribution of the sample by current position

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | Manager | 18 | 60,0 | 60,0 | 60,0 |
| | Head of Service | 10 | 33,3 | 33,3 | 93,3 |
| | Head of Dept | 1 | 3,3 | 3,3 | 96,7 |
| | Senior Manager/Director | 1 | 3,3 | 3,3 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

**Source:** Elaborated by the authors based on SPSS (V.27) data

**Figure 10**:Distribution of the sample by current position




**Source**: Prepared by the author based on SPSS (V.27) data

Table 9 and Figure 10 present the distribution of respondents by their current position. The results show that the majority are Managers / Executives, representing 60% of the sample (18 individuals), followed by Heads of Service (33.3%). Heads of Department and Senior Managers / Directors each represent only 3.3%. This distribution confirms that the questionnaire primarily captures the perspectives of middle management, which is the main target group of managerial training programs, as they serve as the link between strategic direction and operational execution within COSIDER.

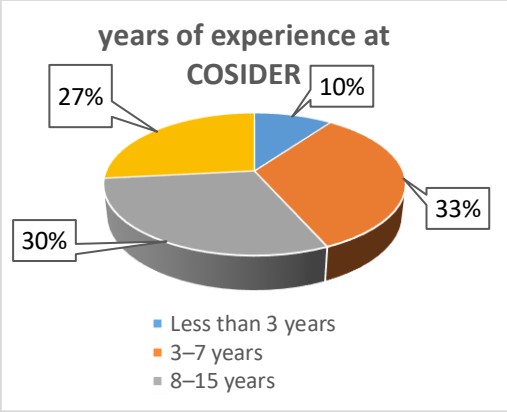
### 2.2.1.5. Distribution of the sample by years of experience

**Table 10**:Distribution of the sample by years of experience

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | Less than 3 yrs | 3 | 10,0 | 10,0 | 10,0 |
| | 3–7 yrs | 10 | 33,3 | 33,3 | 43,3 |
| | 8–15 yrs | 9 | 30,0 | 30,0 | 73,3 |
| | More than 15 yrs | 8 | 26,7 | 26,7 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

**Source:** Prepared by the author based on SPSS (V.27) output

**Figure 11**:Distribution of the sample by years of experience




**Source**: Prepared by the author based on Excel data

Table 10 and Figure 11 show the distribution of the sample by years of experience at COSIDER. The results reveal a diverse distribution across experience levelxs. The most represented group is employees with 3–7 years of experience (33.3%), followed by those with 8–15 years (30%) and more than 15 years (26.7%). Only 10% have less than 3 years of experience. This diversity provides a variety of perspectives on the impact of managerial training and ensures the representativeness of the sample across different career stages.

### 2.3. Statistical Analysis of Results

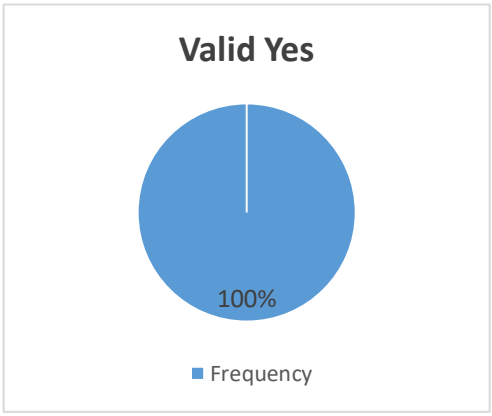
**Q6. Have you participated in at least one managerial training program at COSIDER in the past three years?**

**Table 11**:Distribution of the sample by training participation

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | Yes | 30 | 100,0 | 100,0 | 100,0 |

**Source:** Elaborated by the authors based on SPSS (V.27) data

**Figure 12**:Distribution of the sample by training participation




**Source**: Prepared by the author based on Excel data

Table 11 and Figure 12 present the distribution of respondents based on their participation in at least one managerial training program in the past three years. The results are remarkable: 100% of respondents confirmed having participated in at least one managerial training program. This unanimous participation rate demonstrates that COSIDER Public Works actively and systematically invests in the professional development of its managerial staff, and ensures the relevance of all subsequent analyses in this study.

**Q7. How do you rate the quality of the managerial training programs you have attended?**

**Table 12**:Descriptive statistics - Training quality (scale 1–5)

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| **How do you rate the quality of the managerial training programs you have attended?** | 30 | 4,00 | 5,00 | 4,5000 | ,50855 |
| **Valid N (listwise)** | 30 | | | | |

**Source:** Elaborated by the author based on SPSS (V.27) data.

Table 12 presents the descriptive statistics for the perceived quality of managerial training programs. The results show a very high mean score of 4.50 out of 5, with a low standard deviation of 0.51, indicating strong and consistent satisfaction among all 30 respondents. The minimum score of 4.00 confirms that no respondent rated training quality below Good, and scores reached a maximum of 5.00 (Excellent). This result reflects the high standard of training programs offered at COSIDER, which constitutes a key organizational asset for talent development.

**Q8. To what extent has managerial training contributed to improving your professional skills?**

**Table 13**:Descriptive statistics Skills improvement (scale 1–5)

| | **N** | **Minimum** | **Maximum** | **Mean** | **Std. Deviation** |
|---|---|---|---|---|---|
| **To what extent has managerial training contributed to improving your professional skills?** | 30 | 3,00 | 5,00 | 4,3333 | ,66089 |
| **Valid N (listwise)** | 30 | | | | |

**Source:** Elaborated by the author based on SPSS (V.27) data.

Table 13 presents the descriptive statistics for the perceived contribution of managerial training to professional skills improvement. The results show a mean score of 4.33 out of 5, with scores ranging from a minimum of 3.00 to a maximum of 5.00, and a standard deviation of 0.66. The majority of respondents feel that managerial training has significantly contributed to enhancing their professional competencies. This result provides a first positive indication in support of hypothesis H1, which posits that training contributes to skills improvement.

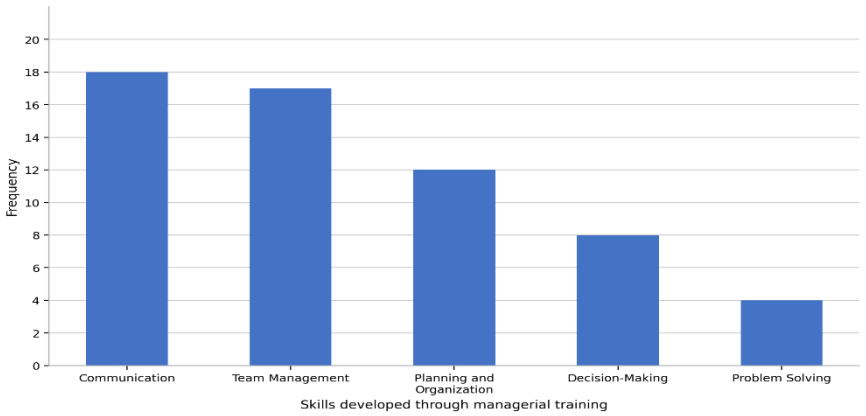
**Q9. Which skills improved the most following your participation in training programs? (Multiple answers possible)**

**Table 14**:Distribution by skills improved through training

| | | Answers | | % of Observations |
|---|---|---|---|---|
| | | N | Percentage | |
| **Skills most improved through training[a]** | Skills improved - Communication | 18 | 30,5% | 62,1% |
| | Skills improved - Team Management | 17 | 28,8% | 58,6% |
| | Skills improved - Decision-Making | 8 | 13,6% | 27,6% |
| | Skills improved - Problem Solving | 4 | 6,8% | 13,8% |
| | Skills improved - Planning and Organization | 12 | 20,3% | 41,4% |
| **Total** | | 59 | 100,0% | 203,4% |

**Source:** Prepared by the author based on SPSS (V.27) output

**Figure 13**:Distribution by skills improved through training




**Source:** Prepared by the author based on Excel data

Table 14 and Figure 13 present the distribution of respondents by the skills that improved the most following their participation in training programs. The analysis of this distribution reveals that Communication is the most improved skill, cited by the majority of respondents (62.1%), followed by Team Management (58.6%) and Planning and Organization (41.4%). Decision-Making comes in fourth position with 27.6%, while Problem Solving is the least cited skill at 13.8%. These results indicate that managerial training at COSIDER primarily contributes to developing interpersonal and organizational competencies among managers.

