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MASTER THESIS

In Human resources management

**Evaluation of training effectiveness activities and
programs and their impact on the performance of the
CPA Bank**

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Abstract

This study aims to explore current practices, policies and roles in training and development within the CPA bank. Examining all issues related to training practices in how training and development are carried out and how analyze training needs, reference to the role of senior managers and training supervisors, which give importance for improving staff performance, organizational performance and strategic position in their organization. The purpose of this study is to investigate all the problems and challenges faced by training and development activities and to seek practical suggestions for improving the effectiveness of these activities. The research aims to contribute to understanding human resources development in different cultural contexts.

Key words : Training and development , Training needs assessment , Human resources development

ملخص

تهدف هذه الدراسة البحثية إلى استكشاف الممارسات والسياسات والأدوار الحالية للتدريب والتطوير داخل بنك القرض الشعبي الجزائري . من خلال استكشاف جميع القضايا المتعلقة بممارسات التدريب من حيث كيفية إجراء عملية التدريب والتطوير وكيف يتم تقييم احتياجات التدريب ، الإشارة إلى دور كبار المدراء و المشرفين عن التدريب تجاه أهمية تحسين أداء الموظفين والأداء التنظيمي والموقف الاستراتيجي في مؤسساتهم. تهدف هذه الدراسة إلى التحقيق في جميع المشاكل والتحديات التي تواجه أنشطة التدريب والتطوير والبحث عن اقتراحات عملية لتحسين فعالية هذه الأنشطة.

الكلمات المفتاحية : التدريب والتطوير , تقييم احتياجات التدريب , تطوير الموارد البشرية

Résumé

Cette étude vise à explorer les pratiques, les politiques et les rôles actuels en matière de formation et de développement au sein du Crédit populaire d'Algérie. En examinant toutes les questions liées aux pratiques de formation concernant la manière dont la formation et le développement sont réalisés et la manière dont les besoins en formation sont évalués, il est fait référence au rôle des cadres supérieurs et des superviseurs de la formation concernant l'importance d'améliorer les performances du personnel, la performance organisationnelle et la position stratégique dans leur organisation.

Mots Clé : La performance , la formation et le développement , le développement des ressources humains

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List of Abbreviations

T&D Training and Development

HRD Human Resource Development

HRM Human Resource Management

SHRD Strategic Human Resource Development

ROI Return on Investment

TNA Training Needs Analysis/Assessment

INTRODUCTION

The corporate environment is facing significant economic, technological, and social changes. The uncertainty becomes the main characteristic of those changes. In this contextualization of uncertainty and quality requirements and product diversification; Companies must adapt to this shifting environment and recompose their production and organization. These changes do not only affect the technical and organizational systems, but in the first place, the human capital. These changing situations require new jobs and new skills.

At the moment, the strengthening of skills and their mobilization seems to be the main issue for any modern company. Improving performance and competitiveness for companies requires identifying critical skills in order to meet the needs related to anticipation, innovation, decision-making, and communication skills. They must provide skills management and capacity building through a critical factor, Strategic human resources development (SHRD).The (T&D) represents an issue and a strategic axis; it promotes the development of human resources; it is a factor of satisfaction and motivation for them.

Indeed, the (T&D) is considered as an intangible investment, as companies try to obtain their returns and its effects on their performance. Moreover, in order to optimize this investment in training, it is necessary to implement an evaluation of its device.

The evaluation has become a necessary step, and conspicuous for any business, it serves to appreciate the effects and changes they can achieve through training, to judge its effectiveness and to evaluate its impact on the individual and the company. Evaluation, as well, is more managerial, as it is not only about compliance but also aims for continuous improvement and strategic vision.

It is in this context that (T&D) is the best system for acquiring new skills and developing them on the one hand and that evaluation aims to appreciate their returns, and allows to grasp the differences that have occurred by this training on the other side.

Therefore, and in order to answer these questions, the work is divided into three complementary chapters;

Chapter 1: Research question and a methodological demarche

This chapter is devoted to the methodological demarche, the main interests, objectives, and questioning. As well as it exposes the structure of the work plan.

Chapter 2: Theoretical frame.

In this chapter, it is necessary to discuss the different evolutions of the evaluation process and the (T&D) as well as its theoretical framework. Then a presentation of the overall approach, and its key elements: levels, methods, tools, and the overall process. Finally, it is useful to determine the contributions and limitations of this evaluation.

Chapter 3: Evaluation practices case study at CPA Bank

This chapter deals with the reality of evaluation practices, and the chosen field of investigation the CPA bank, in which it is essential, to draw the reality of the evaluation process and its practices, from the results of the evaluation survey, carried out at the bank. In the end, a conclusion summarizes and synthesizes the results of the present research

CHAPTER I

RESEARCH QUESTION

AND METHODOLOGICAL DEMARCHE

1.1. Preamble

This chapter displays our interests of research. At first stage, the research question gives more clues to know what are we pointing to understand. At the second level, it is important to know in which direction we need to lead our comprehending. Hence, the second point regards more the methodological aspects: our ontology epistemology and methods.

1.2. Research question

Today, all businesses operate in a world of uncertainty and complexity (Manfred, 1996); a world marked by unpredictability, inconstancy, and discontinuity where change becomes the rule (ChihaGaha, 2003). Hence, the relevant question seems to be that of survival and durability more than the search to be the monopoly or the master of the environment. Companies must understand and support change. They must be able to confront and manage the pressure of their environment. Facing profound economic, technological and social changes as well as competitive dynamism, it is necessary to introduce the concept of "*efficiency*" because companies are deemed more severely about their efficiency than before (Handy 1996, cited by Al-Faleh, M. 1987). Indeed, in this quest of efficiency, the human capital forms the base of the strategic thought of the company. It allows "a distinctive representation of the firm as a complex of resources and capabilities that are not always available in a market" (Abdalla, H., Maghrabi, 1998, p554)

Currently, we are witnessing a trend toward a knowledge-based economy by increasingly developing the practices of strategic knowledge management, where the map of economic success and competitive advantage are redrawing around the skills of men (Harrison, R. 1997), For this reason, it is crucial for companies to identify strategic skills to foster

innovation and cope with accelerated rates of changes in the environment. As matter of fact, faced with the movement of the latter, the knowledge "ages" or even decline in a limited period and the obsolescence of knowledge is transformed into a plague that contaminates the skills. Consequently, at the mercy of an absolute need to develop skills and to guard against the obsolescence of knowledge, human resources management practices have provided continuously skills acquisition and development methods to remedy the dramatic effects of changes. Vocational training occupies a central position in the development of human resources and the mobilization of skills. This management practice plays a vital role in updating skills acquired and coping with gaps and delays in knowledge. In the same vein, defined as an investment, training must provide tangible evidence of its profitability and the results it allows. This raises the question of its evaluation in terms of cost but also in terms of efficiency and impact on the individual and the company (cf Hao, M. (2000), "Competitive advantage and firm performance", *Competitiveness Review*, Vol. 10, No. 2, pp. 27-40.).

Accordingly, the evaluation has gained importance as a tool for legitimizing training actions and assessing its performance. For any company trying to invest in training, it has become meaningful because it will help decision-making and the adoption of corrective measures. Certainly, the evaluation supposes the adoption of an approach, which must accompany the training action from the decision to train (BNP Paribas How the bank is driving change annual report 2015).

Empirical theory and empirical work on human capital converges on the fact that the process of wealth creation within firms in any business sector is based on knowledge and skills and less on physical assets. In services, the first factor of production is the human resource. Training is therefore fundamental, even if it is not the only way of acquiring knowledge and skills.

The findings of a number of studies show that firms capable of promoting the development of their specific human capital are better able to build a sustainable competitive advantage. Identifying, mobilizing and enriching human capital and the wealth of skills and knowledge is a decisive issue. Here we find the first economic justification for investment training. The evolution of banking professions has increased the need for expertise Human capital depreciates if it is not "maintained". The challenge is twofold, for the banks themselves (profitability) and for employees (securing their career path).

Banking professions, in France as in Europe, have been evolving for about fifteen years according to two trajectories (Bruniaux, 2001).

On one hand, more specializations, because of the growing need for experts and technicians, to manage adaptation to technological and organizational innovation, the development of new and more sophisticated products and services, and the growth of activity in international markets (computer scientists, lawyers, economists, marketing graduates);

on the other hand, there is more versatility, especially in networks where sales are increasing at the expense of the middle and back offices, the strongest evolution from a quantitative point of view.

This translates into an increase in the number of graduates in the corresponding functions at all levels of the hierarchy. This rise in the level of initial training of the recruits questioned the link between initial training and continuing education and weakened the internal employment markets of the establishments. Enrollment in degree-granting courses is examined on a case-by-case basis, depending on the level of initial training of the employee and the degree of specialization of the training. Banks have often opted for more in-house training that is directly linked to the company's procedures and impregnated with their culture.

The strong regulatory and tax component of banking activity requires the updating of knowledge

The strong investment in training is also rooted in the primordial and growing role played by regulation in the banking sector, influencing the nature and content of jobs.

This reality concerns all activities. It is also reflected in the strengthening of certain businesses. The data collected by the observatory of the Bank's trades highlight over the period from 2005 to 2010 a strengthening of hiring in the professions of control (inspector, auditor, compliance officer, compliance officer) and law (lawyer, tax specialist).

In the exercise of commercial banking activity, knowledge of applicable legislation and taxation of financial products are essential components of the knowledge required of advisers regardless of their level of responsibilities. However, these two areas are subject to very frequent changes requiring continuous training.

Financial products and services are becoming more sophisticated, reflecting the growing know-how of the financial industry, but in return for maintaining the knowledge of advisors, who are responsible for explaining them to clients. The latter, moreover, are better informed and more demanding.

A tradition of diploma training at the service of human resources policy

Professional banking certifications in Europe retain an appeal and a role. A comparative study of diplomas and certificates in the banking sectors in Germany, Spain, France and Italy, conducted in 2007, highlighted common points about the perception of diplomas and certificates, both from the point of view of employers than employees.

Academic credentials are considered unsuited to the needs of the labor market, but they retain their full justification as a starting point for a career in the profession. They are no longer the engine of career advancement, but they can influence the decision to promote one individual over another, after several years of seniority.

On the other hand, diplomas and professional certificates do not enjoy the same visibility. Spain and Italy attach great importance to them. They have a certain regard in Germany and notoriety less in France. At the same time, "home" certificates exist in some large European banks to retain and boost the performance of their employees, without making them too visible to competing employers. They play an important role in internal career advancement within the groups concerned.

Recruitment policies can explain this situation. Employees holding a bac + 4 / bac + 5 are not very interested in obtaining new degrees. With their academic background, they have learned to learn and instead need individualized training to learn new skills. On the other hand, employees with lower initial education aspire to obtain additional degrees. They are motivated by better social recognition. Less intellectually autonomous, they need more pedagogical support and reinforcement of some basic knowledge(Bassanini et al., 2005 ; Goux et Maurin, 2000 ; OECD, 2003a, 2003b et 2004) .

In this sight, the Algerian context is more and more assisted by profound changes linked to the liberalization of the economy, openness to the outside and the evolution of technological progress. Those facts have pushed Algeria to opt for an upgrading program

aimed at improving the competitiveness of Algerian companies, mainly through the development of human resources.

In this context, significant steps have been taken to upgrade the training function. Given this new situation, the CPA BANK, operating in a competitive sector formed by multinationals, a skilled workforce mastering new technologies, and able to improve the quality of its services to meet the needs and requirements of its customers (cf. CPA training policy guide 2017).

Our interest tries to response to these questions:

To what extent can a cold assessment approach be developed to meet the expectations of the company?

- The training programs realized by the CPA Bank are they adequate with its needs?
- Do the CPA Bank try to improve its training quality basing on evaluation results?

1.3. Hypotheses

In attempt to response to our questioning, we anticipate by proposing the following hypotheses:

- 1) Training is a means of developing skills.
- 2) Evaluation is a condition that will measure the return on investment of training, using methods and tools.

1.4.Methodological demarche and objectives

The choice of a methodology is one of the important steps for the conduct of a research work. In fact, to analyze the problem of training evaluation and more practically the approach to achieve it, this work is built of a process that consists of the following steps:

1.4.1.Objective and methodology of work

This study focuses on the training evaluation, particularly on tools and methods. Its purpose is to obtain information and opinions from the manager on the approach and design of training programs and their practice in evaluation. It is so interesting: - to collect

traces of used tools. (1) To know the impact of training on the knowledge, skills and performance of the company. (2) As a result, the main objective of this study is that of identification the training evaluation practices at the CPA bank, to determine the training results to be evaluated, and the reasons for this evaluation as well as its methods and tools.

And the interest in choosing CPA bank is described by its position in the local Algerian market; it is one of the leaders in the banking sector and they give a great importance to the (T&D) in order to improve its skills and the overall performance of its agencies.

1.4.2. Bibliographic and documentary study

To get a clear idea of what has been said, reported and proposed about the training and the evaluation of its effects, this study focuses on:

- Books and articles on the subject;
- Studies already carried out by other organizations or institutions;
- Other documents;

The goal is to master the concept of evaluation and its purpose, and to know the importance of this approach before, during and after the training.

1.4.3. Collection and processing of data

The study conducted at the CPA level was developed using a single instrument:

- **Questionnaire**

There are three basic types of questionnaires: closed-ended, open-ended or a combination of both. Closed-ended combining open-ended questionnaires are probably the type with which many researchers tend to use. That way, it is possible to find out the reality of the evaluation of training (Dawson, 2002, p.31)

The advantage of this tool is that it requires less time than the interviews, but the risk to be filled for this method is that some answers are not reliable, because the concerns can be limited to check on answers, which do not even understand them.

- The questionnaires were sent to managers also certified executives.

1.4.4.The constraints of realization the study

Several difficulties have arisen in the realization of this study:

- The lack of documentation on the evaluation, it remains always an integrated part under the approach of the training
- The lack of evaluation practices within the Algerian company results from the difficulties of understanding several terms used in evaluation.
- Since the evaluation has repercussions on the human element, it is difficult to relaunch a quantitative study with exact statistics.
- The answers to the questionnaire are subjective and unreliable, and this translates into a great difficulty in collecting and analyzing the data

CHAPTER II

THEORETICAL FRAME

2.1. Preamble

This chapter exposes the theoretical frame. Hence it focuses on the main concept, which is related straightly to our research question; at the second level it treats the linked concepts, which are not without importance in our research.

2.2. Why we evaluate training?

The emergence of new technologies and the evolution of new work organizations characterize the environment in which companies operate today. The economic and social challenges and the search for competitive advantage are added to accompany the evolution of the human resources function. A growth that has transformed this function of the logic of position that aims to maintain a stable and productive workforce to the logic of skills that focuses on the acquisition, development, and retention of human resources. At a time when the human being forms the base of the organizational system, the development and mobilization of skills are a necessity. It becomes vital for the company to identify its strategic skills to foster innovation and cope with the accelerated speed of change in the environment.

Faced with this growing need for human resource development and skills mobilization, training occupies a privileged position in all acquisition and skills development modalities. It is defined as "a means to achieve the objectives of the organization, a factor of satisfaction and motivation of employees and a place of exchange and confrontation" (John P Wilson 2012). This management practice makes it possible to update the acquired skills and to remedy delays in terms of knowledge. Thus defined as an investment, training must demonstrate its quantifiable, measurable and interpretable results. This raises the question of its evaluation not only in terms of cost but also in terms of performance and efficiency.

