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**End-of-Study Thesis for the Award of a Master's Degree in
"Human Resources Management"**

**Performance evaluation as a tool to optimize the identification of training
needs**

Study case in Sonatrach organization

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Abstract

In a constantly evolving work environment, organizations are confronted with the challenge of continuously retooling the skills of their human capital. Performance measurement has emerged as one of the indispensable tools utilized in precisely determining training needs. This study explores the role of performance evaluation in optimizing the identification of training needs within the Social Affairs Department of SONATRACH. A qualitative research approach was adopted, relying on semi-structured interviews, direct observation, and document analysis. The findings established weaknesses in the current assessment system, which necessitated the formation of a new and formalized model of performance appraisal appropriate for the specific organizational setting. As part of this process, we also developed specific tracking sheets tailored to different services in order to identify relevant performance indicators and support the design of the newly proposed system. The findings demonstrate that, if implemented well, performance appraisal has significant potential to positively influence the reliability of training needs assessment and strengthen the effectiveness of training programs.

Keywords: Performance appraisal, Training needs, Skills development, Qualitative study, Social Affairs, SONATRACH.

Résumé

Dans un environnement de travail en constante évolution, les organisations sont confrontées au défi de requalifier en permanence les compétences de leur capital humain. La mesure de la performance s'est imposée comme l'un des outils indispensables pour déterminer avec précision les besoins en formation. Cette étude explore le rôle de l'évaluation de la performance dans l'optimisation de l'identification des besoins en formation au sein de la Direction des Affaires Sociales de SONATRACH. Une approche de recherche qualitative a été adoptée, s'appuyant sur des entretiens semi-directifs, l'observation directe et l'analyse documentaire. Les résultats ont mis en évidence des faiblesses dans le système d'évaluation actuel, ce qui a nécessité la mise en place d'un nouveau modèle formalisé d'évaluation de la performance, adapté au contexte organisationnel spécifique. Dans ce cadre, nous avons également élaboré des fiches de suivi spécifiques à différents services, afin d'identifier les indicateurs de performance pertinents et de soutenir l'élaboration du système proposé. Les résultats démontrent que, s'il est bien mis en œuvre, le système d'évaluation de la performance a un potentiel important pour améliorer la fiabilité de l'identification des besoins en formation ainsi que renforcer l'efficacité des programmes de développement des compétences.

Mots-clés : Évaluation de la performance, Besoins en formation, Développement des compétences, Étude qualitative, Affaires Sociales, SONATRACH.

المخلص:

في بيئة عمل دائمة التطور، تواجه المؤسسات تحدي إعادة تأهيل مهارات رأس مالها البشري بشكل مستمر. حجبنا قياس الأداء من الأدوات الأساسية التي تستخدم لتحديد الاحتياجات التدريبية بدقة. تهدف هذه الدراسة إلى استكشاف دور تقييم الأداء في تحسين عملية تحديد الاحتياجات التدريبية داخل مديرية الشؤون الاجتماعية بشركة سوناطراك. وقد تم اعتماد منهج بحث نوعي، بالاعتماد على المقابلات شبه المهيكلة، والملاحظة المباشرة، وتحليل الوثائق. كشفت النتائج عن وجود ضعف في نظام التقييم الحالي، مما استدعى وضع نموذج جديد ومُقنن لتقييم الأداء يتماشى مع خصوصية البيئة التنظيمية. وفي هذا الإطار، قمنا أيضًا بإعداد بطاقات متابعة خاصة بمختلف المصالح، بهدف تحديد مؤشرات الأداء ذات الصلة والمساهمة في بناء النظام المقترح. وتظهر النتائج أن تقييم الأداء، إذا تم تنفيذه بشكل جيد، يمكن أن يكون له تأثير كبير في تحسين موثوقية تحديد الاحتياجات التدريبية، وتعزيز فعالية برامج تطوير المهارات.

الكلمات المفتاحية: تقييم الأداء، الاحتياجات التدريبية، تطوير المهارات، دراسة نوعية، الشؤون الاجتماعية، سوناطراك

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Contents	
List of Figures	VII
List of Tables	VIII
LIST OF ABBREVIATIONS, SYMBOLS AND ACRONYMS	IX
Introduction	1
Research Problem:	5
Reasons for Choosing the Topic:	5
Research Objectives:	6
Research Methodology:	6
Structure of the Study:	6
CHAPTER I: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	8
Section 1: LITERATURE REVIEW:	9 1-
Historical Development of evaluation performance:	9 2-
The theoretical framework of performance evaluation:	10 3-
Performance evaluation and identifying training needs:	12
1.Performance evaluation:	16
1.2 Importance of performance evaluation:	17
1.3 Criteria for Performance Evaluation:	18
1.4 Method and tools for performance evaluation:	19
1.5 Performance Evaluation Using 360-Degree Feedback and Auto-Evaluation:	21
1.6 Impact of Evaluation on Employee Motivation and Development:	22
1.6.1 Impact of Reward and Recognition, Supervisor Support on Employee Engagement:	23
1.7 The Success Conditions for Employee Performance Evaluation:	24
2. Training:	24
2.1 definition of training:	25
2.2 Evolution of training:	26
2.3 Importance of training:	28
2.4 Training Goals:	30
2.5 Types of training:	32
2.6 Training methods:	33

2.7 Training styles :	35
3. Training needs :	35
3.1 Definition of training needs:	36
3.2 The importance of identifying training needs:	37
3.3 Identification of Training Needs made by:	37
3.4 Characteristics of Training Needs:	39
3.5 Methods of collecting information for the purpose of identifying training needs:	40
3.6 Mistakes in Identifying Training Needs:	41
3.7 Methods of Identifying Training Needs:	42
4.The Association of Performance Appraisal with Training Needs:	44
4.1 The Role of the Performance Appraisal in Determining Training Gaps:	45
CHAPTER 2: ORGANIZATIONAL CONTEXT AND METHODOLOGICAL FRAMEWORK	47
Section 1: Organizational Context:	48
1. General Presentation of the SONATRACH Group:	48
1.2 The Social Affairs Department (DSA).	49
1.3 Human Resources Department:	52
Section 2: The Methodological Framework:	58
1. Epistemological Stance:	59
2. Approche Methodology:	60
3.Study Population:	60
4. Data Collection Tools:	61
4.1 Document Analysis:	61
4.2 Observation:	62
4.3 Interviews:	62
4.4 Data analysis:	65
CHAPTER 3: ANALYSIS OF RESULTS AND DISCUSSION	67
Section 1: Interpretation and Analysis of Interview Results	68
1.Interprétation of the general word cloud:	68
1.1 Interpretation of the Axes:	70
1.2 Data Analysis:	75
Section2: Discussion of results	77
1.Employee Interview Results:	77
2.Comparison of the Theoretical Framework and Practical Findings from Sonatrach:	78

2.1 difference between Theory and Practice:	78
Section 03: Proposition of the system of evaluation:	80
1.Overview of the System:	80
2.tracking sheet for each service:	81
2.1 Payroll service:	81
2.2. Planning service:	83
2.3 Training service:	84
2.4 Career Management service:	85
2.5 Social service:	86
2.6 Management service:	87
3.Graphic design of the system:	88
Conclusion	98
Bibliography	101
Appendix	104
Appendix A: INTERVIEW GUIDE	105
Appendix B: Summary sheet	107
Appendix C: Matrix	108
Appendix D: Correlation	122
Appendix E : Tracking sheets	123
Appendix F: Observation grid	125
Appendix G: training activity guide	126

List of Figures

Abstract	
Figure 1: Evolution of training.	28
Figure 2:Importance of training.	30
Figure 3:Training objectives.....	31
Figure 4:Training methodes	33
Figure 5:process of training needs	35
Figure 6:Identifying training needs	38
Figure 7:Training needs anaysis levels	44
Figure 8: Organizational Chart of the Social Affairs Department (DSA)	51
Figure 9: Organizational Chart of the Human Resources Department	53
Figure 10:Data Collection Tools	63
Figure 11: General Word Cloud	68
Figure 12:Word Cloud (Axis1).....	70
Figure 13:Word Cloud (Axis2).....	71
Figure 14: Word Cloud (Axis3)	72
Figure 15: Word Cloud (Axis4)	73

Figure 16:Word Cloud (Axis5).....	74
Figure 17:Chartbar	76
Figure 18: authority and information flow	88
Figure 19:System log in screen	90
Figure 20:Admin screen	91
Figure 21:Service screen	92
Figure 22:List of workers	93
Figure 23:Daily tasks and performance evaluation	94
Figure 24: History of daily tasks of each employee	94
Figure 25: Employee screen or windows	95
Figure 26: Example of final results	96

List of Tables

Table 1: The theoretical framework of performance evaluation	11
Table 2:definition of performance evaluation	16
Table 3:method and tools for performance evaluation	20
Table 4:Training objectives	32
Table 5: Total Staff of Social Affairs Department	52
Table 6:Study population	61
Table 7:Tracking sheet of Payroll Department.....	82
Table 8:Tracking sheet of Planning service	83
Table 9:Tracking sheet of training service	84
Table 10:Tracking sheet of career management service	85
Table 11:Tracking sheet of career of social service	86
Table 12:Tracking sheet of career of management service	87

LIST OF ABBREVIATIONS, SYMBOLS AND ACRONYMS

HRM: Human Resource Management.

ROA: Return on Assets

ROE: Return on Equity

IoT: stands for Internet of Things.

KPI: Key Performance Indicators

HR: Human resources

DSA: Social Affairs Department

CPD: Central Personnel Directorate

HRD: Human Resources Directorate **IMF:**

stands for International Monetary Fund.

GDP: stands for Gross Domestic Product.

RHU: Human Resources Unit.

IMR: Individual Management Record

PIT: Personal Income Tax

SSB: Social Security Benefits

MTP: Minimum Tax Payment

CI: Corporate Income

YEA: Year-End Allowance

MA: Mileage Allowance

PTA: Part-Time Allowance

SHRMD: Strategic Human Resources Management Department

Introduction

Introduction

With the ever-changing world of work, the capacity of organizations to make their employees' skills adaptable has emerged as a principal source of competitiveness. Skills analysis serves to pinpoint the discrepancies between the existing knowledge and the knowledge necessary for particular jobs in order to direct training programs in an effective and focused way.

The fit between individuals and their jobs indeed influences performance, job satisfaction, and other important human resources management outcomes. Following this, one of the most important functions of Human Resources management right after recruitment and employee training is performance appraisal (Mohamed et al., 2018). The appraisal is regarded as one of the most important and complex management policies. As individual performance in organizations is marked by its instability and need to adapt to its environment quickly, it is a necessity for any management of an organization to be constantly tracking this performance and control it through constant appraisals. This helps one to identify strengths to reinforce and weaknesses to correct in time.

Historically, early performance appraisal forms appeared at the beginning of the 20th century, during World War I, before they became institutionalized in the 1950s in fairly rigid formats, often with an emphasis on personality factors. These evolved slowly into more objective methods, such as self-assessment, performance goals, and standard forms. Today, training and assessment are closely linked, forming a dynamic process where skills analysis directs learning trajectories based on individuals' and organizations' real needs (Ibtissam & Hicham, 2023).

In this evolving landscape, establishing a structured and ongoing evaluation system is critical to optimizing training efforts and maintaining workforce competency in line with business needs. This approach not only pinpoints skill deficiencies with accuracy but also evaluates training outcomes, dynamically refines learning trajectories, and fosters employee engagement through self-driven development.

Training is a key issue in individuals' and organizations' development. It enables the adaptation of competencies to the demands of a constantly changing environment, for example, new technologies, sector changes, or new organizational strategies. In this regard, training needs assessment is fundamental in order to assure the adequacy of the suggested

Introduction

programs as well as maximize their effect. Evaluation forms, further, are extremely efficient tools to define explicitly these needs, enabling the planning of focused and suitable training.

Continuing education is then a prop to professional development, as it equips individuals with the tools to enhance their skills, develop in their positions, and perform optimally towards the organization's output.

At the same time, training itself has also undergone a revolutionary change from on-the-job training in factories or military units at the end of the 19th century, to the creation in the 20th century of formal models such as Job Instruction Training or the "Show, Tell, Do, and Check" method. The advent of digital technologies in the 1990s and the rise of online learning platforms in the 2000s have revolutionized training processes. Today, it is difficult to separate training from evaluation because they are both part of an interactive process where skills analysis determines learning pathways that address individual and business needs specifically (Chaudhuri et al., 2022).

Training needs assessment is an extremely crucial step in the direction of skills development. According to De Ketele et al. and Nadeau (in Chiadli et al., 2010), besides conceiving need as a gap between an actual and desired situation, it involves analyzing the differences between competencies people possess and the competencies they require in order to be effective in their workplace or advance within it. This assessment can be supplemented with a variety of tools such as evaluation interviews, on-the-job observations, questionnaires, diagnostic tests, self-rating, and supervisory feedback on a continuous basis. There is also greater reliance on feedback, particularly in the form of 360-degree feedback (Nisto, 2020), which gathers feedback from multiple sources supervisors, peers, subordinates, and even customers. This multidimensional approach provides a more comprehensive and objective picture of competencies, particularly soft skills and interpersonal skills. Well designed and well-implemented feedback enhances needs analysis validity and stimulates the development of targeted, tailored training programs in accordance with individual and group objectives.

There exist certain contemporary psychological theories that demonstrate work performance is not explained solely by the use of external criteria such as rewards or material incentives, but is directly linked to internal drive and job satisfaction. Basic psychological needs such as autonomy, competence, and relatedness are postulated here to be key factors that support engagement and participation within the workplace. Also, training is an essential element in this model as it can increase personal effectiveness and support the sense of power and

Introduction

control over one's work environment. These factors combined solidify internal motivation, which positively influences long-term performance.

Performance appraisal is at the heart of targeted identification of training needs. When properly conducted, it allows for the precise determination of competency gaps between employees' current competency and the competencies required to attain organizational objectives.

As part of this study, a performance evaluation system was proposed specifically for the HR department. This involved designing tracking sheets tailored to each service, created through in-depth interviews with the RH coordinators of each unit. By systematically analyzing the tasks of each service, we were able to identify relevant performance indicators unique to each service. These indicators became the foundation of the proposed system, which includes several key components: automated identification of training needs based on performance, a daily rating mechanism, evaluation by objectives, evaluation in relation to the core mission of each employee, a structured scoring system, and an integrated appointment system.

This system not only enhances the objectivity of evaluations but also supports dynamic training planning and improved internal communication. This results in establishing skills gaps whether technical, behavioral, or organizational. These appraisals provide a solid foundation for charting training actions that address the ascertained deficiencies directly so that each training activity is designed to address specific gaps.

One of the most important advantages of such an approach is the possibility to personalize training. Indeed, evaluation makes it possible to target the individual needs of each employee, and as a result, it offers the possibility of tailored learning pathways. Rather than using one size fits-all training programs, such an approach ensures that every employee is given targeted support according to their current abilities and possibilities for improvement. This not only renders training more efficient but also enhances employee motivation and participation since they become active contributors to their own development.

performance measurement is not limited to any part of the year. Ongoing monitoring and updating of needs ensure that training is always relevant. Skill needs can quickly alter due to technological advancements, new working methods, or shifting organizational priorities. Therefore, there is a need for constant monitoring of performance and reidentification of training needs so that the workers are always equipped to deal with work challenges. This is a continuous process that makes training an effective tool in dealing with the ever-changing needs of the market and the company

Research Problem:

Introduction

In a more and more dynamic organizational context, employees' performance is among the main drivers of competitiveness and effectiveness. In order to save and enhance performance, it is important to use relevant evaluation processes that not only measure the gap between expected and real competences, but also direct training action. Performance evaluation therefore is not simply a reflection of results achieved; it becomes a tool for hunting down performance inadequacies, the customization of training needs, and ensuring the progressive realignment of abilities. It also allows for the linking of skill building programs with the company's strategy objectives, and thus the emphasis on a balance between existing field requirements and the company's long-term emphasis. Therefore, the main problem discussed in this study centers on the following question:

- **How does performance evaluation contribute to the optimization of identifying training needs?**

This makes us pose our work by organizing our research problem into a series of secondary questions:

-How does detecting performance gaps contribute to identifying training needs in The Social Affairs Department DSA?

-How does performance evaluation enable the individualization of identifying training needs in of the Social Affairs Department DSA?

-How does regular performance evaluation contribute to the progressive adjustment of training needs in of the Social Affairs Department DSA?

-How does performance evaluation align training needs with the organization's strategic objectives in of the Social Affairs Department DSA?

Reasons for Choosing the Topic:

The choice of this theme stems from the central role that performance management now plays in human resource development strategies. Facing increasingly unstable and competitive professional environments, companies must ensure that their employees have the necessary skills to meet the set goals.

In this context, skills evaluation becomes an essential tool, allowing not only a precise assessment of existing skills but also identifying gaps between the skills possessed and those

Introduction

required. These gaps constitute the logical and objective basis for identifying training needs, and thus effectively guiding the skill development process.

Research Objectives:

Any scholarly work must have clearly defined objectives that govern its general significance. It is because of this that we present below the main motivations that influenced us to choose this subject:

- To analyze how performance evaluation helps improve or make the identification of training needs more effective.
- Identify the existing skills gaps within the organization.
- Understand how performance evaluation can support a personalized approach to training.
- Analyze the impact of the frequency of evaluations on the relevance of the training provided.
- Explore the link between employee performance evaluation and the objectives of the Human Resources department.

Research Methodology:

In order to address our research question regarding the contribution of performance evaluation to identifying training needs, we opted for a qualitative approach. For which we conducted a survey using semi-structured interviews with coordinators in the Social Affairs Department. This method is particularly relevant for exploring in depth managerial practices, perceptions, and processes that cannot be fully captured by a purely quantitative approach.

Structure of the Study:

We will begin with a general introduction, in which we will present the research theme, the problem at hand, the objectives pursued, the managerial and scientific relevance of the subject, the adopted methodology, and the overall organization of the work.

Introduction

Chapter 1:

Literature Review: Exploring Performance Evaluation and Training Needs Identification :

This chapter will be dedicated to a thorough literature review on the two key concepts of our study: performance evaluation and the identification of training needs. We will address the theoretical foundations, existing approaches, previous studies, and the conceptual framework, providing a comprehensive overview of the core concepts of our study.

Chapter 2: Methodological Framework:

This chapter will outline our research approach, specifying the epistemological stance, the adopted qualitative approach, and the data collection techniques, particularly the semistructured interviews conducted with the HR Division managers of Sonatrach's Social Affairs Department. This chapter will also include a presentation of the studied organization to clarify the context in which the research is conducted.

Chapter 3: Presentation and Discussion of Results:

In this final chapter, we present the results of our qualitative study, discuss the findings, and recommend a new evaluation system to address the issues identified within

CHAPTER I: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

CHAPTER I: Literature Review And Conceptual Framework

Training needs identification is a crucial component of effective human resource management as it ensures employees possess the capability to perform their jobs effectively and in line with organizational goals. The best way of realizing the needs is through performance appraisal systems, which provide significant information on employees' strength and weakness. Over time, research has determined that performance measurement not only determines areas of knowledge and skills deficiencies but is also a pivotal element

in designing targeted training. Research has developed various performance assessment methods, varying from the conventional to more integrated systems that address both objective measurements of performance as well as intangible skills such as teamwork and emotional intelligence. This literature review summarizes the most significant research on how performance appraisal can be used to establish training needs, emphasizing the need for objective, systematic assessment tools and the role of self-appraisal, feedback, and employee involvement in the process.

Section 1: LITERATURE REVIEW:

□ The old studies:

Performance evaluation is considered an essential component of the human resource management process within any organization. The literature review will focus on the contribution of performance evaluation to optimizing the identification of training needs.

1-Historical Development of evaluation performance:

According to a variety of different sources, employee performance appraisals were first developed by W.D. Scott during World War I. The concept wasn't made mainstream until then and wasn't until the mid-20th century that companies began using more formalized evaluation systems.

By the 1950s, official performance reviews were much more common. Measurement-based systems were overused by most companies. By the late 1950s, however, there was increasing criticism, largely because those systems more strongly focused on personal traits than on job performance, and lacked a self-appraisal component.

During the 1960s, additional emphasis was placed on self-evaluation, and the majority of performance appraisal systems were reoriented to identify employees' potential for future success. This led to better appraisals, emphasizing objective setting and performance goals. In the 1970s, performance appraisal methods fell under intense scrutiny. There were even several cases that landed in court due to the subjectivity of appraisals, which relied mostly on supervisors' perceptions. As a reaction, companies started using standardized rating forms to make appraisals more objective.

In the following two decades, the focus shifted further towards employee motivation and involvement. Companies began to have a more integrated performance management practice with additional rating factors such as self-awareness, communication, teamwork, managing conflict, and emotional intelligence (Ibtissam & Hicham, 2023)

2-The theoretical framework of performance evaluation:

CHAPTER I: Literature Review And Conceptual Framework

-(Narkunienė & Ulbinaitė, 2018),The authors present a comprehensive comparative framework that contrasts traditional financial-based performance evaluation (like ROA, ROE) with non-financial indicators such as innovation capacity, customer satisfaction, and social responsibility. The paper emphasizes that modern performance assessment must move beyond balance sheets and include soft indicators that reflect organizational resilience and strategic adaptability. The framework is informed by Balanced Scorecard methodology but goes further by suggesting sector-specific customizations. (Narkunienė & Ulbinaitė, 2018)

-The article draws heavily on Self-Determination Theory, emphasizing its applicability in educational performance. The framework aligns teacher commitment with internal motivational drivers, highlighting autonomy, competence, and relatedness as essential psychological needs that enhance work engagement. Alam argues that teachers' performance is not solely driven by extrinsic rewards but fundamentally by internal motivation and job satisfaction. This theory is positioned against other motivation theories to justify its strength in explaining long-term behavioral consistency and performance reliability.

This shows a clear link between motivation theory and performance output in teaching, making the framework academically grounded and applicable in real-world HR practices.

(Narkunienė & Ulbinaitė, 2018)

CHAPTER I: Literature Review And Conceptual Framework

Table 1: The theoretical framework of performance evaluation

Source	Focus	Key Idea	Application
Narkunienė & Ulbinaitė (2018)	Financial vs. Non-Financial Evaluation	Mix of financial (ROA, ROE) and soft indicators (innovation, satisfaction).	Broader organizational performance assessment.
Alam	Motivation & Teacher Performance (SDT)	Internal motivation (autonomy, competence, relatedness) drives performance.	HR practices in education.

Source: Based on the research from the review

The title of this research is: "The Impact of Performance Evaluation on Employee Productivity. A Case Study of SONELGAZ Company." It aims to determine the extent to which performance evaluation impacts the creation of employee productivity within the company. The research was based on 40 employees of SONELGAZ who were randomly chosen from various administrative and technical levels. A questionnaire was given to them to gather their opinions regarding the appraisal methods utilized and their impacts on overall performance. The results of the study revealed that most employees consider evaluation as an important tool for self-development and improvement in skills. But its implementation in the firm is marred by several inadequacies such as the absence of proper criteria, adherence to traditional methods, and lack of training to appraisers. Despite these issues, fair and regular evaluation, with positive critique and moral encouragement, are significant factors in augmenting productivity and inspiring employees. The study proposes the development of evaluation tools, suitable training for the evaluators, and enhancing internal communication to clarify the purpose of the assessment process and render it effective.(Nadia, 2023)

CHAPTER I: Literature Review And Conceptual Framework

- **Titled** "The Human Resources Performance Evaluation System. A Comparative Study between Algeria Telecom and Sonelgaz", the aim in this research is to compare the performance evaluation system in two Algerian state-owned enterprises: Algeria Telecom and Sonelgaz. The research was based on questionnaires and field interviews of a sample of 25 workers (15 workers of Algeria Telecom and 10 workers of Sonelgaz) in order to measure the system performance and employees' satisfaction. The findings showed that performance appraisal is considered as a strategic tool for improving skills and achieving organizational goals. However, there were also some deficiency areas identified, including communication gaps between management and employees, lack of employee involvement in setting objectives, and lack of appraiser training. In Algeria Telecom, the appraisal is every two months on the basis of goal achievement, work quality, and professional behavior. Sonelgaz, in turn, conducts an annual appraisal system that consolidates performance appraisal and role appraisal. The research showed the workers in the two firms to be relatively contented, especially among the technical cadres, though they demanded reform of the appraisal system by its transparency, worker participation, effective provision of means, training, and linking performance to an equal reward system. (Athmen et al., 2018)

3-Performance evaluation and identifying training needs:

- **Mohammad Montasser Shaban and Ibrahim Ishak (2023):**

"This study attempts to examine the role of performance evaluation in specifying the training requirements of faculty members at the Gaza Strip University College of Applied Sciences." Assessment tools form a primary motivation in specifying training needs in schools. In this case, assessment sheets appear to be a material and practical method of collecting information regarding the weaknesses and strengths of individuals.

A recent study "The Role of Performance Evaluation in Identifying the Training Needs of Teaching Staff at the University College of Applied Sciences in Gaza" confirms the importance of performance evaluation for this purpose. The researchers applied a descriptive and analytical approach based on a questionnaire with 31 items grouped into four broad categories: knowledge, skills, experiences, and behaviors.

The participants were represented by 211 University College of Applied Sciences Gaza educators during the year 2023. The performance appraisal was revealed to contribute

CHAPTER I: Literature Review And Conceptual Framework

significantly in the identification of training needs with over 80% rate of effectiveness across all areas being explored. Thus, there is a linear correlation between the use of the questionnaire as a measuring tool for performance and the capacity to create and categorize training gaps so that it becomes a solid scientific instrument for producing training plans based on actual measurable facts.(2023, اسحاق & محمد منتصر)

□ **Ben Ziane Tahar et Tafirout Billal (2021):**

Among the studies that traverse the content of this memorandum is the study of Bin Zian AlTahir and Taferoult Bilal (2021) and is titled "Identifying Training Needs and Their Impact on Performance Evaluation of Workers in Sports Facilities."

