Training Engineering and Organizational Performance: An In-Depth Analysis at the Higher School of Hotel Management in Oran (ESHRA)

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Abstract

In this article titled "Training Engineering and Organizational Performance: An In-Depth Analysis at the Higher School of Hotel Management in Oran (ESHRA)," we explore the relationship between human resource management, specifically training engineering, and organizational performance. This article is grounded in the current challenges faced by organizations in the hospitality sector, highlighting the growing importance of effective human resource management. Our research question focuses on the potential impact of training engineering on improving organizational performance. The article suggests a possible solution by examining how structured and targeted training programs can lead to better performance. Previous studies have primarily concentrated on general aspects of human resource management, leaving a gap regarding the specific impact of training on performance. Our contribution aims to fill this gap by using ESHRA as a case study to demonstrate the effectiveness of training engineering. The article reveals that well-designed and implemented training strategies can significantly improve employee performance and, by extension, organizational performance. This includes improvements in service quality, customer satisfaction, and operational efficiency. The benefit of this article is twofold: first, it provides empirical evidence of the link between training and organizational performance within the specific context of the hospitality industry, and second, it offers practical insights on how higher education institutions, such as ESHRA, can effectively structure their training programs to maximize organizational benefits. This has important practical implications for HR professionals and managers in the hospitality sector.

Keywords: _Human Resource Management; Training Engineering; Organizational Performance; Higher School of Hotel Management in Oran; Hospitality Sector._

I. INTRODUCTION

In the hospitality industry, a sector characterized by heightened competitiveness and a strong focus on customer service, human resource management plays a pivotal role. This industry is continuously shaped by the challenges of globalization and the ever-evolving expectations of clients. As such, the need for effective human resource management becomes imperative to maintain and enhance the quality of services offered. The hospitality industry, faced with rapid changes and increasingly complex demands, requires innovative and adaptive strategies for success. It is within this context that our study is positioned, aiming to understand the impact of training engineering on organizational performance in a higher education institution dedicated to hospitality.

In the hospitality industry (Hoque K. , 1999), human resource management has become a critical component to ensure exceptional service quality and maintain market competitiveness. Globalization and technology are continually transforming customer

expectations, making personnel management more complex and essential. This industry, rooted in human interactions, demands a human resource management approach that is both dynamic and adaptive.

This study focuses on the impact of training engineering on organizational performance in hospitality schools. With increased competition and ever-evolving quality standards, it is crucial to understand how training can enhance employee skills, service quality, and, consequently, customer satisfaction. Historically, human resource management (:Lashley, 2007) in the hospitality sector has concentrated on traditional practices (Buckley, 2007).). However, modern approaches emphasize the importance of training and skill development to meet the changing needs of the sector.

This article focuses on reviewing previous research and its relationship to our topic. It highlights significant contributions as well as gaps in the existing literature concerning training engineering and its effects on organizational performance in hospitality.

The work of renowned scholars in this field, such as John H. Jackson and Robert L. Mathis, who extensively studied human resource management in hospitality, is analysed. Additionally, the study references the research of Susan M. Heathfield, who explored the importance of staff training in improving service quality and customer satisfaction. By examining these works, our article seeks to build on these theoretical foundations while addressing the less-explored aspects of training specific to hospitality schools (Jackson, 2010).

This article makes a significant contribution by specifically examining the impact of training engineering within the context of hospitality, a field that has been underexplored in existing literature. It offers a fresh perspective on how training can directly influence organizational performance. The analysis of previous works reveals a lack of research on the direct link between training and performance in hospitality. This study builds on these works to explore this relationship in greater depth.

Hypotheses

Hypothesis 1: We postulate that well-designed and targeted training programs in hospitality schools have a positive and measurable impact on organizational performance. This includes improvements in service quality, operational efficiency, and customer satisfaction. This hypothesis is based on the theory that tailored training can enhance employee skills and motivation, which in turn positively affects the entire organization.

Hypothesis 2: The second hypothesis suggests that service quality and customer satisfaction in hospitality establishments are directly influenced by the effectiveness of training programs. We assume that better-trained employees are more capable of meeting customer needs, leading to increased customer satisfaction and loyalty. The article is structured to guide the reader through a methodical analysis, beginning with a review of existing literature, followed by the methodology, analysis of results, and a discussion of practical and theoretical implications.

Training Engineering: Definitions and Evolution

The term "engineering" first appeared in France in the 16th century within the military domain. Anglo-Saxons later adopted it in the late 20th century as "engineering" to refer to the art of the engineer.