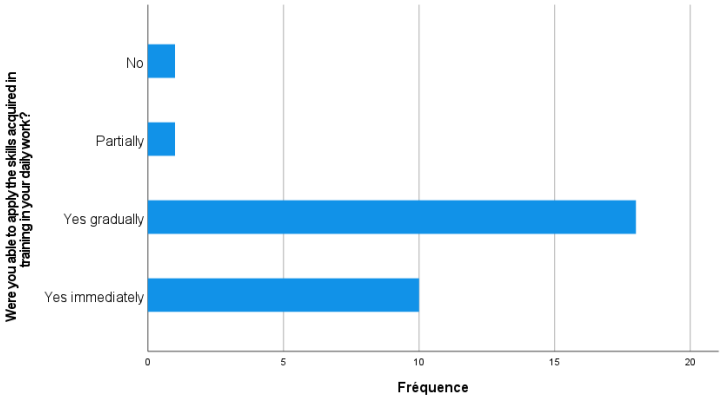
**Q10. Were you able to apply the skills acquired in training in your daily work?**

**Table 15:** Distribution of the sample according to the application of skills acquired in training

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | **Yes immediately** | **10** | **33,3** | **33,3** | **33,3** |
| | **Yes gradually** | **18** | **60,0** | **60,0** | **93,3** |
| | **Partially** | **1** | **3,3** | **3,3** | **96,7** |
| | **No** | **1** | **3,3** | **3,3** | **100,0** |
| | **Total** | **30** | **100,0** | **100,0** | |

**Source:** Elaborated by the author based on SPSS (V.27) data.

**Figure 14:** Distribution of the study sample according to the application of acquired skills at work




**Source:** Elaborated by the author based on SPSS (V.27) data.

Table 15 and Figure 14 present the distribution of respondents according to their ability to apply the skills acquired in training in their daily work. The analysis of these results reveals that the majority of respondents were able to effectively apply the acquired skills. Indeed, 60.0% of respondents confirmed a gradual application of skills at work, while 33.3% did so immediately. Only 3.3% report a partial application and an equal proportion report no application whatsoever. In summary, 93.3% of respondents successfully transferred their training into professional practice, which constitutes a strong confirmation of the concrete operational impact of managerial training at COSIDER and supports Hypothesis H1.

**Q11. To what extent has participation in managerial training programs increased your motivation at work?**

**Table 16:**Descriptive statistics - Motivation (scale 1–5)

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| **To what extent has managerial training increased your motivation at work?** | 30 | 3,00 | 5,00 | 4,5000 | ,57235 |
| **Valid N (listwise)** | 30 | | | | |

**Source:** Elaborated by the author based on SPSS (V.27) data.

Table 16 presents the descriptive statistics for the perceived impact of managerial training on work motivation. The analysis reveals a high mean score of 4.50 out of 5, with a low standard deviation of 0.57, indicating a strong and consistent positive perception among all 30 respondents. Scores range from a minimum of 3.00 to a maximum of 5.00, confirming that all respondents acknowledged at least a moderate positive impact of training on their motivation at work. This result provides strong support for hypothesis H2.

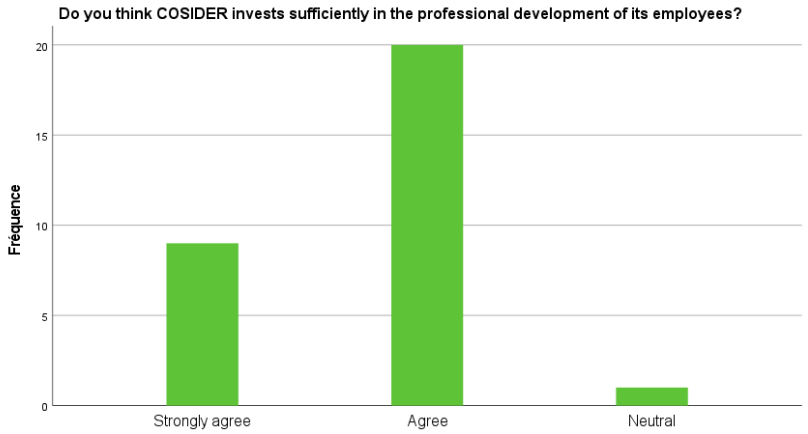
**Q12. Do you think COSIDER invests sufficiently in the professional development of its employees?**

**Table 17:**Distribution of the sample according to perception of COSIDER's investment in professional development

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | Strongly agree | 9 | 30,0 | 30,0 | 30,0 |
| | Agree | 20 | 66,7 | 66,7 | 96,7 |
| | Neutral | 1 | 3,3 | 3,3 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

**Source:** Elaborated by the author based on SPSS (V.27) data.

**Figure 15**:Distribution of the study sample according to perception of COSIDER's investment in development




**Source:** Prepared by the author based on SPSS (V.27) output

Table 17 and Figure 15 present the distribution of respondents according to their perception of COSIDER's investment in professional development. The analysis of these results shows that the vast majority of respondents agree that COSIDER invests sufficiently in the professional development of its employees. Indeed, 66.7% agree and 30.0% strongly agree, giving a combined positive response rate of 96.7%. Only 3.3% remain neutral, and no respondent disagreed. In summary, this almost unanimous perception reflects a very positive institutional image in terms of training investment, which reinforces the organizational engagement of managers and strongly supports Hypothesis H2.

**Q13. Has participation in training programs strengthened your sense of belonging to the company?**

**Table 18:**Distribution - Sense of belonging to the company

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | Yes strongly | 19 | 63,3 | 63,3 | 63,3 |
| | Yes somewhat | 11 | 36,7 | 36,7 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

**Source: Prepared by the author based on SPSS (V.27) output**

**Figure 16**:Distribution - Sense of belonging to the company




**Source**: Prepared by the author based on SPSS (V.27) data

Table 18 and Figure 16 present the distribution of respondents based on whether participation in training programs strengthened their sense of belonging to the company. The analysis of this distribution reveals that 100% of respondents confirmed a positive effect. The majority 63.3% (19 individuals) reported that their sense of belonging was strongly reinforced, followed by 36.7% (11 individuals) who reported a moderate reinforcement. This unanimous positive response highlights the important role of managerial training in building organizational identity and strengthening employees' emotional attachment to COSIDER.

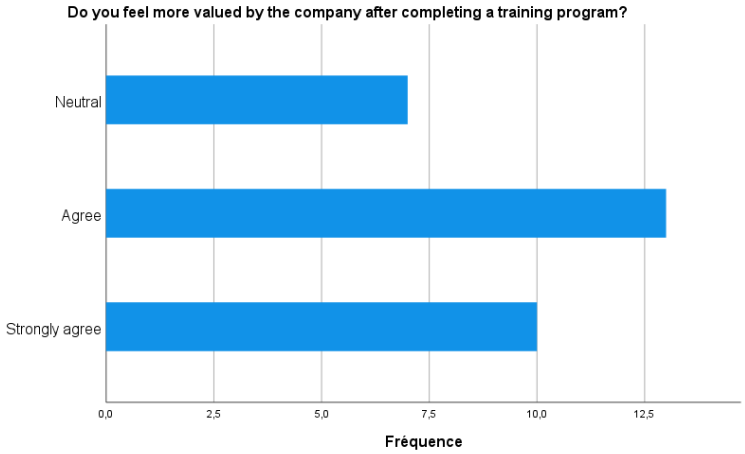
**Q14. Do you feel more valued by the company after completing a training program?**

**Table 19:**Distribution - Feeling valued by the company

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | Strongly agree | 10 | 33,3 | 33,3 | 33,3 |
| | Agree | 13 | 43,3 | 43,3 | 76,7 |
| | Neutral | 7 | 23,3 | 23,3 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

**Source: Prepared by the author based on SPSS (V.27) output**

**Figure 17**:Distribution - Feeling valued by the company




**Source**: Prepared by the author based on SPSS (V.27) data

Table 18 and Figure 17 present the distribution of respondents based on whether they feel more valued by the company after completing a training program. The analysis of this distribution reveals that the majority of respondents 76.6% agree or strongly agree with this statement (43.3% agree and 33.3% strongly agree). However, 23.3% of respondents expressed a neutral opinion. This suggests that while training is generally perceived as a form of organizational recognition, it should be complemented by explicit managerial recognition mechanisms and clear career development perspectives to maximize its positive effect on employee engagement.