2.3. Training evaluation and related concepts

2.3.1. Training evaluation

The literature has revealed a wide range of definitions of training evaluation throughout its historical evolution. These definitions certainly vary; we retain those that seem appropriate to our study. According to Hazebroucq (1980): "to evaluate is to question the value, the range, the meaning of the action that has just been undertaken"(Pain.A, 1992). For De Landsheere (1991) the "evaluation is a generic term for the calculation of value or state, most often by reference to an ideal or norm. Based either on subjective assessments or on measures. More technically, the evaluation is defined as a note of a modality or a criterion considered in a behavior or a product (Strauven, 2000). Aubert, Gilbert and Pigeyre advocated that "a quality assessment process is a defined, organized and controlled set of activities appropriate to a context of use, by which persons mandated to do so, use procedures that they control and based on explicit benchmarks, a judgment on individual characteristics in order to prepare management decisions in useful time " (Strauven, 2000). In short, as proposed by Strauven (2000), the "evaluation is a process and procedure for collecting information in the most possible objective way in order to make decisions and implement measures; that will contribute to the effectiveness of a training given its objectives and skills to install.

In general, the term has a much broader meaning than measurement, but mainly, three groups of definitions of evaluation can be distinguished. First, objective-based definitions of how well a program's or a treatment's goals are being met. Then, the descriptive definitions in this case it is not a question of appreciating the deviation from the objectives, but of collecting information helping to the decision-making. Finally, judicial definitions of which a judgment is made in terms of validity, merit or value."

In light of these definitions, evaluation of training becomes meaningful and essential for training activity. In fact, assessment is an approach whose aims to objectively assess the effects and changes that a training action can produce. It is a set of tools and methods periodically and objectively established to gauge the effectiveness of operations and to provide the appropriate corrective measures. In this way, to evaluate training activity is to measure the achievement of the predefined objectives, to assess and judge its effectiveness. In this context, "evaluation becomes a necessary element and a key action in the process of

continuous improvement of the quality of training insofar as, reporting the results achieved to the sought objectives, it must make it possible to identify the actions correctives and ways of progress "(Barzzucchetti and Claude, 1995).

Therefore, the part of a process that links a referee and a referent, making it possible to attribute value and to make a value judgment on results and effects. In this respect, the value judgment results from a comparison between, a referred person who is the set of representative elements of the reality apprehended through indicators on the one hand, and on the other hand, a referent who all the results sought by the training, formalized through objectives in the form of expected skills.

2.3.2.Related concepts

Training evaluation involves a clarification of vocabularies and concepts close to remove the confusion that exists between them. The concept of evaluation is neither a measurement nor a notation and does not have the same meaning as an audit.

- a. ***Evaluation and control:*** In the language of training evaluation, the terms evaluation and control are often confusing. The control consists of a comparative study, an objective verification and a measure of discrepancy between a given situation and a set of objectives, rules and pre-established standards. Concretely, and in the context of training, the control is the comparison between the results achieved in terms of acquired skills and the predefined objectives to identify the gaps. It highlights the "gaps" that exist between the expectations expressed for a training action and the generates results.

As far as evaluation is concerned, it is of terminological origin in value. Its design goes beyond the simple measure of difference. It digs into the why of the results obtained. To inspire the sense of complementarities with the control concept, the evaluation consists in interpreting the data provided by the latter to make a judgment on the value of the training and its effects."Unlike control, evaluation is not neutral and is distinguished from the latter by the notion of value judgment" (Jouvenel and Masingue, 1995).Through the evaluation of the training, we can identify the causes of the results obtained, explain and elucidate the meaning of what has been achieved in order to make a value judgment.

Thus, despite the profound confusion that exists between the notion of control and the notion of evaluation, it can be said that evaluation cannot exist without control. Indeed, to evaluate it will be recommended to define the repository of results that contains the goals that the evaluated action will have to achieve. The following table outlines the salient features difference and complementarities of these two notions.

Tablen°1: Evaluation and Control (Jouvenel and Masingue, 1995)

	<i>Evaluation</i>	<i>Control</i>
<i>Goal</i>	<ul style="list-style-type: none"> - Explain why the results were achieved or not achieved. - Build a judgment on the value of training and its effects. 	<ul style="list-style-type: none"> - Measure the gap between a benchmark of objectives or standards, and the results obtained.
<i>Criteria</i>	<ul style="list-style-type: none"> - Choice of criteria negotiated and adopted by a set of actors. 	<ul style="list-style-type: none"> - Objective criteria defined before the action.
<i>Procedure</i>	Collection of opinions by: <ul style="list-style-type: none"> - Dialogue - Debates - Consultation 	<ul style="list-style-type: none"> - Quantification - Examination - Test - Verification - Collection of factual data

(Source : BIEF: www.bief.be/entreprise/publication/outil.htm)

- b. ***Evaluation and measurement:*** Evaluation is not reducible to the notion of measurement. Despite the confusion that exists between these two terms, the concept of evaluation includes not only measurement it is broader. In this passage we have based on the work of Corte (1996) who states that "a measure of behaviors or benefits is a quantitative description of these behaviors. While evaluating does not only mean describing behaviors, but also making a value judgment for them, based on a given standard or criterion. In terms of description, evaluation involves both quantitative and qualitative description of the behaviors (cf. Strauven2000).

The following Table n°2highlights the difference between these two notions.

Table n°2:Evaluation and Measurement

<i>Evaluation</i>	<i>Measurement</i>
A specific goal initially	Can be totally free
Leads to a decision	Can be conducted regardless of a decision
May be qualitative in whole or in part	Necessarily implies quantification

(Source : BIEF: www.bief.be/entreprise/publication/outil.htm)

- c. ***Evaluation and audit:*** The audit of training does not mean evaluation of the training. In fact, the audit itself carries out the evaluation and its purpose is the operation of a system in order to orientate or reorient it. Soyer (2000) defined the audit of a training system as: "A methodical and finalized examination of all its internal elements, its" outputs "and its effects. It is made from a pre-established repository and aims to discover the problems that arise and propose solutions. Unlike measurement, the concept of audit is broader than that of the assessment it includes.

The following table n°3 shows the connection that exists between these two terms.

Table n°3: Evaluation and audit

<i>Evaluation</i>	<i>Audit</i>
Specific objective initially based on a decision to be made, of known type.	Less specific objective at the beginning: general diagnosis
Is a project (learning or other project)	Relates to the operation of a system, its structure
Has a possible triple function: to orient, regulate certify (validate) a determined action.	Its function is to orient or reorient the system
Not always a sponsor.	Necessarily implies the existence of a sponsor
Produces the information necessary for a decision	Mainly produces knowledge of the system

(Source : BIEF: www.bief.be/entreprise/publication/outil.htm)

After defining the concept of evaluation and distinguishing it from similar concepts, we will develop in the following the difficulties encountered in the training evaluation within the company as well as the interests and the reasons which encourage the men of the domain to use evaluation despite its difficulties.

2.4. Difficulties and evaluation interests

According to our literature review, which suggested that the implementation of a training evaluation approach remains a delicate, often difficult and costly issue. This is a problem that challenges researchers, practitioners and academics alike, leading us to draw up an inventory of "brakes and motors" in evaluating training (Jouvenel and Masingue, 1995). Actually, the practice of evaluating training within companies faces both difficulties and resistances that hinder its implementation. However, we can hardly deny its importance and the interest it has for the purposes it aims. Moreover, Jouvenel and Masingue (1995)

deal well with the question of the interests and difficulties of evaluation and their work served as a basis for the following developments.

2.4.1. The difficulties of evaluation

The difficulties encountered in setting up the training evaluation process are of a cultural, strategic and technical nature.

- a) ***Cultural difficulties:*** The fear of being judged as well as the confusion between evaluation and sanction inhibit the implementation of the assessment. This confusion in the minds of those trained has as its source the school legacy in which learning is crowned with success or failure. This heritage hinders the understanding of the real objective of the evaluation process and hinders its advancement.

On the trainers' side, became metamorphosed into a valued person after playing the role of an evaluator for a long time complicates the situation. Indeed, trainers do not appreciate this kind of "pendulum effect" that transfers the act of evaluating the teacher (trainer) to his students (the trained ones). For training managers, evaluating a training action can create a burden that arises from the emergence of a gap between the objectives pursued and the results obtained. This burden is a responsibility feared by those in charge of training who fear to carry this entire burden alone.

In addition to individual resistance, it will be interesting to underline the resistance of the collective order, which can be summed up in taking a stance against change, to the extent that to evaluate is to judge, to correct to do better and to change. Thus, "the action taken to change, to stabilize, or to do nothing is mainly dependent on the perception of the actors, their way of thinking they lived reality, to interpret and define their interests" (ChihaGaha, 2003).

- b) ***The strategic difficulties:*** Training evaluation may lead to differences in the interpretation of the gaps and their reasons. As it can wreak havoc when certain conclusions involve different actors. Another strategic difficulty lies in the fact that if the training manager is the only person capable of mastering the evaluation methods, he risks being led to play a role devolved to the supervision which is a source of

confusion in the roles, a misunderstanding of boundaries that lead to the emergence of litigation.

- c) **Technical difficulties:** In search of a scientific, accurate and completely reliable evaluation model, the company risks implementing a heavy and complex system where we try to measure everything, which is ambitious but it is often a risk that costs more than the object to be evaluated. Knowing how to measure the return on investment is an ambition that is very difficult to achieve in the areas of communication, research and development and training, specifically in the areas where it is what Caspar called "intellectual investment"(cf. Jovenel and Masingue, 1995).

On the other hand, the approaches described as pragmatism are too simplistic. For example, the misinterpretation of a questionnaire may give rise to incomplete, or even erroneous explanations. The results obtained, following this kind of evaluation, can be contested and at the end of the road everyone takes advantage of their right to evaluate the training actions in their own way. In addition to the difficulties described by Jovenel and Masingue, Pain (1992) presented, for its part, the possible blockages coming from the training partners in the following table.

Table n°4: Possible blockages coming from the training partners

Trainee	- Fear of being judged - Fear of possible consequences on his job.
Trainer	- Questioning his competence - Spillover on his career and his job.
Training Manager	- Questioning his decisions regarding the trainer, the program, the organization
Head Manager	- Questioning the operation of the service, highlighting management style and relationships with subordinates.
General Direction	- Requests from trainees for benefits of training on promotion and remuneration

(Source :by A. Pain1992)

2.4.2.The interests

No one can doubt the importance of the role of evaluation in developing the effectiveness of training actions. To reduce the scale of the difficulties as mentioned earlier, these same authors (Jovenel and Masingue, 1995) underline the reasons why evaluating a training

course seems very useful or even indispensable. These reasons are economic, political, strategic, educational and quality.

- i. **Economic interests:** From a perspective where training is considered an investment, evaluation can show results. It is a requirement of good management. Similarly, and like any policy, training is subject to the pressure of efficiency where the assessment to appreciate the benefits of this investment. Nowadays, training evaluation allows a better use of the action undertaken in time and in money (Ibid.).
- ii. **Political interests:** Evaluation is a decision-making tool as it fosters reflection and enriched debates and helps to clarify and identify problems. In addition, evaluation of training is a factor of change by favoring the implementation of a result culture over time it consolidates the approach by objective rather than the control of tools alone. Considered as a tool for dialogue, evaluation promotes learning. It is an instrument of communication between the actors involved in the training (participants, trainer, sponsors, training managers and superiors).By enabling reporting and feedback, it is a way of strengthening social dialogue (Ibid.).
- iii. **Strategic interests:** By providing tangible evidence of results, the evaluation legitimizes the function and action of the training services, giving credibility to its managers. The approach calls for the empowerment of all those involved in training, particularly the supervisors and the training managers by involving them in the determination of the objectives to be achieved, also the observation of the results achieved or not and in the analysis of the relevance of the mobilized resources (Ibid.).
- iv. **Pedagogical interests:** Viewed from the perspective of an act of learning, evaluation is a tool that enhances acquisitions and their prognosis of transfer (Ibid.).
- v. **Quality Interests:** After being as an obligation, quality is a concept that devastates virtually all areas. As such, evaluation contributes to a significant improvement in the design and implementation of a training activity through (Ibid.):
 - Obtaining a better precision of the implemented actions.
 - Increasing the realism of the ambitions initially displayed by making them sometimes modest and then more operational and useful.
 - Better management of time and training resources by making them relevant to the objectives.

In addition to the work of Jouvenel and Masingue (1995), other authors have asked the question why to evaluate in order to identify the reasons that justify the evaluation. Among those, Phillips (1997) (cited by Dunberry and Péchard, 2007) which states ten reasons to evaluate:

- 1) Determine achievement of training objectives.
- 2) Identify the strengths and weaknesses of the human resources development process.
- 3) Compare the costs and benefits of a program
- 4) Decide who should participate in future programs
- 5) Test the clarity and validity of certain tests, case studies or exercises
- 6) Identify which participants have been successful in the program
- 7) Remind participants of certain program contents deemed important
- 8) Collect data for starting future programs
- 9) Determine whether the program provided an adequate solution to identified needs.
- 10) Build a database to support decision-making by managers.

In the same vein, Kirkpatrick.D (1998), in turn, proposes three reasons :

- 1) Justify the existence of the training department by demonstrating its contribution to the objectives of the company.
- 2) Decide whether to continue or stop training programs.
- 3) Obtain information on how to improve future training programs.

On the other part, Russ-Eft and Preskill (2001) consider that the reasons for the assessment are as follows(cited by Dunberry and Péchard, 2007):

- 1) The evaluation can contribute to the improvement of the quality or confirm it.
- 2) It can help to increase the knowledge of the members of the organization, either by better understanding what is being evaluated, or by learning to evaluate well.
- 3) It can help determine priorities, given the scale of needs and limited resources
- 4) Evaluation, used as a diagnostic tool, can contribute to the planning and delivery of new activities within the organization
- 5) It can help demonstrate the added value of training efforts.
- 6) Evaluation results can help document and support some requests for additional resources.
- 7) Evaluation experience is becoming more and more sought after.

Finally, Pain (1992) traces the interests of evaluation in that it allows:

- 1) Correction by improving training actions.
- 2) Verification by measuring the achievement of objectives.
- 3) Training as evaluation is seen as a learning opportunity for those involved.
- 4) Measuring the economic profitability of the action.
- 5) Measurement of changes in the environment.

Thus, it will be important to know why to evaluate (Gaines & Robinson 1989, p. 299), that is the reasons that lead us to think about evaluation. It would also be futile to ignore the difficulties encountered in the training evaluation. We must take them into consideration to make them constraints and try to overcome them especially as we found in the literature review which has revealed that there is a close relationship between the decision to train and the evaluation that will be clarified in the next section.

2.5. Decision to train and evaluation

This part will deal with the link between the decision to train and the evaluation; in other words, the contribution of assessment in increasing performance and the importance of the training function. Thus, we will focus on training on the one hand, as an investment where the evaluation allows us to measure the return on this investment, on the other hand, training as a means of skills development whose evaluation allows to appreciate the acquired as well as their transfer. Subsequently, we will elucidate two training logics where the evaluation in one is different in that of the other. Finally, we will try to identify the various stages that constitute training engineering.

2.5.1. Training: as investment and a tool for skills development

A. *Investment in training and evaluation:* Training is acquiring more and more a strategic dimension. No longer has an obligation or an instrument of social peace, the decision to train come to preoccupy decision-makers. It is therefore necessary to invest in training and to provide the essential means for its implementation. Indeed, for companies, training is an investment that is expected to yield measurable and interpretable and avoid the "catalog effect"; a misconception of training. Faced with this situation, no company can simply train to train; training is expensive and time

consuming. Moreover, for a physical investment, it is important to know or locate the return on investment of training to be sure to make it profitable and rationalize (Gerard, 2003). Undoubtedly, the evaluation implies the legitimization of the training in so far as it legitimizes the expectation of a return on investment, makes it possible to assess the results obtained by evaluating the impact of the training as it allows to carry the elements of answer to the question of the effectiveness of training.