This study adopted a descriptive correlational approach and the workers in the State MultiSports Complex Office in the province of Laghouat were targeted. The aim was to measure the influence of training needs identification on the performance appraisal process within the sport institution. The study illustrated that lack of scientific methods of needs identification leads to ineffective training programs. Additionally, performance appraisal is often established through supervisors' reports and personal observation rather than objective criteria, which takes away from its validity.

The applicability of this research is its reverse connection to the topic of this memorandum, which is about "evaluation as a tool for identifying training needs. This study argues that needs identification drives performance appraisal, whereas in our memo, evaluation is listed as a primary source of building effective training programs.

This parallel analysis clearly demonstrates the complementarity of the two researches, each calling for the necessity of utilizing scientific and standardized tools, both in performance analysis and training needs identification, and requiring the quality improvement of administrative procedures associated with human resources.(2021, الطاهر & بلال) □ **M.**

Mohamed Dala, Dr. Adel Khoudja et Dr. Issa Souache (2018):

This study aims to shed light on the employee performance appraisal function in sports organizations in determining their training requirements from the managers' point of view. The outcomes were that performance evaluation efficiently works in determining knowledge areas that staff requires how job duties are carried out as well as knowing in-house organization policies. Performance evaluation also serves in determining the needed skills, such as solving problems and being knowledgeable about tools for effective communication. The research also illustrated the significance of performance assessment in determining the needed skill, for instance, workshops management and organizational problems solving, as

CHAPTER I: Literature Review And Conceptual Framework

well as enhancing good behaviors that improve the working environment, particularly during times of crisis. The study came out with a finding that statistically significant differences between training needs identification by age, educational level, occupation, and professional experience were not present, and therefore, training is essential for all sport organization employees regardless of these parameters.

The study recommended the development of evaluation criteria and the training of managers in them to ensure the evaluation process is effective and attains the goals of sports institutions. The importance of the study is to provide a practical handbook that depicts how a proper evaluation process will identify employees' weaknesses and needs and assist in developing targeted training programs that aid performance enhancement and meet organizational goals accordingly (محمد et al., 2018) □ **Nacreddine Chergui et Atika Herairia (2022) :**

The title of this work is "Employee Performance Appraisal and Its Use in Ascertain Training Needs", through a field study applied on the Somiphos company at Bir El Ater, Tébessa province. The purpose of this work is to study the effectiveness of the performance appraisal system in the company and its impact in identifying proper training programs for workers. The researchers adopted a descriptive approach, carrying out interviews on a random sample of employees to bring objectivity to the information gathered.

The research revealed that most of the employees consider the evaluation system appropriate and effective. The study also revealed that most of the employees would prefer to be evaluated by their immediate supervisor.

Furthermore, the evidence confirmed that performance appraisal plays a critical role in identifying employees' strengths, weaknesses, and determining their training needs, while highlighting the importance of linking evaluation results to training program design. The study also recommends involving employees in deciding the criteria for assessment and calling in professional trainers to ensure the success of the training process and the achievement of the company's organizational goals. (2022, عتيقة & النصر الدين) □ **Kheira Nacer BAI et Zakaria BELILA (2022) :**

"The Role of Human Resources Performance Evaluation in Identifying Training Needs in Sports Institutions" This study aimed to determine the extent to which human resources performance evaluation can help determine training needs in sports institutions.

CHAPTER I: Literature Review And Conceptual Framework

The authors used a descriptive and analytical approach, based on a 19-question questionnaire, distributed to a sample of 22 sports managers working in the Bouira province. The study findings showed that the current appraisal system in sporting institutions is not objective and accurate, which reduces its effectiveness to identify training needs. It was also found that human resources performance evaluation results do not have a remarkable impact on guiding administrative decisions concerning training.

The research also determined a number of problems and challenges that are responsible for the inefficiency of the current appraisal system.

The authors recommend the development of the performance evaluation system on the basis of clear and objective criteria and training supervisors in the usage of scientific assessment procedures. The authors also recommend developing an organizational and legislative framework for supporting the evaluation system in order to make it stronger in optimizing employees' performance and, in a precise way, defining their training needs. (Zكرياء & كريمة 2022)

CHAPTER I: Literature Review And Conceptual Framework

Section 2: Conceptual Framework of the Research

1. Performance evaluation:

The term "evaluation" refers to a set of tools used with the main goal of quantifying a task, a behavior, or the degree of success of a set outcome., here is some definitions of it

Table 2: definition of performance evaluation

Author	Definition
Gilbert (2003), cited by (Nadia, 2023)	As Gilbert (2003) writes, evaluation is "a method of personnel management in which a company employee, such as a manager or supervisor, is assigned by management to pass judgment on the actions of his or her subordinates or the results of their work."
Guillot-Soulez (2008),cited by (Nadia, 2023)	To Guillot-Soulez (2008), evaluation entails making a judgment as to how a paid employee behaves when executing their tasks, and the judgment takes a very wide variety of forms. It thus makes it easy to measure both employees' weaknesses and strengths.
Saba (2002) cited by (Mokhtaria, 2020)	Performance appraisal can be defined as "a structured and formal system designed to measure, evaluate, and influence the characteristics, behaviors, and results of an employee in a given position."

CHAPTER I: Literature Review And Conceptual Framework

Sekiou (2001) cited by (Mokhtaria, 2020)	"Performance appraisal is an HRM activity that involves making a comprehensive and objective judgment on an employee regarding the performance of their duties over a given period in an
	organization, based on explicit criteria and established standards."
Eric Campoy et al., cited by CohenHaegel (2010) (Mokhtaria, 2020)	Eric Campoy et al. perceive appraisal as "the set of standardized and periodic situations in which the company measures the performance of each employee. These appraisals or 'formalized evaluation' systems profoundly influence, both individually and collectively, HR decisions as a whole: compensation, training, mobility, etc."

Source: Based on the research from the review

1.2 Importance of performance evaluation:

As L. Boyer (2006) contends, performance assessment is needed at both the individual and professional levels. At the individual level, it helps the employee step back, identify their strengths and weaknesses, and make suggestions on how to improve their performance. Further, evaluation supports other human resource management practices: it influences recruitment, internal mobility, promotions, and compensation. It thus functions as a pivotal tool for identifying employee contributions, establishing training needs, and supporting their professional development. (Nadia, 2023)

According to Compoy (2008), the important is in (Mokhtaria, 2020):

- **Usefulness to the Company:**

Performance appraisal helps the company better place the evaluated employee in their work environment, collect structured information, and update job descriptions to match required competencies

CHAPTER I: Literature Review And Conceptual Framework

- **Usefulness to the Employee:**

For the employee, performance appraisal is accompanied by valuable feedback from their immediate supervisor and company about their performances during the previous year. Furthermore, performance appraisal clarifies to them the expectations placed upon them, the inputs delivered to help them perform, and points out career improvement opportunities internally. In addition to that, the appraisal allows them to present personal career aspirations as well as career development requirements.

- **Utilization for the Evaluator:**

For the supervisor, worker performance appraisal is a moment to consider their own administration style, define work targets and directions, give consideration to employee ideas and aspirations, bargain needed assets, and organize future preparing measures.

1.3 Criteria for Performance Evaluation:

Performance evaluation criteria are essential for measuring employee effectiveness and aligning individual efforts with organizational objectives, here we mentioned some of it (Autissier and B. Simon, 2009):

- **Duration of Set Goals:** The time frame allocated for the completion of predefined objectives.
- **Problem-Solving Ability:** The employee's capacity to approach and solve problems effectively, demonstrating initiative in offering practical solutions.
- **Autonomy and Organizational Awareness:** The degree to which the employee works independently and understands the organization's structure and dynamics.
- **Collaboration with Others:** Evaluating the employee's ability to collaborate efficiently with colleagues, ensuring smooth interpersonal relationships and team success.
- **Ability to Achieve Set Objectives:** The employee's effectiveness in meeting the established performance goals and targets.
- **Equality and Justice in Interactions:** Assessing fairness in interactions, ensuring an equitable approach to teamwork and decision-making.
- **Leadership and Teamwork:** Evaluating leadership qualities, including the willingness to lead and support colleagues, as well as the ability to inspire teamwork.
- **Professional Integrity:** The employee's commitment to maintaining professional ethics and behavior in all tasks and interactions.
- **Communication Skills:** The ability to effectively convey information, both in written and verbal forms, contributing to effective decision-making and operations.

CHAPTER I: Literature Review And Conceptual Framework

- **Adaptability and Learning:** The employee's openness to change and continuous learning to enhance skills and competencies.

1.4 Method and tools for performance evaluation:

- **EdgeCloudSim: An Environment for Performance Evaluation of Edge Computing Systems:**

In the early days of cloud computing, performance evaluation primarily focused on centralized systems. However, with the rise of edge computing, a more distributed approach was needed. Tools like EdgeCloudSim emerged to simulate and evaluate the latency, throughput, and service time of edge computing systems, marking a significant advancement in performance evaluation for real-time data processing. The article focuses on evaluating edge computing systems and their performance in terms of real-time processing, particularly in IoT environments.

The paper introduces EdgeCloudSim, a simulation tool for evaluating edge computing performance based on metrics like latency, throughput, and service time.

□ **ObepME: An Online Building Energy Performance Monitoring and Evaluation Tool to Reduce Energy Performance Gaps**

ObepME tool is designed to monitor and evaluate building energy performance to reduce performance gaps. The evaluation of building energy performance has evolved from basic energy audits to real-time performance monitoring using tools like ObepME. This shift enables continuous assessment of energy efficiency and addresses the growing demand for real-time energy management.

The tool allows for continuous performance monitoring of building energy usage, aiming to reduce discrepancies between predicted and actual consumption. (Wright, P. M., & Snell, S. A., 1998).

- A Survey on Performance Metrics for Object-Detection Algorithms:

Method and Tool:

The paper compares various performance metrics for object-detection algorithms, including accuracy, precision, recall, and mean average precision. "Performance metrics like precision, recall, and mean average precision are employed to evaluate object detection algorithms.

- **Employee Performance Assessment with Human Resources Scorecard and AHP Method (Case Study: PT. PLN (Persero) North Sumatra Generation):**

CHAPTER I: Literature Review And Conceptual Framework

The problem faced in this study was the difficulty in measuring qualitative aspects of performance like employee collaboration and leadership effectively and integrating them with quantitative metrics. This research uses a combination of the Human Resources Scorecard and the Analytic Hierarchy Process to evaluate employee performance based on both quantitative metrics (productivity) and qualitative measures (teamwork and leadership). This paper provides insights into a comprehensive performance evaluation system that combines quantitative and qualitative assessments, which is essential for modern HR departments to evaluate employee performance more holistically.

(Wright, P. M., & Snell, S. A., 1998)

Table 3: method and tools for performance evaluation

Method / Tool	Focus	Key Idea
EdgeCloudSim	Edge computing systems	Simulates latency, throughput, service time for IoT realtime data.
ObepME	Building energy performance	Real-time monitoring to reduce gaps between expected and actual energy use.
Object-Detection Metrics Survey	Object-detection algorithms	Evaluates precision, recall, mean average precision.

CHAPTER I: Literature Review And Conceptual Framework

HR Scorecard + AHP	Employee performance evaluation	Combines quantitative (productivity) and qualitative (teamwork, leadership) measures.

Source: Based on the research from the review

1.5 Performance Evaluation Using 360-Degree Feedback and Auto-Evaluation:

- **360-degree feedback and auto-evaluations are commonly used tools in modern HR performance evaluation systems.**

Performance Appraisal System for Administrative Staff: A Pilot Implementation Study at the University of Warsaw. In this study, the 360-degree feedback system was combined with auto-evaluations to assess administrative staff performance. The tool consisted of an autoevaluation form filled out by employees, manager feedback, and peer evaluations.

Problem Faced: The research highlighted the issue of self-bias in auto-evaluations, where employees tended to rate themselves more positively than their managers did. Additionally, the peer feedback lacked critical input, as employees were often reluctant to provide negative evaluations of their colleagues.

"Employees often give themselves higher ratings, leading to inflated self-assessments, while peer evaluations may lack critical feedback due to social dynamics in workplaces."(Urbaniak, M., & Kwiatkowska, 2017)

- **Is the Employees' Performance Appraisal Process Different in Large Romanian Companies? An Empirical Research:**

This empirical research evaluates the use of 360-degree feedback and auto-evaluations in large Romanian organizations. It emphasizes the discrepancies between self-assessments and supervisor evaluations. The primary issue identified was the gap between selfevaluations and feedback from managers, where employees rated their own performance more highly than their superiors did. Additionally, peer evaluations lacked consistency and were often biased.

"In the case of auto-evaluation, employees typically provide more positive feedback about themselves than their managers do. This gap can lead to inconsistencies and unbalanced

CHAPTER I: Literature Review And Conceptual Framework

appraisals. Furthermore, peer evaluations are prone to variability and lack objectivity."(Nisto, 2020)

- **Multisource Feedback: An Overview of Its Use and Application as a Formative Assessment:**

This article discusses the use of multisource feedback specifically 360-degree feedback and auto-evaluation tools within medical education to evaluate student performance. It highlights the benefits of combining self-assessments with peer and supervisor feedback for a comprehensive evaluation.

Problem Faced: The study identifies issues related to peer feedback, as students often feel uncomfortable providing negative feedback to their peers. Additionally, auto-evaluations were seen as overly positive, which resulted in a skewed perception of the student's performance.

"Peer feedback tends to lack critical insight due to the discomfort of providing negative feedback, while auto-evaluations are often overly optimistic, leading to an inflated view of one's performance. This raises concerns about the reliability of self-assessments." (Edelman, S., 2022).

- **Performance Appraisal Strategies Post COVID-19:**

One challenge discussed in the paper is adapting traditional evaluation methods like BARS and KPIs to remote working conditions after the COVID-19 pandemic, which made direct observation and behavior tracking more difficult.

Method and Tool:

This study explores the use of Objectives and Key Results along with Behaviorally Anchored Rating Scales in evaluating employee performance. It discusses how BARS can be effectively used for assessing behaviors in relation to KPIs in post-pandemic HR performance systems. This article offers insights into how BARS and KPIs can be integrated into performance appraisal systems and how the COVID-19 pandemic has impacted the application of these tools, leading to adaptations in performance evaluation methods. "HRM must assess existing KPIs and performance indicators to align them with emerging trends in remote work environments. The Behaviorally Anchored Rating Scales method can be used effectively to evaluate behavioral competencies."(Ranu Kumar, 2023)

1.6 Impact of Evaluation on Employee Motivation and Development:

- Impact of Non-Financial Rewards on Employee Motivation in the Banking Sector of Peshawar, Pakistan:

CHAPTER I: Literature Review And Conceptual Framework

This study investigates the effect of non-financial rewards, including career opportunities, performance feedback, and employee recognition, on employee motivation in the banking sector. The findings suggest that performance feedback, in particular, serves as an essential non-monetary incentive that significantly enhances employee motivation. The study emphasizes the importance of providing clear and constructive feedback to ensure that employees are motivated and remain committed to their work.

"Performance feedback is another non-monetary incentive that enhances employees' motivation by providing clear insights into performance." **Challenges Faced:**

One significant issue highlighted in the article is the limited use of non-financial rewards compared to monetary incentives, which may reduce the overall motivational impact of feedback and recognition in certain organizations.

"The limited use of non-financial rewards, such as recognition, can lower the potential impact of performance feedback in driving motivation."(Uzair, Z., 2021)

- The Effect of Performance Appraisal on Job Performance in the Governmental Sector: The Mediating Role of Motivation:

This article explores the impact of performance appraisals on job performance, with a particular focus on the mediating role of employee motivation. It highlights that performance feedback, when delivered honestly and constructively, can improve employee motivation and contribute to performance improvement. The study suggests that effective feedback mechanisms within performance appraisals can lead to enhanced employee development by fostering a sense of growth and accomplishment.

Direct Statement from the Article: "Performance feedback, when provided honestly and constructively, significantly enhances motivation, leading to higher levels of employee performance and development." **Challenges Faced:**

The article identifies the issue of inconsistent feedback quality, which can lead to disengagement rather than motivation. If feedback is not constructive or timely, it may undermine the intended developmental goals of performance appraisals.

"Inconsistent and unconstructive feedback can demotivate employees and hinder their professional development."(Al-Jedaia, 2020)

1.6.1 Impact of Reward and Recognition, Supervisor Support on Employee Engagement:

This study examines how reward and recognition systems, coupled with supervisor support, impact employee engagement. The authors find that recognition and rewards significantly contribute to employee motivation and overall job satisfaction, fostering a

CHAPTER I: Literature Review And Conceptual Framework

sense of achievement and belonging within the organization. The research underscores the importance of recognizing employee efforts in a timely and meaningful way to enhance motivation and engagement.

"Employees who feel appreciated through rewards and recognition are more motivated and engage better in their tasks, enhancing both motivation and performance." **Challenges Faced:**

One of the main challenges discussed in the study is the inconsistent application of recognition programs, which can lead to unmet expectations and decreased motivation when employees do not feel adequately recognized for their contributions.

"The lack of consistent application of recognition programs can lead to frustration and disengagement among employees, undermining motivation."(Waseem, 2020)

1.7 The Success Conditions for Employee Performance Evaluation:

According to Compoy (2008), success of employee performance appraisal relies on a variety of conditions(Mokhtaria, 2020):

- Reflect on the circumstance under which workers have been performing over the period of the appraisal in order to determine the result to be an honest representation of current reality.
- Do not just quantify measurable results, but also quantifiable aspects of worker performance.
- Human Resource job descriptions should be updated and current regularly, with priority goals clearly outlined to avoid diffused attention.
- Maintain consistency between the objectives of assessment, the selected criteria, and applied methods.
- Prepare and train assessors, and assess them according to their performance in assessment.
- Avoid comparisons of workers' performances unless accompanied by support programs for lower-level workers.
- Apply clear, objective, easily verifiable, and transparent criteria to uphold the concept of "equal pay for equal work" and foster cohesiveness as a team among workers.
- Individual evaluation documents shall remain confidential.

2. Training:

CHAPTER I: Literature Review And Conceptual Framework

Since the late 1990s, training has been part of business planning. Training companies must now reliably prove their capability for results alongside meeting both explicit and implicit customer needs in terms of growing requirements.

2.1 definition of training:

Balogun & Hailey (2005) talked about training as it one of the main levers of change. It is utilized to enhance employees' skills, improve their performance, and help them move up their careers.(Abdellatif, 2021)

According to Roidar (2007), Training is the method through which an employee acquires the necessary knowledge and skills that are necessary to perform their work efficiently. It enables them to learn new ways effectively or rationalize existing methods, and consequently, achieve behavioral and attitudinal changes that enhance their ability to handle various situations in the workplace (2022, *مراضية*). Being an ongoing process, training equips individuals with necessary knowledge, skills, and attitude to improve performance at work aimed at enhancing employee and organizational productivity. Through training, acquiring new knowledge, skills, and behaviors is possible and hence equips individuals with maximum capacity to undertake some tasks profitably.

Also, training is systematically designed to create attitudes, expand knowledge, and change behavior through practice, and for successful performance on multiple activities. Al-Hiti describes training as "an ongoing administrative and organizational effort aimed at fostering skill-based, cognitive, and behavioral development in individuals, enabling them to meet job requirements and enhance both their practical and behavioral performance."(2021, *اجميلة*)

According to Ta'ani(2007), the Oxford Dictionary, training is a process of leading an individual to a desired level of competence via practice or study (2022, *مراضية*). It is also a systematic set of experiences designed to transfer, refine, or adjust knowledge, skills, and attitudes within an organizational setting.

Ardouin, (2010),also defines training as "a process that provides individuals or groups with the means to acquire something within a structured scheme, in a given environment, to achieve a specified target." (2022, *مراضية*)

In short, training is not just crucial for improving job performance but also for the motivation and work environment. Its primary objectives are to improve productivity, improve job

CHAPTER I: Literature Review And Conceptual Framework

security, fulfill organizational needs for qualified personnel through promotion, improve product quality, and ultimately achieve a competitive advantage to help the organization succeed in the long run in business.

2.2 Evolution of training:

□ The 1800s-1900s:

During the 19th and the beginning of the 20th century, training and human resource practices began to appear. Kriegsspiel, developed by the Prussian army, was a pre-emptive war game that was utilized to instruct officers in combat tactics. After the defeat of France by Prussia in the Franco Prussian War, all countries had embraced this method of military training. In the manufacturing sector, Hoe and Company pioneered factory schools to train machinists. Their success was replicated by mass application of similar training in other factories.

By the late 1800s, there was a major breakthrough in human resources. The National Cash Register Company was instrumental in introducing Corporate Welfare programs, enhancing working conditions and setting up company libraries to expand employee knowledge and productivity. National Cash Register also founded the basis for contemporary human resources by establishing a personnel department to manage hiring, firing, and promotions.(Chaudhuri et al., 2022) □ **1910s-1920s:**

In 1911, Frederick Taylor introduced scientific management, optimizing employees' motion and time to maximize productivity. Henry Ford revolutionized Training and Development by creating the Sociological Department at Ford Motor Company, an early form of HR. Despite doubts, he believed that employee investment was necessary, offering classes in English, homemaking, and personal finance, even going so far as to visit employees' homes to reinforce his vision of workforce value.

In 1917, Charles R. Allen devised the "Show, Tell, Do, and Check" method of training shipyard workers efficiently. In the same year, World War I increased the demand for defense workers, and training was necessitated as trained workers left for the war.(Chaudhuri et al., 2022)

□ 1940s-1950s:

CHAPTER I: Literature Review And Conceptual Framework

It was then that Training and Development took gigantic leaps. In 1941, after America entered World War II, a government commission created Job Instruction Training, an on-the-job training method, which reduced jobs to their most basic elements and incorporated job aids. In 1942, the American Society of Training Directors was formed and eventually evolved into the American Society for Training and Development, now known as the Association for Talent Development.

The 1950s were a turning point when organizations looked for cost-saving and effective training strategies after the war. The emergence of Individualized Instruction substituted teachers with programmed materials, dividing learning into small steps with follow-up exercises. These developments gave rise to new skill development and reinforcement techniques.(Chaudhuri et al., 2022) □ **1970s-1990s:**

This period saw large-scale technological changes in the training of employees as businesses sought a competitive edge. In 1979, Motorola pioneered the corporate university with Motorola University as it emphasized continuous skill development. The ADDIE model in 1984 was more flexible and non-linear in structure, which affected modern training design. In 1989, AT&T came up with the first electronic performance support system that allowed for real-time updating in organizations.

The 1990s were the decade of computer-based training and mixed mode learning. Though e-learning began, it gained widespread notice only when Jay Cross popularized the term in 2004. Today, e-learning remains a core digital training solution, along with several instructional methods.(Chaudhuri et al., 2022)

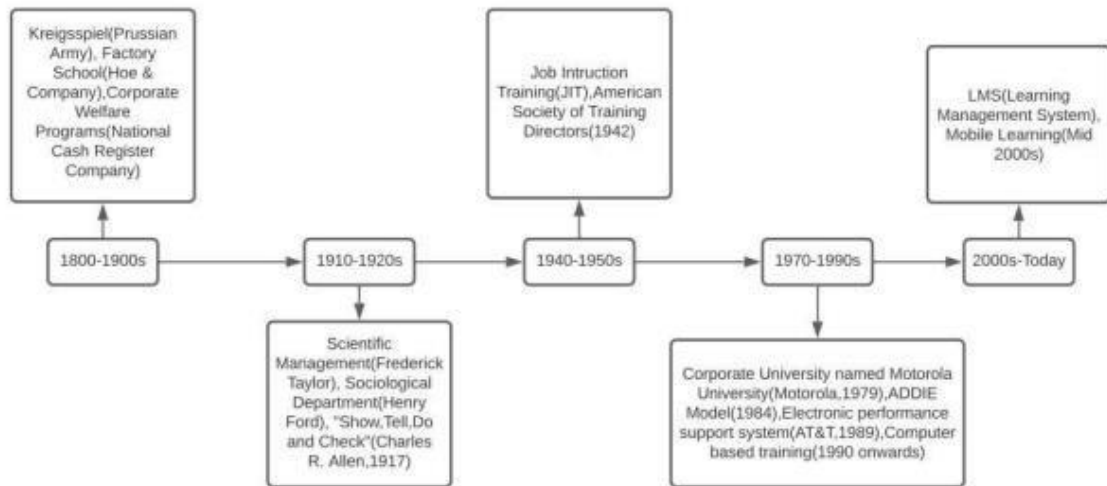
2000s-Now:

New training tools arrived with technology innovations, specifically Learning Management Systems, which were originally created in colleges before transforming digital learning in business.

CHAPTER I: Literature Review And Conceptual Framework

By the mid-2000s, Mobile Learning arrived but picked up speed with the advent of smartphones. In parallel, the popularity of social media transformed training so that social learning became more participative and ubiquitous.(Chaudhuri et al., 2022)

Figure 1: Evolution of training.



Source: Elaborated by (Chaudhuri et al., 2022)

2.3 Importance of training:

Training plays a key role in human resource preparation, enhancement of work performance, and boosting productivity. Training is an economic investment that can be measured and yields dividends in addressing the problems of economic and social development. The organizational role of training is very important since it relies on a structured, scientifically designed, and systematically applied training policy in order to achieve its objectives. Training supports the survival, continuity, and growth of the organization and improves the performance of all employees at all levels. It is also an important method of effective human resource management and promotion.