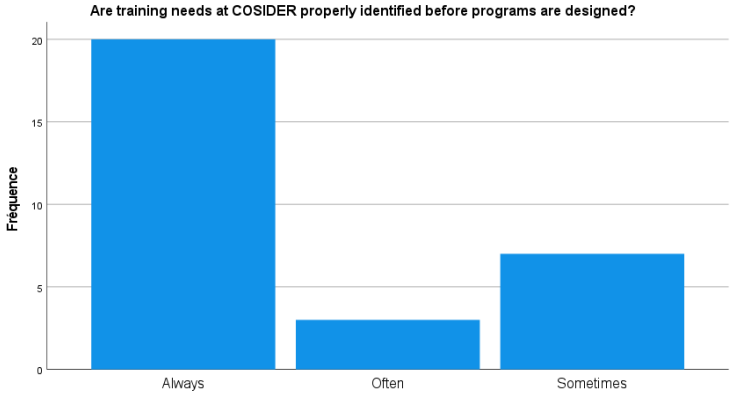
**Q15. Are training needs at COSIDER properly identified before programs are designed?**

**Table 20**:Distribution - Training needs identification

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | Always | 20 | 66,7 | 66,7 | 66,7 |
| | Often | 3 | 10,0 | 10,0 | 76,7 |
| | Sometimes | 7 | 23,3 | 23,3 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

**Source: Prepared by the author based on SPSS (V.27) output**

**Figure 18**:Distribution -Training needs identification




**Source**: Prepared by the author based on SPSS (V.27) data

Table 20 and Figure 18 present the distribution of respondents' perceptions regarding the systematic identification of training needs at COSIDER before programs are designed. The analysis of this distribution shows that the majority 66.7% (20 respondents) believe that training needs are always properly identified, while 10% indicate this happens often. However, 23.3% of respondents report that needs identification occurs only sometimes. While the dominant perception is positive, this proportion suggests that there is still room for improvement in formalizing the needs assessment process within the organization.

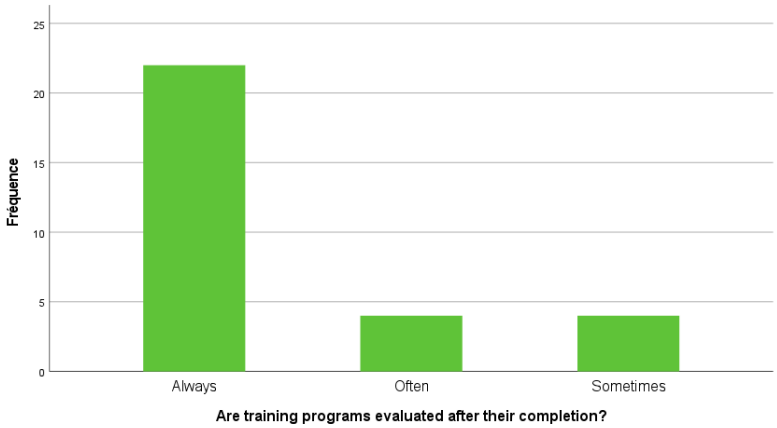
**Q16. Are training programs evaluated after their completion (via feedback, post-tests, or follow-up meetings)?**

**Table21:**Distribution - Post-training evaluation

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | Always | 22 | 73,3 | 73,3 | 73,3 |
| | Often | 4 | 13,3 | 13,3 | 86,7 |
| | Sometimes | 4 | 13,3 | 13,3 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

**Source:** Elaborated by the author based on SPSS (V.27) data.

**Figure 19**:Distribution - Post-training evaluation




**Source**: Prepared by the author based on SPSS (V.27) data

Table 21 and Figure 19 present the distribution of respondents' perceptions regarding the systematic evaluation of training programs after their completion. The analysis of this distribution reveals a strong culture of post-training evaluation at COSIDER: the majority of respondents 73.3% (22 individuals) indicate that programs are always evaluated after completion, followed by 13.3% who say this happens often. Only 13.3% report that evaluation occurs only sometimes. These results reflect COSIDER's commitment to continuously assessing and improving its training programs.

**Q17. To what extent has managerial training contributed to developing your leadership capabilities?**

**Table 22:**Descriptive statistics Leadership development (scale 1–5)

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| **To what extent has managerial training contributed to developing your leadership capabilities?** | 30 | 3,00 | 5,00 | 4,0667 | ,78492 |
| **Valid N (listwise)** | 30 | | | | |

**Source:** Elaborated by the author based on SPSS (V.27) data.

Table 22 presents the descriptive statistics for the perceived contribution of managerial training to leadership capability development. The analysis reveals a mean score of 4.07 out of 5, with scores ranging from 3.00 to 5.00 and a standard deviation of 0.78. While this result is slightly more moderate compared to other dimensions such as motivation and skills improvement, it remains positive and indicates that the majority of respondents acknowledge a

meaningful contribution of training to their leadership development. The relatively higher dispersion suggests that this perception varies more across respondents, which may reflect differences in training content or individual readiness.

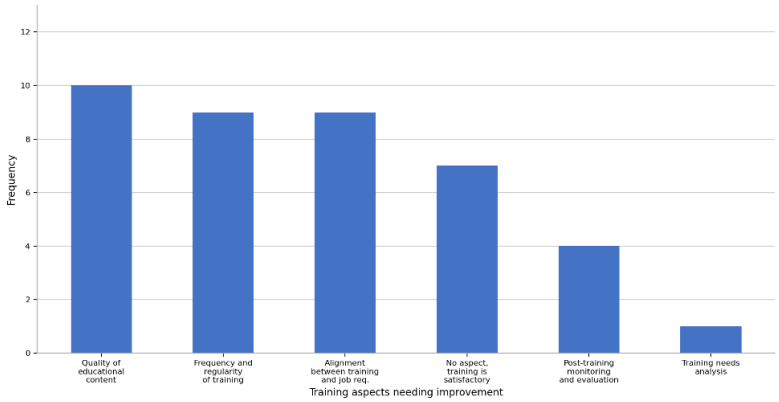
**Q18. Which aspects of training engineering do you think need to be improved at COSIDER? (Multiple answers possible)**

**Table 23:**Distribution - Aspects of training engineering to improve

| | | Answers | | % of Observations |
|---|---|---|---|---|
| | | N | Percentage | |
| **Training aspects needing improvement**[a] | Aspects to improve - Training needs analysis | 1 | 2,5% | 3,4% |
| | Aspects to improve - Quality of educational content | 10 | 25,0% | 34,5% |
| | Aspects to improve - Frequency and regularity of training | 9 | 22,5% | 31,0% |
| | Aspects to improve - Post-training monitoring and evaluation | 4 | 10,0% | 13,8% |
| | Aspects to improve - Alignment between training and job requirements | 9 | 22,5% | 31,0% |
| | Aspects to improve - No aspect, training is satisfactory | 7 | 17,5% | 24,1% |
| **Total** | | 40 | 100,0% | 137,9% |

**Source**: Elaborated by the author based on SPSS (V.27) data.

**Figure 20**:Distribution - Aspects of training engineering to improve




**Source**: Prepared by the author based on SPSS (V.27) data

Table 23 and Figure 20 present the distribution of respondents by the aspects of training engineering they believe need to be improved at COSIDER. The analysis reveals that the most frequently cited aspect is the quality of educational content, selected by 34.5% of respondents, followed equally by the frequency and regularity of training and the alignment between training

and job requirements, both cited by 31% of respondents. It is also notable that 24.1% of respondents indicate that no aspect needs improvement, reflecting a generally positive perception of training engineering at COSIDER. Training needs analysis is the least cited aspect (3.4%), which is consistent with the positive results observed in Q15.