B. *Training as a means of skills development and evaluation:* Skills development is a major concern for companies operating in a competitive market in terms of skills. As they become one of the key factors of competitive advantage, skills need to be constantly renewed and developed. At the heart of skills development, training is one of the ways to update knowledge and integrate new knowledge into professional practice. Vincens (2002) (cited by Khalbous Rim, 2003) advocates in this sense that "training means a process of acquiring knowledge, know-how, behavior, all that is likely to give skills, it is capabilities, especially those needed in productive work."

Training is, therefore, a management practice that allows for skill shifts and delays. With regard to skills development, the evaluation of training is an indispensable tool to guarantee the retention of knowledge and its transfer in professional circles.

C. *The two training logics:* According to Jouvenel and Masingue (1995), in the context of the public sector, two logics of training can be distinguished, particularly in terms of evaluation. Training, in the first logic, aims at career development of the person in terms of status and rank. In other words, it is used to manage careers and social promotions. This is an initial training and preparation for exams and competitions. In the second logic, the training aims at the improvement and the professionalization of people in their positions, or for a change of function or responsibility, without having "automatic effects" on the administrative career. Regarding the evaluation of training, in the first logic, the latter is considered as an administrative act (new grade, new status or failure), the person concerned is penalized (noted) individually, that is to say she is affected alone by the evaluation. Whereas, in the second logic, evaluation is concerned with the training action; its purpose is to check if thanks to it, the participants get to acquire new skills and if they can implement them on the professional environment.

Table n°5: The two training logics

	Initial training and preparation for exams and competitions	Training for development
Finality	Management of administrative careers and social promotions	Strengthening of professional performance
Training goals	Preparing for events organized by administrations	To improve or to acquire professional skills
Evaluation purpose	The participants	Training actions
Evaluation function	Selection, orientation, promotion of agents in compliance with rules and procedures	Diagnosis of the results of training actions decided within the framework of a defined policy
Methods	Control of knowledge	Control and evaluation of skills acquired and their implementation
Evaluation Actors	Staff administration	Management and training managers

(Source : .(« Fonction formation », 2^{ème} édition, édition d'organisation, France p 32 2002)

2.5.2. Training engineering

Guy Le Boterf (1990) defines the engineering of training as being: "the coordinated set of activities allowing to master and synthesize the information necessary for the conception and the realization of a training system to:

- Optimize the investment it contains.
- Ensure the conditions of its visibility.

The training process is the coordinated set of systematic work of designing and implementing training systems. As a result, the training process consists of a set of coherent steps that apply to the design of a training system. The training process has four stages. At first, identifications and analysis of training needs; following by the design of the training plan, then the coordination and realization of this plan. As a last resort the evaluation of training actions.

Before beginning the explanation of the engineering of the training, it will be interesting to introduce it by a definition of the training policy and a presentation of the main stakeholders in the training process.

2.5.2.1 Definition of training policy: According to Meignant (2001), the training policy "is part of a company's overall policy, aimed at ensuring its profitability, customer satisfaction, the involvement of its staff and positive relationship with his environment .It expresses a will, expressed by the general management, and committing the whole enterprise, on the essential axes that will guide the decisions and acts of management of the training."

In the same idea course and according to Soyer (2000) "a training policy is one of the human policies of the company. Its "lifespan" is several years while training orientations are redefined each year." We will consider from the outset that to be effective, the training policy must be written and disseminated. This is a document that can have three parts:

- 1) The one that gives "the meaning", "the direction", the verse "what" to go. These are the goals that the company wants to achieve through training.
- 2) The one that defines "the how". These are the organizational principles to respect. It includes the sharing of responsibilities of the different actors.
- 3) That which addresses the conditions for success and thus expresses principles of efficiency.

Through the reading of the training policy, each actor will be able to understand the role s/he will have to play and therefore the powers and responsibilities will be shared avoiding the problem of role confusion. As such, the quality and relevance of a training action, according to Jouvenel and Masingue (1995), depend on the effective association of four groups of actors. These are the prescribers, the action managers and the managers, trainers and beneficiaries of the training actions.

2.5.2.2 Key stakeholders in the training process

- i. **Prescribers:** Called also the sponsors, it is the "decision makers" of the action, those who fix the global results expected from the training actions. Sponsors can be:
 - Directions: When they adopt a strategy through training and care about the long term. Moreover, when they have confidence in the important means involved in training or when the qualification issues concern the entire organization.
 - The superior: When the action undertaken is aimed at achieving the operational objectives of the unit for which it is responsible, or when the action generates a

collective or individual qualification of the personnel belonging to its work unit.

- The agents: When the agent has the ambition, and expects the training a possibility to climb the ladder and scale of his professional life. He will be interested in seeing his current and future professional situation evolve.
- ii. *The leaders of the action and the managers:* Being responsible for ensuring the preparation, implementation and monitoring of training actions in the best conditions, the managers and managers can be functional managers such as training managers or operational managers to which entrusts the piloting of a particular operation.
- iii. *The trainers:* Having the identity of internal or external trainers, line managers, experts or internal or external consultants, they have for main tasks the design and animation of training actions. Nevertheless, their field of action can be extended, for example their intervention upstream of the action to understand the problems and provide the necessary remedies.
- iv. *Beneficiaries:* Whatever the relevance and quality of the arrangements put in place, no training can be carried out if the beneficiaries have not decided to learn.

In this logic, the beneficiaries are co-builders and co-managers of their training.

2.5.2.3 Training process

- A. *Identification of training needs:* The identification of training needs is a phase that determines the success of a training activity. Indeed, this first step is decisive and constitutes the basis for determining the objectives and the content of a training action. The collection of data, observation, the formulation of findings are all tools that can identify needs. After setting up an organized approach to data collection and processing, the latter will be brought together to analyze them in order to identify and define training needs. According to Soyer (2000) "the phase conventionally called" collection of needs "necessarily involves the formulation of the objectives to be attained". It advocates the following idea: "to carry out a correct census of the objectives, it is not a question of collecting from the personnel its requests to follow such or such a stage or its" wishes "expressed in terms of contents but it is a question of to raise the objectives of the interested parties to ask the following question: "Can training help to achieve these objectives?". If the answer is positive, then we will have

found training needs expressed in terms of objectives to be achieved."He adds that, "after defining the objective, it is necessary to determine the necessary means, to clarify what separates the current situation from the desired situation, to measure the gaps in order to discover whether a development of knowledge, know-how or the knowledge to be will solve the problem. This is the only effective way of conducting a survey of training needs for the construction of the training plan. "

B. The design of the training plan and specifications

B1. Development of the training plan: After identifying and clarifying needs, the design of the training plan will be based on these needs in order to set the objectives of the actions to be undertaken. This stage is a link between the desirable and the achievable concretized by the design of a training plan. Thus, a question arises of itself: what is meant by a training plan?

According to Soyer.J (2000), "the training plan corresponds to a contractual document that links different actors. It must be mounted in convergence with the economic, technical and social objectives of the company and consistent with: 1stthe style of management - the culture of the company, 2ndpersonnel policies - the organization of work. The training plan is the operational translation of the company's training policy, it is not an end in itself, its vocation is to meet the operational objectives of the company."

Thus, after the identification of needs, the design begins with the ordering of all the information collected, their classification into groups of similar requirements and then translate them into training actions, while ensuring their compatibility with the means of communication. 'Business. It is in this respect that the design of the training plan is how the needs can be passed on to the plan by creating the solution that meets these needs in the form of a training activity.

The training plan includes, as well, the preparation, the conception, the JME digital Dumas realization as well as the evaluation of the training actions. In other words, it is to identify the objectives to be reached, the characteristics of the agents to be trained, the training and evaluation procedures, the internal resources, the duration of realization as well as the estimates of training and evaluation costs.

- B2.Elaboration specifications:* The specifications must be done for each training action. It includes the objectives of the training action as well as its expected results, the populations concerned by the action and their prerequisites and the means necessary to carry out the training and evaluation action (time, budget, material investment), communication).
- C. *The realization of the training plan:* Once the design of the plan is completed and approved, it becomes a working document not only for the training team but also for all those responsible for actions. The plan will be disseminated to the directors, the managers of actions, to the relevant personnel of the HRD (Soyer, 2000). Thus, in order to successfully complete the training plan, it will be useful to ensure its approval by the general management and then by the advisory committee of the company and finally by the National Center for Training and Professional Promotion. Once approved, the training action must be confirmed with the training firm, with the person concerned, by sending him the convocation, as well as to the supervisor of the latter. In the end, the plan must emphasize compliance and consistency of the training action.
- D. *Evaluation of training effects:* Evaluation plays a key role in the training process as it allows the assessment of the added value of the training and the identification of shortcomings and unexpected effects of the training. It will not do much to improve the work of employees if they never receive feedback on the quality of their work or if their skills are checked once a year (Sekiou and Blondin, 1990). Although evaluation is often the last time in training engineering, we will see later that to ensure the effectiveness of a training-action the act to evaluate is not limited to the post-training but it begins even before the training. It must be the "essential companion" of the training. As a result, the evaluation process of the training actions and its different levels will be the subject of the following chapter.

In short, the evaluation of training-actions is part of the whole training engineering and is a central element in this process. From a perspective where training is considered as an investment, the evaluation makes it possible to observe results, to appreciate the repercussions of this investment and to have better use of the committed means. In the context where training is a means of developing skills, evaluation helps to reinforce learning and their prognosis of transfer. Besides, the evaluation contributes to the improvement of the design, implementation, and results of the training program. Finally, it

is possible to say that the evaluation legitimizes the training-action in that it appreciates the return on investment and that in turn, the notion of investment in training legitimizes the evaluation that should guide all the action training. The interests as mentioned earlier do not mean that the evaluation of the training actions is easy to implement and does not face any difficulty, but it is still the case that assessment is a means of legitimizing the training-action and an element of answer to the question of its effectiveness. To highlight the importance of training evaluation, we will be interested in the following developments in the assessment of training; what to evaluate, when to assess and how to enter the evaluation?

2.6. Training evaluation approach

Training evaluation is now an urgent necessity for companies trying to invest in training. Indeed, it supposes the implementation of a training evaluation process for declination on the results it generates. In this sense, a reference model has been set up to define the evaluation dimensions along this path. It identified four levels of evaluation to know; participant feedback, learning, transfer, and impact on the organization. Kirkpatrick's model, although considered support for the evaluation, was addressed by introducing other variables that were deemed to be essential in the evaluation process. Despite the criticisms attributed to this model, "it continues to keep the pinnacle in the evaluation area of training" (Dunberry and Péchard, 2007).

Thus, to ensure the effectiveness of such an approach, it is necessary to claim the feasibility and the relevance of the evaluation of the training. In fact, the evaluation process must accompany the training action from the decision to train; three essential stages can be followed, before the training, as a preparation phase, during the training as the action stage and after the training as the final stage of the assessment consisting in assessing the overall quality of the action. Each step constitutes a common thread in the overall evaluation process, but, given the needs and specificities of the action, one time may be more important to achieve than another, for example, a short training requires work. Summary evaluation. (cf Garavan, Th.(1997), "The learning organization: a review and evaluation", *The Learning Organization*, Vol 4, No. 1, pp. 18-29).

2.6.1. The Kirkpatrick Model: Reference Model

Evaluation research has revealed that Kirkpatrick's model (1956) occupies a prominent place in the literature. This model constitutes a frame of reference most in demand by

researchers and practitioners in this field. The model proposes four levels of assessment: participant feedback, learning, transfer and organizational results.

- **Level 1: the reaction of the participants**

This level attempts to answer the following question: Did the participants like the training? It is a question of measuring the feelings of the beneficiaries following an action and of evaluating their satisfaction with the different aspects of the training such as the content of the training action, its pace, its duration and the contribution of the trainers. The reaction of the beneficiaries of the training action is assessed through the administration of a questionnaire in which they spontaneously express their level of satisfaction with the training. This assessment makes it possible to detect whether the training program has been accepted and to improve future actions, like the results obtained, to obtain the participants' opinion of the action they have just taken, to identify areas where improvements need to be made and to quantify and draw conclusions.

- **Level 2: learning**

The question at this level is: did the participants learn? The answer to the latter makes it possible to know to what extent the contents of the training have been assimilated by the trained ones and to measure the improvements obtained following the training in terms of knowledge, aptitude and attitude. In other words, it is a matter of assessing the extent to which learners have actually acquired and retained knowledge. In practice, assessing the level of learning amounts to measuring the level of performance of each participant before and after the training action, then comparing the two results and deducing the conclusions. The tools used at this level are knowledge and performance tests, role plays, simulations, attitude questionnaires and exams.

- **Level 3: Behavior**

"Transfer Evaluation" or "Behavioral Assessment" are designations that correspond to the third level of the Kirkpatrick model. Here is the question: Is there knowledge translation and behavior improvement among participants? This level measures the extent of the transfer of what has been learned in training during a work situation. It seeks to note the modification of certain behaviors and it measures the effective implementation of the gains, attitudes and skills, fruits of a training action, in work situation.

Practically, it is a question of measuring the performance at work before and after a training-action. In order to provide beneficiaries with the time to practice what they have learned in terms of knowledge, this level applies three months or more after the training. It should be noted, in this context, that in the case of technical training this level faces few difficulties insofar as it is to implement applicable knowledge. By contrast, in the case of theoretical training the evaluation of the transfer is an extremely difficult task. In addition, this level of evaluation is comparable to the assessment of competencies since it is a question of assessing a knowledge of how to act in a work situation (Dunberry and Péchar, 2007). With regard to the methods used at this level, we can cite the observations notably through the use of a comparison group that did not follow the training in question, in order to obtain differences on the basis of which the results of Training will be evaluated, focus groups, interviews, surveys or notification to persons observing the beneficiaries of the training action such as collaborators and subordinates.

- **Level 4: Results**

This level concerns the analysis of the final results of the training. This includes outcomes that the organization have decided are good for business and good for your team members, and which demonstrate a good return on investment (ROI). (Some adapted versions of the model actually have a Level 5, dedicated to working out ROI.) Level 4 will likely be the most costly and time-consuming. The biggest challenge will be to identify which outcomes, benefits, or final results are most closely linked to the training, and to come up with an effective way to measure these outcomes in the long term. Modern trainers often use the Kirkpatrick model backward, by first stating the results that they want to see, and then developing the training that is most likely to deliver them. This helps to prioritize the goals of the training and make it more effective.