For instance, Coca Cola employs employee growth, leadership growth programs, and growth programs for professionals to attract, retain, and engage talent. Bashiri supports this argument, noting that training endows the individual with intellectual, technical, and behavioral skills needed to perform new job tasks. As employees transform and evolve in their careers, they must adapt to new jobs with various responsibilities and challenges. Training facilitates this adaptation, minimizes the need for supervision, and encourages selfmanaged behavior. (2022, مراضية)

CHAPTER I: Literature Review And Conceptual Framework

The importance of training can be seen from its impact on organizations and individual employees, illustrated in the following main features:

□ For the organization:

- Technological advancements in working procedures call for specialized expertise. Training helps workers relearn existing skills to be capable of handling new technologies efficiently.
- Training enhances the productivity of employees by enhancing efficiency and equipping workers with new skills, thus upgrading their performance and optimizing available resources.
- Trained employees require less control as they can carry out their tasks independently, reducing the requirement for external control.
- Training helps minimize on-the-job accidents and injuries by improving safety consciousness and best practices.(2022, بانصر الدين & عتيقة)
- It helps maximize human resource utilization by redistributing surplus personnel from overmanned departments to departments where technical staff are required, ensuring balanced manpower.
- Training improves job performance and productivity by acquainting employees with their work and refining their skills.
- It helps coordinate individual employee plans with the overall organizational objectives. - Training enhances a positive image of the organization internally with staff and externally in society in general.
- It enables the organization to interact with the outside world, and programs and capacities can be developed and strengthened.
- Training clarifies organizational policies so that staff is well informed about company rules and regulations.
- It improves leadership skills and enhances managerial decision-making.
- Training is at the forefront of updating and expanding the knowledge base of the organization, enabling policy enactment and goal specification(2021, اجميلة) □ For individual workers:
- Raises employees' organization knowledge.
- Boosts decision-making and problem-solving skills in the workplace.
- Grows motivation and job commitment.
- Improves communication interpersonal skills.

CHAPTER I: Literature Review And Conceptual Framework

- Develops requisite skills such as public speaking, discussion, seminar and meeting control, work arrangement, and time management.
- Evokes positive attitude such as dedication to excellence, high sense of responsibility, and work commitment.(2021, اجميلة)
- Facilitates career development and professional growth opportunities.
- Enhances communication skills in the workplace, speaking and listening.
- Enhances job satisfaction as well as professional satisfaction.
- Enables self-confidence because it makes one confident by equipping one with new skills, knowledge, and changes in behavior.(2022, اراضية)

Figure 2:Importance of training.



Source :Elaborated by (Hiba, 2022a)

2.4 Training Goals:

Training objectives outline what the employees are expected to do and learn from the training program. The success of a training program is based on whether it can help employees overcome existing limitations and barriers. If these limitations are overcome effectively, it indicates that the training objectives have been achieved.

Essentially, training objectives identify what individuals should be able to learn and accomplish upon completion of the program. Organizations, however, run training programs

CHAPTER I: Literature Review And Conceptual Framework

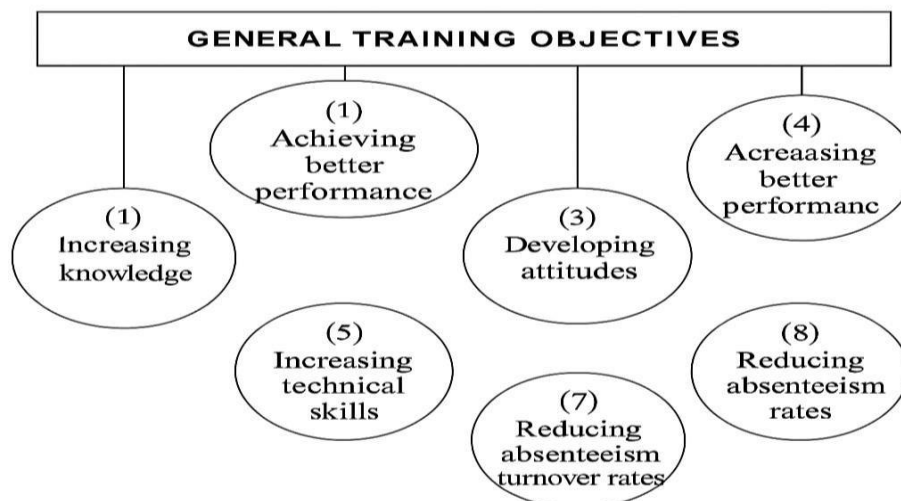
without setting these objectives or having an idea of what employees will do when they go back to work. Clear objectives ensure that training is purposeful and leads to tangible employee performance gains.(Hiba, 2022b)

Mounir (2014), classified training objectives into a set of general categories:

-Improving Production: Training improves quantity and quality of production by improving the ability and efficiency of the workers to do their job and thus increase their productivity. Sharara (2019), supported the same citing that training enhances productivity, reduces costs, and reduces accidents and errors.

-Minimization of Errors and Repetition: By developing employees' abilities, training reduces errors, ultimately leading to the quality of production.

Figure 3: Training objectives



Source: Elaborated by (2022, باراضية)

-Encouraging Career Development: Training stimulates competition among employees, causing them to aspire to climb the ranks and, thereby, increase general productivity.(Hiba, 2022b)

-Lowering Costs: Increased performance, effectiveness, and quality through training aid in decreasing the cost of operation (Puspita & Nurhalim, 2021).

-Employee Turnover Reduction: Empowering workers with skills and knowledge leads to job security, making employees more dedicated and efficient in executing tasks. -

Preparation for Future Roles: Training prepares employees for future jobs, which leads to career development and organizational growth.

CHAPTER I: Literature Review And Conceptual Framework

-In general, training is a tactical tool that organizations utilize to achieve objectives. It plays a vital role in enhancing efficiency, promoting work habits, and creating a good sense of organizational commitment (2022, *مراضية*).

Table 4: Training objectives

Objectives	Changing employee behaviors
	Providing the employee with specific information
	Providing the employee with specific skills
At the individual level	Improving the overall performance of the organization
At the organizational level	Preparing society with qualified administrative leaders

Source: Elaborated by (2022, *مراضية*)

2.5 Types of training:

There are a lot of training types, here is some of it:

• **General training:**

This type of training aims to develop an individual's skills and increase their productivity in the organization providing the training, in addition to providing them with skills that are applicable to any other organization they may work for in the future. For example, a doctor who is trained at a particular hospital can use the skills he/she has acquired to work at another hospital. This training is usually provided at no cost to the organization, which is compensated by paying the trainee less than the normal rate.(2021, *اجميلة*)

• **Specialized training:**

This training focuses on developing skills that align with the needs of a specific organization, making the employee more efficient and productive within it than in any other organization. Forms of specialized training include the organization's investment in introducing new employees to their tasks and work environment, which is part of the costs directed at improving job performance.(2021, *اجميلة*) □ **Direct training:**

This is training that takes place outside the work environment, where the trainee is required to be available for specific periods of time, whether long or short. Its programs are provided

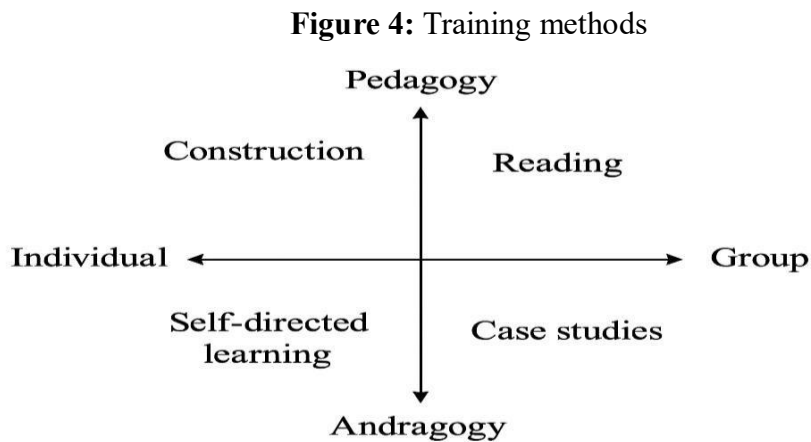
CHAPTER I: Literature Review And Conceptual Framework

by specialized experts and aim to develop specific skills in a systematic and scientific manner.(2018, منير)

□Indirect training:

It takes place within the workplace itself, where the trainee receives training through actual practice while performing their daily tasks, using available tools and equipment. This type of training is characterized by its low cost compared to other types of training, since there is no need for full time or relocation to external training sites.(2018, منير)

2.6 Training methods:



Source: Elaborated by (2022, اراضية)

Pedagogy is a method of education directed towards children founded on traditional teaching such as reading and learning, where the teacher is the major source of information. Andragogy is an adult learning method emphasizing self-taught, experience oriented, and problem-solving learning through interaction, such as actual case studies and simulations for practical experience(2022, اراضية) :

- **Theoretical training:** This training allows the acquisition of the necessary knowledge through the learning process, mainly based on theoretical studies that deal with a specific specialty, in order to enrich the knowledge of the worker.
- **Training through application:** It is done by learning through practicing, this type of training makes it possible. This type of training makes it possible for both knowledge and experience to be gained by the process of experience transference from the component to the trainee.(2022, اراضية)

Configuration methods can also be broken down by location:

CHAPTER I: Literature Review And Conceptual Framework

- **On-the-Job Training:** Training of this type takes place within the firm (training within), typically via an in-firm training facility where trainees are instructed by instructors. It is cost-saving and time-effective and thus a reasonable option for firms that prefer to develop their workforce without excessive expenditure. (Puspita & Nurhalim, 2021)
- **Training in Specialized Institutions:** Conducted in institutes, universities, or training facilities, such type of training requires greater investment of costs and time. It is, nevertheless, advantageous in exposing the environment of professionalism to employees so they may exchange experiences and learn more. (2022, راضية)
- **Blended Training (Internal & External):** This approach combines in-house and external training. While it involves additional time and resources, it has the advantage of exposure to different professional environments and exchanging knowledge and experience. (, راضية 2022a)

Hamdi (2008), also enumerated other training locations, which are (2022, راضية):

- **Training Agencies:** These organizations are fully equipped with the resources that are needed to implement training programs efficiently. They have expert trainers and professionals in different fields who ensure knowledge and skill transfer. Their sole aim is to train and qualify individuals to perform particular job functions demanded by their institutions.
- **Vocational Training Institutes:** Some organizations opt to train their employees in specialized institutes and schools as part of their training programs. This formal process usually leads to certification at graduation. Training at vocational institutes allows participants to acquire real-time skills and practical knowledge, which enables them to adapt to changes in the internal business environment as well as the external business environment.
- **Training by a person with a profession:** This kind of training is designed towards the attainment of specialized skills that are rare but essential in some areas. The skills are not acquired in schools or institutions of formal training but are owned by individuals due to their extensive experience or knowledge passed from one generation to another. Learning is through direct and ongoing contact between experienced experts and trainees, where

CHAPTER I: Literature Review And Conceptual Framework

learning by doing and proficiency in the profession is achieved through close supervision and exposure.

2.7 Training styles:

Here's some of the styles of training(2021, اجميلةa) : □

Discussion Method:

The discussion method is an effective training technique that is participative in nature. It is different from lectures because it gives immediate feedback, and the discussion stays focused to the key issues. It creates a feeling of cooperation where trainees freely express their opinions, enhancing teamwork, negotiation, and problem solving. The method also creates a feeling of cooperation and democratic decision making.

• Case Study Method:

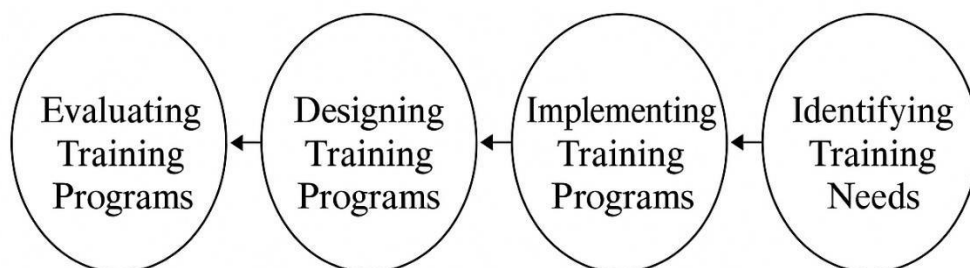
The case study method is to investigate real or conceptual situations to uncover the best possible solution. The members are presented with a total description of a case and exchange views among themselves to reach a solution. The method refines critical thinking, enables the translation of knowledge into practice, and renders learning intriguing and realistic.

• Conferences and Seminars:

A conference is a gathering of individuals for discussion on a matter of mutual concern. Its main objective is to arrive at recommendations on particular issues. It is a training technique founded on the exchange of ideas, whereby the participants exchange knowledge and experience. Through discussion, the participants offer valuable insights, which render the learning process more interactive and enriching.

3. Training needs :

Figure 5: process of training needs



Source: Elaborated by (2021, اجميلةb)

CHAPTER I: Literature Review And Conceptual Framework

3.1 Definition of training needs:

Training needs are both current and future, defining the gap between current and desired levels of performance short or long term. They are really defined by quantifying the difference between current skill and knowledge levels and those which must be achieved in order to achieve organizational or individual goals. Kaufman defined a need as "the gap between current results and desired or expected results."(2022, اراضية)

Al-Zahrani (2014) defined it as all the changes that need to be made in an individual through training, which are related to improving their job performance by enhancing their knowledge, skills, attitudes, and level of performance. These changes enable the individual to achieve higher levels of efficiency and effectiveness(.2020, ورود محمود & سمير سليمان)

Al-Qabati (2011) defined it as a set of changes and developments that need to be made in the skills of school administrators to enable them to perform their duties and make administrative decisions in the most effective manner.(.2020, ورود محمود & سمير سليمان)

Kashway, (2006) also presented a visual representation of the *training gap* concept in his book Human Resource Management, through the following figure, which illustrates the difference between actual performance and desired performance.(2022, اراضية)

The process of identifying training needs is paramount in the development of education personnel since it ensures that training programs are productive and purposeful. Through a systematic and realistic examination, institutions can plan training programs that align with their objectives. Abbas (2018) emphasizes that identifying training needs is key in the determination of definite training objectives and directing efforts in an organized and purposeful manner. Effective training outcomes are a function of the standards of how such needs as identified are matched with the standards of how programs fit to address such needs.(2023, اسحاق & محمد منتصر)

Training is normally defined by employees' performance gaps and expected standards in organizations. Such disparities, which are bound to occur under any number of distinct reasons, can be minimized through well-sorted training interventions aimed at enhancing workers' productivity and skills. Technically speaking, training needs assessment is at the heart of closing performance gaps between actual and desired outcomes. Gaps analysis yields successful focused training programs enhancing competencies, knowledge, and overall efficiency ultimately tackling individual growth as well as organizational success.

CHAPTER I: Literature Review And Conceptual Framework

3.2 The importance of identifying training needs:

The significance of training needs identification is paramount in linking employee development to organizational objectives. Some of the most important points that emphasize this significance are outlined below:

-Training needs identification gives the foundation for all aspects of the training process, including program content design, activity planning, and evaluation assessment.

-Needs identification in training acts as a map that navigates the stages of the training process.

-Training needs identification ensures that effort is directed towards improving performance and attainment of the ultimate reason for training. (بمينة & سمية, 2021)

- Defining training needs identifies who the employees are that need to be developed, what type of training they should receive, and the expected results.

- This analysis determines the design of the training program, as it identifies precisely what needs to be covered and in what order of importance.

- It acts as the guideline that focuses execution strategies and resources available to achieve training goals. (It also keeps the training on track with the right direction.) - This process results in improved and suitable performance outcomes.

- It identifies the target group of employees who should receive the training.

-It assists program managers in effective planning and forecasting of short-term and longterm training requirements. (عطابي & عمروني, 2018)

3.3 Identification of Training Needs made by:

Identifying training needs is a collaborative effort involving several parties (بجميلة, 2021):

• The Employee:

Most familiar with their daily work, individual employees are best able to know their own skills deficiencies and training requirements. They understand their strengths and

CHAPTER I: Literature Review And Conceptual Framework

weaknesses as well as those areas requiring improvement, and therefore they are helpful in bringing these to supervisors' attention.(2021, اجميلة) □ **The Manager/Supervisor:**

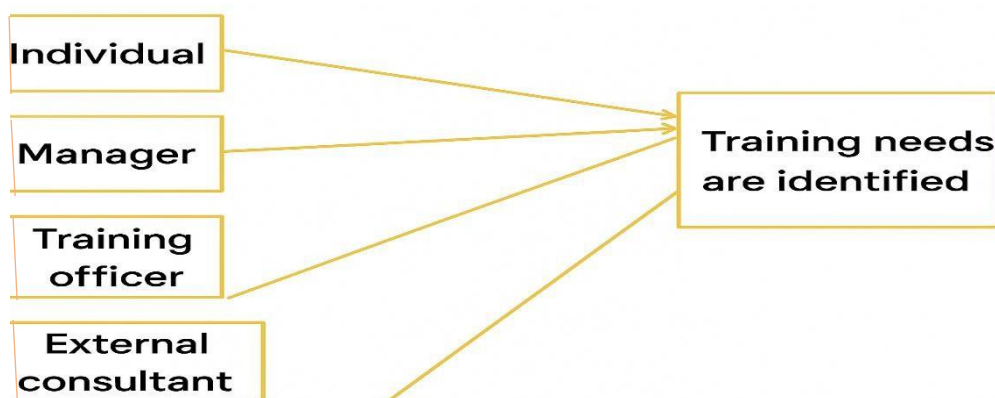
Through direct observation of employees and familiarity with work processes, managers are able to observe skills gaps and knowledge gaps that affect team performance. Their fieldlevel perspective allows them to observe clear training needs for their immediate reports.(2021, اجميلة)

- **Training Specialist:**

This one-track specialist gathers and interprets workforce data in a systematic manner to identify current and future training requirements. They are the organizational focal point for training needs assessment. External training specialists may support internal action by independent appraisal and technical competency in needs assessment.

- **External training consultant or expert:** An independent training or consulting organization that performs the same role as an internal training specialist.

Figure 6: Identifying training needs



Source : Elaborated by (2021, اجميلة)

Important:

The success of training needs identification also depends greatly on active support and participation by senior management. While employees, managers, and training specialists

CHAPTER I: Literature Review And Conceptual Framework

contribute valuable inputs, their inputs are incomplete without substantive commitment by organizational leadership. This dependence is in two critical areas:

- **Financial support and resources:** resource allocation is a deciding factor. Executive budgets and resource allowances at the level of executives are required, which are set by top-level management. In the absence of these, even extensively worked-out training needs can remain unmet because of operating constraints.
- **Prioritization:** Senior management sets the strategic goals of the organization. Training needs must be aligned with these goals to ensure that training contributes to achieving them.

3.4 Characteristics of Training Needs:

According to Abu Sheikha (2010), the process of identifying training needs in organizations has the following characteristics(سمير سليمان & ورود محمود, 2020):

- **Variation in the process among organizations:**

The process can be properly formulated based on thorough analysis and a careful review of the organization's needs. It can also be unstructured and random, lacking real obedience to the organization's actual needs. It can be complete or incomplete. The more comprehensive, continuous, and systematic the process is, the more it satisfies the organization's training and development needs.

- **Problem of clearly defining needs existing and likely future needs:**

Due to consistent variations in organizational structure, procedures, equipment, and external climate, new issues arise. Accordingly, training need identification is not conclusive. It needs to remain pliable for variation as per fluctuating company priorities.

- **Creating training needs as organisational aims sought to achieve:**

These aim types can be grouped into(عاشورة, 2022):

- **Typical Daily Goals of the Job:**

These are derived from the core responsibilities of the job and aim to achieve high levels of performance, balanced with other jobs within the organization.

- **Problem-Solving Goals:**

CHAPTER I: Literature Review And Conceptual Framework

These aim to resolve specific problems within the workplace, helping individuals as well as the organization in maintaining progress and overcoming workflow obstacles.

- **Innovative Goals:**

These focus on development, discovery, and renewal. This training enables trainees to generate new ideas, propose innovative solutions, and make effective decisions to accomplish their goals.

3.5 Methods of collecting information for the purpose of identifying training needs:

Data collection is a significant process of establishing training needs in an organization. Various methods are used to gather data on the performance, skills, and knowledge gaps of the employees to make effective training decisions, here is the most common methods:

- **Interview:**

The interview is a direct encounter between the training specialist and the prospective trainees, whose aim is to identify their training requirements. To make it effective, the questions must be well screened to achieve their functions. The interviewer should listen attentively without jumping to conclusions.

One of the major advantages of the interview is that it allows trainees to give feedback and provide suggestions. However, it has some limitations such as being time-consuming, yielding impracticable results, and causing discomfort or insecurity in certain trainees about their future career.(zuri, 2024)

- **Questionnaire:**

A questionnaire is a list of questions replied by the training specialist to establish training needs. Some conditions need to be taken into consideration while it is being designed: They should be straightforward and simple questions. Where feasible, the replies should also appear in a format like checkboxes in which analysis and sorting are readily possible. The questions should not get overly involved and complicated and should instead maintain an impartial tone so that they can serve their original intention on which they were created. Among the advantages of questionnaires are their ability to question large groups of individuals at speed, inexpensive, and the precision and focus of data they provide. One of the key disadvantages, however, is their inability to uncover underlying causes or to suggest appropriate solutions.(2018, عطابي & عمروني)

CHAPTER I: Literature Review And Conceptual Framework

- **Tests:** oral or written, can be used by training specialists to identify the training needs of workers. They help in the identification and diagnosis of performance gaps. Tests are ineffective, however, when it comes to the assessment of job performance or overall training

needs.(2018, عطابي & عمروني)

- **Problem Analysis:**

This method is trying to find out the root of the issue so that training can be created to address it. It is a plus point for one of its strengths since it raises the understanding of employees and managers. It can give results close to interviews.(2018, عطابي & عمروني) □

- **Workers' Opinions:**

Employees generally have the best idea of what kind of training they need. Requesting their preference with regard to training makes them more receptive to the training and can improve managerial morale significantly.(2018, عطابي & عمروني)

- **Observations:** Observing employees in their work environment can provide direct and real-time insights into their skills and knowledge application. This can be done by managers, peers, or external observers.(zuri, 2024)

3.6 Mistakes in Identifying Training Needs:

- **Inability to distinguish between training wants and training needs:**

Sometimes a manager may suggest training for an employee not because it is actually needed, but just to satisfy an individual want or desire either the employee's or his own. This misestimation turns out to be costly, because it robs another employee with a valid training need of the opportunity to develop.(2018, عطابي & عمروني)

- **Failing to completely probe the views of senior management or employees in defining their training needs:**

Failing to completely probe the views of senior management or employees when defining their training needs can result in wastage of time, effort, and financial investment in programs that are not needed.(2018, عطابي & عمروني) □

- **Lack of clarity in objectives:**

Failure to set definite objectives for the evaluation may result in a lack of focus and direction, and it will be hard to set and prioritize training needs effectively.(Rachael, 2023) □

- **Inadequate resources and budget:**

CHAPTER I: Literature Review And Conceptual Framework

Conducting needs assessment without considering the training budget and resources available can lead to unrealistic or unfeasible training solutions. Some part of the process has to be about what you can afford and where you should and have to get creative with your budget. (Rachael, 2023)

- **Defining training needs in one organizational unit in isolation of other units' needs:**

When training requirements are established for a single department in a vacuum, without considering the overall organizational context, there is wasted effort and less total effect. (عطابي & عمروني, 2018)

- **The false assumption that all organizational issues can be resolved by training:** Not all workplace problems have a skills or knowledge gap as their root cause, so to assume that training is a silver bullet can overlook root, non-training issues. (عطابي & عمروني, 2018)

- **Considering only short-term training needs and not long-term needs:**

Maintaining short-term needs in front of and in consideration of future needs can result in inadequate analysis and will not enable the organization to make arrangements for future problems. (عطابي & عمروني, 2018)

3.7 Methods of Identifying Training Needs:

Identification of training needs involve a variety of strategies that help to reveal performance issues and skill gaps within an organization. The strategies provide an organized method of creating effective and targeted training programs:

A-Organizational Analysis:

A process that enables organizations to generate data on its environment and helps in the formulation of a strategy which would propel the organizational to its desired future state. It also helps to determine the desired organizational resources needed to achieve organizational goals. (Buye, 2021)

This involves the analysis of the organization as a whole to identify its training needs. -It includes the review of current organizational objectives to find out if training programs are in line with these objectives.

-It also involves consideration of future objectives and future projects to predict the future requirements of skills.

-The organizational structure is assessed through the analysis of departments, their functions, communication styles, and level of delegation.

CHAPTER I: Literature Review And Conceptual Framework

-Organizational climate is quantified by such indicators as employee turnover, absenteeism, accident rates in the workplace, and grievance rates.

-Workforce analysis aims to know the current composition of the workforce and foretell future changes like promotions, transfers, or retirements.(2018, عطابي & عمروني)

-Organizational efficiency is quantified through such indicators as cost of labor and materials, defect rates in the product, and departmental or overall productivity levels.(Sundari & Kusmiati, 2022) **B- Job Analysis:**

A classic job analysis involves a comprehensive scrutiny of all procedures that are associated with a given task. It takes into consideration the duties, working conditions, experience required, and the importance of the task in fulfilling the overall organizational objectives.(Ahmad & Alqaarni, 2023)

-referred to as job-oriented analysis, this level examines the specific jobs within the organization.

-It entails examining the tasks, duties, and working conditions of every job.

-The required competencies skills, knowledge, and attitudes are identified for effective job performance.

-Standards of performance are established to identify what is acceptable or outstanding performance in the job.