The works of PAIN (2013) and LE BOTERF (1997) have shown that the term "engineering" in the field of training is relatively recent. The Petit Robert dictionary defines engineering as "the design and overall study of an industrial project in all its technical, economic, financial, and social aspects, coordinating the specific studies of several specialists." This industrial and procedural conception has been applied to the fields of education and training. Training engineering can then be defined as:

According to LE BOTERF (1990): "A coordinated set of activities that allows the management and synthesis of the information necessary for the design and realization of a project (production unit, building, training system, telecommunications network) with the aim of: • Optimizing the investment it contains; • Ensuring its viability conditions.

According to ARDOUIN (2010): "A process that involves analyzing, designing, implementing, and evaluating training actions."

In summary, training engineering is a socio-professional approach that extends from analysis and design to the evaluation of training actions. Its main objective is the development of employee skills. The origins of training engineering can be traced back to the 1960s and 1970s, with the development of goal-based pedagogy and the emergence of the first instructional design models. The growth of training engineering took place in the 1980s and 1990s, with the rise of information and communication technologies (ICT) and the diversification of learning modes. Today, training engineering is an essential discipline in the field of professional training. It addresses the increasingly complex learning needs of both companies and individuals.

The notion of competence is omnipresent in the field of professional training and human resources. It emerged relatively recently and has become a central concept in organizational management. Many authors have attempted to define competence, but there is no single, universally accepted definition. Le Boterf refers to it as a "notion under construction," emphasizing its evolving and multifaceted nature.

P. Zarifian (1996): Competence is the initiative and responsibility taken by an individual in response to professional situations. It relies on acquired knowledge and transforms it by mobilizing networks of actors and assuming areas of responsibility. Guy Boterf (1990): Competence is the result of three factors: • **Know-how**: Combining and mobilizing relevant resources (knowledge, skills, networks). • **Want-to-act**: Personal motivation and the context of intervention. • **Can-do**: The existence of a favourable context for taking responsibility and risks.

J. Nadine (2000): Competence is a set of knowledge, skills, and interpersonal abilities mobilized to address a specific problem. It can also be defined as a process that allows an individual to mobilize resources in action to produce a predefined performance.

Competence is used in management to achieve three main types of objectives: a) Reconsider the contribution of employees to the company's performance: Assess and develop employee skills so they can contribute more effectively to company goals (Le Boterf, 1990). b) Implement training and professional development programs. c) Regularly assess individual and collective skills. d) Create an environment conducive to learning and continuous improvement. e) Align employee behaviors with new standards of action. f) Promote and integrate new behavioral standards within the company (Zarifian, 1996) g) Adopt new practices, policies, and procedures. h) Identify skill gaps. i) Implement awareness and training programs. j) Measure progress. k) Define new forms of cooperation and exchange. l)

Encourage collaboration, cooperation, and exchanges among employees (Nadine, 2000). m) Create more horizontal organizational structures. n) Establish collaborative work practices. o) Promote the exchange of knowledge and expertise. p) Value complementary skills within teams.

In summary, the goal of competence in management is to:

- Maximize employee contributions to company performance.

- Adapt behaviors to action standards.

- Foster cooperation and exchanges within the organization.

These objectives help improve the company's efficiency, adaptability, and competitiveness in a constantly changing environment.

Training engineering is an evolving discipline that adapts to the increasingly complex learning needs of both companies and individuals. It is based on a rigorous and methodical approach to ensure the effectiveness and relevance of training actions.

The notion of competence is at the heart of training engineering. It helps define training objectives and evaluate their impact on individual skill development.

Training engineering is an essential tool for human resource management. It allows organizations to optimize employee potential and support their professional growth.

In conclusion, training engineering is a vital area of expertise for organizations aiming to enhance their performance and competitiveness. Training engineering is an expanding field that will continue to grow in the coming years. The evolution of technologies, shifts in the labor market, and new learner demands will require training professionals to rethink their practices and innovate.

Here are some future prospects for training engineering:

- Development of personalized and adaptive training.

- Increased use of digital technologies. Integration of training into daily competence management.

- Greater collaboration among training stakeholders.

Training engineering has an important role to play in shaping the future of work. By adapting to new realities and innovating, it will enable organizations and individuals to meet tomorrow's challenges.

2. METHODOLOGY

We describe the methodological approach adopted for our study at the **Oran Higher School of Hospitality** (ESHRA). This methodology was carefully designed to thoroughly assess the impact of training engineering on organizational performance. We combined qualitative and quantitative methods to gain a holistic understanding of the effects of training. Data collection was carried out through surveys and interviews, allowing us to gather precise and measurable insights.

This section details the participant selection criteria, data collection tools, and analysis methods used to interpret the results.