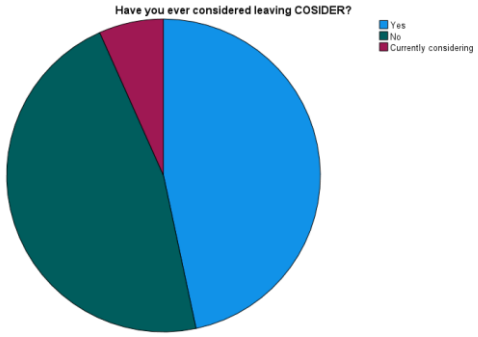
**Q19. Have you ever considered leaving COSIDER?**

**Table 24**:Distribution - Turnover intention

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | Yes | 14 | 46,7 | 46,7 | 46,7 |
| | No | 14 | 46,7 | 46,7 | 93,3 |
| | Currently considering | 2 | 6,7 | 6,7 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

**Source:** Elaborated by the author based on SPSS (V.27) data.

**Figure 21**:Distribution - Turnover intention




**Source**: Prepared by the author based on SPSS (V.27) data

Table 24 and Figure 21 present the distribution of respondents based on their turnover intention. The analysis of this distribution reveals an almost equal split between two groups: 46.7% of respondents have previously considered leaving COSIDER, and an equal proportion (46.7%) have never considered it. Additionally, 6.7% are currently considering leaving the company, bringing the total proportion with turnover intentions to 53.4%. This significant proportion highlights the critical importance of implementing effective talent retention strategies at COSIDER, particularly in the area of training and professional development.

**Q20. To what extent has access to training and development opportunities influenced your decision to stay with the company?**

**Table 25**:Descriptive statistics - Retention impact of training (scale 1–5)

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| **To what extent has access to training influenced your decision to stay?** | 29 | 1,00 | 5,00 | 3,6897 | 1,22776 |
| **Valid N (listwise)** | 29 | | | | |

**Source:** Elaborated by the author based on SPSS (V.27) data.

Table 25 presents the descriptive statistics for the perceived influence of access to training on employees' decision to remain at COSIDER. The analysis reveals a mean score of 3.69 out of 5, with scores ranging from a minimum of 1.00 to a maximum of 5.00, and a relatively high standard deviation of 1.23. This indicates a moderately positive but variable relationship: while the majority of respondents acknowledge that training access positively influences their decision to stay, the high dispersion suggests that for some respondents, other factors may play a more dominant role in the retention decision.

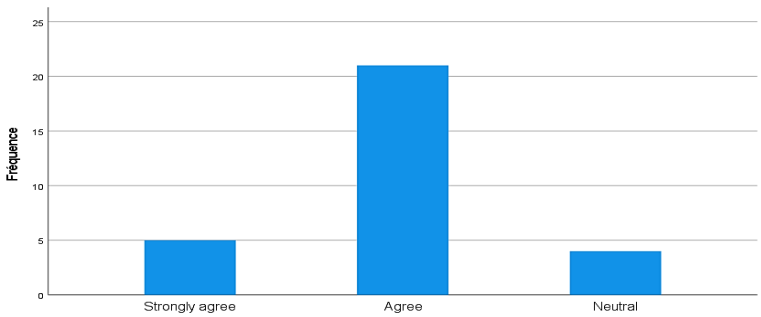
**Q21. Do you think that the lack of training and career development opportunities increases the risk of employee turnover?**

**Table 26:**Distribution - Turnover risk from lack of training

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | Strongly agree | 5 | 16,7 | 16,7 | 16,7 |
| | Agree | 21 | 70,0 | 70,0 | 86,7 |
| | Neutral | 4 | 13,3 | 13,3 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

**Source:** Elaborated by the author based on SPSS (V.27) data.

**Figure 22**:Distribution - Turnover risk from lack of training




**Source:** Prepared by the author based on SPSS (V.27) data

Table 26 and Figure 22 examine whether respondents believe that the absence of training opportunities increases the risk of employee turnover. The results provide a near-unanimous confirmation: the majority of respondents 86.7% agree or strongly agree with this statement (70% agree and 16.7% strongly agree). Only 13.3% expressed a neutral opinion, and no respondent disagreed. This overwhelming consensus strongly supports hypothesis H4, which posits that managerial training contributes to reducing turnover intention, and confirms that training is perceived as a critical retention lever at COSIDER.

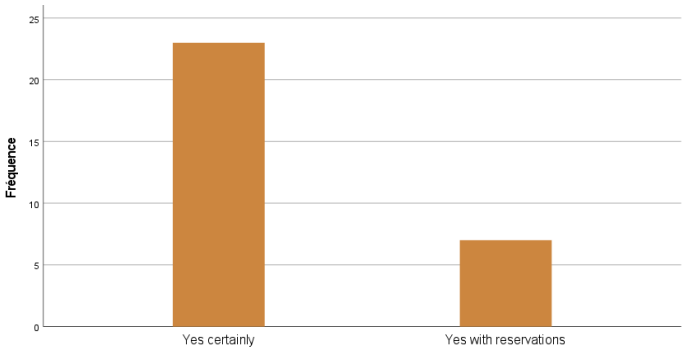
**Q22. Would you recommend COSIDER as a good employer in terms of training and professional development?**

**Table 27:**Distribution of the sample according to willingness to recommend COSIDER as an employer

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| **Valid** | Yes certainly | 23 | 76,7 | 76,7 | 76,7 |
| | Yes with reservations | 7 | 23,3 | 23,3 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

**Source:** Elaborated by the author based on SPSS (V.27) data.

**Figure 23**:Distribution of the study sample according to willingness to recommend COSIDER as an employer




**Source:** Elaborated by the author based on SPSS (V.27) data

Table 27 and Figure 23 present the distribution of respondents according to whether they would recommend COSIDER as a good employer in terms of training and professional development. The analysis reveals that 100% of respondents would recommend COSIDER as a good employer for training and development, of whom 76.7% would do so certainly and 23.3% with some reservations. In summary, this unanimous positive recommendation reflects

a high level of overall satisfaction with COSIDER's training policy and confirms that the enterprise is perceived as a genuine employer of choice in terms of professional development.

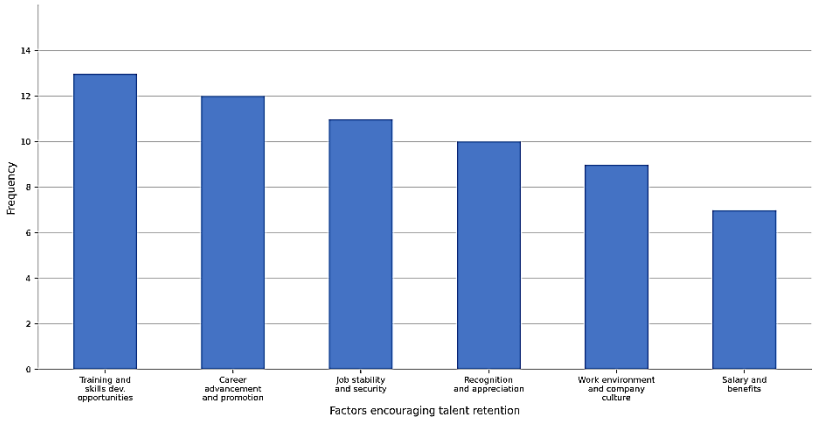
**Q23. In your opinion, what are the most important factors that encourage talented employees to stay at COSIDER? (Multiple answers possible)**