-The main aim is to identify the training needs necessary for optimal job performance.(2022, bعاشورة) **C- Individual Analysis:**

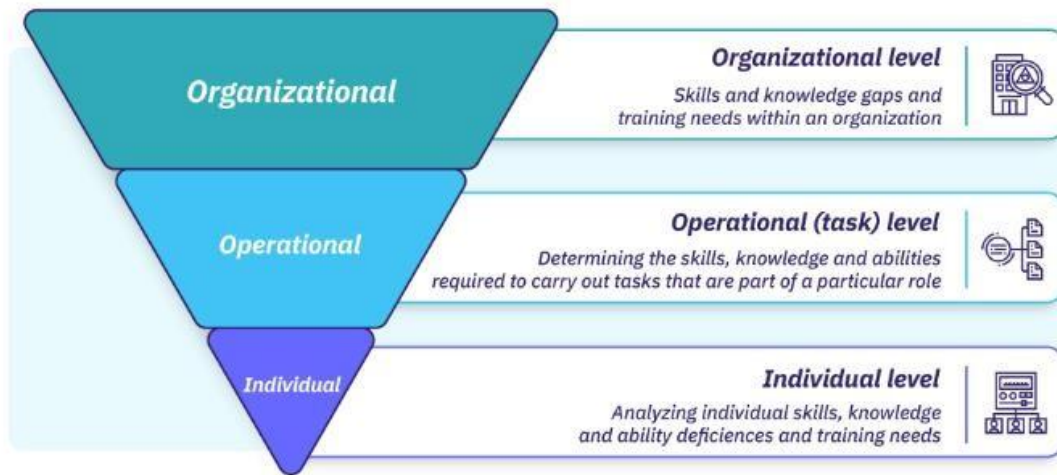
-This assessment compares performance to standards to reveal individual training needs. -A method is to observe workers firsthand to determine how they are performing their jobs and interacting with their workplace.

-Another method is to review performance appraisals to reveal areas where training would assist in filling performance gaps.(2022, bعاشورة)

-Reviewing employee records assists in determining their qualifications, past experience, and training courses completed.

-The purpose is to create individual performance within the current role and support career development in the future. (2018, عطابي & عمروني)

Figure 6: Training needs analysis levels



Source: Elaborated By(Holistique Training, 2024)

4.The Association of Performance Appraisal with Training Needs:

Performance appraisal has become a fundamental component in high-performing organizations, particularly big ones, due to its important function in the optimization of human capital. By offering informative data on employees' performance, it serves as a baseline for arriving at effectual administrative decisions., retaining top performers, developing average performers to facilitate them to enhance, and identifying employees who need to be rewarded and recognized.

In the contemporary rapid-changing economic, social, and technological environment where competencies will shortly be outdated there emerges an increasing need for individuals to continuously update their competencies and acquire new competencies. In this context, performance appraisal becomes even more essential.

According to (Zakaria & Karima, 2022), equally important is the understanding of how performance appraisal outcomes are utilized. They must demonstrate their utility to ensure that they make a meaningful contribution to organizational enhancement. In this regard, training needs analysis becomes the crucial first step in designing any successful training program. It is an intensive and time-consuming inquiry.

Therefore, performance appraisal is widely regarded as one of the most important training needs identification methods. Performance appraisal supports organizational productivity and overall performance by reflecting employees' weakness and determining the training required for improving individual and overall performance. Besides, performance appraisal is effective in identifying gaps between desired and actual performance, thereby facilitating

CHAPTER I: Literature Review And Conceptual Framework

the creation of special training plans that address the specific individual needs of employees on their job. Regular assessment also permits organizations to monitor the effectiveness of training programs as well as measure post-training performance improvements. This continuous feedback process promotes a culture of learning and professional development, and it also enables organizations to be more responsive to rapidly changing business contexts. Linking performance appraisal outcomes to training plans also boosts employee motivation. Employees' motivation is enhanced when they understand that the organization has an interest in their personal and professional growth, which aligns with their career goals, enhancing job satisfaction and strengthening employees' commitment to the organization. Lastly, a good performance appraisal system, along with an effective training needs analysis process, not only enhances employee skills but also is a strategic investment that makes the organization more competitive in the market in the long run.(2023, اسحاق & محمد منتصر b)

4.1 The Role of the Performance Appraisal in Determining Training Gaps:

One of the most crucial training needs analysis tools is the performance appraisal because it serves as the basis on which the actual performance of workers or departments of an organization will be assessed. Through the compilation of tangible evidence and data concerning employees' performances, managers will be able to ascertain individual strengths and weaknesses so that improvement and development can be identified where and when they are required. This evaluation helps to establish both personal career goals and more overall organizational objectives, such as productivity, quality of work, or innovation.

By comparing performance to the desired goals, a gap analysis can be conducted to indicate the gap between current and required skills or knowledge to attain organizational objectives. This analysis provides a clear and objective foundation for establishing training requirements. However, it is also essential to point out that all skill gaps do not always have to be met with straightaway training interventions. Training priorities must be set strategically. The gaps must be ranked according to their relevance to general performance and the import of the skills involved so that training focuses on the most critical areas that lead to organizational achievement.(Academy, 2024).

In this first chapter, we began with a literature review covering the main theoretical approaches related to performance evaluation and human resource development. We examined the contributions of several authors regarding tools and techniques of evaluation,

CHAPTER I: Literature Review And Conceptual Framework

highlighting their role in identifying training needs and enhancing productivity. We then developed a conceptual framework that clarified the key concepts linked to evaluation, training, and skills development, while identifying the interconnections between these elements. Finally, this chapter emphasized the strategic importance of performance evaluation as a lever for guiding training initiatives, in a perspective of continuous improvement of both individual and organizational performance.

CHAPTER 2:

ORGANIZATIONAL CONTEXT AND METHODOLOGICA FRAMEWORK

CHAPTER 2: ORGANIZATIONAL CONTEXT AND METHODOLOGICAL FRAMEWORK

Section 1: Organizational Context:

Sonatrach, the National Company for the Research, Production, Commercialization of Hydrocarbons, is a public Algerian company, a leader in the oil and gas industry. Sonatrach is not only a major player in the Algerian economy but also one of the largest oil companies in the world. The Social Affairs Department (DAS) it has 4 sub directions and the purpose of this organization is the promotion of actions to protect employees. There are 3 main missions: ensuring the health of workers, socio-cultural activities, and childhood. Wish plays a key role in the implementation of social programs to improve the wellbeing of employees

1. General Presentation of the SONATRACH Group:

The National Company for the Research, Production, Transport, Transformation, and Marketing of Hydrocarbons (SONATRACH) is a public Algerian company, a major player in the oil industry, an integrated gas and oil group, an important energy supplier, and a key player in the Algerian economy with its contribution to the economic balance of an export rate of 98% and 75% in imports. SONATRACH is the largest Algerian company, employing more than 50,000 employees and 127,000 people with its subsidiaries. It represents 45% of the gross domestic product in 2013.

The first oil and gas company in Africa and the 14th largest oil company in terms of revenue globally, SONATRACH is integrated across the entire hydrocarbon value chain, from upstream to downstream, including pipeline transportation and hydrocarbon marketing. The SONATRACH group covers a wide range of activities: research and exploration of hydrocarbons, development and production of hydrocarbons, transportation of hydrocarbons via pipelines, crude oil and condensate refining, natural gas liquefaction, etc. Present both nationally and internationally, it operates in exploration and production, maritime and pipeline transport, as well as trading of natural gas and petroleum products. Beyond hydrocarbon-related activities, the group has diversified into other industrial sectors such as: electricity generation, new and renewable energy, mining research and exploitation, and air transport.

CHAPTER 2: Organizational Context and Methodological Framework

Faced with new challenges, SONATRACH is now tasked with fulfilling new economic missions by handling the country's benefits on one hand and the state's strategic priorities on the other. Through an internationalization strategy, it operates in Algeria and in several regions around the world: Africa (Mali, Niger, Libya, Egypt), Europe (Spain, Italy, Portugal, the United Kingdom), Latin America (Peru), and the USA.

1.2 The Social Affairs Department (DSA).

1-2-1 Presentation of the Social Affairs Department DSA:

SONATRACH, in regard to its economic and commercial contribution, is committed to investing in a social program through the contribution and continuous improvement of the mental and physical health of its workers. This is reflected in the following social investment actions:

- Professional training
- Education
- Health and environment
- Craftsmanship
- Sports and culture

The Social Affairs Department (DSA) is the department specialized in coordinating, managing, and organizing all social works of the group. It also offers numerous activities and leisure for the benefit of workers and their families, with the aim of providing the best possible social services to the workers.

The department is hierarchically attached to the CPD-RHD, and its organization is structured around the following departments:

- Regulation and Social Monitoring Department
- Remuneration Department
- HR Training and Planning Department
- Personnel Management Department
- Occupational Medicine and Hygiene Department
- Social Affairs Department
- Communication and Public Relations Department
- A Company Training Center

- The Algerian Petroleum Institute

CHAPTER 2: Organizational Context and Methodological Framework

- A Mission Cell
- Two Assistants

1-2-2 The missions and resources of the Social Affairs Department:

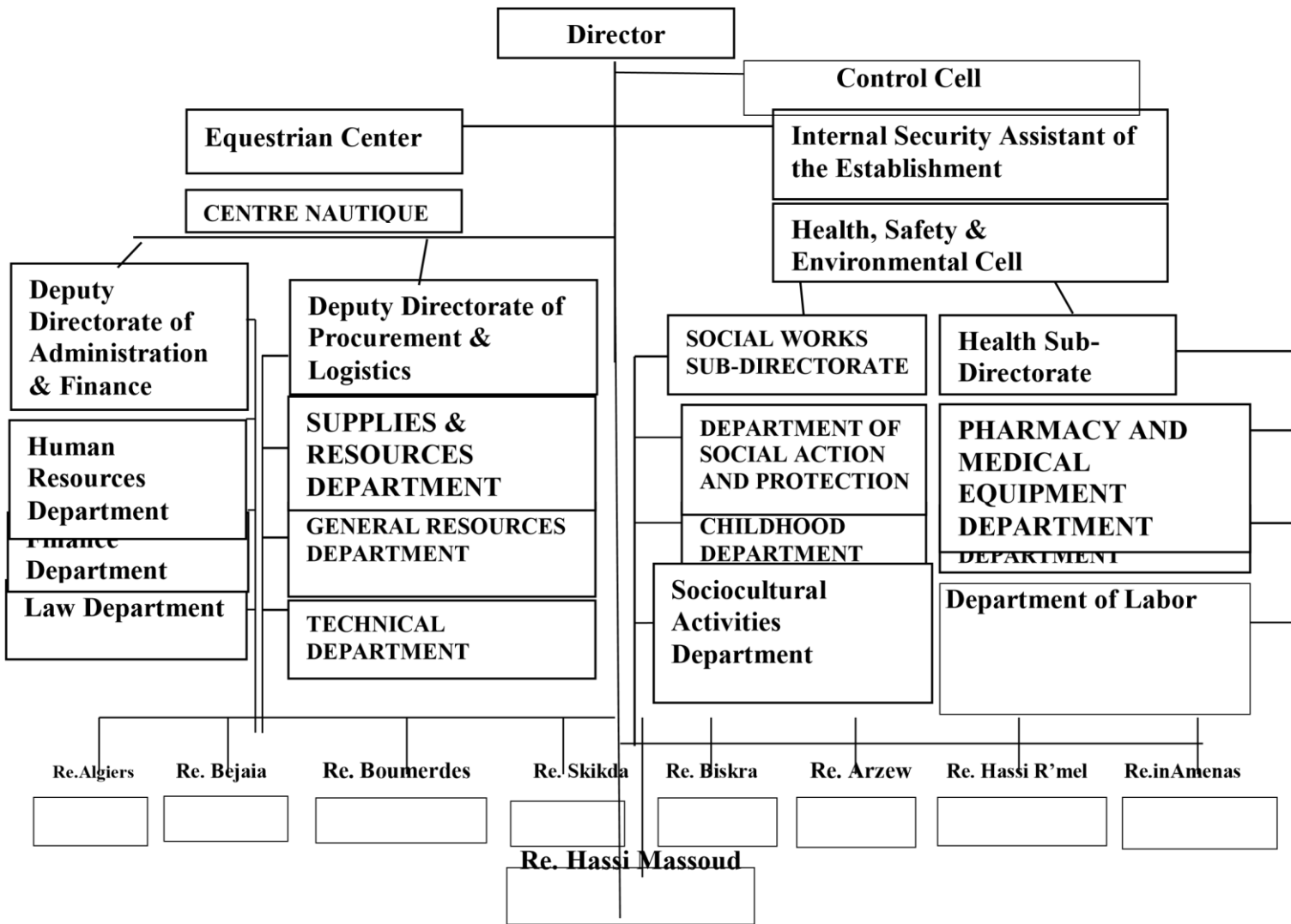
- **The missions of the Social Affairs Department:**

The Social Affairs Department is responsible for coordinating and organizing all activities and social works of the SONATRACH group. The missions assigned to the DSA Department are summarized as follows:

- Management of the budget and assets of social affairs;
- Promotion of actions to protect the health of workers and their dependents;
- Development of socio-cultural and sports activities;
- Development of leisure and educational activities for workers' children;
- Establishment of operating procedures for the social affairs units across the company;
- Reporting to the executive director of human resources

Figure 7: Organizational Chart of the Social Affairs Department (DSA)

CHAPTER 2: Organizational Context and Methodological Framework



The source: Internal document of the DSA Department

CHAPTER 2: Organizational Context and Methodological Framework

For the organizational chart of the Social Affairs Department, has e also add the nine (9) regions attached to it as follows:

Northern Regions:Alger; Boumerdès; Bejaia ;Skikda ;Arzew; Biskra

Southern Regions: Hassi Massoud; Hassi R'mel; In Amenas

- **Resources of the Social Affairs Department:**

Human Resources:

The human capital of the DSA Department is placed at the center of its concern; it is considered the main wealth of the group. It represents the key to success in an ever-evolving economic and competitive environment. The men and women of the DSA Department are the primary lever for its development and wealth, including:

Total Staff of Social Affairs Department:

The active and inactive population (operational and non-operational) of the DSA Department reached 2849 permanent agents as of 31.05.2023, distributed as follows:

Table 5: Total Staff of Social Affairs Department

Socioprofessional category	Senior Executive	Executive	Supervisory Agent	Operational Agent	Total
Number	40	1006	1058	745	2849

Source: Internal document of the DSA Department

Contractual Staff:

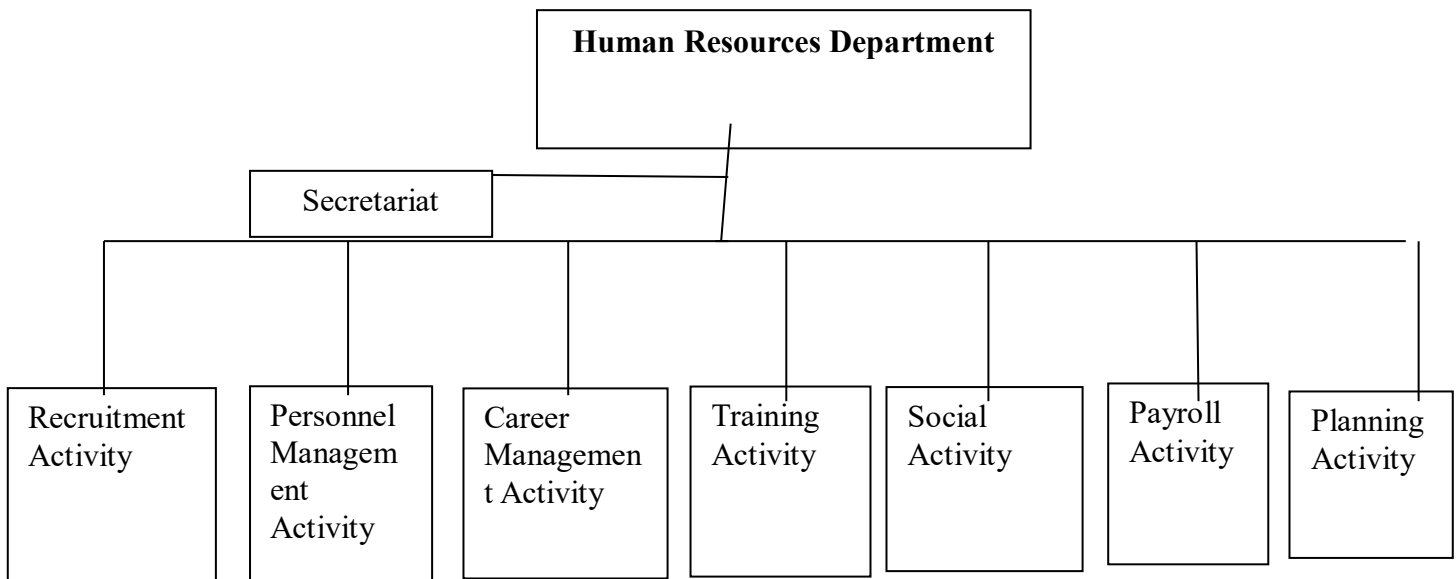
There are 257 contractual agents within the DSA Department.

1.3 Human Resources Department:

We will present the Human Resources Department of the Social Affairs Department, as our research is conducted at this level

CHAPTER 2: Organizational Context and Methodological Framework

Figure 8: Organizational Chart of the Human Resources Department



Source: Internal document of the DSA Department

1.3.1 Missions and Responsibilities of the Human Resources Department:

• Missions:

The implementation of the RHU policy within the DSA Department and assistance to the attached regions based on the group's orientations in relation to the CPD-HRD (and its departments), ensuring the management of social works, and primarily breaking down and guaranteeing the application and monitoring of the RHU policy across the entire group. As it has structures related to the management of human and material resources necessary for the management of its activities.

• Organization:

The RHU department is composed of:

Staff selection & recruitment activities

Payroll activities

Social activities

Management activities

Career management activities

CHAPTER 2: Organizational Context and Methodological Framework

Training activities Planning

activities

• **Responsibilities:**

Personnel Recruitment Activity:

The tasks of the recruitment service are:

- Selection of job applications after receipt.
- Reviewing the files and job applications.
- Inviting candidates.
- Managing and preparing recruitment interviews.
- Onboarding and integrating new hires.
- Establishing permanent and fixed-term contracts.
- Defining job positions based on experience, profile, and qualifications.
- Passing on to payroll for the new recruit's payment.
- Creating a database of received CVs and categorizing them by specialties.

Payroll Activity:

The tasks of the payroll activity are:

Exploiting the various decisions and notes from the different RHU services (recruitment, management, career management, and social) and entering them by category in two steps: Before these two steps, the entry information includes the different decisions, the position sheet (monthly actual position of each employee), allowances, bonuses, and all types of decisions.

CHAPTER 2: Organizational Context and Methodological Framework

-Step 1: Processing the Individual Management Record: a master-coded sheet used for the monthly payroll of all staff working within the Social Affairs Department and in case of internal transfer to SONATRACH.

-Step 2: Tracking the shuttle sheet concerning monthly variables (variable remuneration of staff).

Fiscal and parafiscal declarations (IMR, PIT, SSB, MTP, CI).

Establishing End of Career Allowances for retirements and final balances for permanent departures (retirement, death, resignation).

Maternity.

MIP benefits (mutual insurance for the petroleum industry).

Group death and disability insurance files.

Planning Activity:

The planning activity revolves around two main functions: payroll mass and recruitment.

The tasks of the planning activity are:

- Consolidating HR dashboards for the various activities of the RHU department.
- Establishing reports and dashboards for the human resources function at the headquarters: monthly, quarterly, and annually according to the required periods.
- Developing the annual and medium-term employment and payroll mass plan.
- Developing and implementing systems and tools for managing and monitoring human resources.
- Proposing possible adjustments: rules of management and/or organizational policies.

Career Management Activity:

- The tasks of career management are:
- Studying files for regularizing the administrative situation of DSA Department agents.

CHAPTER 2: Organizational Context and Methodological Framework

- Job conversion files (study and preparation of related decisions) and recording the prepared studies.
- Monitoring and establishing decisions for attribution for the concerned category Responsibility and Specialization Bonus: designed to compensate for responsibilities and obligations not considered or that exceed the threshold set in the job evaluation).
- Managing and monitoring transfer files (studies, monitoring, and decision establishment).
- Monitoring promotion files.
- Developing the organizational chart.

Management Activity:

The tasks of the management activity are:

- Ensuring the proper management of staff by: applying internal operational rules and relations with external bodies.
- Ensuring the execution of hierarchical decisions.
- Managing leaves.
- Managing loans.
- Managing medal and reward files.
- Managing labor relations.
- Managing senior staff.
- Managing files for freelance specialist doctors.
- Renewing fixed-term contracts
- Positioning and monitoring staff.
- Managing administrative files.
- Keeping legal records.
- Establishing various decisions: YEA, MA, PTA, maternity leave decisions, reintegration after leave, resignation, confirmation.
- Establishing work certificates and employment attestations.

Development and Training Activity:

- Implementing a training plan (forecasted) based on the needs and requirements of the concerned structure (consolidating individual and collective forecasted training needs).

CHAPTER 2: Organizational Context and Methodological Framework

- Finalizing and realizing the planned training actions after validation by Skills and Human Resources Management Department
- Initiating and organizing off-planning training activities (non-planned or not included in the forecast) after approval or agreement from SHRMD / Training and HR Planning Department.
- Establishing monthly training dashboards (monthly achievements).
- Preparing quarterly and semi-annual reports on completed actions.
- Preparing the annual training report.
- Organizing and following up with apprentices and interns and assigning them.
- Drawing up monthly reports on the status of apprentices and interns.
- Establishing monthly wages for apprentices.
- Ensuring follow-up and control of apprentices in collaboration with professional training centers.

Social Activity:

- The tasks of the social activity are:
- Registration and affiliation of new workers.
- Social benefits: reimbursement of pharmaceutical products and daily allowances (in kind and cash benefits).
- Managing work stoppages and family allowances.
- Work accidents and occupational diseases: declaring work accidents and providing medical certificates.
- Disabilities.
- General pension (at the legal age, proportional and early) and supplementary pension.

Section 2: The Methodological Framework:

In this second chapter, we will establish the organizational and methodological framework of our research. The chapter will be divided into two parts. In the first section, we are going to present the Social Affairs Department of DAS with their objectives, missions, and structure. In the second half, we will introduce the methodology used to conduct our practical study, describing the techniques applied and the data collection tools utilized.

Through field observation, we noted frequent informal communication between employees and active internal movement, which indicates a lack of organized coordination. We also observed that the currently used tracking sheet is ineffective, as it is distributed only once a

CHAPTER 2: Organizational Context and Methodological Framework

year and lacks accurate and actionable information. Based on these observations and the data collected from experienced employees, we proposed and designed a new evaluation system that includes specific and appropriate performance indicators for each department.

As part of the system development process, we conducted semi-structured interviews with a group of employees from various departments within the Social Affairs Directorate, particularly those with extensive experience and a deep understanding of the nature of the work and daily responsibilities. These interviews enabled us to gather accurate information about the actual tasks carried out by each department, the challenges faced by employees, and the criteria through which performance can be effectively measured. Through this direct interaction, we were able to identify realistic performance indicators based on field experience, with some of these indicators being proposed by the employees themselves. This gave the system a practical character that reflects the real needs of the internal environment. This participatory approach strengthened the reliability of the new evaluation framework.

Furthermore, we proposed the addition of a daily task log and a rating system to track and evaluate employee performance more accurately. To support coordination and efficiency, we also integrated an internal communication module that allows employees to schedule appointments and streamline interactions. Lastly, our proposed system includes an automatic prioritization feature that transparently selects employees for training based on clear, meritbased criteria. This methodological approach based on interviews, evaluation sheets, observations, and the development of an integrated application ensures a practical and datadriven contribution to improving training management and internal communication within the organization.

1. Epistemological Stance:

For purposes of reaching our research objective, we adopted a constructivist epistemological standpoint, which is an influential epistemological approach that views reality as a subjective construction resulting from the interaction between human intelligence and real-world experience. Based on the subject-object interaction, it emphasizes the active role of the human mind in the construction of knowledge. Closely linked to pragmatism and relativism, it is grounded in cognitive psychology. Jean Piaget is recognized as the father of constructivism for his theoretical contributions explaining the mechanisms of knowledge acquisition. This perspective has gained popularity in recent years across various research fields.(Dehbi & Angade, 2019)

CHAPTER 2: Organizational Context and Methodological Framework

We chose the constructivist approach because it emphasizes learning from practical experience, viewing knowledge as a result of interaction with reality. This aligns perfectly with the nature of my work, which relied on collecting data through field interviews, observation, and task analysis based on employee's actual experiences within the institution. Moreover, the constructivist approach moves away from abstract theories and ready-made solutions, prioritizing practical reality. This is reflected in my design of a performance evaluation system tailored to the real needs of the institution, rather than adopting external models that may not necessarily suit the local context.

It also focuses on building knowledge through the interaction between the individual and their environment, which perfectly aligns with my work in developing a new evaluation system based on employees' actual experiences and task analysis. Constructivism allows me to involve employees in identifying performance indicators, making the system practical, realistic, and reflective of the organization's true needs. Moreover, this approach recognizes that knowledge is not static but continuously evolving, which corresponds with the necessity to continuously update and improve the evaluation system to keep pace with changes in the work environment. Additionally, constructivism integrates self-reflection and continuous learning, supporting the design of a system that links evaluation and training dynamically, encouraging skill development based on ongoing and realistic assessments.

2. Approach Methodology:

For this project, I chose to follow a qualitative approach. During my internship, I conducted several semi-structured interviews with department managers. The choice of this approach was integral to understanding the complexities of the performance evaluation and training needs identification systems within Sonatrach. Performance evaluation, by nature, involves subjective judgments, making qualitative methods particularly suitable for examining the processes from the perspectives of those involved. Rather than merely quantifying outcomes, we sought to explore the context, experiences, and perceptions of workers and managers regarding the evaluation process.

This approach is primarily subjective since it attempts to understand and analyze human behavior. It does so by employing an exploratory study that investigates the data related to the problem in an attempt to formulate a question. It also aims at identifying the major variables and the type of relationship between them. Interviews are among the most significant data gathering methods, which involve formal discussions with selected

CHAPTER 2: Organizational Context and Methodological Framework

individuals to analyze the dialogue that reflects their conscious or unconscious state of mind. The objective is to help the participants overcome or forget the defense mechanisms that they may use as a response to external observation of their behavior or thoughts.(Dehbi & Angade, 2019).