1. **Description of the Methodological Approach:** The study adopts a methodological approach that combines both qualitative and quantitative methods to provide a comprehensive analysis of the effects of training engineering on organizational performance. This methodology was chosen for its ability to provide detailed insights and objectively measure the impact of training.

2. **Details on Data Collection at the Oran Higher School of Hospitality:** Data collection was conducted through surveys and interviews with employees and managers of ESHRA. This mixed approach allowed for the gathering of diverse data regarding the impact of training on individual and organizational performance.

3. **Participant Selection Criteria and Analysis Methods:** Study participants were selected based on their experience in the hospitality field and their involvement in ESHRA is training programs. Data analysis was performed using statistical techniques for quantitative data and content analysis for qualitative data.

3. RESULTS

In this section, we present and analyse the results obtained from the Oran Higher School of Hospitality (ESHRA). These results are the product of a rigorous methodology combining both quantitative and qualitative approaches.

They provide valuable insights into the impact of training engineering on organizational performance. The following analysis highlights not only the significant trends and patterns revealed by the data but also their interpretation in the context of our research hypotheses.

This step is crucial for understanding the scope and implications of our findings.

1. **Presentation of Collected Data:** The results from the quantitative and qualitative surveys at ESHRA are presented in this section of the study. The collected data is presented as follows: This data reflects diverse perspectives on the effectiveness of training programs in terms of skill development and improvement of organizational performance.

Criterion	Distribution	Interpretation
Gender	Men: 57% Women: 43%	Predominantly male
Age	Under 25: 57% 25 to 29: 20% 30 to 35: 13% 36 to 40: 3% Over 40: 7%	Young and dynamic population dominated by those under 25.
Academic level	Secondary: 37% Bachelor's degree: 43% Master's degree: 17% PhD: 3%	High academic level with a strong proportion of higher education graduates
Professional status	Executive: 50% Worker: 10% Intern: 40%	Majority of executives and interns.

a- Demographic Characteristics

b- Training Orientation: Interest in Professional Training: 48% of participants want alignment between their field of study and the training.

c- Preferred Learning Methodology: Structured and Targeted Learning: 40% of participants prioritize defining objectives and priorities before the activity.

d- Resources and Motivation: 43% of participants cite their personal experience as the main internal resource, while 33% mention interest in the activity as a motivating factor.

e- Preferred Training Location: Mixed Learning: 67% of participants prefer training that combines internal and external learning.

Points for Further Investigation: The motivations of participants who do not consider their field of study as important (42%), motivations related to the connections between training and work (37%: "relationship between knowledge gained and application" and 30%: "skills development"), and the reasons for the low reliance on expert opinions prior to the activity (10%) warrant further exploration.

2. Quantitative Analysis and Results Analysis: Whether qualitative or quantitative, the quantitative analysis identifies key trends and correlations using statistical techniques to evaluate survey responses. Additionally, the qualitative analysis focuses on interpreting the interviews to provide an in-depth insight into the impact of training programs on employees and management. Interpretation of the results in the context of the research problem: this section analyses the results based on the study's research question.

Table	Theme	Key Results
10	Type of training	Majority prefer theoretical and applied training (73%)
11	Benefit of the interview	All participants benefited from an interview before the activity (100%)
12	Impact of the training	Training was beneficial for the majority (87%), but some lacked theoretical knowledge (13%)
13	Coverage of training costs	The company covers all training costs (100%)
14	Supervision during the training	All participants received supervision (100%)
15	Post-training evaluation	All participants are evaluated after the training (100%)
16	Evaluation tools	Survey is the most used tool (67%), followed by reports (20%) and interviews (13%)
17	Satisfaction with the ESHRA program	Mixed satisfaction: 37% "yes", 30% "rather yes", 33% "not quite"
18	Obstacles encountered	Lack of theoretical knowledge is the main obstacle (73%), followed by communication difficulties with the manager (17%)

2.1 Preference for Training and Its Impact

- The majority of participants (73%) prefer training that combines theory and practice, highlighting the importance of a comprehensive learning experience.

- Training appears to be effective for most participants (87%), enhancing their ability to perform their tasks.

- However, a lack of theoretical knowledge among some participants (13%) indicates a need to strengthen the theoretical content.

2.2 Supervision and Evaluation

- Supervision during training (100%) and final evaluation (100%) are universal, indicating close monitoring of participants.

- The use of various assessment tools (surveys, reports, interviews) allows for a comprehensive analysis of the learning outcomes.