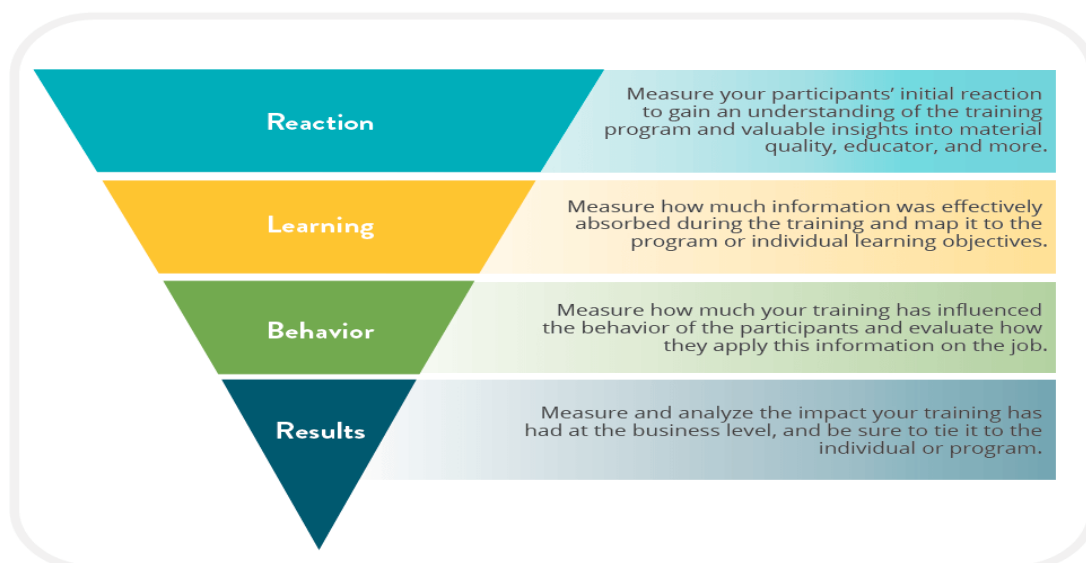
Table n°6: summarizes Kirkpatrick's Four Levels of Evaluation at a glance.

Level	Measures	Key Question Addressed	Methodologies or Indicators
1: Reaction	Satisfaction	What was the participants' reaction to the program?	<ul style="list-style-type: none"> • Program evaluation sheets often called Smile Sheets or Happy Sheets • interviews • questionnaires • participant comments
2: Learning	Knowledge	What did the participants learn?	<ul style="list-style-type: none"> • pre/post testing • observations • interviews • self-assessment
3: Behaviours	Transfer of Learning	Did the participants' learning affect their behaviour?	<ul style="list-style-type: none"> • Testing • Observation
4: Results	Transfer or Impact	Did participants' behaviour changes affect the organization?	<p>Indicators can include:</p> <ul style="list-style-type: none"> • Reduced costs • Increased productivity • Decreased employee turnover

Source : [http://etec.cctl.ubc.ca/510wiki/Evaluation in Instructional Design - Kirkpatrick's 4 Level Model](http://etec.cctl.ubc.ca/510wiki/Evaluation%20in%20Instructional%20Design%20-%20Kirkpatrick's%204%20Level%20Model)

Figure n°01 : The Kirkpatrick model

THE KIRKPATRICK MODEL



Source : <https://learning.linkedin.com/blog/learning-thought-leadership/the-best-way-to-use-the-kirkpatrick-model--the-most-common-way-t>

2.6.2. The main limitations of the Kirkpatrick model

The strength of Kirkpatrick's model is the ease of use, and it helps evaluators to focus on the understanding of training evaluation in a systematic way (Alliger&Janak, 1989; Shelton &Alliger, 1993). According to Bates (2004), Kirkpatrick's model fits well with the way how training program operates in a real business world as it helps trainers to focus on results that often could align with the organization's objectives. In particular, program evaluation is a complex process, and the model helps to simplify such process by focusing on outcomes measurement. Nevertheless, the model has been criticized for its assumptions. Firstly, the model assumes that each level is more informative than the previous level (Alliger&Janak, 1989). Thus, a measure in learning is perceived to be more informative than a measure in reaction, and so forth. This assumption has been challenged as it does not necessarily apply to the situation that all four levels can be assessed. Quite often evaluation process only measures criteria in level 1 and level 2 to evaluate participant's reaction and their learning occur (if any) during the training session (Yusoff et al., 2016). For example, the program for employee rejuvenation may only be expected to show an impact at the reaction or learning levels. Secondly, the four levels assume to be causally linked (i.e., the latter is caused by former level), but many past works of the literature showed weak or no relationship between reactions and other levels (Alliger et al., 1997; Alliger&Janak, 1989). Despite these criticisms, Holton (1996) further argues that Kirkpatrick's model is taxonomy of outcome" rather than a model as neither the constructs of the model were fully identified nor empirically validated. Falletta (1998) states that the model is entirely outcome-driven while Brinkerhoff (1987) critiques that the model neglects formative components. The difficulties in evaluating levels 3 and 4 are often mentioned. According to American Society for Training and Development (cited in Watkins et al., 1998), 92% of evaluation studies evaluated at level 1- 34% at level 2-11% at level 3 and only 2% at level 4. It shows that the complexity of information required may restrain people from an attempt to evaluate the later levels. Although many researchers have further modified and expanded Kirkpatrick's model (Falletta, 1998; Watkins et al., 1998), neither of them are as popular as Kirkpatrick's model. In summary, this model has the means of providing practical ideas to professionals rather than purely focusing on scholarly research.

2.7.The highlights of the evaluation

Before starting the training evaluation process, it will be interesting to answer the question when evaluating by releasing "the highlights" of this approach. Indeed, there are two evaluation moments: hot and cold assessment.

2.7.1.Hot assessment

"Evaluation of satisfaction," "evaluation of reactions" and "hot assessment" are the three expressions most often used to qualify the evaluation that takes place at the end of the training course. This moment of evaluation is the most widespread practice in companies and is carried out systematically regardless of the training. In this stage, it is a question of collecting the reactions of the beneficiaries of a training action to raise the concern of knowing if the participants are satisfied as well as their degree of assimilation of the knowledge and capacities acquired at the end of the training.

Hot assessment implies the possibility for beneficiaries to express themselves and give their opinion. The act of evaluating, at this level, concerns the content of the training, its duration, its pace, the contribution of the trainers, the methods used and in general the atmosphere in which the training took place. Hot assessment is not significant on its own. It is limited to appreciating learner satisfaction that does not necessarily reflect the effectiveness of the training. Thus, we see the adoption of a misconception but often and implicitly adopted that practitioners believe that if the reactions are favorable we can consider that training is successful and that it generates learning whereas if the reactions are This implies that the results of the training are below the expectations(Dunberry and P  chard, 2007).The results that flow from this moment are subjective insofar as if one of the elements of the training is badly perceived by the participants, this can negatively influence their perception and their judgment with respect to the training. It is for this reason that the subjectivity of an opinion cannot replace the objectivity of results(UCANSS, 2001).However, the collection of opinion remains a means of revealing major trends by providing important indications concerning the achievement of educational objectives and a good prognosis for transfer in a professional situation (Barzzucchetti and Claude, 1995).

2.7.2. Cold assessment

Also called "factual evaluation" or "deferred evaluation"; cold assessment is carried out after the training action. This evaluation must be separated from the end of the training by approximately 3 to 6 months or more, in order to enable the trainees to apply the learning outcomes of the training action. The aim of this evaluation is to assess the achievements and changes in professional behavior in the workplace, and to evaluate the impact of the training on the results of the training. By calculating certain performance indicators. Indeed, this evaluation consists in putting the trained worker in a position to appreciate the achievements made.

This assessment can be made using the administration of a questionnaire, self-evaluation, observation or focus groups. In addition, this evaluation highlights the effects of training on the organization through combinations and reports of several parameters (cost, productivity, profit, turnover). Despite the relevance of this moment, it rarely remains solicited. The lack of precision and the subjectivity of the judgments often make the cold assessment little controlled and difficult to achieve. In short, it is possible to identify two evaluation highlights within which four levels of evaluation conform to the Kirkpatrick model (Oumaya-Khalbous, 2003).

Table n°7: Comparing and Summarizing of the two assessments with four level of Kirkpatrick model

Hot assessment	Level 1: Evaluation of participants' reaction Level 2: Assessment of prior learning
Cold assessment	Level 3: Assessment of transfer in a professional situation. Level 4: evaluation of the impact of the training on the socio-economic results of the company

Source: made by ourselves

2.7.3. Advantages and disadvantages of evaluation moments

Both hot and cold assessments are part of both individual and collective evaluation. In this sense, the individual evaluation concerns the participants in the training action and the collective evaluation highlights the impact of the training on the organization. Nevertheless, both the hot and cold evaluation have advantages and disadvantages illustrated in the following table.

After having contributed, as best as possible, elements of answer to the question what to evaluate ?and when to evaluate? We will look at the evaluation process of the training while trying to elucidate the different levels which compose it.

Table n°8: Advantages and disadvantages of evaluation moments

	"Hot" evaluation		"Cold" evaluation	
Individual evaluation	Evaluation of the process by questionnaire in the end of training		Assessment of the results by questionnaire or interview 3 to 6 months after the training	
	Advantages -Easy to make -Allows you to evaluate a large number of process indicators -Allows correcting errors along the way -Very economical	Disadvantages -Auto-evaluation rather subjective	Advantages - many possible variants - co-assessment can therefore increased reliability - possibility of coupling monitoring / evaluation of the training	Disadvantages -limited to the evaluation system "skills-motivation -work environment"
Collective evaluation	Simple compilation of individual assessment results		Evaluation of the results by diagnosis of 3 to 18 months after the end of training	
			Advantages -single way to assess the impact on the organization's performance -significantly reliable diagnostics	Disadvantages -evaluation often heavy and expensive

Source : CARNARIUS, Stan. February 1975. "So you're going to handle supervisory training." Training and Development Journal, vol. 29, no 2, p. 3-9.

2.8. The Theoretical Approach of Training Evaluation

At this stage, we aim to build a synthesis of the training assessment approaches drawn from the literature. This is a reflection on the evaluation levels, the objectives and processes of each, the actors involved, and the tools used, in order to present a coherent approach that is neither too complex nor too simplistic. We will thus join the idea of Jovenel and Masingue (1995), according to which "the evaluation does not come after the training, it comes before and it takes place continuously throughout the action and finish sometimes long after the end of an action. "

2.8.1.The first level: evaluation before training

Also called "generic evaluation," this level includes the establishment of the evaluation strategy. This latter consists of defining, after the training action, the objectives in question

in order to verify later whether they have been achieved. Actually, at this stage, attention should be put, upstream, on what we want a training action in order to determine, downstream, the degree of compliance of the results observed with the planned objectives.

- a. *Objectives:* The purpose of this first step is to formally define the expected results and to determine the necessary conditions that ensure the effectiveness of the training by indicating: who are the suppliers and managers, what are the modalities, what are the resources available to the company and what are the constraints that must be addressed. This level of evaluation also consists in determining the level of current skills and necessary to benefit from the training action and this, in order to develop the training plan and the specifications.
- b. *Process:* The generic evaluation starts with the decision to carry out a training action and has two phases. The first phase is to draw a portrait of the current situation and the desired situation, to negotiate and link the objectives of the training with the organizational objectives by defining the training needs and discussing the conditions necessary for the smooth running and success of the training (means, modalities, resources). The second phase consists in concretizing the efforts undertaken in the first phase by elaborating the training plan and the specifications.
- c. *Responsible persons:* At this phase of evaluation, the responsibility is assumed by the action's prescribers, the supervisors of the future participants, the trainer, and the training manager(cf. STEEL, 1972).

The following table defines the contribution of each manager at this stage of evaluation:

Table n°9: The responsibility of the actors as part of the evaluation

Who is responsible? Of what?	Prescriber of the action	Direct hierarchy of participants	Trainer	Training Manager
Say the goals of evolution	X	X		
Specify the expected results	X	X		
Define and provide the available tools for training	X	X		X
Define the necessary support tools	X			
Identify the prerequisites of participants		X	X	X
Identify requests and estimate participants' interest in training		X	X	X
Determine the conditions and tools of implementation of the achievements	X	X		

Source : (J.M. Peretti, « Ressources humaine et gestion des personnes », 6 ème édition, édition Vuibert
50p/112p)

d. Tools: These are tools that help identify and analyze training needs, and the context of the work. These tools include interview, questionnaire, observation and discussions in the context of formal or informal situation allowing the production of information.

e. **2.8.2. The second level: evaluation during the training**

This evaluation step is broken down into three sub-steps namely, at the beginning of the training action, during the training action and at the end of the training action.

2.8.2.1. At the beginning of the training action

Having as name "preventive evaluation", this step intervenes at the start of the training. It is about observing the gap between what is expected and what was achieved in the first days of training. This gap becomes greater if the first level of evaluation is neglected, that is, the absence of objectives and the lack of preparation upstream widen the gap between the planned program and reality. This assessment assesses the atmosphere of agreement

between the trainer and the trainees and discusses the planned training process to take corrective action. As the popular saying goes: "prevent better than cure".

- i. *Objectives:* This level makes it possible, through the presentation of the participant training program, to extract their expectations. It also makes it possible to estimate the gap between this program and the expectations expressed, in order to negotiate and finalize all the educational objectives. Indirectly, this evaluation develops in the beneficiaries a spirit of co-responsibility and co-construction of the training. Thus, worries, misunderstandings and resistance dissipate.
- ii. *Process:* In order to adjust the objectives of the training with the expectations of future beneficiaries, the trainer presents the training action to them. This presentation takes place in three moments. First, it's about presenting the purpose of the training; the context, the interest of the training and the prerequisite . Then the presentation of the training in a formal way as well as the educational objectives. Finally, trainees introduce themselves and present their expectations.
- iii. *Responsible persons:* At this stage of evaluation, two main actors intervene:
 - ✓ The trainer: he intervenes to check if the training conditions are fulfilled
 - ✓ The beneficiaries: they manifest their co-responsibility by expressing their expectations and the difficulties they encounter.

It should be noted that the hierarchy and the training manager can also intervene if it is necessary (Warr, Bird et Rackham. 1970).
- iv. *Tools:* Among the most used tools at this level are the knowledge tests and know-how, group work and semi-directive interview.

2.8.2.2 During the training action:

This sub-step can be called "formative evaluation." It is realized during the training action. The aim is to progressively evaluate the degree of satisfaction of the trainees with the trainer and the atmosphere of the training as well as the evaluation of their acquisitions, their knowledge and their skills. Indeed, this sub-stage emanates mainly from the desire to evaluate and review the various elements of the training, schedule, animation, proposed

activities, progressive learning and formative / trained relationship, which contribute to the production of good quality fruits (acquisition, knowledge, skill, behavior).

- i. Objectives:* The main objectives of this level are control, adjustment and adaptation. The aim is to check whether the learning undertaken follows the objectives outlined above and to check the quality of the learning devices, to continuously adjust the objectives and to adopt the necessary corrective measures.
- ii. Process:* The evaluation during the training action takes place at the end of each important training sequence or when the trainer or the beneficiaries show a need for evaluation.
- iii. Responsible:* This stage of evaluation entails the responsibility of two main actors, on one hand the trainer and on the other hand the trainees. However, the intervention of the training manager is necessary if he is called upon to play the role of mediator or regulator.
- iv. Tools:* It is possible to distinguish tools for the evaluation of results (such as tests, exercises, case studies, the collection of opinions and the synthesis or reformulation by beneficiaries of a training sequence) and tools for the evaluation of the functioning (such as the attendance checklist, the evaluation questionnaire, the formal and informal debate and the observation of the degrees of participation, attitudes and behaviors).

2.8.2.3. At the end of the training

Also called "summative evaluation," this stage contributes at the comprehensiveness of what has been achieved. It is a question of measuring the gap between the situation at the beginning and at the end of the training and having the information and the necessary hints to assess the effectiveness of the training action.