And. Our approach was inductive, meaning that rather than starting with a predefined hypothesis, we allowed the data to guide our findings. We collected data through observations, interviews, and document analysis, gradually building a comprehensive understanding of the performance evaluation system at Sonatrach. This method enabled us to identify key patterns, problems, and areas for improvement in the existing system. By observing and analyzing the lived experiences of both employees and managers, we were able to formulate a solution that addresses the real issues faced by employees and management. The inductive approach allowed us to uncover insights that might not have been anticipated in a more structured study.(Dehbi & Angade, 2019)

3.Study Population:

The selection of the research population for this study at the Social Affairs Department is a crucial and vital element of the survey. Our study focuses on how performance evaluation contributes to the optimization of identifying training needs. the population studied consists of the individuals interviewed, namely the managers related to the research topic and the human resources managers within the HR department in Algiers. We conducted interviews with three managers and one employee from the human resources department. These individuals were selected based on their experience, knowledge, and roles regarding performance evaluation and training needs within the organization. We also chose diverse profiles to obtain complete information and better understand the context.

Table 6: Study population

Interviewees	Job Title	Seniority	Date of Interview	Duration of Interview
I1	HR Coordinator (Training)	20 years	30/04/2025	1h30min

CHAPTER 2: Organizational Context and Methodological Framework

I2	HR Coordinator (Payroll)	20 years	30/04/2025	40min
I3	HR Coordinator (Management)	20 years	30/04/2025	1h
I4	HR Studies Officer (Training)	15 years	30/04/2025	50min

Source: Elaborated by the authors

The selection of these four interviewees was guided by two key considerations. First, each participant holds a position directly related to human resources functions—specifically in training, payroll, management, and HR studies—which are highly relevant to the objectives of this study focusing on performance evaluation and training needs assessment. Second, these individuals were chosen due to their extensive professional experience, ranging from 15 to 20 years, which ensures a deep and informed perspective on the studied topics. Additionally, the selection process was carried out under the guidance and recommendations of our academic supervisor, who facilitated access to these key informants within the company to ensure the richness and relevance of the data collected.

4. Data Collection Tools:

4.1 Document Analysis:

This entails reading written and saved documents to obtain information related to the study. During our research, we read through various sources including academic books, scientific journals, Doctoral thesis, and reliable digital sources including Google Scholar, ResearchGate, and SNDL. The external sources enabled the establishment of a sound theoretical framework related to performance measurement and training needs. In addition, starting by reviewing key internal documents used in the performance evaluation process. These included yearly tracking sheets for different employee categories (simple workers and high-class workers), summary sheets, sheet of training needs, and training needs identification forms. These documents were central to our research, as they provided insight into the current methods used to track performance and identify training requirements. these documents were interpreted to understand the structure of the system and identify gaps in how performance was being assessed and recorded.

CHAPTER 2: Organizational Context and Methodological Framework

4.2 Observation:

In the social sciences, observation is used by researchers as an investigative and data collection method. It enables setting description and current circumstances description, giving the researcher a general view of the whole area.

according to Cuq, of “paying methodical attention during the study of a phenomenon in order to define its contours and boundaries, interpret key facts, untangle its underlying issues, and identify its problems.”(Samlak, 2020). Therefore, starting with observation in a research study is a significant stage that allows the researcher to know the general setup of the field. We spent time observing how performance evaluations were conducted by department heads and we noted the informal nature of the process, with evaluations being based on subjective assessments made by supervisors as they monitored workers completing their tasks. This approach lacked clear performance criteria and varied significantly across departments, leading to inconsistencies and potential biases in evaluations.

Finally, we opted for daily observation throughout our internship within the company, based on criteria defined in line with the subject of our research. These criteria were developed in an observation grid¹

4.3 Interviews:

This is a commonly used method in qualitative studies. It consists of a verbal exchange between the researcher and the interviewee to gather pertinent information through a series of questions. This process allows for a deeper exploration of a specific subject. The researcher may choose among three types of interviews: directive interviews, semi directive interviews, or non directive interviews, depending on the study's objectives.

We conducted semi-structured interviews with department heads and employees to gather firsthand feedback about their experiences with the evaluation system. Employees reported dissatisfaction with the fairness of their evaluations, often feeling that the assessments were influenced by personal relationships or social dynamics rather than their actual performance.

¹ See Appendix F

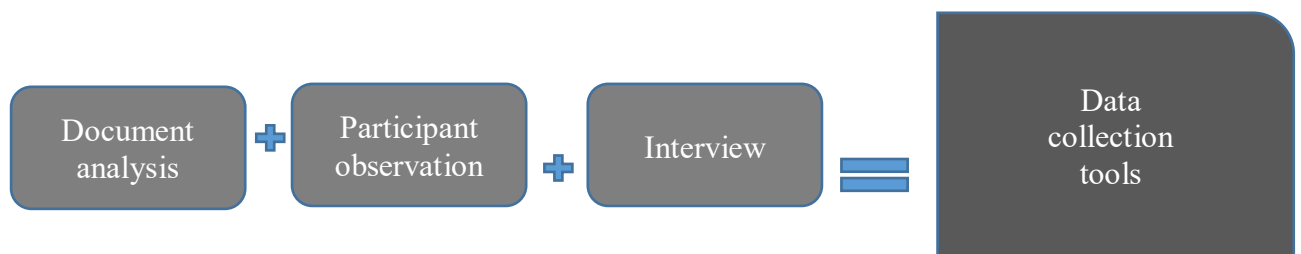
CHAPTER 2: Organizational Context and Methodological Framework

Managers also highlighted the limitations of the existing system, acknowledging that the evaluations were not always objective or comprehensive.

For our study, we opted for semi-structured interviews for the following reasons:

- It allows us to structure the discussion with pre-established questions, ensuring comprehensive coverage of key aspects of performance evaluation and the identification of training needs.
- It offers interviewees a certain level of freedom to express their opinions and provide detailed responses, allowing for more precise and relevant information.
- It generates rich and detailed data, essential for in-depth analysis of evaluation practices and training needs within the organization.
- It helps to better understand the context in which evaluations take place, as well as the nuances of the interviewees' responses, which is fundamental for a rigorous qualitative analysis.

Figure 9: Data Collection Tools



Source: Elaborated by the authors

4.3.1 The interview guide:

A document that outlines the various topics or questions to be addressed during the process of an interview, for a specific reason.

Our guide follows the following format:

- **Introduction:** introduction of the interviewer, purpose of the study, and interview setting.
- **List of themes and questions:** the interview is based on five broad themes, each having a list of specific questions.

CHAPTER 2: Organizational Context and Methodological Framework

- **The topics covered are as follows:**

- The Role of Performance Evaluation in the Targeted Identification of Training Needs.**

Explanation: This theme addresses how performance evaluations can be used as a tool to accurately identify which employees need specific training. In our case, the lack of targeted training needs identification was a major concern. By better aligning performance evaluations with training requirements, Sonatrach could ensure that each worker receives the training that directly addresses their performance gaps, enhancing overall workforce efficiency.

- Performance evaluation and gap identification:**

Explanation: This theme focuses on the importance of using performance evaluations to detect discrepancies between employee's actual performance and the expected performance levels. In the context of Sonatrach, identifying these gaps is crucial because it allows managers to tailor training programs or interventions to address the specific needs of employees who are underperforming or struggling with certain tasks.

- Individualization of Training:**

Explanation: This theme emphasizes the importance of customizing training programs based on the individual performance of employees. Instead of providing the same training for all, it is vital that training programs are individualized and directly aligned with each worker's unique performance challenges. This personalization helps in developing more effective training programs that directly address skill gaps, leading to better workforce development.

- Continuous Monitoring and Adjustment of Needs:**

Explanation: This theme highlights the need for ongoing tracking of employee performance and training needs, rather than relying solely on annual assessments. Continuous monitoring would allow for timely adjustments to training programs, ensuring that employees evolving needs are addressed promptly. In the case of Sonatrach, this could involve more frequent performance reviews and updates to training plans to ensure they remain relevant and effective throughout the year.

- Alignment of training with the strategic objectives of the organization.**

CHAPTER 2: Organizational Context and Methodological Framework

Explanation: This theme emphasizes the need for performance evaluations and training programs to align with the broader strategic goals of Sonatrach. Training and performance management should not only focus on improving individual skills but also contribute to the company's long-term objectives. By aligning training programs with the company strategic goals, Sonatrach can ensure that employee development directly supports the achievement of organizational objectives, such as improving efficiency, innovation, and productivity. □ Finally, the interview concludes with a word of thanks addressed to the interviewee

By exploring these themes, we were able to uncover insights into how the current evaluation system could be improved to provide more accurate and individualized training needs assessments.

4.4 Data analysis:

In this study, important data relevant to our research objectives were extracted from the interviews for the coding process. This was followed by thematic data analysis, which allowed us to identify, analyze, and report patterns (themes) within the data, ensuring a structured interpretation of the participants' perspectives in relation to the research questions.

NVivo is a qualitative data analysis (QDA) software designed to help researchers organize, analyze, and find insights in unstructured or qualitative data such as interviews, openended survey responses, articles, social media content, and more. It allows for coding of data, visualization, and identification of patterns and relationships.

important data relevant to our research objectives were extracted from the interviews for the coding process. This was followed by the subsequent steps of coding

In my final project, NVivo was used as a tool to support the analysis of qualitative data collected. The main features and outputs used were:

- **(Word Cloud):**
To identify the most frequently mentioned terms in the responses and highlight key concepts and recurring themes.
- **Correlations**
To explore the relationships between different codes and see how certain concepts were interconnected across the data.
- **Bar Chart by Axis**
For each main analytical axis (e.g., performance evaluation, training needs, training methods), I created bar charts to visually represent the frequency of references and participant focus on each category.
- **Matrices:**

CHAPTER 2: Organizational Context and Methodological Framework

I created coding matrices to cross-analyze categories (e.g., linking performance evaluation themes with training needs) and better understand how different themes interact.

- **Word cloud by axis:**

To visualize the specific vocabulary and emphasis used in each thematic axis, which helped in interpreting the depth and context of the discussions

We conclude, throughout our research, we discovered that the performance evaluation and training needs identification system at Sonatrach was not as effective or fair as it could have been. Employees felt that evaluations were subjective, often influenced by personal relationships or social dynamics, which led to dissatisfaction and a lack of trust in the process. Additionally, the connection between performance evaluations and training needs was weak, resulting in training programs that didn't always address the actual gaps in skills.

We realized that for a system to be effective, it had to be objective, consistent, and transparent. That's why we decided to create a new system one that tracks employee performance more accurately and ties it directly to training needs. The system we developed integrates measurable performance indicators and offers an automated training needs identification process, so that training is personalized and tailored to individual needs based on actual performance.

In the next chapter, we'll dive deeper into how we designed and implemented this system, the challenges we faced during its development, and how we believe it can help improve not just individual performance but also the overall efficiency of the company. We're confident that the new system will provide more transparency, fairness, and ultimately, better results for both employees and the company.

CHAPTER 2: Organizational Context and Methodological Framework

CHAPTER 3: ANALYSIS OF RESULTS AND DISCUSSION

CHAPTER 3: Analysis Of Results

Introduction:

Chapter Three of this study presents the results and their discussion, based on the qualitative method used to collect and analyze data. We begin with the interpretation of the interviewees' statements namely, managers and functional executives providing a detailed insight into the perceptions and experiences of the key actors involved.

Section 1: Interpretation and Analysis of Interview Results

Figure 10: General Word Cloud



Source: Made by the authors according to NVivo

1. Interprétation of the general word cloud:

The word “training” overwhelmingly dominates the word cloud with 127 occurrences, highlighting its central role in the analyzed discourse. This term represents much more than just a learning process; it is perceived as a major strategic lever for strengthening skills (51 occurrences) and supporting organizational performance (60).

"It is not a matter of organizing traditional training sessions, but of precisely responding to the needs identified through performance evaluation."

CHAPTER 3: Analysis of Results and Discussion

The use of the words "objectives," "work," "programs," and "specific" strongly reiterates the necessity to link performance analysis to operation realities, job and company objectives.

Assessment is thereby a structuring phase in the relevant training plan development process.

"Performance evaluations at Sonatrach are also integrated into a broader strategic framework. The results of the evaluations are analyzed and incorporated into the annual training plans."

Quotes from the qualitative matrix reveal that the subjects being interviewed view testing as literally describing performance gaps and then facilitates that specific training interventions be drawn—a method of precluding off-the-shelf or generic types.

"Training needs are not perceived as theoretical or general, but as practical and directly linked to field performance."

The mention of such terms as "employee," "measurement," "respect," and "organization" infers that the method is checking people against their organizational context, acknowledging the individual factor as well as collective performance requirements.

"Performance evaluation is a strategy that guides training activities, makes resource utilization efficient, improves individual capabilities, and ultimately leads to the overall effectiveness of the organization."

Axis 1 emphasizes the primary value of performance measurement as a rational and systematic point of departure for the establishment of training requirements. Through facilitating the identification of specific and quantifiable gaps, assessment guides more efficient, specific, and strategic training decisions

In doing so, it enables the organization like Sonatrach to direct its skills development interventions in accordance with job needs and overall performance aspirations.

Interpretation of Axis 2: Performance evaluation and gap identification.

CHAPTER 3: Analysis of Results and Discussion

"(Matrix C: axis 3 – 'Performance evaluation makes it possible to individualize training actions according to the gaps identified.')

The recurrent appearance of words like "organization," "objectives," "domains," "resources," and "Sonatrach" indicates that the company intended to structure its training plans based on its priorities, as well as taking into account the specialties of each subject of expertise. "(Matrix C: axis 3 – 'Performance evaluation makes it possible to individualize training actions according to the gaps identified.')

Terms such as "work," "programs," "training," and "employees" suggest that individualization is not only applicable to the diagnosis of needs, but also to the provision of tailored training programs content, duration, and instructional methods

"(Matrix C: axis 3 – 'Performance evaluation makes it possible to identify specific skills to be developed through targeted training programs.')

Finally, words like "ensure," "productivity," "follow-up," and "realities" suggest that this individualization is also part of some larger goal of sustainable performance, ensuring that each training activity will make a tangible contribution to productivity and the value added by employees. "(Matrix C: axis 3 – 'This evaluation process ensures that training remains aligned with actual needs and job requirements.')

The analysis of Axis 3 makes it clear that performance appraisal is a key instrument for individualizing training needs diagnosis. By providing the precise information on the individualized skill gaps for each employee, appraisal allows the organization Sonatrach, in our case to spell out individualized and customized training itineraries. Terms like "skills," "specific," "evaluation," and "objectives" are emphasized with this rationale of personalization, with each training activity developed based on findings from individuals, business departments, and available resources. "(Matrix C: axis 3 – 'Performance evaluation makes it possible to individualize development plans according to the specific skills required by each department.')

Thus, assessment is more than a mere performance measurement: it is an individualizing strategy, ensuring the relevance, effectiveness, and consistency of the training systems that have been implemented.

"(Matrix C: axis 3 – 'This continuous feedback process ensures that training is not a one-time event but part of an ongoing development process.')

Interpretation of Axis 4: Continuous Monitoring and Adjustment of Needs. Figure

14: Word Cloud (Axis4)

CHAPTER 3: Analysis of Results and Discussion



Source: Made by the authors according to NVivo

This axis focuses on a dynamic and continuous process in establishing and modifying training requirements, namely related to the organizational strategic priorities. Essential words like "respond," "strategy," "priorities," and "requirements" reveal an explicit will of constantly adapting training programs in order to correspond to changing company expectations. Needs are definitely not fixed but constantly reassessed to maintain them aligned with organizational challenges. "(Matrix D: axis 4 – 'Periodic performance evaluations are essential for adjusting training plans according to the evolving needs of the organization.')

The application of words like "plan," "programs," "specific," "gaps," and "needs" implies training plans are designed to be flexible, adjusted based on outcomes realized, goal attained, or gaps realized. The process becomes customized and reactionary, in the capacity to react towards coming or emerging needs in the different functions.

"(Matrix D: axis 4 – 'Evaluations make it possible to quickly adjust training programs based on detected gaps or newly identified requirements.')

Terms such as "organization," "Sonatrach," "functions," "performance," "change," and "additional" refer to a systemic logic in which constant monitoring of performance offers instant recognition of deficiencies or required development, and makes certain reactions achievable through training action.

"(Matrix D: axis 4 – 'Regular performance evaluation plays a central role in identifying additional training needs to address the evolution of functions and tasks.')

Regular performance evaluation is essential in continually establishing and refining training requirements. The real-time nature of performance evaluation allows the organization and the employee to identify the gap between expected employee skills and actual employee skills used on-the-job basis.

(Matrix D: axis 4 – 'By periodically evaluating performance, the company can anticipate potential gaps and prepare targeted training actions to address these gaps before they impact results.')

This dynamic approach keeps the organization aware of individual and team progress, so that as training and performance needs change, so too can training plans. By shifting training away from

CHAPTER 3: Analysis of Results and Discussion

(Matrix E: axis 5 – 'The results of employee performance evaluations serve as a basis for planning future training adapted to the evolution of functions and the needs of the organization.')

The performance evaluation enables us to pinpoint differences between intended and actual abilities with clarity. Training, on the basis of real facts, addresses specific needs in accordance with strategic priorities of the company

(Matrix E: axis 5 – 'I would say that the results of performance evaluation are essential for identifying actual skill gaps in relation to the organization's strategic expectations.')

In this way, training directly assists in overall objectives through strengthening the main skills that are of key importance in group performance. Training is thus a strategy in accordance with operational needs and the organization's ongoing development

(Matrix E: axis 5 – 'The results of evaluations help to guide training towards the skills considered a priority to ensure the collective performance and sustainable development of the company.')

1.2 Data Analysis:

The data from the interviews reveals a wide agreement to the reality that performance appraisal is one of the key levers for the management of training policy. The responses gathered in the various axes show a general perception of the need to inextricably link appraisal with skills management and human resources development strategy.

(Matrix A: axis 01 – 'The use of performance evaluation as a tool for identifying training needs offers several key advantages.')

In Axis 1, the players emphasize that evaluation is not an objective, but rather a decision-making aid. It allows one to define in a certain manner training needs from gaps that have been observed between projected and actual performance, thereby allowing for more effective and targeted planning of training. The strategy described is meant to optimize the training process by avoiding general intervention in favor of value-added measures.

(Matrix A: axis 01 – 'The weaknesses or gaps in an employee's performance precisely indicate the skills or knowledge that need to be acquired.')

Axis 2 emphasizes the diagnostic role of evaluation. Performance gaps are regarded as good predictors for the purpose of detecting deficits or skill shortages. Evaluation is viewed as being crucial to tailoring training content to ground level realities and optimizing the effectiveness of the measure adopted

CHAPTER 3: Analysis of Results and Discussion

"(Matrix B: axis 2 – 'The detection of performance gaps consists of comparing existing skills with the requirements of current positions.')

Axis 3 discloses a second essential dimension: individualization of training. Different responses stress that evaluations enable individualization of training courses based on employees' individual profiles and requirements. There is a clear intention of adjusting competence development to the individual employee, in an empowerment and performance optimization dynamic.

"(Matrix C: axis 3 – 'Performance evaluation makes it possible to individualize training actions according to the gaps identified.')

Axis 4 addresses the principle of continuous monitoring and amendment. The feedback indicates that evaluation is considered to be a dynamic management instrument, not merely to identify needs but also to allow them to evolve in the long term. It allows training plans to be continuously re-aligned to fit organizational changes, job creation, or observed performance in the workplace.

Finally, Axis 5 indicates how performance measurement supports alignment of training with the company's strategic objectives. The responses refer to the strategic use of results from evaluations to guide skills development programs towards organizational goals. In this way, training becomes a tool to put the corporate strategy into practice, with a logic of targeted and accountable investment.

"(Matrix E: axis 5 – 'The results of performance evaluations play a key role in guiding strategic training actions.')

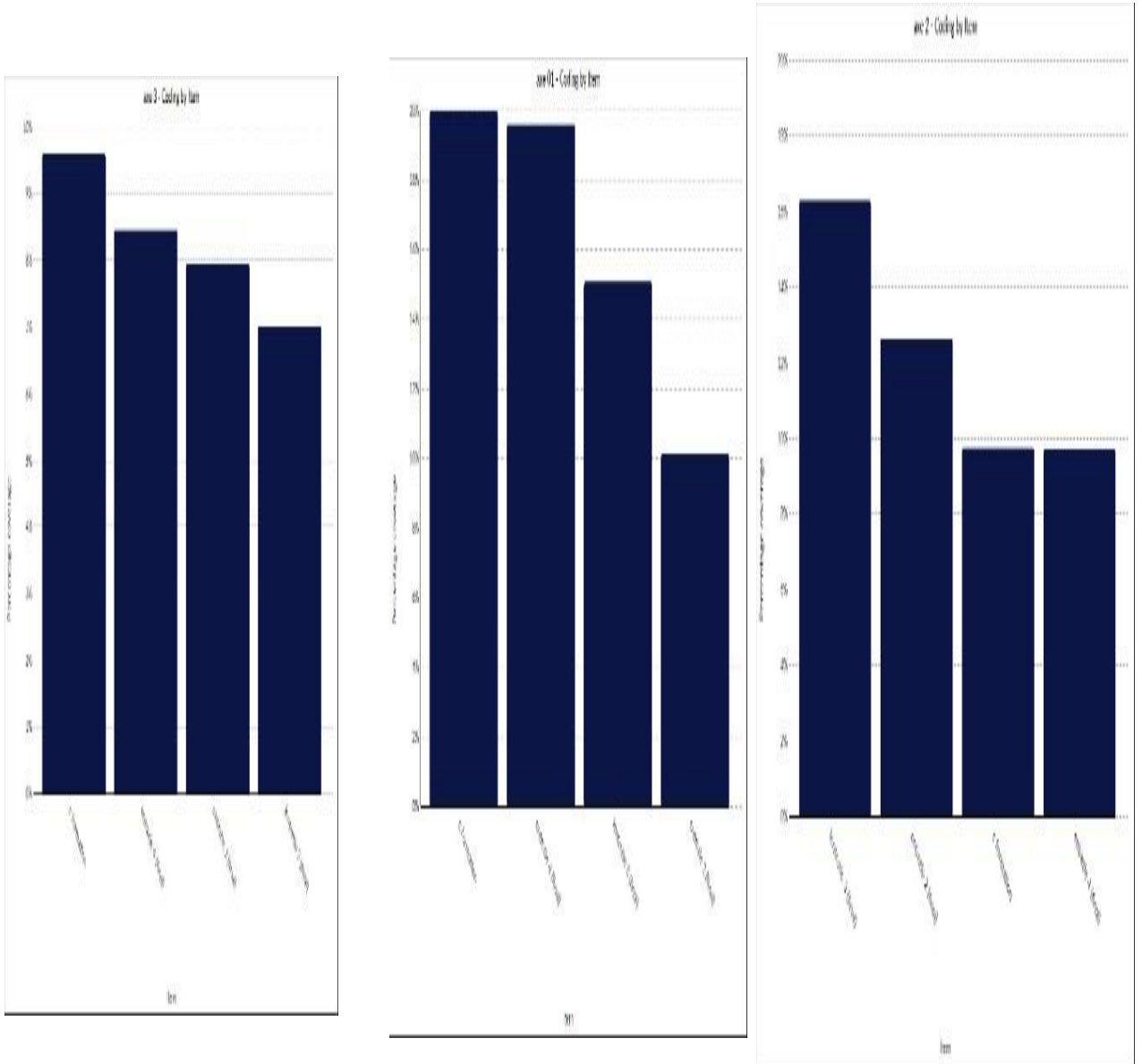
□ Chart bar:

This bar chart displays the distribution of coding by items, as generated using Nvivo software for qualitative data analysis. The chart illustrates the relationship between different items and the percentage of coding associated with each one, helping to understand how coding is distributed across the analyzed data. This type of visualization provides a quantitative perspective that complements qualitative analysis and is used to facilitate comparison between items and to analyze patterns in a clear and systematic way.