**Table 28:**Distribution - Factors encouraging talent retention

| | | Answers | | % of Observations |
|---|---|---|---|---|
| | | N | Percentage | |
| **Factors encouraging talent retention**[a] | Retention factors - Training and skills development opportunities | 13 | 21,0% | 43,3% |
| | Retention factors - Salary and benefits | 7 | 11,3% | 23,3% |
| | Retention factors - Career advancement and promotion prospects | 12 | 19,4% | 40,0% |
| | Retention factors - Work environment and company culture | 9 | 14,5% | 30,0% |
| | Retention factors - Recognition and appreciation of work accomplished | 10 | 16,1% | 33,3% |
| | Retention factors - Job stability and security | 11 | 17,7% | 36,7% |
| **Total** | | 62 | 100,0% | 206,7% |

Source: **Elaborated by the author based on SPSS (V.27) data.**

**Figure 24**:Distribution - Factors encouraging talent retention




**Source:** Prepared by the author based on SPSS (V.27) data

Table 28 and Figure 24 present the distribution of respondents by the factors they consider most important in encouraging talented employees to stay at COSIDER. The analysis of this distribution reveals that training and skills development opportunities rank first, cited by the

majority of respondents (43.3%), followed by career advancement and promotion prospects (40%) and job stability and security (36.7%). Recognition and appreciation of work accomplished comes fourth (33.3%), followed by work environment and company culture (30%), and salary and benefits in last position (23.3%). This ranking is particularly significant for the present study, as it confirms that training is not only a professional development tool but also the most important retention factor at COSIDER Public Works.

**Conclusion:**

The univariate analysis of the questionnaire results reveals a globally positive picture of the impact of managerial training on talent development at COSIDER Public Works.

The sample is predominantly composed of young, university-educated managers with diverse experience levels. The results show that all respondents (100%) have participated in training programs, which are rated as highly qualitative (mean = 4.50/5). The majority confirm a strong positive impact of training on skills improvement (mean = 4.33/5), motivation (mean = 4.50/5), sense of belonging (100%), and leadership development (mean = 4.07/5). Furthermore, the majority (86.7%) confirm that lack of training increases turnover risk, and training ranks as the most important talent retention factor. These findings provide strong descriptive support for all four research hypotheses, which will be further examined through bivariate analysis in the following section.

**3. Bivariate Analysis (Cross-tabulation):**

As part of the study entitled "The Impact of Managerial Training on Talent Development in the Enterprise: COSIDER Case Study", it is essential to examine the relationships between the different variables derived from the questionnaire. Cross-tabulation constitutes in this respect a relevant statistical tool, making it possible to highlight the links and interactions between the perceptions of respondents concerning managerial training practices. This analysis has the main objective of verifying the following hypotheses:

- H1: Managerial training improves the professional competencies of employees at COSIDER.
- H2: Participation in managerial training programs increases the level of engagement and motivation of employees toward the company.
- H3: There is a positive relationship between the quality of training engineering (needs assessment and evaluation) and the development of leadership capabilities.

- H4: Managerial training contributes to reducing the turnover intention of employees at COSIDER.

The use of cross-tabulation will thus make it possible to better understand how training practices at COSIDER influence the development of talents and the retention of employees. This analytical approach will contribute to identifying the most effective strategic levers for strengthening the impact of managerial training in the context of COSIDER Public Works.

## 3.1. Bivariate Analysis of Hypothesis H1

**H1:** Managerial training leads to the improvement of professional competencies among managers at COSIDER Public Works.

To test this hypothesis, a cross-tabulation was performed between Question 7 ("How do you rate the quality of the managerial training programs you have attended?") and Question 8 ("To what extent has managerial training contributed to improving your professional skills?").

**Table 29**:Results of the cross-tabulation (Q7 × Q8)

| **Q7: How do you rate the quality of the managerial training programs you have attended?** | **Q8: To what extent has managerial training contributed to improving your professional skills?** | | | **Total** |
|---|---|---|---|---|
| | **Moderately** | **Considerably** | **Very great extent** | |
| Good | 1 (6.7%) | 10 (66.7%) | 4 (26.7%) | 15 (100%) |
| Excellent | 2 (13.3%) | 4 (26.7%) | 9 (60.0%) | 15 (100%) |
| **Total** | **3 (10.0%)** | **14 (46.7%)** | **13 (43.3%)** | **30** |

**Source:** Elaborated by the author based on SPSS (V.27) data.

**Table 30**:Correlation results (Q7 × Q8): Pearson coefficient

| | **Pearson r** | **Sig. (bilateral)** | **N** |
|---|---|---|---|
| **Q7 × Q8** | 0.205 | 0.277 | 30 |

**Source:** Compiled by the author from SPSS (V.27) output.

### 3.1.1. Interpretation

The cross-tabulation shows that among respondents who rated training as "Excellent", 60% reported skills improvement "To a very great extent", compared to 26.7% among those who

rated it as "Good". This suggests a positive directional association between perceived training quality and professional skills development.

However, the Pearson Chi-Square test yields p = 0.089, which exceeds the 0.05 threshold. The Pearson correlation is r = 0.205 (p = 0.277), indicating a weak and statistically non-significant relationship. It should also be noted that 2 cells (33.3%) have expected counts below 5, which limits the reliability of the chi-square result.

### 3.1.2. Assessment of H1

H1 is rejected on statistical grounds (p = 0.089 > 0.05). This result is explained by the homogeneity of the sample: all respondents rated training quality as Good or Excellent, leaving insufficient variance for statistical detection. This limitation does not negate the existence of the relationship, but rather reflects the consistently high quality of training at COSIDER Public Works.

## 3.2. Bivariate Analysis of Hypothesis H2 :

**H2:** Managerial training enhances employee engagement and strengthens their organizational commitment at COSIDER.

Cross-tabulation between (Q8) To what extent has managerial training contributed to improving your professional skills? and (Q11) To what extent has managerial training increased your motivation at work?

**Table 31**:Results of the cross-tabulation (Q8 × Q11)

| **Q8: To what extent has managerial training contributed to improving your professional skills?** | **Q11: To what extent has managerial training increased your motivation at work?** | | | **Total** |
|---|---|---|---|---|
| | **Moderately** | **Considerably** | **Very great extent** | |
| Moderately | 0 (0.0%) | 2 (66.7%) | 1 (33.3%) | 3 (100%) |
| Considerably | 1 (7.1%) | 8 (57.1%) | 5 (35.7%) | 14 (100%) |
| Very great extent | 0 (0.0%) | 3 (23.1%) | 10 (76.9%) | 13 (100%) |
| **Total** | **1 (3.3%)** | **13 (43.3%)** | **16 (53.3%)** | **30** |

**Source :** Elaborated by the authors based on SPSS (V.27) data.

**Table 32**:Correlation results (Q8 × Q11): Pearson coefficient

| | **Pearson r** | **Sig. (bilateral)** | **N** |
|---|---|---|---|
| **Q8 × Q11** | **0.365** | **0.048*** | 30 |

**Source:** Elaborated by the author based on SPSS (V.27) data.

### 3.2.1. Interpretation

The cross-tabulation reveals a clear positive trend. Among respondents who report skills improvement "to a very great extent", 76.9% also report that training increased their motivation "to a very great extent". Among those who report "considerable" skills improvement, 57.1% indicate a "considerable" increase in motivation. The Pearson correlation confirms this association with r = 0.365 and p = 0.048, indicating a positive and statistically significant relationship between competency development and work motivation.

### 3.2.2. Assessment of H2

Since p = 0.048 < 0.05, H2 is partially confirmed. Managerial training genuinely strengthens organizational engagement and motivation among managers at COSIDER. The qualifier "partially" reflects the moderate strength of the correlation (r = 0.365), suggesting that other factors such as recognition, compensation, and work environment also contribute alongside training. This statistical finding is reinforced by the qualitative evidence from the interview, where four observable behavioral indicators of increased engagement were identified following training: greater managerial autonomy, improved trust climate, more employee initiative, and a reduction in interpersonal tensions.