- i. Objectives:* Summative evaluation consists of gathering clues that express participant's reactions and satisfaction with the training. It also makes it possible to measure their level of acquisition in relation to the objectives set and consequently to appreciate, on the one hand, the program in relation to the specifications and on the other hand, the quality of the overall educational device. All of these indices

- will make it possible to analyze, interpret and explain the reasons for the results obtained in order to predict the applicability of learning outcomes in the workplace.
- ii. Process:* The quality of the final evaluation is linked to the quality of the information collected. To do this three phases can be distinguished. The first phase consists of collecting data from each participant on his reaction and acquisitions and on the quality of the training. Then, it is a matter of summarizing the information provided to the participants. A collective debate to enrich this synthesis concludes the training action.
 - iii. Responsible persons:* At this level, it can be said that the training manager is the main actor responsible for conducting and piloting the evaluation at the end of the training course. But it can, regarding the evaluation of acquisitions, delegate this mission to the trainer or to internal or external experts. In one way or another, the training manager remains forever the legitimate evaluator of the learning quality. The beneficiaries of the training will play a decisive role at this stage of evaluation by their speeches and their opinions. Supervisors can also intervene in order to monitor the progress of the acquisition degree of trainees and provide for the implementation of these in a professional situation.
 - iv. Tools:* Several tools are available to the evaluator. Among those, we first mention the tools for assessing learning outcomes, such as tests, examinations to assess knowledge acquisition, test situations, case studies to evaluate the acquisition of know-how and the implementation of skills. real or simulated situation in order to appreciate the level of knowing how to be. Secondly, tools for evaluating the quality of the training device, such as the participant or trainer questionnaire and the collective or individual interview, are cited (SIMS, 1993).

2.8.3 The third level: evaluation after training

Called "strategic evaluation," this third level constitutes "the moment of truth" insofar as the assessment of the transfer of acquired knowledge and the evaluation of the organizational impacts make it possible to extract the reality that legitimizes the training. Certainly, it is a question of assessing the overall quality of the training, its effectiveness and its repercussions on the functioning and the results of the company.

- i. *Objectives:* The aim of this evaluation stage is to measure whether or not the objectives defined at the first level of evaluation have been achieved. It also provides explanations as to the intended and unintended consequences of the training; what she produced, what she improved, or what she prevented. Similarly, it is at this level to assess the overall quality of the action and this in order to make the training service more credible and more legitimate.
- ii. *Process:* The strategic assessment process has five phases:
 - ✓ Define an evaluation strategy by objectively answering the following questions:
 - Does the evaluation process fit into the human resources management system?
 - Is it relevant to evaluate the action?
 - Should we continue to evaluate?
 - Is evaluation possible, feasible?
 - Do we have the necessary resources in terms of skills and time?
 - Is the expenditure of the evaluation process included in a budgetary policy?
 - Is cold assessment legitimate?
 - ✓ Decide on the evaluation mechanism:
 - What are the most effective tools for collecting information?
 - What is the operating system and data analysis?
 - What are the restitution procedures we will use?
 - ✓ Build and test the tools of the evaluation device
 - ✓ Plan the evaluation intervention
 - ✓ Implement this device and control it with the necessary regulations and adjustments.
- iii. *Responsible persons:* The two leaders of the post training evaluation are the hierarchy of trained ones themselves. However, this evaluation can also be conducted by the training manager or by an external analysis (external evaluator).
- iv. *Tools:* The tools that can be used at this level are the interviews, the interview of the groups the formal and informal observation of the work and the questionnaire (cf Harrison, R. (1997), "Employee Development", London: Institute of Personnel and Development.).

Conclusion

Training is now considered to be a strategic dimension that contributes to the effectiveness and relevance of organizations. It is increasingly seen as an investment rather than a mere expense. But, on its own, training is limited to employee development and awareness. Combined with a training evaluation approach, the latter integrates its strategic role and is proven in the field of human resources development.

In this literature review, we presented the training evaluation process by elucidating the Kirkpatrick model, a reference model, the two highlights of the evaluation and the different levels that make up this approach. Neither too complex nor too simplistic an evaluation approach of this kind seems to gain space in the minds of training managers and professionals in this field who realize day after day its usefulness and the fact that it must accompany the training process

CHAPTER III

EVALUATION PRACTICES

CASE STUDY AT CPA BANK

3.1. Preamble

Training within the company has become one of the biggest challenges today and investment in which companies measure their return to the individual in the first degree, and the organization in general. Indeed, these companies seeking to ensure the relevance of their investments, and this through the development of training programs, which are geared towards achieving the objectives set. The achievement of these objectives has resulted in the implementation of an evaluation process, which, despite its importance and its need for the effects of training actions, it will always remain unknown in our company.

In the context of dealing with the evaluation aspect and its practices in the Algerian bank, it is necessary to know how has evolved the practice of training in the shadow of the evolution of human resources management practices, and to cite the different salient legal aspects and govern the framework of work, training, and evaluation in companies.

In this respect, this chapter focuses on the empirical investigation of the reality of field valuation practices, particularly at the CPA bank level. Thus to provide valuable information on our problematic (To what extent can a cold assessment approach be developed to meet the expectations of the company?)

The chapter starts with a presentation of the CPA bank. Then it respectively focuses on three points: The Role of training development at the CPA bank, Evaluation and finally the Investigation Results

3.2. Presentation of CPA BANK

This section will be devoted to the presentation of the CPA bank, determining its main objectives and the bank issues.

3.2.1 History of CPA BANK

The CPA founded in 1966 by the ordinance n ° 66/366 of December 29, its statutes were stopped by the ordinance n ° 67/78 of March 11, 1967. In the general provisions of its statutes, the CPA is conceived as general and universal bank.

In 1985, the CPA gave birth to the Local Development Bank (BDL), after the sale of 40 branches, the transfer of 550 employees and 89,000 customer accounts.

In 1989, it was established as an Economic Public Company (EPE), legally structured as a joint-stock company. This period marks its commitment to the strong commercial nature of a healthy financial situation.

❖ Evolution of the Capital of the Bank since its creation:

Years	The Somme
1966	15 million DA
1983	800 million DA
1992	5.6 billion DA
1994	9.31 billion DA
1996	13.6 billion DA
2000	DA 21.6 billion
2004	25.3 billion DA
2006	29.3 billion DA
2010	DA 48 billion

Source : (Training department)

A. Bank at your fingertips

The CPA relies on a dense and efficient branch network guaranteeing visibility throughout the national territory. The Bank now has 140 branches with 15 operating groups.

A solid reputation: The strength of CPA lies in providing its customers with a highly qualified team

An adapted offer: Diversified, the CPA offer privileges both a personalized relationship and unmatched

Listening quality

3.2.2. Missions of the different CPA Directions

i. Activities and mission of the CPA

As its name suggests, the CPA is a business or financial institution that usually trades in the form of cash deposits for individuals and businesses, which it uses for its own account in various credit discount operations.

The CPA's missions: Establishment and strengthening of forecasting and management control at the level of the various responsibility centers.

- Taking participations at the national level abroad;
- Loan control and active management of external debt;
- Dynamic cash management of the bank "in Algerian dinars and foreign currencies";
- Improvement and development of computer systems and resources;
- More efficient management of human resources;
- The sizing of material and technical resources to the extent of the needs;
- The design and introduction of new product lines;
- Opening to attractive niches;
- The development and introduction of new managerial and marketing techniques;
- Reinforcement of the control device;
- Decentralization of decision-making and management;
- Improvement and efficiency of management to ensure the necessary changes, portfolio diversification and risk repair

The president's office: The main tasks of the President's Office Manager consist of:

- Co-ordinate, animate and control the activities of advisers attached to the President's Office,
- Co-ordinate the scheduling and management of meetings of the Administration and Management bodies and any meetings decided and managed by the President's Office,
- To ensure the preparation of the files presented to the aforementioned meetings and this, in collaboration with the Deputy Chief Executive Officers, the Head of Division in charge of International Affairs, the Head of the Strategic

Management Cell, by the necessary ways and means (trial preparation verbal, decision, summary notes, etc.), conclusions adopted by the Administration and Management bodies or at any other meeting decided and managed by the President's Office,

- Draw up and submit to the Chief Executive Officer regular points of situation regarding their application by the different levels of the Bank's responsibilities,
- Ensured the organization of the protocol activities of the Presidency Directorate General,
- Oversaw the logistics activities required for the operation of Cabinet as well as the fulfillment of the duties of the Advisers attached to the President's Office.

The Audit Department: The Audit Department's main tasks are to:

- Evaluate the quality of internal control over all Bank activities,
- Propose recommendations to improve the level of effectiveness and coherence of the internal control system.

In this context, the Audit Department is responsible for :

- Check compliance with directives, instructions, procedures and objectives set by the General Management (dissemination, good application...);
- Check the quality of the information produced (availability, accuracy, relevance....);
- Verify the devices and means implemented to ensure the safety of operations, values, property and persons;
- Proposed recommendations to remedy any possible malfunctions;
- Provide the General Management with analyzes, applications, recommendations, opinions and information relating to its audits and evaluations, in particular on the quality of internal control,
- Monitor the implementation by the Bank's structures of the recommendations of the internal and external audit as well as those of the statutory audit bodies;
- Carry out specific work at the request of the General Management.

3.2.3.Organizational and Regulatory Unit

The unit in charge of the Organization and Regulation has for main missions to :

- Participate in the definition and development of the Bank's general organizational scheme;
- Design, develop and update, in collaboration with the Bank's structures, the regulatory texts;
- Disseminate the Bank's regulatory texts to the structures and ensure their management,
- Participate in the development of the Bank's action plans and monitor their achievements.

Deputy Chief Executive Officers

D-1- The Deputy General Director of Exploitation: The missions of this Directorate are:

- Participated in the development of the network development hoist and its configuration;
- Participated in setting the commercial objectives of the network;
- Conduct market studies and develop new savings products,
- Develop and implement the Bank's communication plan and information plan through targeted actions.

D-2- The Deputy General Director of Commitments and Legal Affairs: The missions of this direction are:

- Participated in the development of the institution's credit policy;
- The administration of credit taking into account the policy of the institution in this area and prudential rules issued by the Bank of Algeria;
- Ensure the control function of the commitments made by the different decision centers (agencies, operating group, general management);

- Establishment and Central Risk Management;
- To do periodic sectoral and regional study;
- Assess risks and manage litigation;
- Identify promising niches for the diversification of the Bank's portfolio;
- Participated in the design and development of new products and services tailored to customer financing needs;
- Represent and assist, in legal terms, structures of the Bank before the courts;
- Elaborated models of agreements and contracts in the various fields of activity of the Bank;
- Maintain regulatory and legislative texts;
- Assist the Directorates-General Centers in negotiating and setting up contracts and agreements;
- Provide legal assistance and advice for Bank structures;
- Study and advise on the legal aspects of any contract or agreement involving the Bank's engagement with third parties and ensure that agreements signed by the CPA are first reviewed by a legal counsel;
- Manage the conservatories (seizures, judgments of the confreres, oppositions...);
- Ensure CPA relationship / lawyers advice;
- Take charge of legal recoveries;
- Issuing an opinion requests Bank structures on all complaint filings.

D-3- The Deputy General Director of Administration and Means: The missions of this direction are:

- Define and implement logistical means of real estate development;

- Define and implement, in the context of the budget, the policy of acquisition of consumable goods and of movable and material equipment;
- Define and implement the Bank's human resources policy, its management system and its security plan;
- Coordinate the communication of financial, accounting and tax situations and statements to external audit bodies;
- Define the accounting procedures and methods applicable to the activities of the different structures of the Bank.

Divisions

E-1- The Division of International Affairs: The International Affairs Division is a coordinating, organizing and controlling body with:

- The treatment of foreign operations and their regular administrative, regulatory and accounting follow-up;
- Research, negotiation, implementation and management of external financing in accordance with the policy adopted by the Bank in this area;
- The implementation of the regulations governing foreign trade operations;
- The development of relations with foreign correspondents and their consolidation.

E-2- The Information Systems Division: The main purpose of the Information Systems Division is to:

In terms of global approach and control of the information system

- Define architectural standards, validate the technical architecture of new projects, propose technological choices, typical configurations;
- Set standards in terms of development, quality;
- Develop and maintain application mapping for the Bank as a whole;
- Manage and administer the data repository, define rules and standards for their use;
- Ensured strategic technology watch and market practices (Internet, messaging, WEB, various products and solutions) and make impact studies on their introduction;

- Develop and update, in collaboration with the Bank's security unit, security and procedural rules for information system components (documents, workstations, networks, servers and applications);
- Evaluate the impacts of new projects on the existing;
- Initiated clean technology projects allowing higher quality services at the lowest cost.

In terms of computer exploitation

Ensure the provision of services to users with respect to:

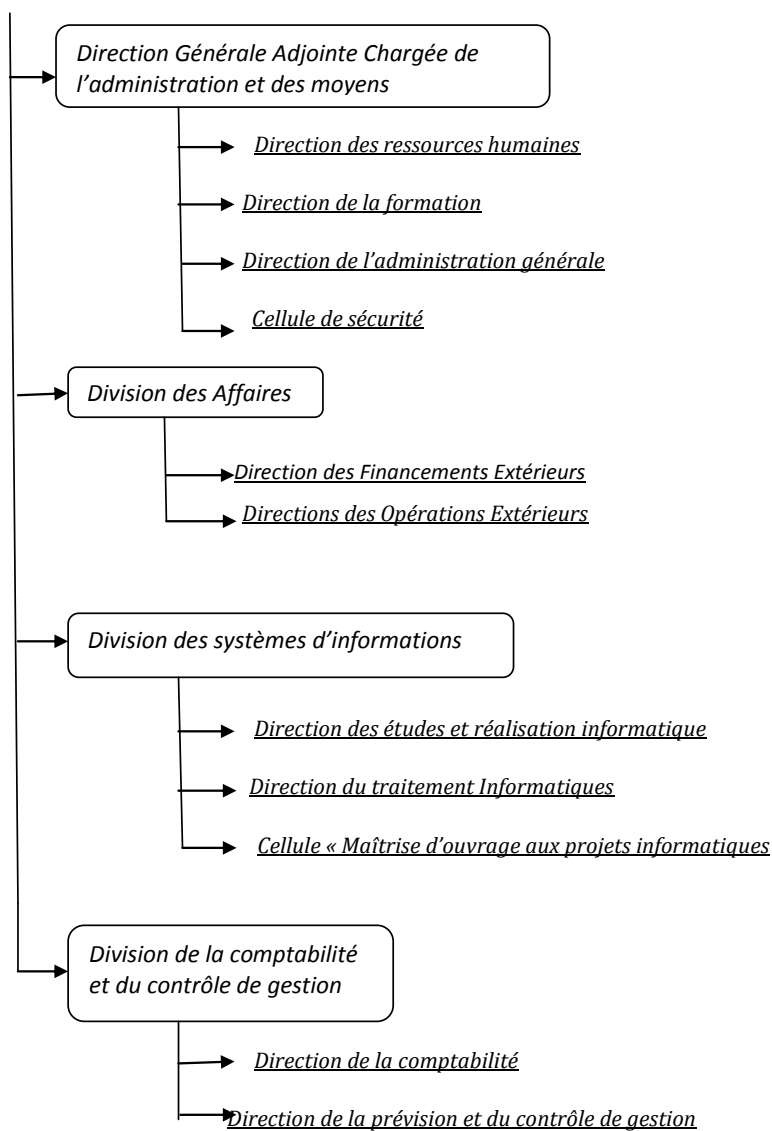
- Exploitation of applications: application monitoring, data exchange, process control, database administration, backup management, incident recovery management, application access security and release;
- Incident management and support requests. Manage all the components of the IT infrastructure: equipment, servers, workstations, software licenses, etc.
- Manage relations with suppliers of computer equipment, software and any services in the IT field: maintenance, energy, and consumables.

This pole brings together the skills necessary for the design of applications, their implementation and their maintenance. He represents the project management.