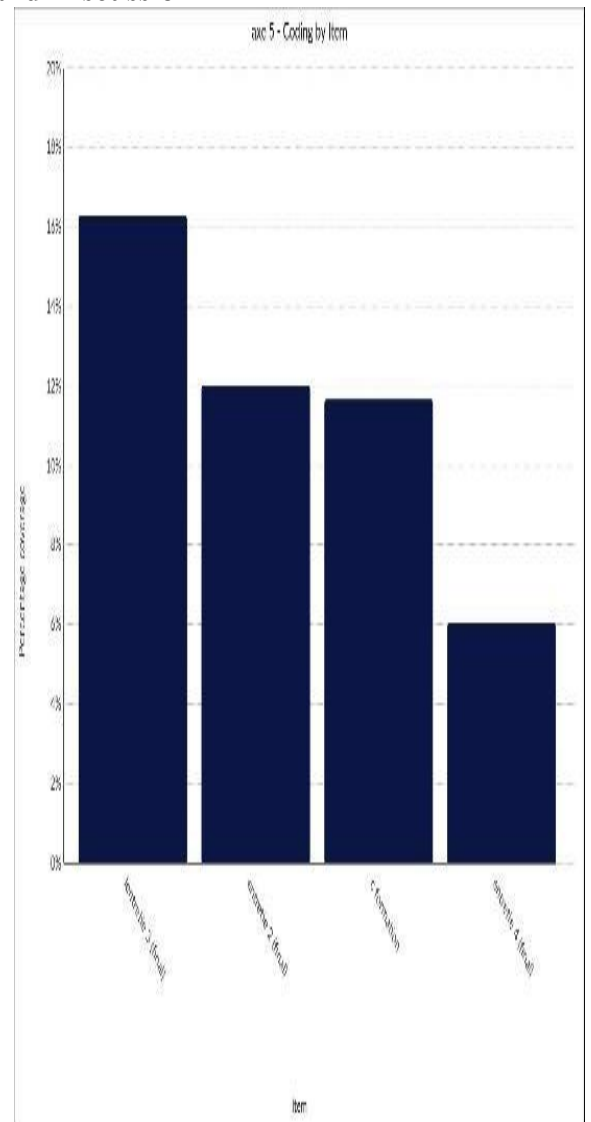
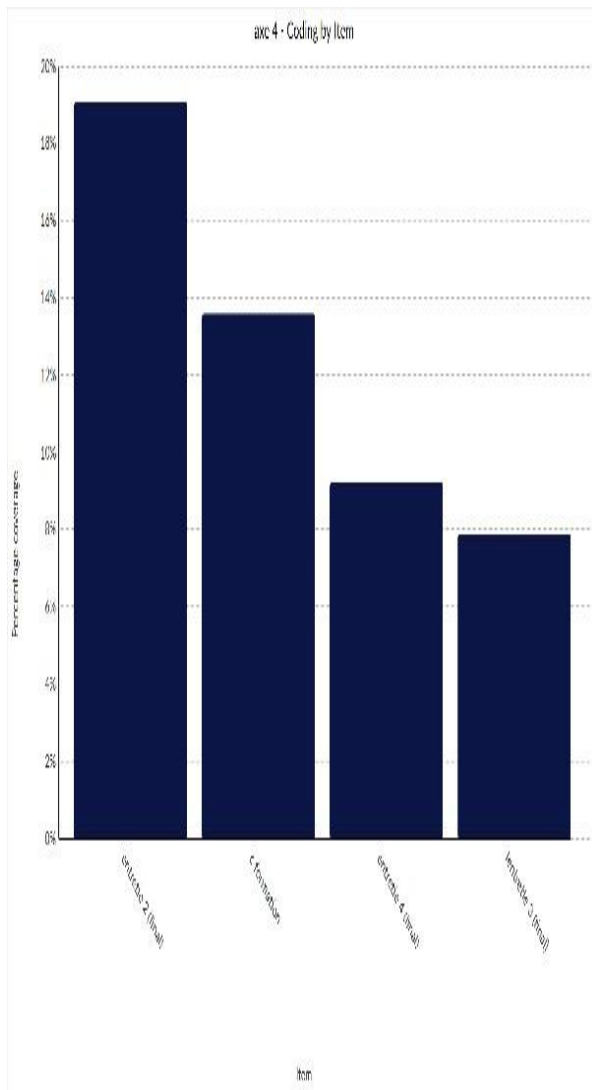
The prominence of the item "training" in both thematic axes strongly underscore its central importance within the concerns emerging from the qualitative analysis. This suggests that training is consistently perceived as a key factor across multiple dimensions of the data.

CHAPTER 3: Analysis of Results and Discussion

Figure 16: Chart bar



CHAPTER 3: Analysis of Results and Discussion



Source: Made by the authors according to NVivo

CHAPTER 3: Analysis of Results and Discussion

Section 2: Discussion of results:

The analysis of interviews conducted with Sonatrach employees reveals a shared and structured vision of the role of performance evaluation in the process of identifying training needs. The statements collected show that evaluation is not perceived as a simple administrative or disciplinary tool, but as a strategic mechanism to guide skills development actions. The various dimensions expressed by the interviewees have been grouped into five axes of interpretation, each highlighting a complementary facet of this dynamic.

1. Employee Interview Results:

The interviews conducted with Sonatrach employees reveal five key axes illustrating the central role of performance evaluation in identifying training needs. Axis 1 highlights evaluation as a strategic lever for precisely detecting skill gaps to be addressed through training. Axis 2 emphasizes its diagnostic role in identifying discrepancies between expected and achieved results, facilitating concrete corrective actions. Axis 3 focuses on the individualization of training needs, considering the specificities of each employee and their field of activity. Axis 4 shows the importance of a continuous and dynamic evaluation process, readjusting training plans based on strategic priorities and developments. Finally, Axis 5 highlights the alignment between training actions and the company's objectives, with programs adapted to observed gaps and the actual skills required.

2. Comparison of the Theoretical Framework and Practical Findings from Sonatrach:

Based on the theory and definitions of performance evaluation, we can compare the theoretical framework with the practical findings from Sonatrach. According to the theories reviewed, performance evaluation is understood as a systematic process where employees' strengths, weaknesses, behaviors, and results are assessed (Gilbert, 2003; Guillot-Soulez, 2008; Saba, 2002; Sekiou, 2001; (Campoy et al) (Mokhtaria, 2020). The main objective of this evaluation is not only to judge performance but also to influence key organizational decisions such as training, compensation, and career development (Mokhtaria, 2020). The theoretical models emphasize that performance evaluations should be standardized, periodic, and aligned with the unique context of the organization (Sekiou, 2001).

In practice, the interviews with Sonatrach employees corroborate these theoretical insights. Employees view performance evaluation as more than a routine administrative task it is seen

CHAPTER 3: Analysis of Results and Discussion

as a strategic tool for identifying gaps and aligning training with operational needs (Sonatrach interviews). The company applies structured systems to detect performance issues both at the high ranked and low ranked employees, which is consistent with the theoretical understanding of performance evaluation as a diagnostic tool (Saba, 2002; Sekiou, 2001). Furthermore, Sonatrach's approach to developing targeted training based on these identified needs exemplifies how evaluation results are used to create actionable, personalized development plans, which mirrors the theoretical principle of measuring performance and responding to the identified gaps.

Thus, both the theory and Sonatrach's practical application underline the strategic importance of performance evaluation in enhancing organizational efficiency and aligning individual employee growth with the overall goals of the company.

2.1 difference between Theory and Practice:

When comparing the theory and practice of performance evaluation at Sonatrach, several key points emerge that highlight a significant gap between theoretical expectations and the reality observed.

2.1.1 Subjective evaluation:

According to theory, performance evaluation should be an objective, standardized process systematically measured. It aims to assess employees based on clear goals and measurable criteria, which helps align training needs and strategic decisions precisely (Sekiou, 2001; Campoy et al., cited by Cohen-Haegel, 2010). However, in practice at Sonatrach, the evaluation was not perceived as objective. Employees expressed dissatisfaction with the subjectivity of the evaluation, suggesting that performance criteria were not always clear and that the process was biased. This perception of subjectivity led to a lack of trust in the evaluation system, undermining its strategic effectiveness.

2.1.2 Evaluation as a tool for promotion rather than development:

The theory of performance evaluation suggests that it should be a lever for identifying gaps, designing targeted training, and promoting continuous employee development. It is meant to be a tool for improving performance in a measurable and transparent way, aligning training efforts with the strategic needs of the organization. However, in reality at Sonatrach, evaluation seems to be more focused on promotions rather than on real development objectives. As a result, employees perceive the process as lacking transparency, as the

CHAPTER 3: Analysis of Results and Discussion

performance criteria are seen as vague and dependent on subjective decisions related to promotions, rather than being a means to improve their skills and job performance.

2.1.3 Periodic evaluation aligned with objectives:

In theory, performance evaluation is supposed to be a periodic process aligned with the organization's objectives. It allows for tracking the evolution of skills and adjusting training plans based on the results achieved over time (Sekiou, 2001). However, at Sonatrach, this process does not appear to be sufficiently structured or regular. Evaluation is not conducted systematically, reducing its effectiveness as a strategic tool and as a means of tracking longterm organizational goals. The lack of regularity and periodic structure hinders the real adaptation of training actions and a clear vision of skills development within the company.

The gaps between theory and practice in performance evaluation at Sonatrach are significant. While theory proposes an objective, transparent, periodic system aligned with specific goals, the practice at Sonatrach reveals an evaluation perceived as subjective, unclear, and primarily used as a lever for promotions, which affects employee satisfaction and reduces the overall effectiveness of the process. It is essential for Sonatrach to revisit its approach to make it more objective, transparent, and in line with the theoretical principles of performance evaluation.

Section 03: Proposition of the system of evaluation:

Diagnosis of the Problem Through our research, we identified the core problem as the lack of a clear, objective, and standardized performance evaluation system. The current system, which relied heavily on subjective assessments, led to inconsistencies in how performance was evaluated and how training needs were identified. Employees felt that their evaluations were biased and unfair, and the training programs were often not aligned with their actual performance. **Resolution of the Problem** To address these challenges, we proposed the development of a new performance tracking system that would provide consistent and objective evaluations across all departments. The new system would incorporate specific performance indicators for each worker, ensuring that evaluations were based on measurable outcomes rather than subjective judgments. Additionally, we introduced an automated training needs identification system, which would use performance data to automatically suggest relevant training programs for each employee.

CHAPTER 3: Analysis of Results and Discussion

The inspiration for the new system came from firsthand observations and interviews with key personnel from different services such as planification service worker. These interviews revealed the need for a more structured, automated system that could provide real-time performance tracking, targeted training recommendations, and a clear alignment between performance evaluations and career development needs.

1. Overview of the System:

A new performance evaluation system was designed. The new system addresses these issues by integrating clear performance indicators and ensuring that training needs are directly tied to employees' actual performance. This system was developed through a detailed process that involved reviewing the existing yearly evaluation papers for both individual and highranked workers,² also summary sheet³ training activity guide⁴ along with feedback from key personnel in the company

The new evaluation papers were designed to be more comprehensive, precise, and objective than the old ones, drawing from the insights gained during our interviews with the head of Training, These individuals played a significant role in shaping the performance indicators that were integrated into the new evaluation system.

The newly designed system includes the following core features:

-Track Worker Performance: By using specific, measurable indicators for each task and job role, the system ensures that employee performance is assessed consistently and objectively. This allows for more accurate evaluations that can be used to identify performance gaps and address them accordingly.

-Automate Training Needs Identification: Based on the performance data collected through the evaluation papers, the system automatically recommends training programs that are aligned with the individual needs of each employee. This ensures that the training provided is relevant and directly addresses areas where the employee needs improvement, fostering skill development and career growth.

² See Appendix E

³ See Appendix B

⁴ See Appendix G

CHAPTER 3: Analysis of Results and Discussion

-Provide Regular Monitoring: Unlike the previous system that only tracked performance annually, this new system provides continuous monitoring of employee performance. This ensures that employees receive timely feedback and are given ample opportunities for development throughout the year. Regular performance tracking allows for adjustments to be made quickly, ensuring that employees are always on track and have the support they need to succeed.

2. tracking sheet for each service:

2.1 Payroll service:

INDIVIDUAL ADVANCEMENT EVALUATION FORM payroll service:

Worker's Name:

Post:

□ACTIVITY PAYROLL:

PREPARATION OF THE WAGE BILL FOR PERMANENT AND TEMPORARY STAFF.

Table 7: Tracking sheet of Payroll Department

Task 1: Accuracy of Payroll Calculations

Specific indicator	Performance Rating (1-5)	Comments by evaluator	System notation
<i>Compliance with payroll management procedures</i>			insufficient 1- 2
Ensures the monitoring of employee payroll			Satisfying 3-4
Regularity of Calculations			Superior 5

Task 2: Submit the amount of the profit-sharing bonus to planning

Specific indicator	Performance Rating (1-5)	Comments by evaluator
--------------------	--------------------------	-----------------------

CHAPTER 3: Analysis of Results and Discussion

Accuracy of Profitsharing Bonus Calculations		
Data Processing Time		
Compliance with Incentive Criteria		
Accuracy of Information Delivered		

Source: Elaborated by the authors (internal document)

-EVALUATION FORM FOR INDIVIDUAL ADVANCEMENT

2.2. Planning service:

Worker's Name:

Post:

□ACTIVITY_PLANNING:

Main Task: Consolidation of Data from Departments (Employment, Training, etc.) **Table 8:**Tracking sheet of Planning service

Performance Indicators	Performance Rating (1-5)	Comments by evaluator
Accuracy of the data collected		
Deadline for submission of monthly reports		

Data Collection from Departments (Employment, Training, etc.):

Performance Indicators	Performance Rating (1-5)	Comments by evaluator
Quality of the data collected		
Data collection time		

CHAPTER 3: Analysis of Results and Discussion

Data completeness rate		
-------------------------------	--	--

Validation and Preparation of Monthly Reports:

Performance Indicators	Performance Rating (1-5)	Comments by evaluator
Compliance with reporting quality criteria		
Timeliness of report preparation		
Management approval rate of reports		

Source: Elaborated by the authors (internal document)

-EVALUATION FORM FOR INDIVIDUAL ADVANCEMENT training department Worker's

Name:

Post:

2.3 Training service:

□ACTIVITY TRAINING:

Task 1: Planning and Coordination **Table 9:** Tracking sheet of training service

Specific indicator	Performance Rating (1-5)	Comments by evaluator
Planning and Coordination		
Tracking Training Objectives		
Availability of Resources		

CHAPTER 3: Analysis of Results and Discussion

Task 2: Training Needs Assessment

Specific indicator	Performance Rating (1-5)	Comments by evaluator
Needs Assessment		
Skills Identification		
Employee Engagement		

Source: Elaborated by the authors (internal document)

-INDIVIDUAL ADVANCEMENT EVALUATION FORM career management

2.4 Career Management service:

Worker's Name:

Post:

□ACTIVITY CAREER MANAGEMENT:

Main Task: Management of Employee Promotions and Transfers

Table 10: Tracking sheet of career management service

Performance Indicators	Performance Rating (1-5)	Comments by evaluator
Number of internal promotions processed		
Average Promotions Processing Time		
Employee satisfaction after promotion		

Subtask: Responding to Transfer Requests.

Performance Indicators	Performance Rating (1-5)	Comments by evaluator
Time to respond to transfer requests		
Number of transfer requests processed per month		

CHAPTER 3: Analysis of Results and Discussion

Employee satisfaction rate with transfers		
--	--	--

Source: Elaborated by the authors (internal document)

Evaluation form for individual advancement social service

2.5 Social service:

Worker's Name:

Post:

□ACTIVITY SOCIAL:

Table 11: Tracking sheet of career of social service

Absence Tracking

Indicator	Performance Rating (1-5)	Comments by evaluator
Follow-up of absences due to illness, maternity, work accident		
Absenteeism rate		
Time to respond to timeoff requests		

Time to Respond to Time-Off Requests

Indicator	Performance Rating (1-5)	Comments by evaluator
Time to respond to requests		
Accuracy of information provided to employees		
Compliance with business rules		

CHAPTER 3: Analysis of Results and Discussion

Paid and Unpaid Leave Management

Indicator	Performance Rating (1-5)	Comments by evaluator
Accuracy of absence records		
Respect des quotas de vacation		
Employee satisfaction rate with the process		

Source: Elaborated by the authors (internal document)

EVALUATION FORM FOR INDIVIDUAL ADVANCEMENT management department

2.6 Management service:

Worker's Name:

Post:

ACTIVITY: MANAGEMENT

DECISION-MAKING ON EMPLOYEE SITUATIONS

Task: Decision Making on Employee Situations

Table 12: Tracking sheet of career of management service

Specific indicator	Performance Rating (1-5)	Comments by evaluator
Decision-making		
Clarity of Decisions		
Impact of Decisions		

Indicator	Performance Rating (1-5)	Comments by evaluator
Average time to make the decision		
Compliance with company policy		
Completion time of disciplinary cases		

CHAPTER 3: Analysis of Results and Discussion

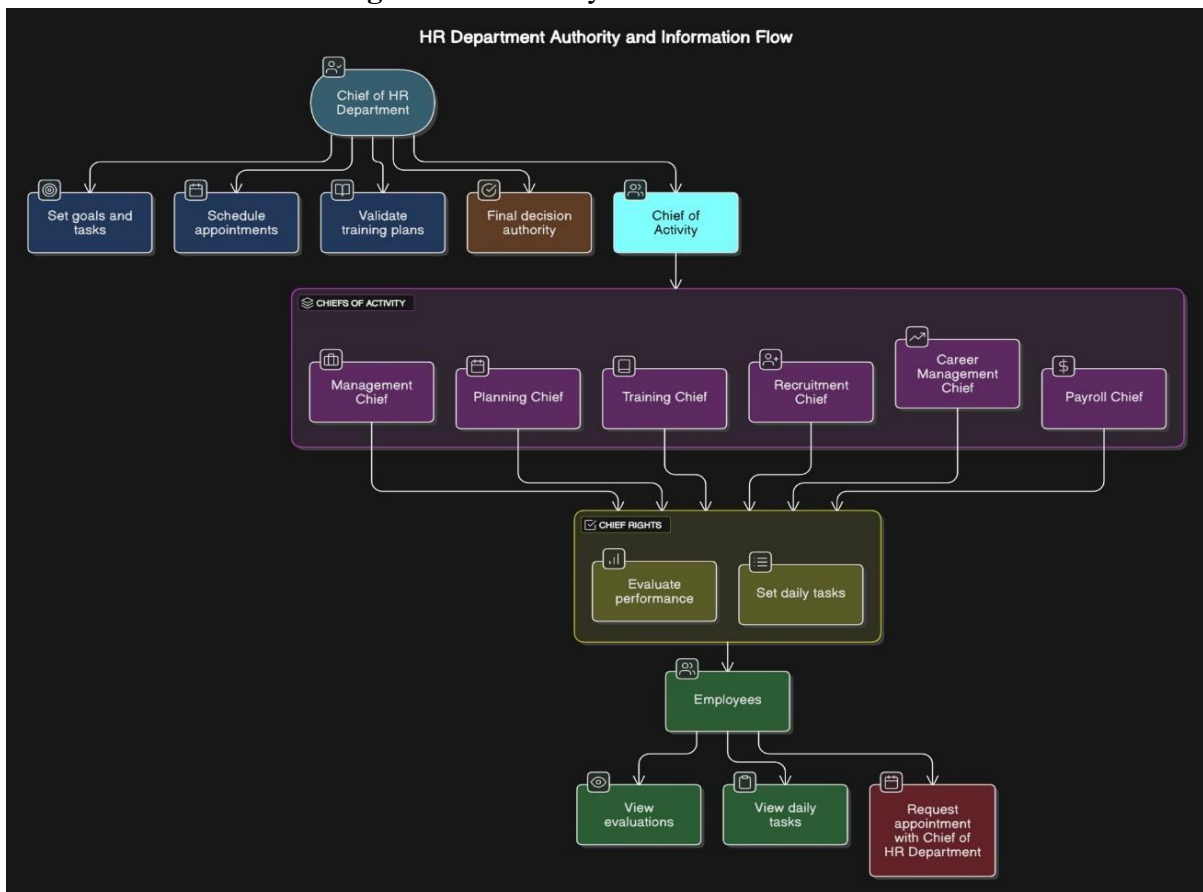
Time to validate budgets or extraordinary expenses		
--	--	--

Source: Elaborated by the authors (internal document)

3. Graphic design of the system:

3-1 HR Department authority and information flow:

Figure 17: authority and information flow



Source: Elaborated by the authors

The organizational structure of the HR department operates through a defined hierarchy of authority and responsibilities. At the top of this hierarchy is the Chief of the HR Department, who holds the ultimate authority in setting strategic objectives, validating training plans, scheduling appointments, and making final decisions. The Chief of HR assigns missions to

CHAPTER 3: Analysis of Results and Discussion

the Chief of Activity, who acts as an intermediary between the department head and the various service chiefs.

Under the Chief of Activity, there are multiple Chiefs of Activity (Service Chiefs), including the Management Chief, Planning Chief, Training Chief, Recruitment Chief, Career Management Chief, and Payroll Chief. These chiefs are responsible for managing specific HR functions and ensuring the implementation of directives issued by the higher authorities.

Each Service Chief has the authority to:

- Assign daily tasks to employees within their domain.
- Evaluate employee performance, which contributes to broader assessments within the HR department.

Employees, in turn, can:

- View their performance evaluations.
- Access their assigned daily tasks.
- Request appointments with the Chief of the HR Department for communication or clarification purposes.

It is important to note that while employees may initiate requests, directive authority remains with the Chief of HR, who governs the overall functioning of the department and ensures strategic alignment across activities.

This system ensures a structured flow of information and responsibilities, promoting accountability, clarity, and effective human resources management.

We identified several gaps in the existing performance evaluation system at Sonatrach, particularly in terms of its subjectivity, lack of regularity, and inadequate alignment with training needs. The old system, which relied heavily on yearly tracking sheets, was inefficient and often led to unfair evaluations. The evaluation process was largely subjective, influenced by social dynamics, and not adequately aligned with employees' actual development needs. Additionally, the lack of a systematic, real-time performance tracking system meant that feedback and training interventions were often delayed.

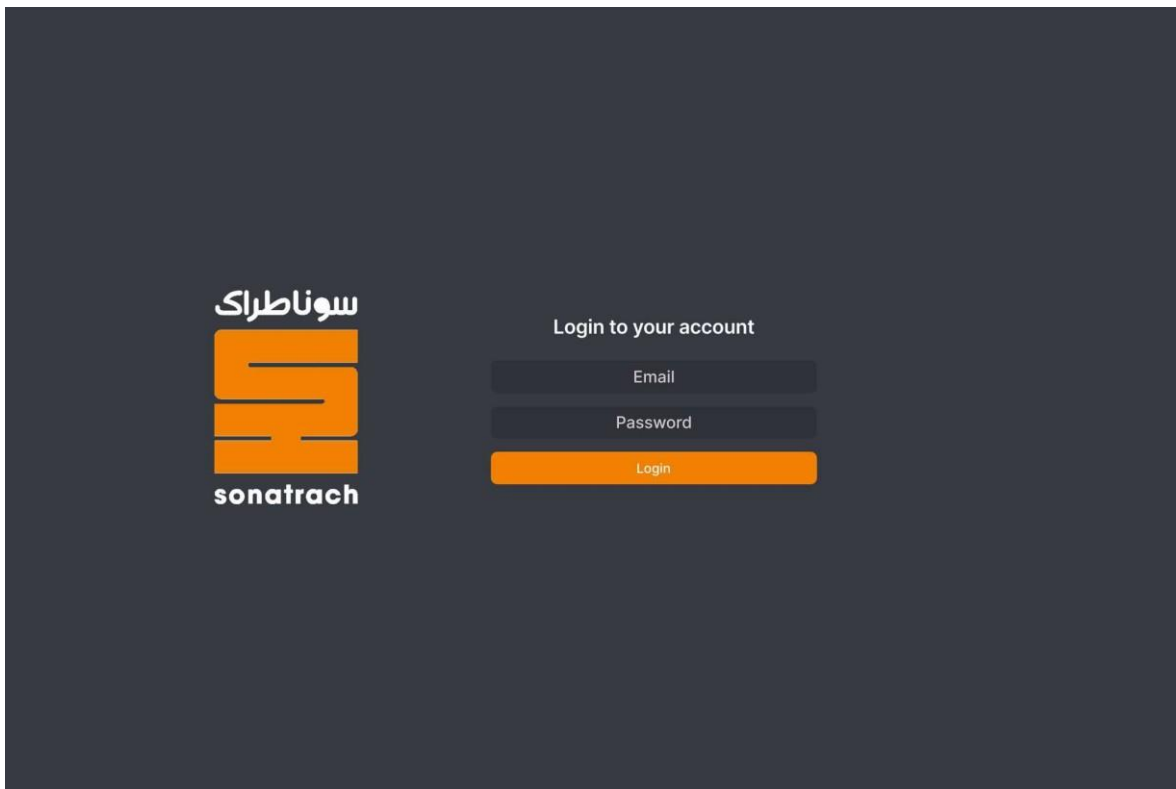
The inspiration for the new system came from firsthand observations and interviews with key personnel from different departments. These interviews revealed the need for a more

CHAPTER 3: Analysis of Results and Discussion

structured, automated system that could provide real-time performance tracking, targeted training recommendations, and a clear alignment between performance evaluations and career development needs.

Log in screen:

Figure 18:System log in screen

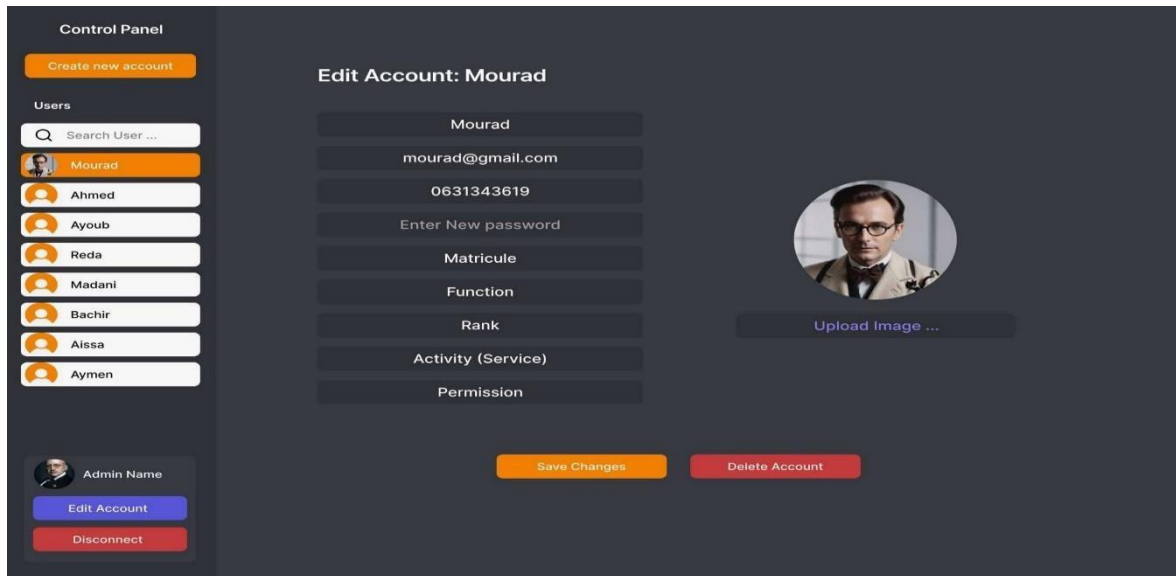


Source: Elaborated by the authors

Admin screen: The administrator is responsible for creating and deleting user accounts, granting access to authorized individuals, and resolving any unexpected issues related to user profiles, such as password resets or other technical problems.