## 3.3. Bivariate Analysis of Hypothesis H3 :

**H3:** The quality of training engineering and leadership development programs contributes to improving managerial capabilities at COSIDER.

Cross-tabulation between (Q15) Are training needs at COSIDER properly identified before programs are designed? and (Q17) To what extent has managerial training contributed to developing your leadership capabilities?

**Table 33**:Results of the cross-tabulation (Q15 × Q17)

| **Are training needs at COSIDER properly identified before programs are designed?** | **To what extent has managerial training contributed to developing your leadership capabilities?** | | | **Total** |
|---|---|---|---|---|
| | **Moderately** | **Considerably** | **Very great extent** | |
| Always | 3 (15.0%) | 9 (45.0%) | 8 (40.0%) | 20 (100%) |
| Often | 2 (66.7%) | 0 (0.0%) | 1 (33.3%) | 3 (100%) |
| Sometimes | 3 (42.9%) | 3 (42.9%) | 1 (14.3%) | 7 (100%) |
| **Total** | **8 (26.7%)** | **12 (40.0%)** | **10 (33.3%)** | **30** |

**Source :** Elaborated by the authors based on SPSS (V.27) data.

**Table 34**:Correlation results (Q15 × Q17): Pearson coefficient

| | **Pearson r** | **Sig. (bilateral)** | **N** |
|---|---|---|---|
| **Q15 × Q17** | **-0.314** | **0.091** | 30 |

**Source:** Elaborated by the author based on SPSS (V.27) data.

### 3.3.1. Interpretation

The cross-tabulation shows that among respondents who report that training needs are "always" properly identified, 85.0% report a "considerable" or "very great" contribution to leadership development. Among those who report identification only "sometimes", 42.9% report only a "moderate" contribution. Despite this positive descriptive pattern, the Pearson correlation yields r = -0.314 with p = 0.091, which does not reach statistical significance. The negative sign is due to the reversed coding of Q15 (1 = Always, 3 = Sometimes), meaning the underlying directional relationship is in fact positive.

### 3.3.2. Assessment of H3

Since p = 0.091 > 0.05, H3 is statistically rejected. This result is explained by two methodological constraints: the small sample size (N = 30) reduces statistical power, and the homogeneity of responses among managerial staff limits the observable variance between groups. Despite this statistical rejection, the qualitative data from the interview strongly support

H3: COSIDER operates a structured three-year training plan, applies a multi-source needs assessment, and conducts a six-month post-training cold evaluation (Kirkpatrick Levels 3 and 4). Most significantly, the PRIDE program directly led to the promotion of top-performing graduates to Project Director positions  a concrete institutional proof that rigorous training engineering produces real leadership outcomes.

### 3.4 .Bivariate Analysis of Hypothesis H4 :

**H4:** Access to managerial training reduces turnover intention among managerial staff at COSIDER.

Cross-tabulation between (Q20) To what extent has access to training influenced your decision to stay at COSIDER? and (Q21)  Do you think lack of training increases the risk of employee turnover?

**Table 35**:Results of the cross-tabulation (Q20× Q21)

| **To what extent has access to training influenced your decision to stay at COSIDER?** | **Do you think lack of training increases the risk of employee turnover?** | | | **Total** |
|---|---|---|---|---|
| | **Strongly Agree** | **Agree** | **Neutral** | |
| Not at all | 0 (0.0%) | 2 (66.7%) | 1 (33.3%) | 3 (100%) |
| Slightly | 1 (100%) | 0 (0.0%) | 0 (0.0%) | 1 (100%) |
| Moderately | 0 (0.0%) | 6 (100%) | 0 (0.0%) | 6 (100%) |
| Considerably | 1 (9.1%) | 8 (72.7%) | 2 (18.2%) | 11 (100%) |
| Very great extent | 3 (33.3%) | 5 (55.6%) | 1 (11.1%) | 9 (100%) |
| **Total** | **5 (16.7%)** | **21 (70.0%)** | **4 (13.3%)** | **30** |

**Source :** Elaborated by the authors based on SPSS (V.27) data.

**Table 36**:Correlation results (Q20 × Q21): Pearson coefficient

| | **Pearson r** | **Sig. (bilateral)** | **N** |
|---|---|---|---|
| **Q20 × Q21** | **-0.165** | **0.384** | 30 |

**Source:** Elaborated by the author based on SPSS (V.27) data.

### 3.4.1. Interpretation

The cross-tabulation reveals a consistent pattern: among respondents who report that training influenced their decision to stay "to a very great extent", 88.9% agree or strongly agree that lack of training increases turnover risk. Among those reporting a "considerable" influence,

81.8% share the same view. Despite this convergent pattern, the Pearson correlation yields r = -0.165 with p = 0.384, indicating no statistically significant relationship between the two variables.

### 3.4.2. Assessment of H4

Since p = 0.384 > 0.05, H4 is statistically rejected. The principal explanation is a selection bias inherent to the research design: the sample consists exclusively of employees who remained at COSIDER, meaning that those who left whose departure may have been most influenced by the absence of training are entirely absent from the data. Despite this statistical rejection, the organizational evidence strongly validates H4: the annual turnover rate at COSIDER never exceeds 3%, and 86.7% of respondents confirmed that lack of training would increase their risk of leaving (Q21). These findings confirm that managerial training is a meaningful retention lever at COSIDER, even if its effect cannot be formally quantified through the available statistical analysis.

## 4. Cross-Analysis: Interview and Questionnaire Results

This section confronts the qualitative findings of the interview with the quantitative results of the questionnaire to provide an integrated assessment of each research hypothesis.

### 4.1. H1 - Statistically Rejected, Qualitatively Confirmed

The quantitative analysis did not establish a statistically significant relationship between training quality and skills improvement ($\chi^2 = 4.828$, p = 0.089; r = 0.205, p = 0.277). H1 is therefore statistically rejected. The principal reason is the homogeneity of the sample: since all respondents reported high training quality and significant skills improvement, there is insufficient variance between groups for the statistical tests to detect a relationship.

Qualitatively, however, H1 is strongly confirmed. The PRIDE program combining Leadership, Team Building, Communication, Delegation, and Time Management directly led to the promotion of top-performing graduates to Project Director positions, providing concrete institutional evidence of the link between managerial training and competency development at COSIDER Public Works.

### 4.2. H2 - Partially Confirmed

H2 is the only hypothesis confirmed by both instruments. The Pearson correlation between training and organizational engagement is statistically significant (r = 0.365, p = 0.048). The

relationship is real, but moderate, suggesting that other factors recognition, compensation, organizational climate also contribute to engagement alongside training.

The interview reinforces this finding through four observable behavioral indicators: increased managerial autonomy, improved trust climate, greater employee initiative, and a reduction in interpersonal tensions following training participation.

### 4.3. H3 - Statistically Rejected, Qualitatively Supported

The bivariate analysis found no significant relationship between training engineering quality and leadership development ($r = -0.314$, $p = 0.091$). H3 is statistically rejected. This result is explained by the small sample size and the homogeneity of perceptions among respondents, which limit the statistical power of the analysis.

Qualitatively, H3 is well supported. COSIDER Public Works operates a structured training engineering system: a three-year participatory training plan, multi-source needs assessment, and a six-month post-training cold evaluation (Kirkpatrick Levels 3 and 4). The PRIDE program demonstrates that rigorous training engineering can produce direct leadership outcomes in the form of managerial promotions.

### 4.4. H4 - Statistically Rejected, Practically Validated

No statistically significant relationship was found between managerial training and turnover intention ($r = -0.165$, $p = 0.384$). H4 is statistically rejected. The main methodological explanation is a selection bias: the sample consists exclusively of employees who remained at COSIDER, meaning that those who left whose departure may have been influenced by training are absent from the data.