E-3- The Accounting and Management Control Division: The missions of this division consist of:

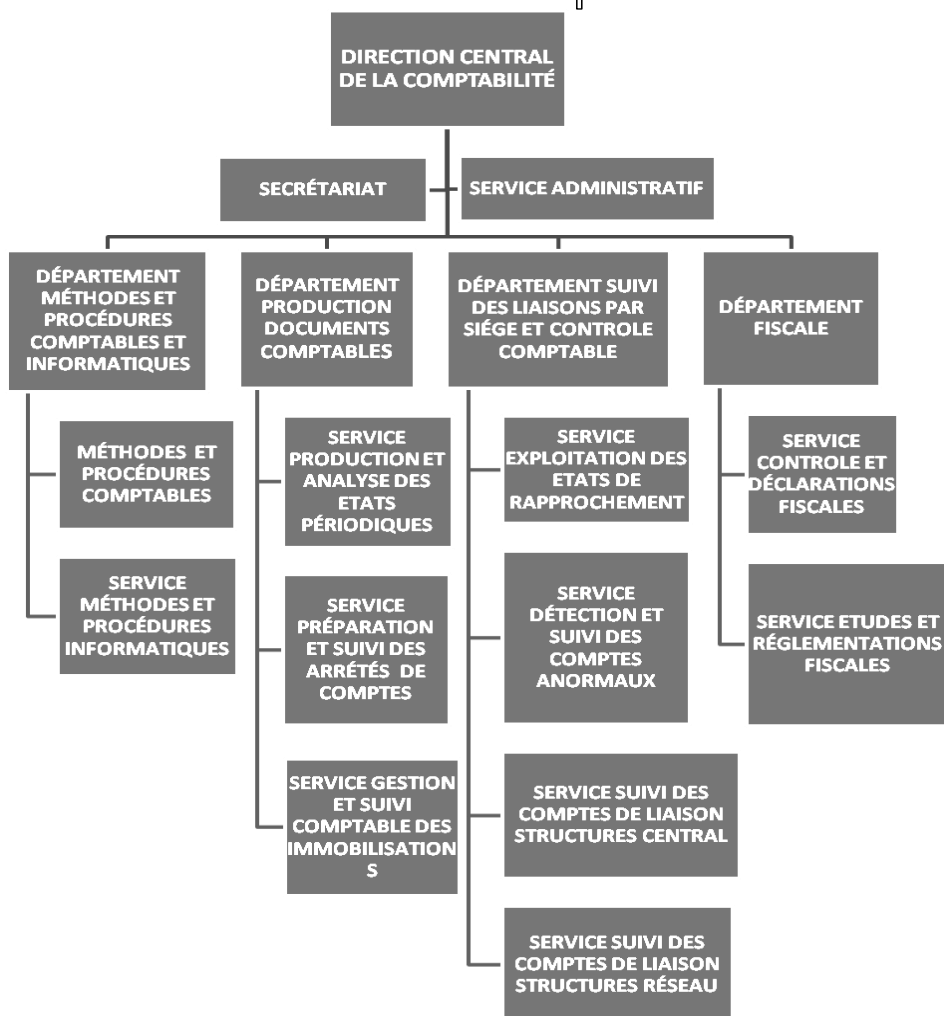
- Define the accounting and tax procedures of the bank in accordance with the regulations and ensure their application;
- Centralize the accounting information of all structures;
- Draw up legal regulatory accounting documents for the bank (balance sheet, statement of financial statements, appendix, etc.);
- Participated in defining the Bank's strategy and subsequent policies;
- Propose the development prospects of the Bank in collaboration with the structures concerned;
- Develop multi-year, annual and operational hoists;
- Develop and monitor the implementation of budgets;
- Measure and analyze achievements against objectives and standards.

3.2.4. Organization charter of CPA BANK



Source : (Training department)

Schéma de la Direction da Comptabilité du CPA



Source : (Training department)

Overview: This organizational structure is considered as a road map for this department, which will facilitate its communication patterns. Having a well designed structure helps to make it much easy to identify inefficiencies and new problems as the department grows. Reviewing and revising the organizational structure from time to time will help to have a strong vision and ensure that the department is set up for optimal growth well into future .

In fact, that's exactly what a good organizational structure is all about:

- Creating formal ways for a clear and well conducted communication;
- Define the ways of how you want your employees communicate;
- Create a good structure that strengthen and reinforces your vision;

3.2.5 Definition of the bank

It would be interesting to give a definition of the bank. However, the complexity trades it makes difficult the clarification of this concept both simple and exhaustive, for that we will present it as follows:

The term bank refers to a particular enterprise because all its activity, its products and services are centered around a particular good that is the currency. In legal terms and pursuant to article 66 to 70 of ordinance 03-11 of August 26th2003 on currency and credit: The bank is a legal entity that carries out as a regular occupation and primarily bank operations.

In addition to this definition, it is necessary to give another one specifying the exact role of theBank.cf (CPA training department “ presentation of CPA bank 1966)

On the economic level, the bank is the intermediary between suppliers and applicants capital from two modes of intervention, on one hand, it collects resources, and grants credits and puts them in contact with Offers and seekers of capital is banking intermediation ; On another hand, it is only the agent of it's clients insofar as they can directly enter into a relationship on a capital market (Financial market, money market ... etc.) To exchange cash, it's financial intermediation. Ibid .

3.2.6. The objectives and challenges of CPA Bank

a) Objectives:

- Sustainable development
- Increase in profit and customers
- Skill development

b) Challenges:

CPA bank always seeking to expand its capacity and diversified its products, and ensures the quality and overall performance of its agencies. In this context, the CPA bank used to expand training programs and develop in order to improve and ensure labor qualifying able to cope with various environmental changes that evolve from day to day.

3.3.The role of training in CPA Bank

This section aims to demonstrate the importance of training at the CPA, while defining its organization and role in skills development.

3.3.1 The organization of the training function

- i. **The Human Resources division:** All departments of the CPA work on the same standards set by the top management. Indeed, the decisions on the major strategic policies are planned at the general direction in Algiers and their executions remain at the level of the agencies. Thus, regarding the provision of necessary information, the CPA set up a good delivery of the communication service to facilitate the flow of information in time "with some exceptions."
- ii. **The training service:** Among the major objectives of the CPA "the development of skills", in order to cope with major economic, technical and social changes. As well as the new practices of agency installed, the transformations of the activities, the modifications of realizations of the man with the services, and the men with the men give new dimensions to the qualification of the individuals and the collectives of work, their aspirations and their expectations. In this context, training has become the keystone of the performance and success of any business. And it is for this reason that, CPA has set up for each department a special training center, it is constituted:
 1. A training service: the head of this service ensures the piloting of all training actions "training engineering"
 - ✓ The decision of the formation;
 - ✓ Goal setting;
 - ✓ The analysis of the needs;
 - ✓ Preparation of specifications and training plan;
 - ✓ Preparation of the actions and the launching of the training;
 - ✓ Assessment of achievements "by questionnaires of different types", learning "test on workstation", direct observations, annual interviews, etc.
 - ✓ Follow-up and forecasts for the following year;

- ✓ in the framework of Twinning programs, the service takes care of the management and monitoring of participants;
- 2. Training rooms have all the necessary means to grant the success of training courses
- 3. A library that includes several books, memoirs, guides, studies on the characteristics of services and other studies, dictionaries, etc.

To this end, the CPA allocates significant amounts, more sophisticated means for the training service, whose good control of training actions helps to have positive effects.

3.3.2. Training policies

Training development, at the bank CPA, is considered, as an instrument of the overall strategy of the entire bank". The training director confirms it. Moreover, since, the HR division we have chosen as the field of investigation, is a subsidiary, all these strategic decisions refer to its general direction. The training project, given its policy, and budget, must be prepared by the general manager, and it remains at the outset to ensure the general process of all training projects. The training policy at the CPA bank is based on the needs expressed by the various departments (its needs are mainly based on annual interviews)

3.3.3. Training needs analysis at the CPA bank

The need analysis at the CPA bank relies on the expected collective and individual results, based on the direct observations of the employees by their supervisor on the workstation. The main purpose of these observations is to update the available skills and determine the lack to be developed for next year. This is done from the meetings whose main members are: technician training and senior hierarchical concerned.

As well as, the experience of the CPA shows that the performances noted in terms of quality of the services rest on very well formed and organized teams.

3.3.3.1. The used tools for this phase:

- ✓ Action sheets (observation sheet on the workstation)

- ✓ Annual maintenance sheets

These needs should be disseminated to senior management, including:

- Receives these needs and analyzed them
- Choose the types of training to be done according to your needs
- Determine the budget estimate
- Launches directives to the units for the accomplishment of the different tasks of the formation process, whose main mission of these departments is to:
- Readjust the budget amount
- Development of the training plan (preparation of training actions)

3.3.3.2. The training plan

The training plan at the CPA bank is determined on the basis of the prior diagnosis of training needs and skills, its duration is one year and the development of this plan is done from meetings between the training officer and other officials services.

In this step, the main mission of the training officer is to ensure that the plan is adequate with the available budget for training, as it is necessary to disseminate the content of the plan to all staff and hierarchy for it to be informed.

- Terms of reference and conventions
- Piloting actions and their follow-ups

In general terms, this training policy is based on a mutual collaboration between senior management and all its units to ensure synergy and overall effectiveness. Indeed, without a clearly defined policy, none can understand and grasp the place and interest of training. And this policy gives meaning to the goals that the company seeks to achieve.

For this purpose, it is necessary to:

- Define beforehand goals;
- Determine the actors involved;
- Identify a specific method.

What is remarkable is the needs analysis phase is very important at the CPA bank, whose managers build a reference's skills. Indeed, this repository is a very effective tool that

simplifies the identification of skills required by each position attached to the job that assesses the ability of employees to adapt.

3.3.3.3 Training actors

It exists at the CPA, a training network that is constituted of the executives of different services. The main role of this network is the steering of the entire training process, from setting goals to monitoring. The main actors are:

- The general direction;
- Line managers;
- The training officer / technician;
- The trainers;
- Participants in the training;

As part of the evaluations of the training actions, they are carried out by the first degrees trainers, and then the line managers from the annual individual interviews. As well, in order to observe the transfer of work experience, direct supervisors were appointed to carry out this task and for each person who was involved in the training.

3.3.4. The role of training and development

Training occupies an important place within the CPA bank and is considered as a major focus of its strategy. The CPA wants every employee to fully develop their potential in their work. The development of people within the CPA is a key driver of performance and change, contributing to the achievement of their major challenges and strategies. This is why the development of employees and teams is a fundamental responsibility of all managers of the CPA.

This importance is reflected in: (1) the budget amounts allocated for training actions, and (2) the great importance given to training for skills development at the CPA level.

- **The training budget**

The competitive demands of the market mean that the company is concentrating a lot on effort of training and this has resulted in the dedication of a substantial financial envelope in recent years. During the year 2018, the CPA has allocated a budget of 38.2 billion

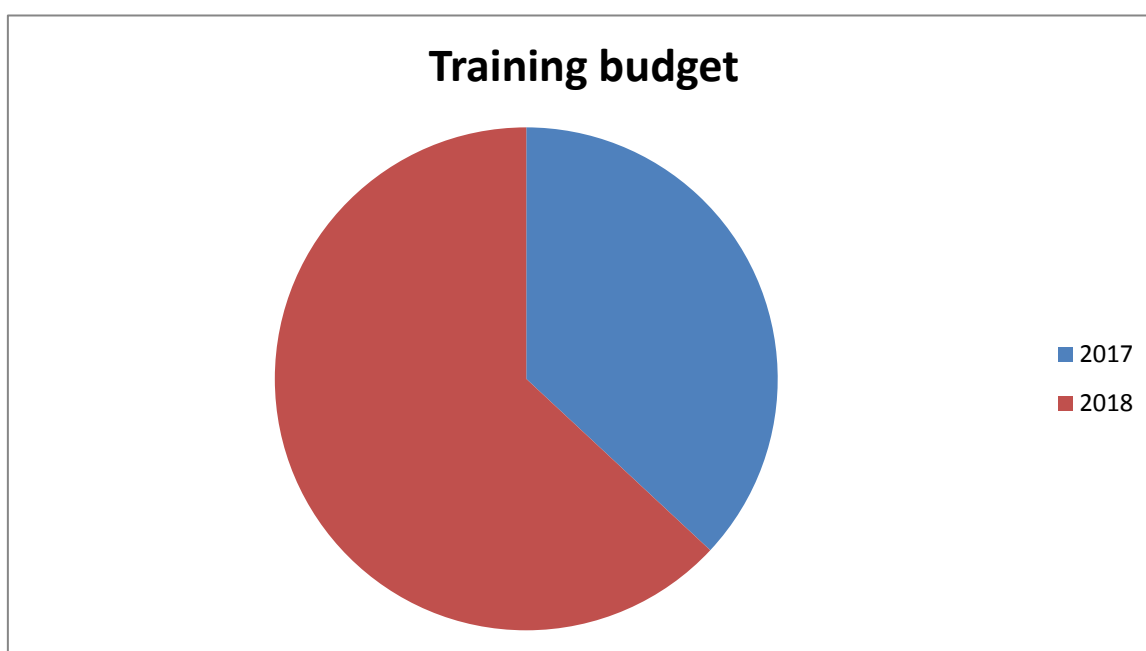
dinars, and it is a significant amount compared to 2017. The table below shows the evolution from the training budget between the two years 2017/2018:

Table n°10: The training budget between the two years 2017/2018

Years	2017	2018
Training budget	224.042.726,00	382.566.076,00

Source: (Training department)

Figure n°02: The training budget



Source: (training department)

These amounts relating to the training budget indicate the great importance of the latter for the CPA bank, and as a challenge and unavoidable purpose, the training component is very present in the speeches of those responsible for the CPA and in the strategic orientations.

To make this ambition a reality, the CPA has carried out actions in all areas and deals with strategy and management issues and more particularly all technical services, where the bank has contributed a large part of the budget. As a new methodology, language training has been carried out.

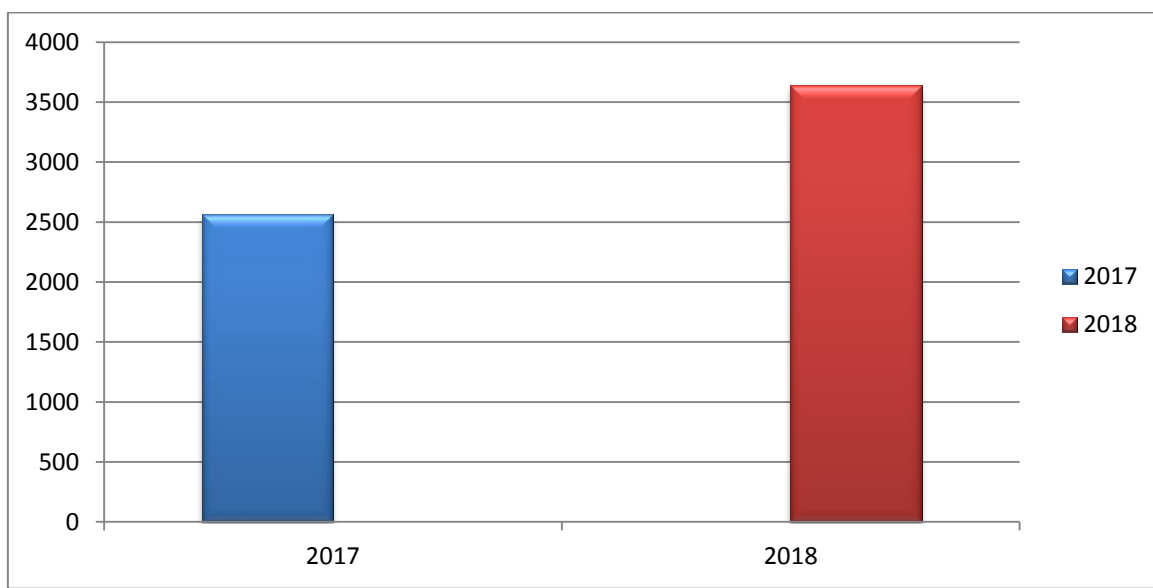
It remains the responsibility of the training manager to ensure the proper distribution of this budget according to the training plan until the evaluation process.