2.3 Satisfaction with the Training Program: Satisfaction with the ESHRA program is mixed, with 37% of participants responding "yes," 30% "rather yes," and 33% "not quite," indicating a need to analyse negative feedback to enhance the program's relevance. **Obstacles Encountered:** The lack of theoretical knowledge (73%) poses a significant barrier for some participants, while communication difficulties with the manager (17%) require special attention. **Recommendations:** To address these issues, it is recommended to strengthen the theoretical content of the training, analyse negative feedback to adapt the program to actual needs, consider additional training on management and communication, and diversify assessment tools based on specific objectives.

3. Interpretation of Results in the Context of the Research Problem:

This section examines how the results support or challenge the initial hypotheses regarding the effectiveness of training in improving performance at ESHRA.

Survey Tables on the Role of Training

Aspect	Results	Analysis	Recommendations
Role of training	93% of participants believe that training is important for work efficiency, safety, and progress.	Training is perceived as a key tool for professional development and employee well-being.	Assess employees' specific needs to design relevant programs. Highlight the tangible benefits of training to motivate participants.
Personal goals	37%: Skill assessment, 30%: Discovery and development, 33%: Personal ambitions and goals.	Diverse motivations for undergoing training.	Develop programs tailored to each profile and objective. Offer cross-disciplinary training to promote the acquisition of multiple skills.
Impact on performance	100% of participants recognize the contribution of training.	Perceived effectiveness of training programs.	Strengthen the follow-up and evaluation of learning outcomes to measure real impact. Share positive testimonials from participants to encourage participation.
Institutional reliance	73% believe that the institution relies on training to improve performance.	Training is an important pillar in employee development.	- Diversify skill development methods (coaching, mentoring, etc.). Implement key performance indicators (KPIs) to measure the effectiveness of training.
Obstacles to improvement	80% of participants mention obstacles.	Factors limit the impact of training	Identify and remove obstacles (lack of time, work overload, etc.). Support employees in applying their learning outcomes.

The survey tables reveal strengths and areas for improvement regarding training within the institution. By considering the analyses and recommendations, it is possible to optimize the effectiveness of the training and transform it into a true lever for skill development and enhancement of employee performance.

4. ANALYSES

In this crucial section of our study, we examine and interpret the results in the context of our research question: the impact of training on employee performance and organizational effectiveness. This section seeks not only to understand what we have discovered but also to compare our results with previous research on human resource management. In doing so, we aim to understand how our findings align with or diverge from earlier studies, providing a unique contribution to the understanding of the importance of continuous training in the professional environment. Furthermore, this analysis will allow us to recognize the limitations and future implications of our research and formulate informed recommendations for practitioners and decision-makers in the field of human resource management.

1. *Analysis of Results and Interpretation*

- *Impact of Training on Performance*: The article highlights the importance of training for improving employee performance. Most participants admitted that training enabled them to perform their tasks more efficiently.

- *Organizational Commitment and Training*: The results show that training and organizational commitment are strongly linked. Employees who received appropriate training are more engaged and effective in their work.

- Obstacles to Training Effectiveness: Barriers such as lack of managerial support or resources have been identified.

- Post-Training Evaluation and Employee Satisfaction: It is clear that post-training evaluation is essential for assessing the effectiveness of training and continuously improving training processes.

2. *Comparison with Previous Studies*

- *Alignment with Current Research*: The results appear to be consistent with current research in the field of human resource management, highlighting the importance of continuous training for improving organizational performance.

- *New Insights and Contributions*: The document may offer new perspectives, particularly regarding the specificities of the industry or cultural context studied, but this comparison depends on the specific studies mentioned in the document.

3. General Recommendations

Improvement of Training Programs: A comprehensive review of existing training programs is essential to align them with the identified needs of both employees and the organization. This can involve soliciting feedback from participants to understand which aspects of the training were effective and which were not. Furthermore, integrating industry best practices and adapting content to reflect the current trends and challenges faced in the hospitality sector will enhance relevance. Additionally, incorporating flexible learning

methods, such as blended learning or micro learning, can cater to various learning styles and schedules, thereby increasing participation and retention.

Strengthening Manager Support: Managers play a critical role in facilitating the training process, and their active involvement can significantly enhance its effectiveness. Training should not be seen as a standalone event but rather as part of a continuous development strategy. To achieve this, organizations can provide training for managers on how to mentor and support their teams effectively. Establishing regular check-ins or coaching sessions post-training can help reinforce the skills learned and encourage employees to apply them in their daily tasks. By fostering a culture where managers prioritize and value ongoing professional development, organizations can improve engagement and retention.