CHAPTER 3: Analysis of Results and Discussion

Figure 19:Admin screen



Source: Elaborated by the authors

The Department Head has the authority to view all services, access any employee's data, and issue directives for meetings with any worker as necessary.

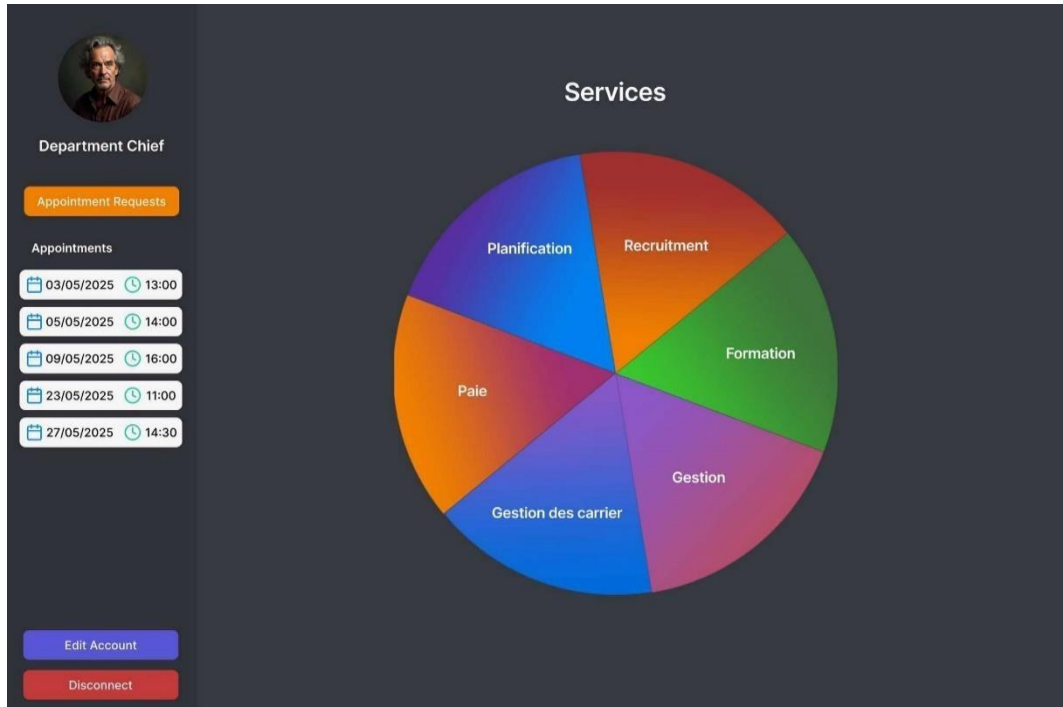
This interface represents the administrative control panel for managing user accounts within the HR system. The panel allows the system administrator to perform key actions such as:

- Creating new accounts for employees or managers.
- Viewing and selecting existing users from the user list on the left.
- Editing user information, including name, email, phone number, password, "Employee ID, function, rank, activity (service), and access permissions.
- Uploading or changing the user's profile image.
- Saving modifications using the "Save Changes" button.
- Deleting accounts if necessary, using the "Delete Account" button.

CHAPTER 3: Analysis of Results and Discussion

This tool helps ensure the accurate management of user data and the secure handling of access rights within the HR system.

Figure 20:Service screen



Source: Elaborated by the authors

This dashboard represents the Department Chief's interface, providing an overview of the key HR services and managing appointment scheduling. The pie chart in the center visualizes the six core services within the HR department:

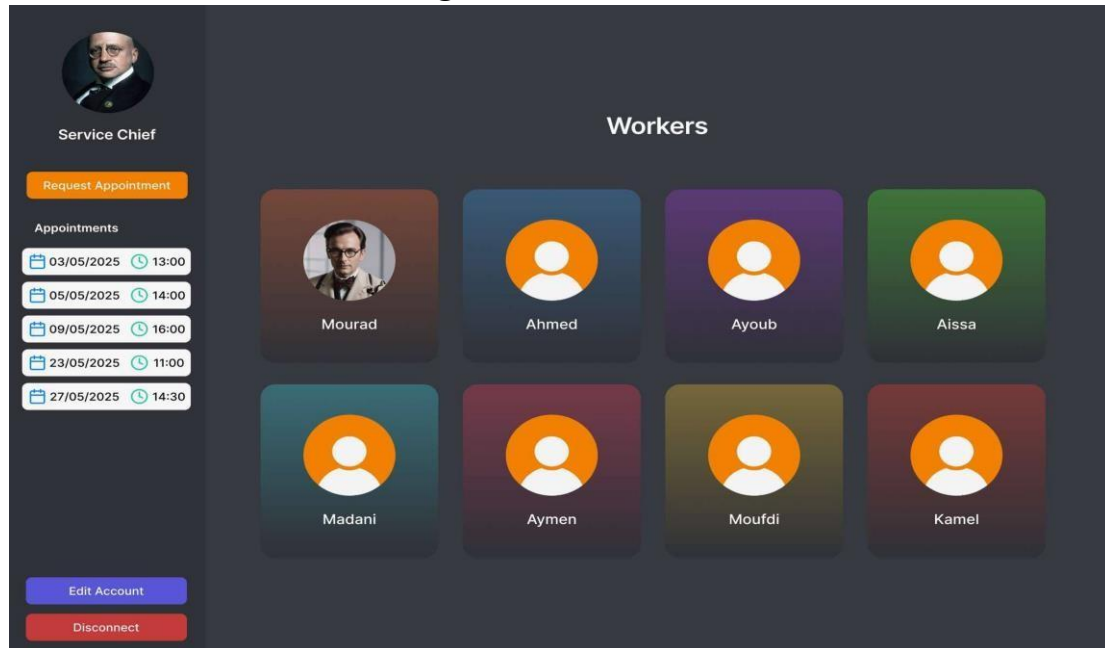
- **Recruitment**
- **Formation (Training)**
- **Gestion (Management)**
- **Gestion des careers (Career Management)**
- **Paie (Payroll)**
- **Planification (Planning)**

On the left panel, the Department Chief can manage appointment requests from employees. Confirmed appointments are listed by date and time, helping ensure efficient planning and communication.

CHAPTER 3: Analysis of Results and Discussion

This interface allows the Department Chief to maintain visibility over all HR functions and to coordinate staff interactions effectively, ensuring smooth operations across all HR services.

Figure 21: List of workers

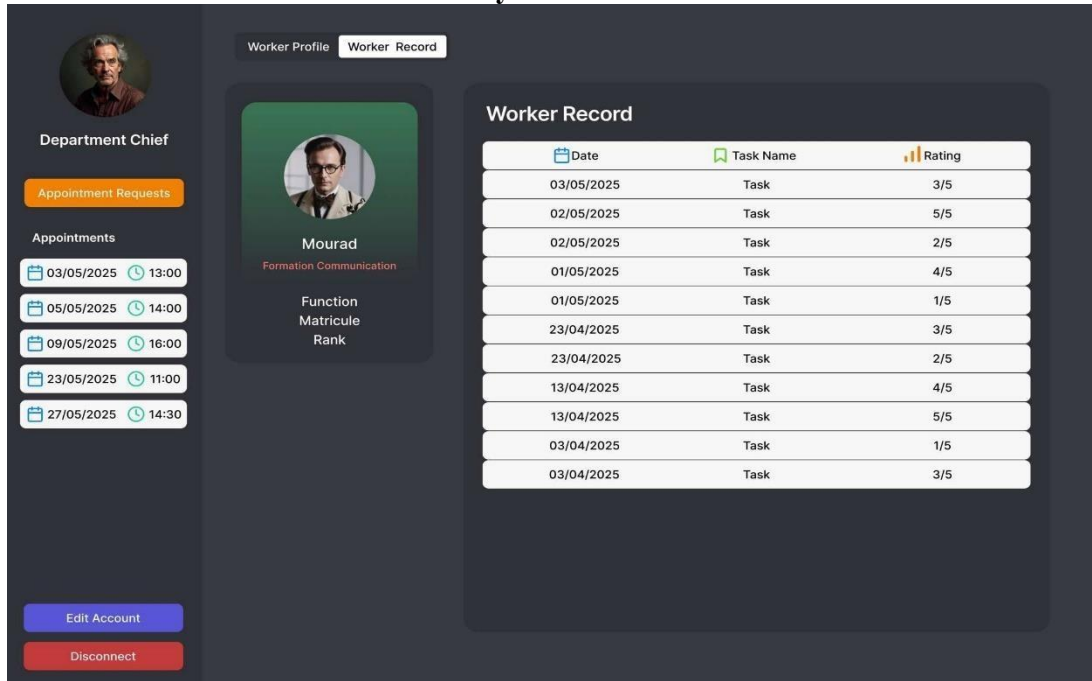


Source: Elaborated by the authors

This interface represents the dashboard of a "Service Chief" within a workforce or internal management system. On the left panel, the Service Chief can view their profile, manage upcoming appointments, and perform account actions such as editing their profile or disconnecting. Appointments are clearly listed with both date and time.

The Service Manager is authorized to view the profiles of employees within their service, assign daily tasks, and complete the performance evaluation forms for those employees **Figure 23:** Daily tasks and performance evaluation

CHAPTER 3: Analysis of Results and Discussion



Source: Elaborated by the authors

This one shows the past completed tasks for each worker

Figure 22: History of daily tasks of each employee



Source: Elaborated by the authors

CHAPTER 3: Analysis of Results and Discussion

This screen displays the individual task tracking interface for the user "Mourad." On the left panel, the user can manage appointments and access account settings. The main section highlights performance ratings for both monthly and daily tasks, each scored out of 5. Color-coded progress bars provide visual feedback:

- Monthly tasks show strong performance overall (e.g., Task 3: 5/5).
- Daily tasks reveal inconsistencies, with some tasks underperforming (e.g., Task 1: 0/5).
- This interface is designed to help workers monitor their progress, prioritize improvements, and manage workload efficiency.

Figure 23: Employee screen or windows



Source: Elaborated by the authors

This dashboard provides an in-depth overview of workers "Mourad's" performance, accessible by the "Department Chief." The interface combines several components:

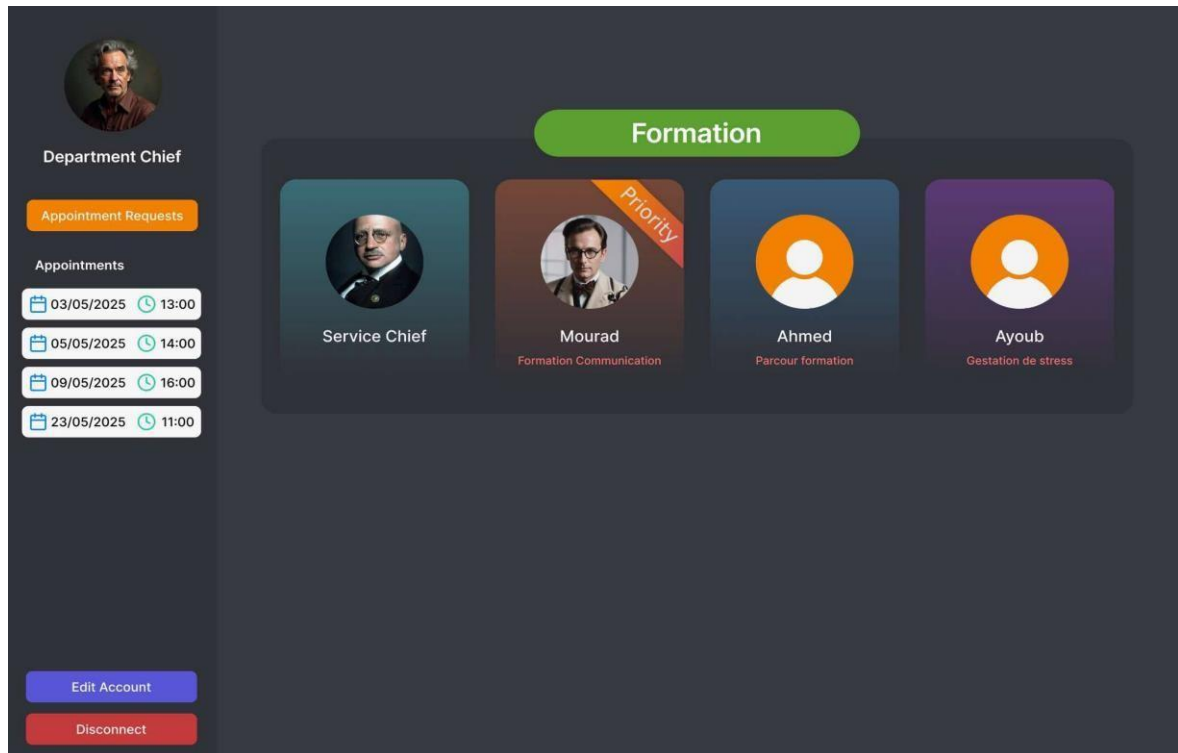
- **Worker Profile:** Shows role, ("Communication, Training "), and identity details.
- **Tracking Sheet:** A preview of a detailed evaluation document for logging tasks and performance.
- **Performance Chart:** A bar graph displaying task completion levels across three metrics (Task 1, Task 2, Task 3), offering a quick visual summary of productivity.

CHAPTER 3: Analysis of Results and Discussion

- **Daily Tasks Panel:** Lists recent tasks with performance ratings (0–5 scale), colorcoded for quick assessment.

This dashboard helps supervisors efficiently assess productivity, address underperformance, and make informed decisions.

Figure 24: Example of final results



Source: Elaborated by the authors

Example of and final results of evaluation and automate Training Needs Identification and auto selection that the application makes

Conclusion: In summary, this chapter highlights the pivotal role of performance measurement in establishing training needs and coordinating employee development with organizational goals. From the juxtaposition of theoretical frameworks with operational application at Sonatrach, it is clear that despite all that has been achieved, theory and practice remain in disarray. These disparities have led to the development of a new, more formal and objective system of appraisal based on open performance criteria and characterized by accuracy and transparency. The system has been created so that it can monitor actual performance in real time, provide bespoke training recommendations, and

CHAPTER 3: Analysis of Results and Discussion

link evaluation effectively to career development, and therefore contribute to enhanced organizational performance in the long term.

Conclusion

Conclusion

The main objective of this research was to analyze how performance evaluation as a tool for identifying training needs within Sonatrach, and to what extent the current practices align with theoretical models. In order to achieve this, we adopted a qualitative research approach, relying on semi-structured interviews and direct observation in the field. This method allowed us to gather in-depth insights from employees and managers, and to understand their perceptions and experiences regarding the performance evaluation system in place. The choice of a qualitative approach was essential for this type of research, as it gave us access to nuanced opinions and real workplace dynamics that would not have been captured through quantitative data alone. Through this method, we interviewed various actors within the company, including the head of planning service and the head of training service both of whom provided key recommendations for improving the evaluation system.

The discussions revealed a shared dissatisfaction with the current system, which is seen as subjective, unclear, and lacking structure. Employees reported that evaluations were often influenced by personal relationships or biased decisions, leading to frustration and lack of motivation. Additionally, the system lacked periodicity and clear objectives, which are key components in most theoretical models.

The head of planning recommended the development of a new performance system that includes comprehensive data profiles for each employee, enabling better tracking and deeper insight into individual performance. Meanwhile, the Head of Service training emphasized the need for a more structured and standardized evaluation process, aligned with clear objectives and timeframes, to ensure fairness and consistency across departments. These targeted recommendations aim to close the significant gaps identified between theory and practice, where current evaluations at Sonatrach are often perceived as subjective, vague, and primarily tied to promotions rather than development. By bridging the gap between theory and practice, and by implementing the proposed changes, Sonatrach can enhance employee engagement, improve training relevance, and ultimately strengthen its overall organizational performance.

From a theoretical standpoint, authors like Sekiou (2001), Saba (2002), and Campoy (Mokhtaria, 2020) emphasize that performance evaluation should be objective, periodic, transparent, and aligned with individual and organizational goals. However, the situation observed at Sonatrach shows a significant gap between theory and practice. Evaluation is not always based on measurable indicators, and often lacks transparency. Moreover, the link

General Conclusion

between evaluation results and training programs remains weak, making it difficult to tailor development efforts effectively.

In light of these findings, we formulated several practical recommendations to resolve the identified issues. First, we proposed the development of a new performance evaluation system that includes detailed profiles for each employee, allowing for more accurate tracking and follow-up. This aligns suggestion to centralize and structure employee information. Second, we recommended that evaluations be based on clearly defined objectives and timeframes, in order to ensure consistency and fairness across all departments. Lastly, we introduced an automated training needs identification tool, which uses performance data to propose relevant training for each employee.

this research highlights the importance of having a well-structured, transparent, and objective performance evaluation system as a foundation for effective training and development. By bridging the gap between theory and practice, and by implementing the proposed changes, Sonatrach can enhance employee engagement, improve training relevance, and ultimately strengthen its overall organizational performance.

As a continuation of this work, several research perspectives can be proposed to further enrich and deepen the analysis. It would be beneficial to extend the study to other branches or departments within Sonatrach in order to compare performance evaluation practices and identify opportunities for standardization and improvement. Incorporating a complementary quantitative approach could also help measure the actual impact of evaluations on employee performance and motivation. Additionally, the digitization of evaluation systems particularly through the use of automated HR management tools represents a promising area for further investigation. It would also be important to assess employees' perceptions of the newly proposed practices after implementation, to better understand their acceptance and anticipate potential resistance to change. Finally, conducting a comparative study with other companies in the same sector at an international level could place Sonatrach's practices within a broader context and provide valuable strategic insight .the limits that we faced in this study the data were gathered through interviews with employees actively engaged in the human resources

function, there was a potential risk of response bias, influenced by personal interests, apprehension about possible repercussions, or a tendency to provide answers that align with perceived organizational expectations

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وفق معايير الجودة الشاملة

Appendix

Appendix A: INTERVIEW GUIDE

Title: Interview Guide on the Role of Performance Appraisal in identification of training needs Introduction:

Hello, thank you for participating in this interview. I am writing a final thesis on the theme: "Performance evaluation as a tool to identify training needs".

The purpose of this interview is to gather your experience and your point of view on this subject.

All information collected will be kept confidential and will only be used for the purposes of Academic.

I. Respondent Introduction

1. Can you briefly introduce yourself (name, position, seniority in the organization)?
2. What is the size of your structure (number of employees)?
3. Does your company use a formal performance review policy?

Since when?

Axis 01: The role of performance evaluation in the targeted identification of training needs

1- How does the performance evaluation contribute to the optimization of the identification of training needs?

2-According to your experience, how will the Performance evaluation influence- how training needs are perceived and prioritized in your organization? 3- What do you think are the benefits of using performance appraisal as a tool to identify training needs?

Axis:02: Performance evaluation and gap identification:

4-How does the detection of performance gaps contribute to the identification of training needs?

4. How does the organization currently evaluate employee performance?
5. What types of indicators are used to detect performance gaps?

Axis:03: Individualization of training

6-How does performance evaluation make it possible to individualize the identification of training needs?

7. Does the assessment make it possible to target training needs at the individual level?

8. What tools or methods are used to adapt training according to profiles?

Axis:04: Continuous monitoring and adjustment of needs

9-How does regular performance evaluation contribute to the gradual adjustment of training needs?

10. How often is performance evaluated in your organization?

11. Is there a post-training monitoring mechanism to measure progress?

Axis:05: Alignment of training with the strategic objectives of the organization.

12.How does performance evaluation align training needs with the organization's strategic objectives?

13. How are the results of the evaluations integrated into the overall training strategy?

14. Are the training plans aligned with the organization's strategic objectives? .

VI. Closure

15- Do you have any recommendations to improve the identification of the needs of the Training through evaluation?

We sincerely thank you for your time and the thoughtful insights you have shared. Your contribution is of significant value and will play an essential role in enriching the findings of this research."

Appendix C: Matrix

<p>1 : c formation</p>	<p>Il ne s'agit pas d'organiser des sessions de formation au hasard ou sans but, mais de déterminer celles qui sont les plus vitales et les plus nécessaires. Pour ce faire, il est essentiel d'évaluer correctement les performances des employés. Une évaluation approfondie et impartiale des performances révèle les faiblesses, les lacunes et les domaines à améliorer.</p> <p>l'évaluation des performances est une stratégie qui oriente les</p>	<p>L'identification des écarts de performance est cruciale pour déterminer les besoins en formation, car elle permet d'identifier les domaines dans lesquels les employés ont des performances inférieures aux attentes ou n'atteignent pas les normes attendues.</p> <p>Une fois les lacunes identifiées</p> <p>Actuellement, les performances des employés sont évaluées de manière hiérarchique au sein de l'organisation, en ce sens que les supérieurs</p>	<p>L'évaluation permet d'identifier ces éléments en analysant les performances individuelles selon des critères objectifs tels que la qualité du travail, la productivité, le respect des délais et d'autres compétences spécifiques.</p> <p>En effet, l'évaluation permet de cibler les besoins de formation à l'échelle individuelle. En effet, l'évaluation des performances fournit des informations précieuses sur les forces et les faiblesses de chaque employé et</p>	<p>Les évaluations périodiques des performances sont essentielles à l'adaptation progressive des besoins de formation, car elles permettent d'observer en permanence les compétences des salariés et de développer leurs performances. Grâce aux évaluations des performances, l'organisation est en mesure de noter non seulement les déficits, mais aussi les aspects pour lesquels l'employé a fait preuve d'amélioration. Cela permet</p>	<p>Je dirais que les résultats de l'évaluation des performances sont parfois pris en compte pour déterminer les besoins en formation, mais leur intégration dans le plan de formation global reste limitée, d'autant plus que le plan de formation est préparé l'année précédente. Cela pose des problèmes pour répondre aux nouvelles exigences qui apparaissent au cours de l'année. Mais nous essayons autant que possible d'ajuster certains programmes ou d'ajouter</p>
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	<p>activités de formation, rend l'utilisation des ressources efficace, améliore les capacités individuelles et, en fin de compte, conduit à l'efficacité globale de l'organisation.</p> <p>D'après mon expérience, la mesure des performances joue un rôle important dans la manière dont les besoins en formation sont perçus et répartis au sein de l'entreprise. Les faiblesses ou les lacunes dans les performances d'un employé indiquent précisément les compétences ou les connaissances qui doivent être acquises.</p>	<p>immédiats des employés effectuent la plupart des évaluations. Il n'existe cependant pas d'outil ou de système normalisé ou systémique pour mener à bien ce processus.</p> <p>Les indicateurs d'écart de performance utilisés pour détecter les écarts de performance sont divers et permettent de mesurer le travail dans son ensemble</p> <p>Tout d'abord, les résultats du travail sont considérés comme des indicateurs essentiels</p> <p>respect des normes de</p>	<p>permet de personnaliser les activités de formation en fonction des besoins de chaque employé.</p> <p>l'évaluation des compétences et les entretiens individuels,</p> <p>Ces outils évaluent les forces et les faiblesses de l'employé, que ce soit au niveau des compétences techniques ou dans d'autres domaines tels que la gestion du temps, la communication, le leadership ou le travail en équipe. Deuxièmement, les entretiens individuels permettent de mieux</p>	<p>de modifier les programmes de formation pour qu'ils restent pertinents et répondent aux exigences actuelles.</p> <p>l'évaluation de routine permet de révéler de nouvelles lacunes ou d'autres compétences que le travailleur devra acquérir au fur et à mesure de l'évolution de ses responsabilités et de ses tâches.</p> <p>les performances sont généralement évaluées chaque année</p> <p>Au cours de l'entretien</p>	<p>des sessions de formation supplémentaires si les évaluations révèlent des lacunes importantes, en particulier lorsqu'elles ont un impact sur le flux de travail ou sur la réalisation des objectifs stratégiques de l'organisation.</p> <p>Je peux affirmer avec certitude que les plans de formation ne sont pas automatiquement axés sur les priorités stratégiques de l'organisation. Ils ont généralement été conçus pour répondre aux demandes immédiates des chefs de service ou aux besoins sur le terrain,</p>
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	<p>les besoins en formation ne sont pas perçus comme théoriques ou généraux, mais comme pratiques et directement liés aux performances sur le terrain</p> <p>le besoin de formation est lié à une baisse des performances ou à l'incapacité d'atteindre les objectifs fixés, plus il est considéré comme une priorité.</p> <p>l'utilisation de l'évaluation des performances comme outil d'identification des besoins de formation présente plusieurs</p>	<p>l'entreprise et de la réalisation d'objectifs spécifiques.</p> <p>la qualité du travail est une mesure fondamentale. Outre la précision et l'exactitude de chaque tâche, la qualité inclut la créativité et l'originalité dans l'exécution des tâches.</p>	<p>comprendre les objectifs, les échecs et les ambitions professionnelles de l'employé</p> <p>planifier des programmes de formation visant à développer les compétences de l'employé en conséquence.</p>	<p>annuel, les responsables examinent les performances de l'employé en fonction d'un ensemble de critères prédéterminés, notamment la productivité, la qualité, le respect des délais et d'autres aspects des performances</p> <p>Nous n'avons pas de système de suivi formel au sein de notre entreprise pour mesurer directement les progrès des employés après la formation</p> <p>il sera mieux à même de mesurer l'impact de la formation sur les performances des</p>	<p>Lorsque les résultats de l'évaluation révèlent un besoin d'adapter la formation aux nouvelles priorités de l'organisation, nous analysons les écarts de compétences et réajustons les programmes en conséquence. Nous collaborons avec les départements concernés pour identifier les nouvelles exigences stratégiques et ajuster les contenus de formation pour y répondre.</p>
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avantages clés. Tout d'abord, elle permet une approche directe et précise, ce qui évite de gaspiller du temps et des ressources dans des programmes de formation inutiles ou non pertinents. Une évaluation appropriée permet d'identifier les faiblesses spécifiques ou les lacunes dans les compétences des employés, ce qui facilite la détermination des domaines à améliorer.