And the following table shows the statistics related to the evolution of the number of participants and the number of hours executed in 2017 and 2018

Indicators \ Years	Number of participants	Number of days
2017	2562	21309
2018	3638	32410

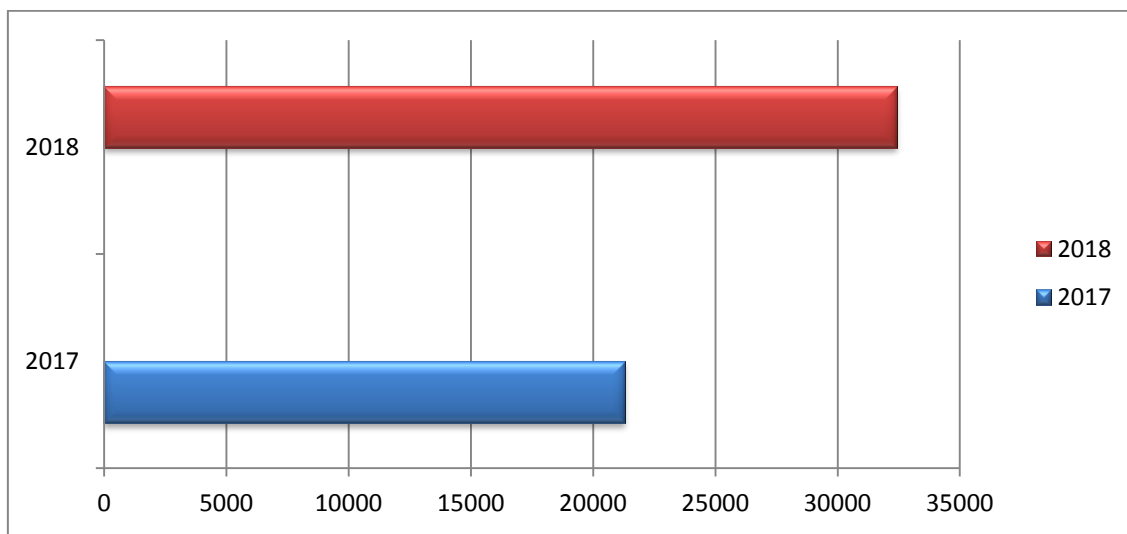
Source : (Training department)

Figure n°03: Number of participants



Source : (Training department)

Figure n°04: Number of days :



Source: (Training department)

The primary concern of training department each year is to increase the number of beneficiaries of specialized technical programs having a direct impact on the performance of the CPA bank and the development of its human resources.

Moreover, from the table above, it is remarkable that the number of participants and the number of days has increased between the two years 2017/2018 because the programs were developed and they affected several services by the covertures of different topics.

Also, the objective is to emphasize the quality rather than the quantity, the critical issue for the CPA, is to clarify for each its role, its missions, the objectives of its service and the professions of its colleagues. This will consolidate the organization of transversal work between the teams. In this way, it is easier for managers to understand the lack of skills better to develop for the future.

3.4. Evaluation practices

Training and development at the CPA bank are considered as a strategic axis for the development of its skills, and the budgets allocated to training shows the importance of implementing a system of appraisal at the level of its departments.

Moreover, in order to assert the professionalism and feedback of experience, it will be necessary to strengthen them through an evaluation system and the follow-up in the field.

According to the leaders, in order to measure the impact of the training effectively, it will be necessary to leave the learners autonomy to evolve in their training process, then, in the field, it is to make them responsible by the assignment of some operations. So it is at the moment to observe the gains, which were learned by the training.

Indeed, the CPA bank sets up an evaluation process that includes several methods and tools to facilitate the collection of data. For the department, the assessment is critical because it allows us to update the skills (determine the current and forecasts to identify the potential) by the feedback.

As well as among the main objectives of the CPA is the increase of its products and services, which allowed the training department to reinforce the application of the evaluation process to know if the training was an indicator achieve this goal. That is if it participates indirectly and effectively in the progress of products and services.

3.4.1. Types of evaluation

The most applied evaluation at the CPA bank is summative "hot"; it concerns the training results. In fact, at the time of the training actions, the trainees receive questionnaires from their training team as well as the institution that supports them in order to evaluate their satisfaction, their reactions, and opinions on what was presented in training.

3.4.2. Reasons of evaluation

With the intention to achieve its objectives, especially in terms of skills development, the CPA, has all the means necessary in order to establish an evaluation system that allows providing reliable indicators on the quality, adequacy, and efficiency: Effectiveness of training actions.

The main reason for evaluating at the CPA bank is how practical the training is, especially for the participants. Indeed, the critical element in the evaluation process is that of competence, the need to form teams working in synergy, to develop their skills and their technical and managerial practices, generates the spirit of application at home. The managers. That is, from the system of skills assessment and results, managers can make strategic decisions about training, for example:

- If the training programs were relevant and adequate concerning what was planned;
- Do participants receive enough training to perform the tasks that are expected of them;

3.5 Investigation results

This section deals with the presentation of the survey results and their analyzes, because in order to do the analysis, it is interesting to determine the methodology adopted to carry out this research, as well as the tools used to collect the results –field data from the CPA bank.

3.5.1 Work methodology:

In order to facilitate the gathering data and the analysis of evaluation practices, it is interesting to use tools to enable the proper exploitation of the field of investigation. The study at the CPA level aims two main axes: training and evaluation. Indeed, this study has been accompanied by an enormous effort of observation to identify both the determinants of training and precisely which are related to evaluation.

To attract the object of the study, it appeared necessary to proceed by an opinion poll as a technique of research. Indeed the research documentation alone or the direct observation does not offer the possibility to measure the importance of the evaluation process. Moreover, this technique seems to be the most indiscriminate for this study because it allows to more efficiently view the evaluation system at the CPA level through concerned persons.

- **The target population:**

Firstly, it is necessary to cite the professional socio groups of the CPA before determining the target population for the study :

Table n°11: Target population

<i>Professional Socio Group</i>	<i>Total</i>	<i>Percentage</i>
<i>Manager</i>	32	18%
<i>Executive</i>	100	55%
<i>Technician</i>	50	27%
<i>Total</i>	182	100%

Source : (Training department)

The population for this study concerned the type of training performed at the CPA level. Indeed, since the CPA makes use of qualifying training, which the primary purpose is to prepare the executives for the certification phase. The targeted population is part of qualified executives and those who have been in the process of preparing for certification.

The training manager announced that there are:

15 certified person;

20 qualified person.

This confirms that the sample represents 35 persons.

The choice of managers is justified because they are among the first to be involved in the evaluation process within the company. As a result, they can respond in an efficient, concrete and objective way concerns this study.

The sample

The sample is made up (35) person, which about (91%) cadres (32) person, and (9%) of the total population that estimated about 182 persons. However, the sample after distribution and data collection turned to 28, as 7 persons did not return their questionnaire.

The questionnaire consists of 15 questions and begins with a short presentation of the investigator and the theme of the training completed as well as its objectives. And then the questions that refer to:

- objectives of the training and its relevance
- achieving objective and satisfaction of trainees
- developments from the workstation after the assessment
- evaluation methods and tools

3.5.2 Survey results and analyzes

The data collected from this survey are presented in the following tables.

Objectives	Respondents
Objective 1	Strengthen the team spirit
Objective 2	Diversify learning and knowledge
Objective 3	versatility / certification

Source (Survey analysis)

Three major objectives are cited by the respondents to the questionnaire, listed as follows:

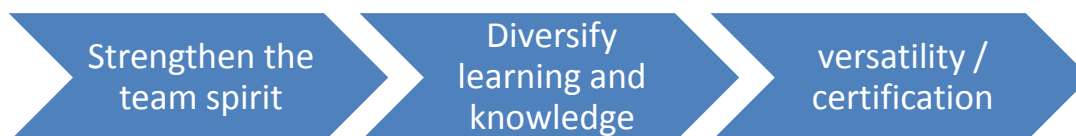


Table n°12: Decision of the training

Training decision

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strategic orientation	28	100,0	100,0	100,0

Source : (Made by the student)

- To observe the responses obtained, which all 100% spreaders have reduced that the training is carried out following a strategic orientation. It is a decision belonging to the center of power and direction: within the CPA bank, the top management intervenes directly in the training decision, which confirms a broad awareness of this necessity which has become obvious, as well as it is an important stake for the actors.

Table n°13: Relevance and Purposes of Training

Training pertinence

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	24	85,7	85,7	85,7
No	4	14,3	14,3	100,0
Total	28	100,0	100,0	

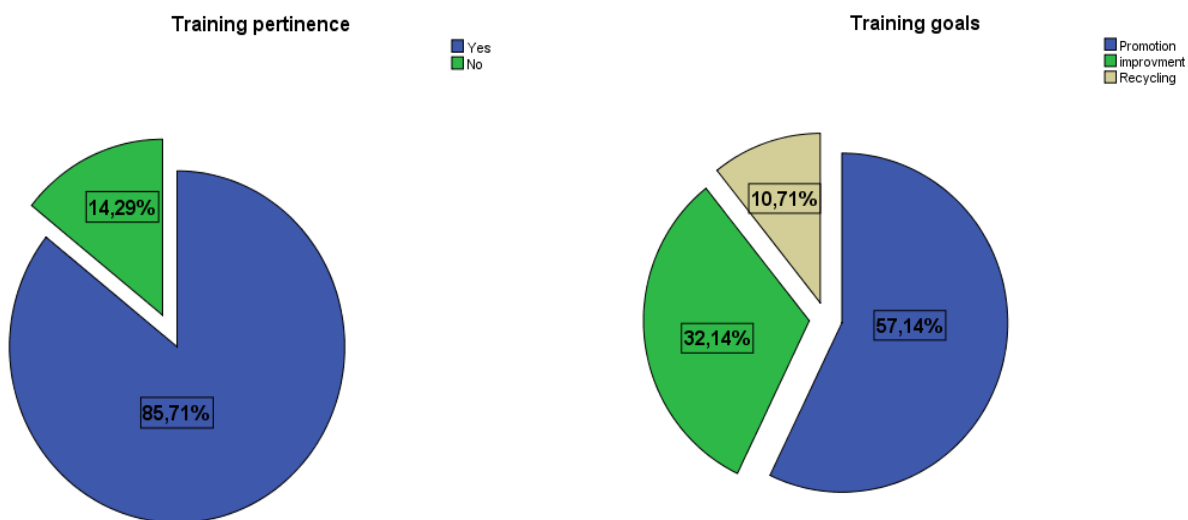
Source : (Made by the student)

Purposes of training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Promotion	16	57,1	57,1	57,1
Improvement	9	32,1	32,1	89,3
Recycling	3	10,7	10,7	100,0
Total	28	100,0	100,0	

Source : (Made by the student)

Figure n°05: The relevance and goals of the training



Source : (Made by the student)

-86% of learners answered that all the courses taken were adequate with their needs , and those who answered by no (14%), it's obvious that they still in cycle which means they are in the phase of preparation for certification .

-As far as the 57% of participants consider the training as a promotion that is to say (more I had a lot of training sessions ,more I have the opportunity to be promoted because I am enriched and I will be flexible and with a lot of experience,). 32% of respondents consider the training as improvements, indeed at the CPA, the technicians are most concerned by the trainings .So for them it is a way that helps them to strengthen their skills.

-And for those who remain, they consider the training as a refresher, it helps them to renew or acquire new skills.

Table n°14: The degree of achievement of objectives

Training objectives

	Frequency	Percent	Valid Percent	Cumulative Percent
Objective 1	5	17,9	17,9	17,9
Objective 2	3	10,7	10,7	28,6
Objective 3	20	71,4	71,4	100,0
Total	28	100,0	100,0	

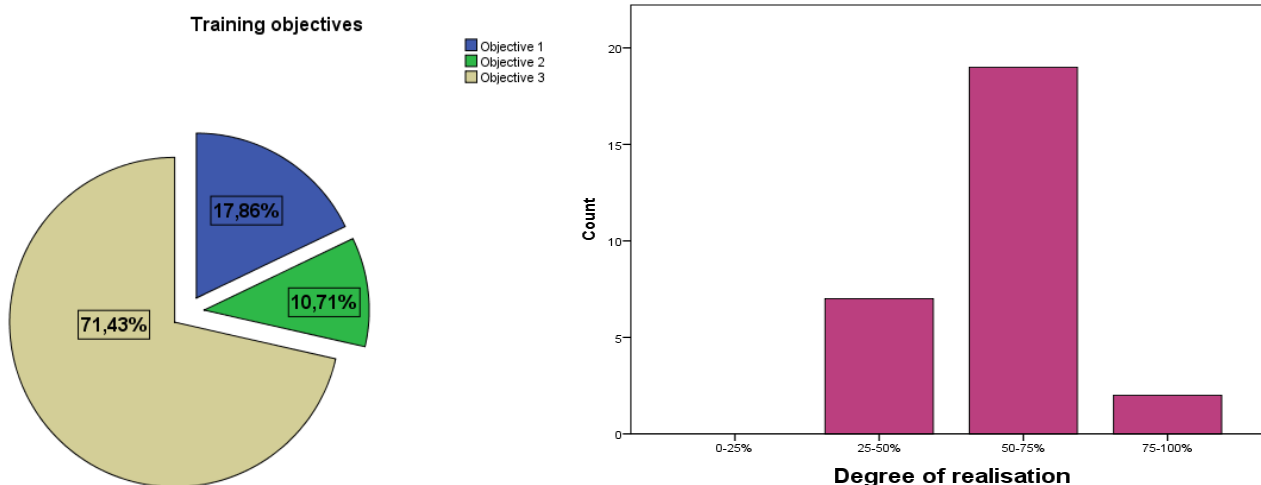
Source : (Made by the student)

Degree of realization

	Frequency	Percent	Valid Percent	Cumulative Percent
25-50%	7	25,0	25,0	25,0
50-75%	19	67,9	67,9	92,9
75-100%	2	7,1	7,1	100,0
Total	28	100,0	100,0	

Source : (Made by the student)

Figure n°06The degree of achievement of objectives



-It is noteworthy in this point that 71%(20 participant) , their main goal to achieve is that of certification with a diversification of knowledge and skills. And that's what is noticed in the goal achievement degree.

-It is observable that 68%(20p) of them have almost reached their objectives at 50% - 75%, this translates into the quality of their coach's follow-up. For the 25%(5p), the goals are achieved at 25% -50% maybe they still in the qualification phase. For the 7% (3p) of the respondents who exceeded 75% concerned themselves with the technical training, or they transferred their actual achievements in their workstation successfully and without difficulty.