Despite this, the organizational data strongly validate H4. The annual turnover rate at COSIDER Public Works never exceeds 3% an exceptional figure in the Algerian public works sector. Moreover, 86.7% of respondents agreed that the absence of training would increase their risk of leaving, confirming that training remains a meaningful retention lever even if it cannot be formally quantified in this study.

## Chapter Conclusion

This third and final chapter has moved from theory to practice by examining the impact of managerial training on talent development at COSIDER Public Works through a mixed-methods investigation.

Section 1 presented the COSIDER group and its subsidiary COSIDER Public Works, establishing the institutional context in which the study takes place. Section 2 detailed the mixed methodological approach adopted, combining a semi-structured interview and a structured questionnaire administered to 30 managerial-level employees.

Section 3 presented and interpreted the results of both instruments. Among the four hypotheses tested, only H2 reached statistical significance ($r = 0.365$, $p = 0.048$) and is partially confirmed. H1, H3, and H4 were statistically rejected, but each receives meaningful qualitative support: the PRIDE program confirmed the link between training, competency development, and career advancement (H1, H3), while a turnover rate below 3% validates the role of training in talent retention (H4). These statistical rejections are explained by methodological constraints sample homogeneity, limited size, and selection bias rather than by a genuine absence of the relationships studied.

Ultimately, the effectiveness of managerial training at COSIDER Public Works cannot be fully captured through statistical inference alone. Its real value lies in its systemic integration: training is designed to develop competencies, evaluated to measure behavioral transfer, and linked to career advancement creating a virtuous cycle in which talent is identified, developed, and retained within the organization.

# Conclusion

# General Conclusion

To conclude, this research has sought to examine the impact of managerial training on talent development, through an in-depth empirical investigation conducted within COSIDER Public Works, one of Algeria's largest and most strategically significant public enterprises. Against a backdrop of growing organizational complexity, intensifying competition for skilled profiles, and the mounting importance of human capital as a driver of sustained competitive advantage, managerial training emerges as a central lever for identifying, developing, and retaining organizational talent.

The central research question guiding this work was the following: To what extent do managerial training programs contribute to the development of internal talent within COSIDER Public Works?

To address this question and test the four hypotheses formulated, this study adopted a mixed methodological approach, combining both descriptive and analytical research strategies. Qualitative data were collected through a semi-structured interview conducted with the Head of Competency Management and Development at COSIDER Public Works, while quantitative data were gathered through a structured questionnaire administered to a purposive sample of thirty managerial and executive-level employees.

The work was structured into three chapters organized as follows. The first chapter established the theoretical foundations of talent management, tracing the evolution of the concept from its origins to its current strategic status, and examining the key approaches organizations use to identify, develop, and retain their most valuable people. The second chapter constituted the theoretical core of the thesis, clarifying the concepts of training and managerial training, presenting training engineering as a systematic discipline, and examining the theoretical links between managerial training and the four dimensions studied: competency development, employee engagement, leadership capability, and the reduction of turnover intention. The third chapter was dedicated to the empirical investigation, presenting COSIDER Public Works, detailing the mixed methodology adopted, and offering a thorough analysis and interpretation of the results collected through both research instruments.

The results obtained through this investigation allow us to draw the following conclusions regarding the four hypotheses formulated:

Regarding H1: the improvement of professional competencies through training – the findings show that managerial training programs at COSIDER have a positive effect on the

professional competencies of employees. However, H1 was statistically rejected, as both the correlation coefficient and the chi-square test fell short of statistical significance. These results are attributable to methodological constraints, particularly the limited sample size and its homogeneity. Nevertheless, qualitative evidence strongly supports the relationship. The PRIDE program, in particular, demonstrated a direct link between structured training and career advancement through managerial promotions. (**H1……statistically rejected and qualitatively validated**).

Regarding H2: the increase in employee engagement and motivation through training – the results reveal a statistically significant positive relationship between managerial training and employee engagement and organizational commitment, consistent with Social Exchange Theory and the psychological contract framework. However, the correlation remains moderate, and the sample was limited given that the questionnaire was administered exclusively to identified talents within COSIDER Public Works. This targeted population, while relevant to the research focus, restricts the generalizability of the findings. For these reasons, H2 is considered only partially confirmed. (**H2…… partially confirmed**).

Regarding H3: the relationship between training engineering quality and leadership capability development – the statistical relationship was not formally confirmed. It should be noted that the apparent direction of the correlation is attributable to reversed item coding in the questionnaire, and does not reflect a genuinely negative relationship between the two variables. Despite statistical rejection, qualitative evidence clearly validates this hypothesis. COSIDER's three-year participatory training plan, multi-source needs assessment process, and rigorous six-month post-training cold evaluation demonstrate that structured training engineering produces measurable leadership outcomes. (**H3……statistically rejected and qualitatively validated**).

Regarding H4: the reduction of turnover intention through managerial training – no statistically significant relationship was found between managerial training and turnover intention, and H4 is formally rejected on statistical grounds. However, the organizational data tell a compelling story: COSIDER Public Works maintains an exceptionally low annual turnover rate, well below sector averages in the Algerian public works industry. Furthermore, an overwhelming proportion of respondents indicated that the absence of training would increase their likelihood of leaving the organization, and training ranked as the number one retention factor among all factors cited. These indicators strongly validate the practical relevance of training as a retention lever. (**H4……statistically rejected and practically validated**).

**Research Limitations:**

- The limited sample size thirty respondents reduced statistical power and made it difficult to confirm certain hypotheses through inferential analysis alone.
- The exclusive composition of the sample from current employees introduced a selection bias, as those who left the organization were absent from the data.
- Limited access to multiple managers for in-depth interviews restricted the richness of the qualitative component.

In sum, this study highlights the central role of managerial training as a driver of talent development within large Algerian public enterprises. The case of COSIDER Public Works illustrates that when training is strategically designed, systematically engineered, and rigorously evaluated, it creates a virtuous organizational cycle: competencies are strengthened, engagement is sustained, leadership is cultivated, and talent is retained. Although this research is not exhaustive, it opens meaningful avenues for future investigation particularly studies broadening the scope to other public or private sector organizations in Algeria, or employing larger samples to allow more robust statistical inference.

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# Appendices

## <u>Appendix N°01:</u> Interview Guide

# INTERVIEW GUIDE

### Impact of Managerial Training on Talent Development
### COSIDER Public Works

Good morning, Sir. Thank you for agreeing to participate in this interview as part of a Master's thesis in Human Resources Management.. The subject of this research concerns the impact of managerial training on talent development, and your role as Head of Competency Management and Development at COSIDER Public Works offers us a particularly valuable institutional perspective.

This interview is strictly confidential. The information collected will be used exclusively for academic research purposes. With your permission, we would like to proceed with the following questions.

**Theme 1: Respondent Identification and General Training Context at COSIDER**

**Q1. Could you briefly describe your current position and your main responsibilities at COSIDER Public Works?**

**Q2. How would you describe COSIDER's general training policy? Is there a formal training plan, and how are training needs identified?**

**Theme 2: Managerial Training Programs and Their Design**

**Q3. What types of managerial training programs are currently offered at COSIDER? Who are the main beneficiaries of these programs (junior managers, senior executives, team leaders)?**

**Q4. How are training needs assessed within the organization? Are there formal tools or processes (such as performance evaluations, skills gap analysis, or individual development plans)?**

**Q5. Are there evaluation methods after training? If so, how are they conducted?**

**Theme 3: Impact of Managerial Training on Talent Development**

**Q6. In your opinion, has managerial training contributed to improving the skills and qualifications of trained employees? Can you provide concrete examples or observable changes?**

**Q7. Have you observed changes in employee engagement or motivation following their participation in managerial training programs? How is this engagement measured or observed within the company?**

**Q8. Has managerial training had an observable impact on employee retention or on reducing turnover intention? What factors, in your opinion, contribute most to talent retention at COSIDER?**

## Appendix N°02: Questionnaire

# QUESTIONNAIRE

### The Impact of Managerial Training on Talent Development
### COSIDER Public Works

This questionnaire is part of a Master's thesis in Human Resources Management at the Higher School of Management. The subject of this research concerns the impact of managerial training on talent development, and this study focuses on the case of COSIDER Public Works.