L'identification des écarts de performance est cruciale pour déterminer les besoins en formation, car elle permet d'identifier les

employés. Le système peut inclure un examen régulier des performances après la formation afin d'évaluer si les compétences acquises sont effectivement transférées sur le lieu de travail.

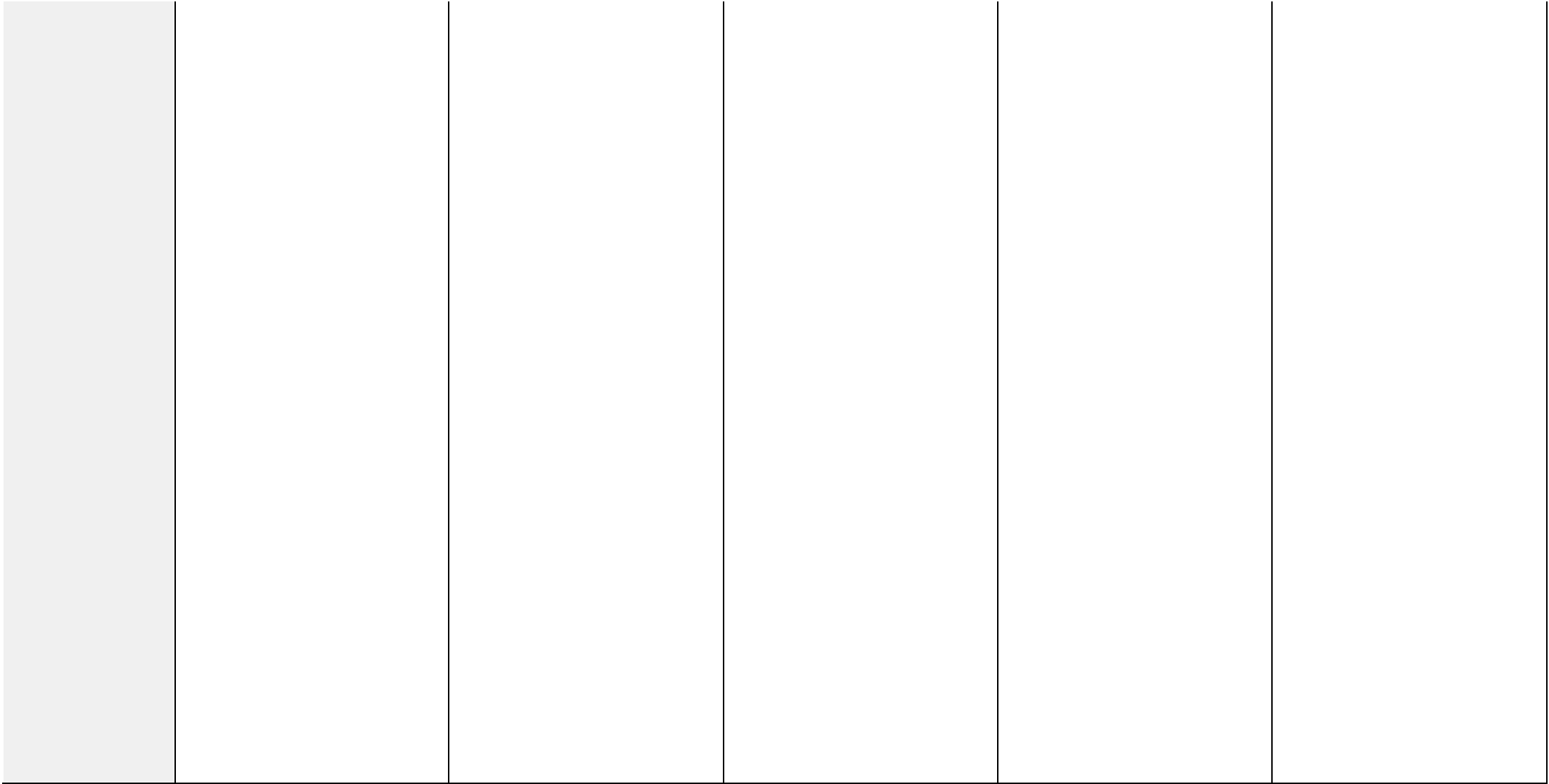
les évaluations « à chaud » et « à froid » sont utilisées pour mesurer le succès de la formation.

	<p>domaines dans lesquels les employés ont des performances inférieures aux attentes ou n'atteignent pas les normes attendues. Une fois les lacunes identifiées, qu'il s'agisse de compétences spécifiques telles que la rédaction ou de comportements professionnels généraux, ces informations se traduisent immédiatement par des domaines nécessitant une amélioration par le biais d'une formation précise.</p>				
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<p>2: entretie 2 (final)</p>	<p>En se concentrant sur les écarts de performance mesurables, comme les objectifs non atteints, l'organisation peut allouer les ressources de formation de manière efficace,</p> <p>l'évaluation de la performance lie directement les besoins de formation à des problèmes de performance tangibles. Les employés ne sont pas envoyés en formation sur la base d'hypothèses générales, mais la formation est vue comme une réponse à des lacunes spécifiques en matière de performance, telles que l'incapacité d'atteindre des objectifs ou des compétences insuffisantes. Cela garantit que la formation est perçue comme pertinente et nécessaire pour corriger des problèmes de performance réels</p>	<p>La détection des écarts de performance consiste à comparer les résultats attendus avec les résultats réels obtenus par un employé ou une équipe. Lorsqu'un écart est constaté, il peut révéler un manque de compétences, de connaissances ou d'aptitudes nécessaires pour bien accomplir les tâches.</p> <p>l'écart de performance agit comme un indicateur qui signale qu'un renforcement des compétences est requis</p> <p>Sonatrach évalue la performance de ses employés à travers un système hiérarchique, où les supérieurs directs jouent un rôle clé dans l'évaluation</p> <p>Ce processus repose sur l'observation directe des employés</p>	<p>L'évaluation de la performance permet d'individualiser l'identification des besoins en formation en analysant les forces et les faiblesses de chaque employé. Chaque individu possède un profil unique en termes de compétences</p> <p>la gestion du temps et d'autres compétences clés, l'organisation peut mieux cerner les domaines où un employé a besoin d'amélioration ou de perfectionnement</p> <p>Oui, l'évaluation individuelle permet d'identifier des manques spécifiques de performance, ce qui permet de cibler les besoins en formation pour chaque collaborateur.</p> <p>Les principaux outils utilisés pour adapter les formations selon les profils</p>	<p>L'évaluation régulière de la performance joue un rôle clé dans l'ajustement progressif des besoins en formation, car elle permet une révision constante et dynamique des compétences des employés. Chaque évaluation périodique fournit un aperçu actualisé de l'évolution des employés, ce qui permet à l'organisation de suivre de près les progrès réalisés et d'identifier rapidement les nouvelles compétences à développer.</p> <p>En observant ces évolutions de manière continue,</p> <p>les performances des employés sont évaluées à la fois annuellement et semestriellement. Lors de l'entretien annuel, les responsables examinent en profondeur les performances des employés</p>	<p>Les résultats des évaluations de performance jouent un rôle clé dans l'élaboration de la stratégie de formation globale au sein de l'organisation. Après chaque évaluation, les données sont centralisées et analysées de manière approfondie afin de dégager des tendances et des besoins spécifiques en matière de formation. Cette analyse permet d'identifier les compétences qui nécessitent un renforcement,</p> <p>Une fois les résultats collectés et analysés, ils sont intégrés dans le plan annuel de formation. Ce plan est élaboré par la structure centrale de l'organisation,</p> <p>Les plans de formation sont basés sur des besoins réels, directement liés aux fonctions essentielles, aux mutations</p>
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<p>En identifiant les lacunes spécifiques, l'organisation peut s'assurer que la formation est ciblée sur les domaines qui auront le plus grand impact sur la performance.</p> <p>chaque initiative de formation produit des améliorations mesurables en matière de performance.</p>	<p>Sonatrach a mis en place une politique formelle de gestion de la performance, incluant deux fiches d'évaluation distinctes : l'une pour les employés individuels et l'autre pour les cadres</p> <p>Ces fiches sont liées aux campagnes de promotion et visent à structurer et formaliser l'évaluation des performances</p> <p>Les indicateurs utilisés par Sonatrach pour évaluer la performance des employés sont principalement basés sur l'atteinte des objectifs fixés.</p> <p>L'évaluation repose ainsi sur la comparaison des performances réelles des employés avec les objectifs définis en amont</p>	<p>des employés chez Sonatrach sont les observations des responsables hiérarchiques et les fiches d'évaluation.</p>	<p>sur une période d'un an, en se basant sur des critères prédéterminés tels que la productivité, la qualité du travail, le respect des délais et d'autres indicateurs spécifiques.</p> <p>L'évaluation annuelle sert également à décider si des formations supplémentaires sont nécessaires pour renforcer certaines compétences ou pour améliorer la performance globale.</p> <p>la formation (évaluation "à chaud"). Cette évaluation permet de recueillir les impressions des participants sur la formation, en mesurant leur satisfaction, la pertinence des contenus, l'adéquation des méthodes pédagogiques et leur perception de l'acquisition de nouvelles compétences un deuxième niveau de suivi est effectué six mois</p>	<p>organisationnelles et aux changements de filière. Cela garantit que la formation est alignée avec les priorités stratégiques de l'entreprise. En identifiant les compétences nécessaires pour ces évolutions</p> <p>En cas de changement de fonction ou de stratégie, la formation est adaptée en conséquence. Des formations spécifiques sont proposées selon les nouvelles orientations, les nouvelles fonctions ou technologies adoptées.</p>
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				<p>après la formation (évaluation "à froid"). Cette évaluation vise à observer l'application concrète des compétences acquises dans le cadre du travail quotidien. Elle permet de mesurer l'impact tangible de la formation sur la performance de l'employé, en vérifiant si les compétences apprises ont effectivement contribué à améliorer la productivité, la qualité du travail ou d'autres critères de performance.</p>	
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<p>3: entretie 4 (final)</p>	<p>Les évaluations de performance chez Sonatrach sont également intégrées dans un cadre stratégique plus large. Les résultats des évaluations sont analysés et intégrés dans les plans de formation annuels, garantissant ainsi que les programmes de formation sont alignés avec les objectifs globaux de l'entreprise. Cela signifie que les besoins de formation identifiés grâce à l'évaluation de la performance soutiennent les objectifs à long terme de l'entreprise, assurant un développement et un succès durables.</p> <p>Naturellement, tous les besoins de formation ne sont pas traités avec la même priorité au sein de l'organisation. Certaines formations sont considérées comme plus importantes en fonction de critères stratégiques et</p>	<p>La détection des écarts de performance est essentielle pour identifier les besoins en formation, car elle permet de repérer les domaines où les employés n'atteignent pas les objectifs ou les standards attendus. Une fois ces lacunes identifiées, qu'elles concernent des compétences spécifiques, comme la rédaction, ou des comportements professionnels généraux, ces informations deviennent directement des indicateurs pour des formations ciblées.</p> <p>en mettant l'accent sur la qualité de l'accomplissement des tâches quotidiennes et le respect des normes de l'entreprise. La capacité à travailler en équipe et la collaboration avec les collègues sont également prises en compte, tout comme le respect des</p>	<p>L'évaluation de la performance permet d'individualiser l'identification des besoins en formation en offrant une vue précise sur les forces et les faiblesses de chaque employé. En identifiant les écarts de performance à travers des indicateurs spécifiques, tels que la productivité, la qualité du travail ou la capacité à respecter les délais, l'entreprise peut repérer les compétences qui nécessitent un renforcement.</p> <p>Oui, l'évaluation individuelle permet d'identifier des manques spécifiques, facilitant ainsi la personnalisation des besoins de formation pour chaque employé.</p> <p>Les évaluations de performance permettent de déterminer les points forts et les faiblesses de chaque</p>	<p>En évaluant périodiquement la performance, l'entreprise peut identifier rapidement les écarts entre les compétences actuelles et les attentes requises</p> <p>l'évaluation régulière permet de détecter ces besoins de formation avant qu'ils n'affectent gravement la performance globale</p> <p>Dans une organisation comme Sonatrach, les performances des employés sont généralement évaluées sur une base annuelle, à travers des entretiens de performance formels où les résultats et les objectifs sont discutés. Toutefois, des évaluations informelles ou semi-annuelles peuvent avoir lieu pour suivre les progrès de manière continue.</p> <p>Oui, un mécanisme de</p>	<p>Les résultats des évaluations sont utilisés pour adapter la stratégie de formation aux besoins des employés en identifiant leurs points forts et faibles. Ces résultats permettent de définir des besoins de formation individuels, d'ajuster ou de créer des programmes de formation ciblés, et de prioriser les domaines urgents</p> <p>Lorsque les résultats de l'évaluation révèlent un besoin d'adapter la formation aux nouvelles priorités de l'organisation, un processus rapide et flexible est mis en place. En cas de changement de stratégie ou de fonction, les formations sont ajustées pour répondre immédiatement aux nouvelles exigences.</p>
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organisationnels. Par exemple, chez Sonatrach, les formations directement liées à l'exécution de tâches sensibles ou ayant un impact sur la sécurité des installations et des employés sont prioritaires, notamment dans les domaines techniques ou les processus de production. De plus, les formations visant à combler des lacunes critiques identifiées lors des évaluations de performance, en particulier celles qui entravent la réalisation des objectifs individuels ou collectifs, sont également privilégiées

l'impact potentiel de la formation sur l'amélioration de la performance globale, la disponibilité des ressources financières et l'alignement de la formation avec les orientations stratégiques de l'organisation

politiques de sécurité et de qualité

D'autres indicateurs incluent la collaboration et le travail en équipe, la qualité des services fournis, ainsi que le respect des normes de sécurité et de qualité. Ces indicateurs permettent de repérer les domaines nécessitant des améliorations ou une formation supplémentaire.

employé, orientant ainsi les formations vers les domaines à améliorer. Les entretiens individuels avec les managers aident à mieux comprendre les attentes et les besoins spécifiques de chaque salarié.

suivi post-formation existe généralement dans des entreprises comme Sonatrach pour mesurer les progrès réalisés après la formation. Ce suivi permet d'évaluer l'impact de la formation sur la performance des employés et de s'assurer que les compétences acquises sont effectivement mises en pratique dans leur travail quotidien.

L'utilisation des évaluations de performance pour identifier les besoins de formation permet également de garantir que la formation est alignée avec les objectifs stratégiques de l'organisation. En associant les écarts de performance aux objectifs stratégiques, les programmes de formation sont développés pour améliorer les compétences qui feront progresser l'entreprise. Cela garantit que la formation ne se limite pas à améliorer la performance individuelle, mais soutient également les objectifs plus larges de l'organisation, tels que l'innovation, la compétitivité ou la transformation numérique.

<p>4: Ientretie 3 (final)</p>	<p>L'évaluation de la performance joue un rôle clé dans l'optimisation de l'identification des besoins en formation en fournissant une analyse claire des compétences des employés. En repérant les écarts de performance et les domaines à améliorer, elle permet de déterminer avec précision les formations requises</p> <p>Le processus d'évaluation de la performance chez Sonatrach aide à prioriser les besoins de formation en fonction de l'impact des écarts de performance. Les employés qui ont des difficultés à atteindre des objectifs essentiels ou qui rencontrent des problèmes dans des domaines critiques de leur travail sont ceux qui bénéficient en priorité de la formation</p> <p>Les évaluations de performance contribuent au</p>	<p>Lorsque nous détectons des écarts de performance, nous identifions les domaines où l'employé n'atteint pas les objectifs attendus. Ces écarts peuvent concerner des aspects comme la productivité, la compétence technique ou d'autres compétences spécifiques à la fonction. Après avoir repéré ces lacunes, nous analysons les causes sous-jacentes, qu'il s'agisse d'un manque de connaissances, de compétences non acquises ou d'un écart entre les exigences du poste et les capacités de l'employé.</p> <p>Sonatrach procède à une évaluation annuelle régulière des performances des employés à travers deux principaux outils : une fiche d'évaluation pour les employés individuels et une autre pour les cadres. Ces évaluations sont liées aux promotions et à la</p>	<p>L'évaluation de la performance permet de repérer les points forts et les faiblesses de chaque employé</p> <p>L'évaluation individuelle est un élément clé dans la personnalisation des besoins de formation. Elle permet de cibler les compétences spécifiques qui doivent être renforcées chez chaque collaborateur, en fonction des résultats observés et des objectifs non atteints.</p> <p>les retours des sessions d'évaluation à chaud et à froid fournissent des données supplémentaires permettant d'adapter les formations aux besoins réels des employés.</p>	<p>Les évaluations permettent d'ajuster rapidement les besoins en formation pour y répondre. Cela garantit que la formation reste pertinente et adaptée à l'évolution de mes tâches et des exigences de l'entreprise.</p> <p>des évaluations intermédiaires, semestrielles ou trimestrielles, peuvent être mises en place afin d'assurer un meilleur suivi de l'évolution des compétences et de la productivité.</p> <p>Oui, il existe un suivi structuré après chaque formation, qui inclut une évaluation à chaud immédiatement après la session et une évaluation à froid six mois plus tard pour mesurer l'efficacité à long terme.</p>	<p>Les résultats des évaluations des performances au sein de Sonatrach sont étroitement liés à la stratégie de formation globale de l'entreprise. En effet, les écarts identifiés entre les compétences requises et celles effectivement maîtrisées par les employés permettent de déterminer les besoins en formation de manière ciblée. Ces résultats servent de base à l'élaboration des plans de formation annuels, en orientant les actions vers le renforcement des compétences techniques, managériales ou comportementales nécessaires à l'atteinte des objectifs organisationnels</p> <p>Oui, les plans de formation sont étroitement liés aux objectifs stratégiques de Sonatrach. Les formations sont conçues pour répondre aux besoins opérationnels</p>
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développement continu des employés en identifiant régulièrement les domaines où des améliorations sont nécessaires. Ce processus de rétroaction constant garantit que la formation n'est pas un événement ponctuel, mais fait partie d'un processus de développement continu. Les employés sont soutenus tout au long de leur carrière, ce qui améliore à la fois leur croissance personnelle et leur contribution au succès de l'organisation.

gestion de la performance

L'objectif de cette évaluation est d'assurer une gestion efficace des talents et de garantir que les performances des employés sont alignées avec les objectifs stratégiques de l'organisation.

Les écarts de performance sont identifiés par le biais d'indicateurs principalement axés sur la réalisation des objectifs fixés au début de l'année, ainsi que sur le temps de réalisation des tâches, la qualité du travail fourni, le respect des délais, et la prise d'initiative

spécifiques de l'entreprise, et sont réévaluées régulièrement pour s'assurer qu'elles restent alignées avec les priorités stratégiques de l'entreprise.

Lorsqu'un besoin de formation est identifié en lien avec une nouvelle priorité stratégique, les responsables ajustent rapidement les programmes de formation existants. Des sessions supplémentaires ou des formations ciblées sont mises en place pour s'assurer que les employés disposent des compétences nécessaires pour répondre aux nouvelles exigences.



FORMULAIRE D'EVALUATION
POUR L'AVANCEMENT INDIVIDUEL
CADRE & CADRE SUPERIEUR

EXERCICE
20XX

Matricule : _____

Nom : _____

Prénom : _____

Fonction : _____

Echelle : _____

Date de nomination : _____

Activité/DCP/DC : _____

Division : _____

Direction : _____

CONSIGNES :

1- Barème : trois niveaux d'évaluation sont proposés :

Insuffisant : choisir une note entre 1 ou 2

Satisfaisant : choisir une note entre 3 ou 4

Supérieur : attribuer la note de 5

2- Commentaires

Les cases "Commentaires" doivent être obligatoirement renseignées, sous réserves de rejet de la part des Structures RH.

3- Conditions d'éligibilité

La personne évaluée qui totalise un score entre [70- 80] points, et n'a aucune appréciation en "insuffisant" est éligible à une AI.



FORMULAIRE D'EVALUATION
POUR L'AVANCEMENT INDIVIDUEL
CADRE & CADRE SUPERIEUR

EXERCICE
20XX

Matricule :

Pour chacune des rubriques, mettez la note qui correspond à votre évaluation et les commentaires y afférents

A- Performances

Critères d'évaluation	Note (0)	Commentaires de l'évaluateur
Maîtrise toutes les connaissances et compétences techniques requises pour son poste.		
Produit régulièrement la quantité de travail requise en respectant les délais.		
Produit un travail de qualité, gère ses priorités avec soin et rigueur.		
Applique et respecte toutes les procédures, règles et normes liées à son domaine.		
Prend des initiatives recherche et introduit de nouvelles façons de travailler, méthodes et procédures.		
Contribue au développement professionnel de ses collègues.		
Participe à l'optimisation des coûts de fonctionnement et des dépenses de son unité.		
Contribue à la mise en œuvre des changements décidés par l'Entreprise.		
TOTAL	140	

B- Comportements

Critères d'évaluation	Note (0)	Commentaires de l'évaluateur
Montre l'exemple et a un comportement exemplaire en matière de ponctualité et de présentisme		
Est disponible en cas de besoin et volontaire pour les missions difficiles.		
S'implique personnellement dans la réalisation des objectifs.		
Démontre un fort esprit d'entraide, de coopération et de solidarité avec ses pairs		
Assure une bonne circulation de l'information utile auprès de ses collègues		
Possède un leadership efficace et entraîne ses collègues à améliorer leurs performances		
Est attentive aux évolutions liées à son domaine et s'adapte aux changements qui en découlent.		
Incite et sensibilise ses collègues à respecter les règles, normes et procédures liées à leurs fonctions		
TOTAL	140	



FORMULAIRE D'EVALUATION
POUR L'AVANCEMENT INDIVIDUEL
CADRE & CADRE SUPERIEUR

EXERCICE
20XX

Matricule :

Avis de l'Évaluateur (Chef de Département et plus)

Nom : _____

Prénom : _____

Fonction : _____

Score Total : _____

Décision d'attribution : Non : 6% : Echelle :

Commentaires : _____

Date : _____ Visa : _____

Avis des Ressources Humaines

Nom : _____

Prénom : _____

Fonction : _____

Avis sur la proposition d'AI : Accord : Pas d'Accord :

Commentaires : _____

Date : _____ Visa : _____

Avis du (N+1) de l'Évaluateur

Nom : _____

Prénom : _____

Fonction : _____

Décision d'attribution de l'AI : Acceptée : Rejetée :

Commentaires : _____

Date : _____ Visa : _____



**FORMULAIRE D'EVALUATION
POUR L'AVANCEMENT INDIVIDUEL
MAITRISE & EXECUTION**

**EXERCICE
20XX**

Matricule :
Nom :
Prénom :
Fonction :
Echelle :
Date de nomination :
Activité/DCP/DC :
Division :
Direction :

CONSIGNES :

1- Barème : trois niveaux d'évaluation sont proposés :

Insuffisant : choisir une note entre 1 ou 2

Satisfaisant : choisir une note entre 3 ou 4

Supérieur : attribuer la note de 5

2- Commentaires

Les cases "Commentaires" doivent être obligatoirement renseignées, sous réserves de rejet de la part des Structures RH.

3- Conditions d'éligibilité

La personne évaluée qui totalise un score entre [50- 60] points, et n'a aucune appréciation en "insuffisant" est éligible à une AI.



**FORMULAIRE D'EVALUATION
POUR L'AVANCEMENT INDIVIDUEL
MAITRISE & EXECUTION**

**EXERCICE
20XX**

Matricule :

Pour chacune des rubriques, mettez la note qui correspond à votre évaluation et les commentaires y afférents

A- Performances

Critères d'évaluation	Note /5	Commentaires de l'évaluateur
Maîtrise toutes les connaissances et compétences techniques requises pour son poste		
Produit régulièrement la quantité de travail requise		
Produit un travail de qualité en respectant les délais impartis		
Connait, respecte et applique toutes les procédures, règles et normes liées à son poste de travail		
Améliore ses pratiques professionnelles, recherche de nouvelles façons de travailler		
Applique immédiatement et efficacement les nouveaux modes de travail décidés par sa hiérarchie		
TOTAL	/30	

B- Comportements

Critères d'évaluation	Note /5	Commentaires de l'évaluateur
Est toujours à l'heure et peu absent		
Est disponible en cas de besoin et volontaire pour les travaux difficiles		
S'implique personnellement et s'engage fortement dans son travail		
Démontre un fort esprit d'entraide, de coopération et de solidarité		
Fait remonter l'information utile à sa hiérarchie ; partage l'information dans son équipe		
Incite et sensibilise ses collègues à respecter les règles, normes et procédures liées à son poste		
TOTAL	/30	

Appendix F: Observation grid

Observation criteria	Performance levels
Presence of a formal and structured performance evaluation system	Medium
Evaluation criteria are clearly defined, communicated, and understood by employees	High
Evaluation periodicity is respected (evaluations are regular and scheduled)	High
Evaluation results are used to guide individual or collective training plans	Medium
Evaluation is perceived as a development tool (and not solely for sanction or promotion)	Medium
Evaluation is perceived as fair and equitable by employees	Low

Appendix G: training activity guide



Messieurs les Directeurs :

- *Ressources Humaines Activités,*
- *Gestion Personnel Siege,*
- *Formation & Planification RH,*
- *Rémunération,*
- *Affaires Sociales,*
- *Institue Algérien du Pétrole « IAP »*

N° 07 / RG-VS/ETR/S.R/ 2017

Alger, le 02 JAN. 2017

Objet : Circulaire d'application n°7.06.5 portant Dispositif d'évaluation de la formation en Entreprise.

Nous vous transmettons, ci-joint, pour information et application, la circulaire d'application n°7.06.5 du 22/12/2016, relative au « Dispositif d'évaluation de la formation en Entreprise » et son Annexe n° A7.06.5.

Le Directeur Réglementation et veille Sociale

A.SOUILAH

