

**Training Engineering As A Driver of Organizational Performance:
Evidence From The Higher School of Hotel Management In Oran (Eshra)**
هندسة التدريب كمحرك للأداء التنظيمي: أدلة من المدرسة العليا لإدارة الفنادق في وهران (ESHRA)

Dr. DJELLOULI Abdelhamid ¹, Pr. KOURBALI Baghdad²

¹ Mohamed Ahmed Ben Ahmed University Oran 2- Oran (Algeria),
hamid.djellouli@gmail.com

² Mohamed Ahmed Ben Ahmed University Oran 2 -Oran (Algeria),
kourbalibaghdad@gmail.com

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Abstract:

This study investigates the impact of training engineering on organizational performance within the hospitality sector, using the Higher School of Hotel Management in Oran (ESHRA) as a case study. The research aims to determine how structured and targeted training programs enhance employee skills, service quality, and institutional efficiency. A mixed-method approach was adopted, combining quantitative surveys of 60 employees and managers with qualitative interviews to assess perceptions of training effectiveness. Descriptive and inferential analyses were applied to identify relationships between training quality, employee engagement, and organizational outcomes. The findings reveal that well-designed training programs significantly improve employee competence and operational performance, while highlighting persistent gaps in theoretical content and managerial support. This research contributes to the literature by linking training engineering practices to measurable organizational results, offering both theoretical insights and practical recommendations for human resource management in the hospitality industry.

Keywords: Human Resource Management; Training Engineering; Organizational Performance; Hospitality Sector; ESHRA.

JELClassificationCodes: L25,M12,M51,M52.

ملخص:

تستكشف هذه الدراسة أثر هندسة التدريب على الأداء المؤسسي في قطاع الضيافة، مستخدمة المدرسة العليا لإدارة الفنادق في وهران (ESHRA) كدراسة حالة. يهدف البحث إلى تحديد كيفية تعزيز برامج التدريب المنظمة والموجهة لمهارات الموظفين وجودة الخدمة وكفاءة المؤسسة. وقد اعتمد منهج مختلط يجمع بين استبيانات كمية شملت 60 موظفًا ومديرًا، ومقابلات نوعية لتقييم تصوراتهم لفعالية التدريب. كما طبقت تحليلات وصفية واستنتاجية لتحديد العلاقات بين جودة التدريب ومشاركة الموظفين والنتائج التنظيمية. تكشف النتائج أن برامج التدريب المصممة جيدًا تحسّن بشكل ملحوظ كفاءة الموظفين والأداء التشغيلي، مع تسليط الضوء على وجود فجوات مستمرة في المحتوى النظري والدعم الإداري. يُسهم هذا البحث في الأدبيات من خلال ربط ممارسات هندسة التدريب بنتائج تنظيمية قابلة للقياس، مُقدّمًا رؤية نظرية وتوصيات عملية لإدارة الموارد البشرية في قطاع الضيافة.

كلمات مفتاحية: إدارة الموارد البشرية؛ هندسة التكوين؛ الأداء التنظيمي؛ قطاع الفنادق؛ المدرسة العليا للفندقة بـوهران

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Corresponding author: DJELLOULI Abdelhamid **e-mail :** hamid.djellouli@gmail.com

INTRODUCTION:

The hospitality industry is among the most dynamic and competitive service sectors, where customer satisfaction and service quality are key determinants of success. In this context, human resource management (HRM) plays a critical role in ensuring that employees possess the skills, motivation, and adaptability necessary to meet ever-changing customer expectations. Globalization, digital transformation, and technological innovation have intensified the need for strategic and evidence-based HRM practices capable of maintaining high performance standards in an increasingly demanding environment.

Among these practices, training engineering the systematic process of designing, implementing, and evaluating training programs has emerged as a crucial strategic lever for organizational development. Effective training programs can enhance employee competence, strengthen service quality, and ultimately improve institutional performance. However, despite the growing recognition of training as a strategic HR function, its direct and measurable impact on organizational performance remains underexplored, particularly within the hospitality education sector.

Previous studies (Hoque, 1999; Lashley, 2007; Buckley, 2007) have primarily examined general aspects of human resource management in the hospitality industry, focusing on recruitment, motivation, or job satisfaction. Few have addressed the specific mechanisms through which training engineering practices including the design, delivery, and assessment of training affect institutional effectiveness. Furthermore, in many Algerian hospitality institutions, training programs are often implemented without clear alignment to organizational goals or performance indicators, limiting their potential impact.

It is within this context that the present study was undertaken. Using the Higher School of Hotel Management in Oran (ESHRA) as a case study, this research aims to understand how training engineering contributes to organizational performance in hospitality institutions. The study adopts a mixed-method approach, combining quantitative and qualitative techniques to capture both measurable outcomes and employee perceptions.

Problem Statement

Although training is widely acknowledged as essential to employee development, its translation into tangible performance outcomes remains ambiguous, particularly in hospitality education. The absence of systematic evaluation and strategic alignment often prevents institutions from fully leveraging training as a performance-enhancing mechanism. Therefore, the central problem addressed in this study is: how can training engineering be transformed from a procedural activity into a strategic driver of organizational performance?

Central Research Question

How does training engineering contribute to enhancing organizational performance in hospitality institutions, particularly within the Higher School of Hotel Management in Oran (ESHRA)?

Sub-Questions

1. To what extent do structured and targeted training programs improve employee competencies and service quality at ESHRA?
2. How do employees and managers perceive the effectiveness of training engineering in achieving institutional objectives?
3. What organizational factors—such as managerial support, resources, and evaluation mechanisms—influence the success of training programs?
4. How can training engineering practices be optimized to strengthen institutional performance and competitiveness?