Post-Training Follow-Up: Implementing a robust post-training follow-up system is vital for measuring the impact of training initiatives and identifying areas for improvement. This could include structured feedback mechanisms, such as surveys or focus groups, conducted shortly after the training and again several months later to assess long-term retention and application of skills. Additionally, performance metrics should be established to quantify the training's effectiveness, such as improvements in service quality, employee productivity, and customer satisfaction. Regularly analyzing these outcomes will help refine training programs and ensure they remain aligned with organizational goals.

4. Limitations

Context-Specific Focus: The article's findings are rooted in a specific context, namely the School of Hospitality in Oran, which may limit the broader applicability of the results. Different industries or cultural settings may exhibit varied responses to training initiatives due to differences in workforce demographics, organizational structure, and market demands. Therefore, while the insights gained from this study are valuable, caution should be exercised when generalizing these conclusions to other settings without further research.

Comparisons with Previous Studies: While the article draws comparisons with existing literature on training and performance, a more comprehensive analysis of prior studies would strengthen its conclusions. Future research could involve a meta-analysis of similar studies across various contexts to identify common trends and divergences. Such an approach would provide a richer understanding of how training impacts performance universally and highlight specific factors that may influence outcomes in different environments. By incorporating a broader range of studies, the findings could contribute to a more nuanced discussion on the efficacy of training programs across diverse industries. This expanded approach provides a deeper understanding of each recommendation and limitation, emphasizing their significance and potential impact on improving training effectiveness and overall organizational performance.

5. DISCUSSION

This section of our study focuses on the practical implications of the results, particularly regarding human resource management in the hospitality sector. Here, we will examine how human resource management practices can be improved, a crucial aspect in an industry where service excellence and customer satisfaction are at the heart of commercial success.

Additionally, we will acknowledge and openly discuss the limitations of our study, highlighting areas that require particular attention and proposing suggestions for future research. Our goal with this strategy is not only to enhance the credibility of our work but also

to encourage ongoing conversation and deeper inquiry in this critical field. Consequently, this discussion is essential for contextualizing our findings and guiding practitioners and researchers toward more informed and effective future applications and studies.

1. Implications of the Results for Human Resource Management Practice in the Hospitality Sector

The research has revealed several important consequences for human resource management in the hospitality sector.

Firstly, ongoing employee training is essential for improving not only individual skills but also the overall performance of the business. It is crucial that this training is strategically aligned with the company's objectives and tailored to the unique needs of the hospitality industry.

Secondly, the results highlight the importance of a human resource management policy that fosters employee engagement and motivation. It is essential for employees to feel valued and competent in their roles within an industry where customer service is paramount. Strategies such as performance recognition, career advancement opportunities, and a supportive work environment are vital.

Thirdly, the study underscores that effective communication between management and employees is critical. Transparent and two-way communication can help quickly identify and resolve issues while strengthening employees' sense of belonging.

2. Discussing the Limitations of the Study and Proposing Suggestions for Future Research

While the study is informative, it has limitations that need to be considered. For instance, the scope of the study may be limited to a specific type or size of hospitality establishment, which could affect the generalizability of the results. Furthermore, it is possible that the methodology employed carries inherent biases, such as an overreliance on self-reported surveys, which could be subject to social desirability bias.

It would be beneficial for future research to broaden the study to encompass a wider variety of hospitality establishments and include qualitative methods to deepen the understanding of employee experiences. Exploring the impact of emerging technologies on human resource management in the hospitality sector could also be an interesting avenue of inquiry.

This study provides useful insights but also raises new questions, paving the way for more in-depth future research on human resource management in the hospitality industry.

6. CONCLUSION

In this article, we examined how training engineering has significantly affected organizational performance at the Higher School of Hospitality in Oran (ESHRA). Our study demonstrated how structured and targeted training programs could considerably improve service quality, customer satisfaction, and operational efficiency. This finding confirms our main hypothesis that well-designed training engineering is a key tool for enhancing organizational performance in the hospitality sector.

We have contributed to the current literature in two significant ways. First, we provided strong empirical evidence of the correlation between training and organizational performance in a specific context, that of hospitality. Second, this article offers practical insights into how

higher education institutions like ESHRA can effectively structure their training programs to maximize organizational benefits.

In conclusion, our study underscores the crucial importance of training engineering in the hospitality sector, highlighting that manager and HR professionals in this field must recognize and invest in strategically designed training programs. These programs should not only enhance technical skills but also improve employee engagement, organizational culture, and ultimately, the overall performance of the organization.

Finally, while our study has provided important insights, it has also paved the way for further research. Complementary studies could explore the long-term impact of training engineering and examine how these practices can be adapted and applied across various organizational and cultural contexts in the hospitality sector. By continuing this line of research, we can deepen our understanding of the complex dynamics between employee training and organizational performance.

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