In this context, we kindly invite you to answer the following questionnaire. Your participation is valuable and will contribute to enriching the quality of our analysis. Your responses will remain strictly confidential and will be used exclusively for academic research purposes.

We sincerely thank you for the time you devote to this survey.

**Section 1: Personal Information**

**Q1. What is your gender?**

- ☐ Male
- ☐ Female

**Q2. What is your age group?**

- ☐ Under 30
- ☐ 30 – 40
- ☐ 41 – 50
- ☐ Over 50

**Q3. What is your highest level of education?**

- ☐ Licence (Undergraduate)
- ☐ Master (Graduate)
- ☐ Doctorate
- ☐ Other

**Q4. What is your current position?**

- ☐ Manager / Executive
- ☐ Head of Service
- ☐ Head of Department
- ☐ Senior Manager / Director

**Q5. How many years of experience do you have at COSIDER?**

- ☐ Less than 3 years
- ☐ 3 – 7 years
- ☐ 8 – 15 years
- ☐ More than 15 years

## Section 2: Access to Managerial Training and Experience

**H1 – Skills Improvement**

**Q6. Have you participated in at least one managerial training program at COSIDER in the past three years?**

☐ Yes

☐ No

**Q7. How do you rate the quality of the managerial training programs you have attended?**

*1 = Very poor ☐1 ☐2 ☐3 ☐4 ☐5 5 = Excellent*

**Q8. To what extent has managerial training contributed to improving your professional skills?**

*1 = Not at all ☐1 ☐2 ☐3 ☐4 ☐5 5 = To a very great extent*

**Q9. Which skills improved the most following your participation in training programs? (Multiple answers possible)**

☐ Communication

☐ Team Management

☐ Decision-Making

☐ Problem Solving

☐ Planning and Organization

☐ Other (please specify): _____

**Q10. Were you able to apply the skills acquired in training in your daily work?**

☐ Yes, immediately

☐ Yes, gradually

☐ Partially

☐ No

## Section 3: Employee Engagement and Motivation

**H2 – Increased Engagement**

**Q11. To what extent has participation in managerial training programs increased your motivation at work?**

*1 = Not at all ☐1 ☐2 ☐3 ☐4 ☐5 5 = To a very great extent*

**Q12. Do you think COSIDER invests sufficiently in the professional development of its employees?**

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

**Q13. Has participation in training programs strengthened your sense of belonging to the company?**

- ☐ Yes, strongly
- ☐ Yes, somewhat
- ☐ No change
- ☐ No

**Q14. Do you feel more valued by the company after completing a training program?**

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

## Section 4: Training Engineering and Leadership Development

**H3 – Training Quality and Leadership**

**Q15. Are training needs at COSIDER properly identified before programs are designed?**

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

**Q16. Are training programs evaluated after their completion (via feedback, post-tests, or follow-up meetings)?**

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

**Q17. To what extent has managerial training contributed to developing your leadership capabilities?**

*1 = Not at all ☐1 ☐2 ☐3 ☐4 ☐5 5 = To a very great extent*

**Q18. Which aspects of training engineering do you think need to be improved at COSIDER? (Multiple answers possible)**

- ☐ Training needs analysis
- ☐ Quality of educational content
- ☐ Frequency and regularity of training
- ☐ Post-training monitoring and evaluation
- ☐ Alignment between training and job requirements

☐ No aspect — training is satisfactory

## Section 5: Retention and Turnover Intention

**H4 – Reduction of Turnover Intention**

**Q19. Have you ever considered leaving COSIDER?**

☐ Yes

☐ No

☐ I am currently considering it

**Q20. To what extent has access to training and development opportunities influenced your decision to stay with the company?**

*1 = Not at all ☐1 ☐2 ☐3 ☐4 ☐5 5 = To a very great extent*

**Q21. Do you think that the lack of training and career development opportunities increases the risk of employee turnover?**

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

**Q22. Would you recommend COSIDER as a good employer in terms of training and professional development?**

☐ Yes, certainly

☐ Yes, with reservations

☐ No

**Q23. In your opinion, what are the most important factors that encourage talented employees to stay at COSIDER? (Multiple answers possible)**

☐ Training and skills development opportunities

☐ Salary and benefits

☐ Career advancement and promotion prospects

☐ Work environment and company culture

☐ Recognition and appreciation of work accomplished

☐ Job stability and security

# <u>Appendix N°03:</u> Training Needs Analysis Form - COSIDER Public Works (DRH)

| | | | |
|---|---|---|---|
| TITRE RH. 1<br>Relations individuelles de travail | Date de mise à jour : Juin 2018 | PLAN RH. 131 | Page 1 sur 30 |
| CHAPITRE RH. 13<br>Formation | | | |
| Procédure<br>Identification des besoins de formation | Version: R0 | | |

**COSIDER Travaux Publics**
**Direction des Ressources Humaines**

**FICHE D'ANALYSE DES BESOINS EN FORMATION**
**.....(1)**

**Description du problème à résoudre par la formation / source des besoins**

☐ Exploitation des entretiens annuels d'évaluation et des écarts constatés par rapport aux compétences requises

☐ Interprétation des exigences légales, réglementaires et normatives liées à l'activités de l'entreprise

☐ Evolution des exigences du Système de Management Intégré (SMI) y compris l'analyse du contexte, des différents processus

☐ Axes de changement organisationnel et d'investissement au niveau de la culture de gestion de l'entreprise

☐ Transformation ou de modernisation « digitalisation, ERP, nouvelles ressources, changement d'outils/méthodes »

☐ Evolutions techniques, et les nouvelles technologiques

☐ Acquisition de nouveaux Equipements / Outils

☐ Demandes spontanées ou exprimées par les collaborateurs et leurs encadrants

☐ Dysfonctionnements observés dans certaines activités, en matière de sécurité, santé, Environnement, notamment les causes racines relatifs aux incidents et accidents professionnels enregistrés

☐ Analyse des risques professionnels

☐ Formations techniques (maintenance) prévues dans le cadre des mesures d'accompagnement contractuelles, d'acquisition du matériel

☐ Objectifs de mobilité interne, de succession, ou de développement des potentiels

**Raisons qui motivent la résolution de ce problème par la formation**

☐ Acquisition de connaissances théoriques (savoir)

☐ Acquisition de connaissances pratiques (savoir-faire)

☐ Acquisition d'un nouveau comportement (savoir être)

**Les Agents à former par poste de Travail**

| Noms et Prénoms | Postes de travail | Niveau de formation de base |
|---|---|---|
| 1. ..... | ..... | ..... |
| 2. ..... | ..... | ..... |
| 3. ..... | ..... | ..... |
| 4. ..... | ..... | ..... |
| 5. ..... | ..... | ..... |
| 6. ..... | ..... | ..... |
| 7. ..... | ..... | ..... |
| 8. ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

**Axes sur lesquels la formation doit porter**

(Préciser dans le détail, la spécialité, les thèmes, les travaux pratiques, les méthodes...)

-

.....

.....

**Indicateurs qui permettront d'apprécier la réussite de la formation**

A l'issue de la formation les apprenants devront être capables de :

-

.....

.....

.

---

---

**Autres Mesures à prendre que celles de la formation pour résoudre le problème**

---

---

---

**Compétences au sein de la filiale pouvant assurer cette formation**

| Nom et Prénom | Fonction | Diplôme |
|---|---|---|
| ---------- | ---------- | ---------- |

**Priorité de la Formation**

| | |
|---|---|
| Impérative | ☐ |
| Nécessaire | ☐ |
| Utile | ☐ |

---

**Fiche établie par la Hiérarchie :**

**Nom et Prénom :**
**Fonction :**

Fait à ..... Le .....

Date et Visa du Directeur/Responsable de la Structure

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