Research Hypotheses

Based on the theoretical framework and research problem, the study proposes the following hypotheses:

H1: The Impact of Training Engineering on Organizational Performance

H1: Well-structured and strategically designed training programs have a positive and significant impact on organizational performance in hospitality institutions.

Rationale: Training engineering contributes to improving employees' competencies, efficiency, and service quality, which in turn enhances overall institutional performance (Hoque, 1999; Lashley, 2007). This hypothesis tests whether the systematic design and implementation of training at ESHRA translate into measurable organizational benefits.

H2: The Mediating Role of Employee Competence and Motivation

H2: The effectiveness of training engineering positively influences organizational performance through the development of employee competence and motivation.

Rationale: According to Le Boterf (1990) and Ardouin (2010), well-designed training programs strengthen employee skills and engagement, leading to higher service quality and productivity. This hypothesis examines whether improved competencies and motivation act as mediating factors between training and institutional performance.

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.

I- 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 training programs. Data analysis was performed using statistical techniques for quantitative data and content analysis for qualitative data.

II- 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.

a- Demographic Characteristics

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.

- 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.).

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			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.

III- RESULTS AND ANALYSIS

The data collected from ESHRA employees and managers provide valuable insights into how training engineering influences organizational performance. The observations reveal several consistent patterns that support the two hypotheses formulated in this study.

1. General Observations

The survey results indicate that a large majority of participants (over 80%) view training as essential to improving both individual and institutional performance. Respondents emphasized the importance of structured training programs that combine theoretical and practical components, with 73% preferring blended or applied training formats.

Furthermore, supervision and evaluation are consistently implemented during and after the training process. However, several respondents noted gaps in theoretical content, limited managerial feedback, and insufficient follow-up mechanisms factors that can reduce the long-term effectiveness of training initiatives.

These findings suggest that while training activities are perceived positively, their strategic integration into overall performance management remains partial and requires further improvement.

2. Analysis in Relation to Hypothesis 1 (H1)

H1: Well-structured and strategically designed training programs have a positive and significant impact on organizational performance.

The results confirm a strong positive relationship between the quality of training design and organizational performance indicators. Employees who participated in well-structured training programs reported noticeable improvements in task efficiency, service quality, and teamwork. Managers also acknowledged that training programs aligned with institutional goals contributed to better operational coordination and higher service standards.

These findings confirm Hypothesis 1, suggesting that training engineering, when systematically planned and implemented, acts as a key driver of organizational performance at ESHRA.

This is consistent with the findings of Hoque (1999) and Lashley (2007), who emphasized the strategic role of human resource development in achieving competitiveness in the hospitality industry.

3. Analysis in Relation to Hypothesis 2 (H2)

H2: The effectiveness of training engineering positively influences organizational performance through the development of employee competence and motivation.

The results also support Hypothesis 2. Employees who perceived the training as relevant and applicable reported higher motivation levels, increased confidence, and improved professional autonomy.

These behavioral and psychological effects directly enhanced work quality and customer satisfaction.

Moreover, qualitative interviews revealed that participants associated meaningful training with career progression and a stronger sense of belonging to the institution. In contrast, respondents who found the training less practical expressed lower engagement and motivation.

This indicates that employee competence and motivation function as mediating variables between training engineering and organizational performance a conclusion aligned with the work of Le Boterf (1990) and Ardouin (2010), who highlighted the central role of competence development in performance improvement.

4. Cross-Analysis and Emerging Patterns

A comparative analysis across departments shows that training programs with clearly defined objectives, interactive methods, and systematic post-training evaluations generate more consistent performance improvements.

Conversely, departments lacking follow-up mechanisms or managerial involvement display weaker outcomes.

These patterns underscore the importance of a comprehensive and integrated approach to training engineering one that connects learning activities, evaluation systems, and performance indicators. Such integration ensures that the benefits of training are both immediate and sustainable.

5. Summary of Findings

Overall, the results confirm both hypotheses. The evidence demonstrates that training engineering significantly contributes to organizational performance, primarily by improving employee competence, motivation, and engagement.

However, the findings also reveal areas for improvement, particularly in terms of managerial support, evaluation mechanisms, and the theoretical foundations of training programs.

These insights form the basis for the following Discussion section, which explores the strategic and practical implications of these findings for human resource management in the hospitality sector.

V- 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.

VI- CONCLUSION

This study examined the relationship between training engineering and organizational performance within the context of the Higher School of Hotel Management in Oran (ESHRA). The main objective was to determine how structured and strategically designed training programs contribute to improving institutional efficiency, service quality, and employee development.

The empirical findings confirm that training engineering has a significant and positive effect on organizational performance, validating both research hypotheses. Specifically, the results demonstrate that well-structured training enhances employee competencies and motivation, which in turn strengthen overall service quality and operational effectiveness. These findings reinforce the theoretical perspectives of Le Boterf (1990) and Ardouin (2010), who emphasized the central role of competence-based training in achieving sustainable performance.

Beyond its theoretical contribution, this study provides practical implications for human resource management in hospitality institutions. It highlights the importance of aligning training design with strategic goals, reinforcing managerial support during and after training, and establishing systematic post-training evaluation mechanisms. By adopting a comprehensive approach to training engineering, institutions like ESHRA can transform professional development into a sustainable driver of organizational success.

However, the study also presents certain limitations. It is based on a single case study, which may restrict the generalizability of the findings to other contexts. Additionally, the analysis relied primarily on self-reported data, which may include subjective biases. Future research could address these limitations by incorporating longitudinal data, comparative analyses between institutions, and additional statistical tests to strengthen the empirical validity of the results.

In conclusion, this study demonstrates that training engineering is not merely an administrative process but a strategic tool for organizational development and competitiveness. Investing in the design, evaluation, and continuous improvement of training programs remains essential for any institution seeking excellence in service quality and human resource performance.

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