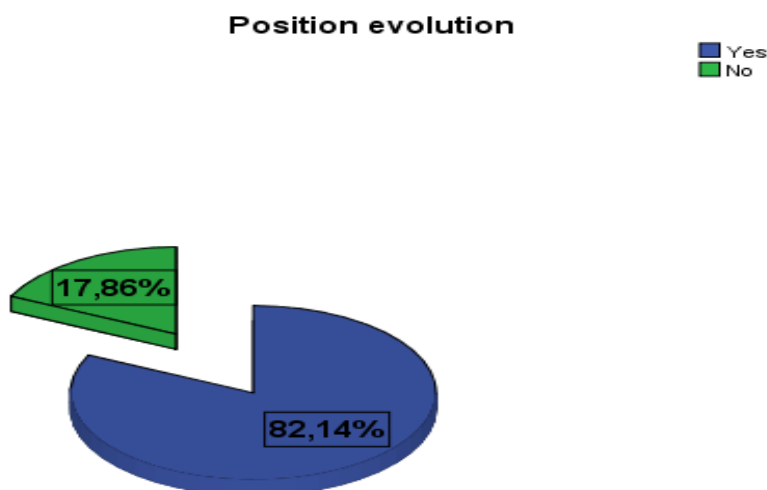
Table n°15: Position evolution

Position evolution

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	23	82,1	82,1	82,1
Valid No	5	17,9	17,9	100,0
Total	28	100,0	100,0	

Source : (Made by the student)

Figure n°07: position evolution



Source : (Made by the student)

-After the analysis of the required results, it is remarkable that 82% of the respondents affirm that the achievement of these objectives led to major changes in their work-positions, especially in the transfer to another position in the same workstation.

Table n°16: Satisfaction of achievements*Satisfaction mesurment*

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	27	96,4	96,4	96,4
Valid No	1	3,6	3,6	100,0
Total	28	100,0	100,0	

Figure n°08: Satisfaction of learning

-It is observable that, the vast majority of respondents (96%) confirmed their satisfaction with training achievements, they were satisfied during and after the training in particular under the conditions of transfer provided by their superiors.

Table n°17: Transfer delay*Transfer deadline*

	Frequency	Percent	Valid Percent	Cumulative Percent
Twomonths	5	17,9	17,9	17,9
Threemonths	7	25,0	25,0	42,9
Valid Six months	16	57,1	57,1	100,0
Total	28	100,0	100,0	

Source : (Made by the student)

Table n°18: Applying learning (lessons)*Applying training*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	28	100,0	100,0	100,0

Source : (Made by the student)

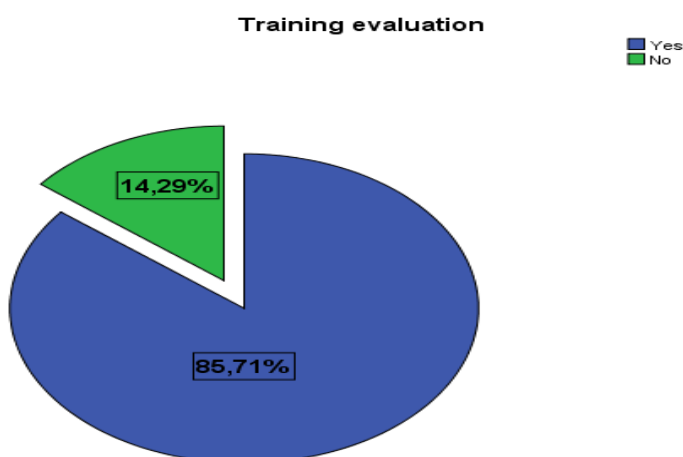
-All respondents 100% said they have several changes after the implementation of their action. Among the main changes according to some respondents:

- Strengthen team spirit (trust, think and think about others before acting);
- Development of working methods;
- Balance and stability of the system;
- Incident analysis and appropriate on-the-job realism.

Table n°19: Training evaluation*Training evaluation*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	24	85,7	85,7	85,7
Valid No	4	14,3	14,3	100,0
Total	28	100,0	100,0	

Source : (Made by the student)

Figure n°09: Training evaluation

Source : (Made by the student)

-The results shows 86% of respondents were evaluated after the closing of the training session. But this evaluation was limited to only hot assessment while the cold assessment is neglected and not integrated into the process.

- Apart from learners who are preparing for certification, they must be evaluated daily and must be supervised by their supervisors. The main missions of these:

- Fixing objectives for each learner;
- The observations of these learners daily;
- Mentioned the goal achievement level on a daily basis;
- Write the monthly report of the learners in order to highlight the gaps and catch them before going to the certification committee.

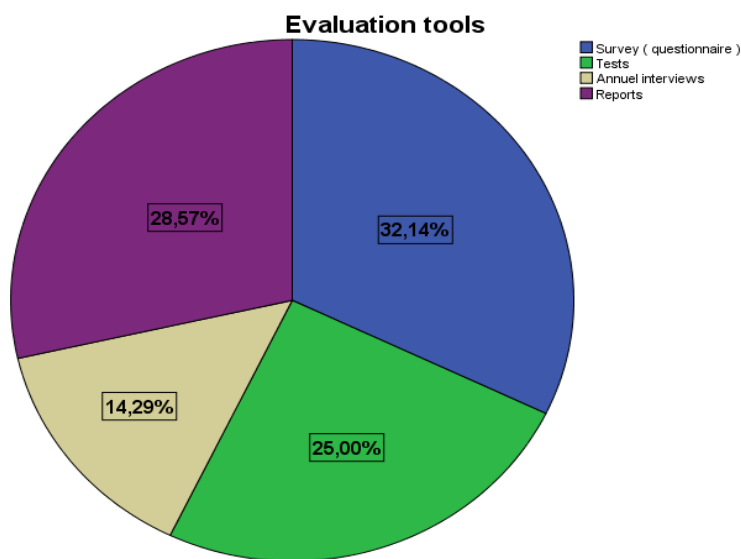
Table n°20: Evaluation tools

Evaluation tools

	Frequency	Percent	Valid Percent	Cumulative Percent
Survey (questionnaire)	9	32,1	32,1	32,1
Tests	7	25,0	25,0	57,1
Valid Annual interviews	4	14,3	14,3	71,4
Reports	8	28,6	28,6	100,0
Total	28	100,0	100,0	

Source : (Made by the student)

Figure n°10: Evaluation tools



Source : (Made by the student)

- From the obtained results we found that :25% of the respondents state that the evaluations are carried out by using workshops since the majority of trainings are technical. And 32% of them distinguish the survey as a measurement tool especially for hot assessment, the other 29% are qualified and certified use reports and summaries in order to validate them. We should know also that the rest of respondents 14% do not neglect the use of annual interviews by their managers to identify their expectations and prepare new training needs.

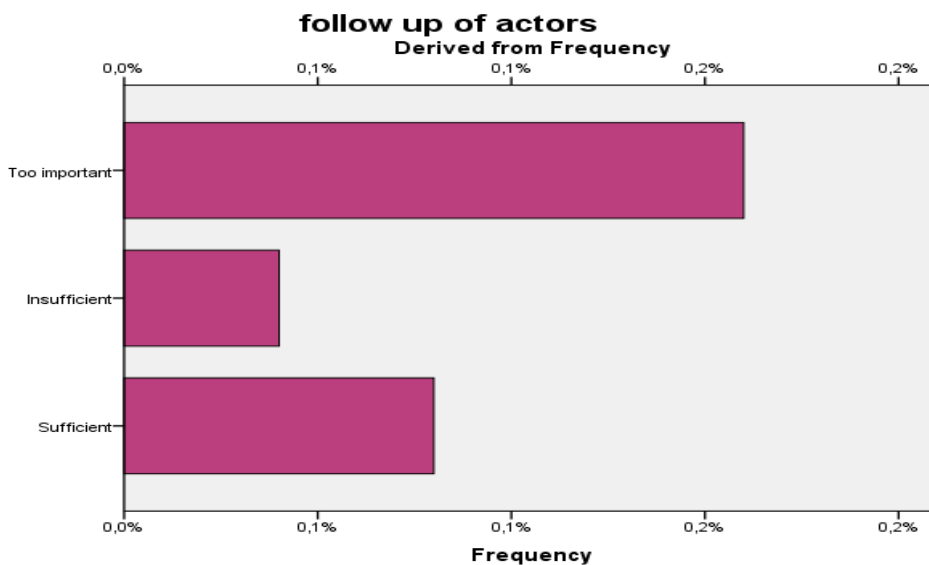
Table n°21: The follow-up of actors

The follow up of actors

	Frequency	Percent	Valid Percent	Cumulative Percent
Sufficient	8	28,6	28,6	28,6
Insufficient	4	14,3	14,3	42,9
Too important	16	57,1	57,1	100,0
Total	28	100,0	100,0	

Source : (Made by the student)

Figure n°11: The follow-up of actors



- According to these results, and for the 57% of the respondents, the follow-up of their superiors is too important after the training. In fact, they favor the right conditions to ensure efficient transfer to the workstation and to guarantee the transition to certification.

- Although for the 14%, this follow-up is insufficient possible that it is interpreted by the lack of the time of the persons in charge.
- By reference to a few respondents, the elements that facilitated the implementation of the achievements:
 - Have prior knowledge on the subject of training;
 - Group / team work;
 - Availability of necessary materials;
 - Direct practice of acquired skills ;
 - The commitment of the company in the management.
- Except, the elements that have slowed down this implementation:
 - Individual commitment face to the group's commitment;
 - The workplace is too limited to new methods;
 - No application of some training .
- In regard to the opinion of respondents on the recommendation:
 - ✓ Facilitating the transfer of learning:
 - Exchange of new acquires with all colleagues, in order to facilitate the exchange of experience of working methods;
 - The pedagogy of hierarchies;
 - Review the duration of the training;
 - Monitoring and recycling.
 - ✓ Improve the evaluation process:
 - The visit of the other departments and all the agencies ;
 - In order to know the actual level of the participants, as well as to improve the objectives to be achieved, it is necessary to ensure a continuous follow-up after the training process.
- According to this survey, it is noteworthy that all the participants in the CPA have prepared themselves and having a reactive and motivating spirit in order to carry out the training actions and their evaluation with success and efficiency.

General analysis

The analysis of the CPA leaders speeches emphasizes high importance given to the training. Moreover, since the bank is part of a national group of banks, its managers underline their principal concern currently linked with the national standards. Their attention is to ensure the overall performance of its agencies, and this encourages them to train their managers, praising the benefits of training and the importance of acquiring new skills embraced to the demands and difficulties of the external environment.

At CPA, it appears that training is a significant issue and takes more and more autonomy and participates in the orientation of the human resources management policy within the bank.

Indeed, training helps to create skills in all their dimensions:

Knowledge and well-being. Of which, employees receiving training gain more knowledge in the fields; new and useful knowledge is often acquired through training. It is also important, since employees returning from their training, always manage to have more control over their tasks and improve their individual and collective benefits.

In the statement gathered, it is mentioned that the actors are oriented towards the search for the versatility and the acquisition of new skills necessary for the professional valorization.

There is also a tendency to reinforce learning, especially among technical staff, in this context the CPA is always seeking to consolidate the gains from the twinning programs with centers like IFID, which allow the exchange of experience and skills — acquiring new knowledge and new methods of work to ensure the performance of his department.

In light of the information gathered, it is remarkable that training at the CPA is seen as a critical aspect in the management of human resources, especially with the entry of the economy into a phase where knowledge and innovation are engines of competitiveness.

To this end, the CPA has enormous efforts for training, allocated from the budget, the internal organization of the training service agreement with training centers, is demonstrating the role of training especially in men managerial and management processes.

The second aspect analyzed, which it represents, the core of this study, is that of the Training evaluation, in which it is necessary, to put into values how this approach operates / its organization / its methods and its tools as well as its contributions and limitations within the CPA.

From the moment the training has developed and considered as anticipation and a support tool in the face of economic developments. The development of results evaluation is necessary because the development of the competence is linked to the performance and therefore, the measurement of results.

In this respect, and since training has become a concern for the CPA, it has emerged as a factor in the development of their competitiveness. The evaluation comes to legitimize the effects of this training, of which it considers itself an integral part in the training engineering; it is well identified and included in the training process, but its realization refers to a problem, which is not systematically implemented, it applies partially.

Based on the results obtained, it is interesting to mention that among the methods used for specific measurement is that of annual interviews for all learners except qualified, and those in preparation for certification must submit final work in front of the juries with post-test during the follow-up and a report or summary to be drafted.

It should be noted that the evaluation at the CPA bank has two types a formal and informal type, of which:

- The formal evaluation is carried out using the satisfaction questionnaires, head-to-head interviews, direct observations in the field with the intervention of supervisors.
- While the informal evaluation is based on interviews with testimonials that have followed training courses.

As for the model applied within the CPA, bank is that of Kirkpatrick but in a partial way because it is limited only on three levels that were considered.

❖ *The evaluation of reactions:*

This evaluation remains the most practiced, both by the company and the training organizations. Indeed, CPA officials say that there are many opportunities for

improvement in the way that reactions are currently evaluated, and this is reflected in the asset transferability item mentioned in the hot questionnaire.

It should be noted that the written questionnaire is not the only way to evaluate satisfaction, while it is not always easy to express the real point of view through pre-established questions. As well as all the results of the training were communicated between training officer, managers, but no longer with the trained, which limits the return rate of training.

- Learning:

Despite the wealth of techniques and methods contributed to the evaluation of learning and using sophisticated tools (such as the digitalization of evaluation results).

Nevertheless, several difficulties exist to evaluate the learning process:

- According to the statements collected, the results are not always used, mainly if the objectives were not defined at the beginning of training.

Also, in order to ensure the success of this evaluation, it is necessary to clearly define the educational objectives in the specifications of the training program and must be validated by the training department in collaboration with the managers and their staff.

- Transfer of learning (Behavior):

This evaluation does not pose too many difficulties since it would be enough to observe the participants and to see whether or not they put into practice the results of the training. However, it should be noted that obstacles to transfer can have many sources:

- The line managers of the participants do not set up the necessary conditions for the transfer;
- The achievements of the training have little connection with the reality of the field (e.g., the material used during the training is not the one used in reality);
- Pedagogical methods are not geared towards changing participants' work behavior;
- The participants are not motivated to change their behavior;
- The lack of methods to evaluate the transfer of learning outcomes of particular courses (mainly managerial or behavioral training).

Although there are tools to evaluate this level, while it is evident for the training professionals, to mobilize the necessary means and a precise set of objectives to ensure a practical evaluation of the transfer

Apart from the evaluation of the results and the return on the investment remain in heavy rhythm, or ignored. For the evaluation of the results, during the last three years, the objectives fixed at the level of improvement of the services and product development was achieved, and the managers interpreted them first, through the development of skills that was achieved through training, while they ignored many other factors that they were afraid to be contributing to these objectives.

The only difficulty of this evaluation is to isolate the effect of the training, in fact, that the latter is only one element among others that constitutes the basis of the results. The trainer affirms at this level that among the difficulties seized to isolate the training effect is only the lack of time that it limits the determination of all the elements contributing to the progress of the results.

In this respect, it is necessary for the CPA to express the real added value of specified training adequately, whereas this level of evaluation is neither possible nor relevant for specific training courses that are not aimed at financial contribution.

In light of the information gathered, it is useful to cite the main conclusions drawn from this study:

- The evaluation of reactions is the most practiced, both by the company and the training organizations, it is limited to a satisfaction questionnaire filled in quickly at the end of the training and often brings little interesting information;
- The difficulties that exist to evaluate training are rather managerial or behavioral and to isolate the effect of training in the results;
- Evaluation is not yet fully integrated into the training process: it is still considered an "isolated" stage arriving at the end of training;
- Lack of involvement of managers in monitoring the transfer of learning;
- The majority of evaluations are informal, which leads to difficulties in sharing and communicating information, especially for results, and their discussions with managers (absence of formal documents) ;

- The managers of the CPA bank say that evaluation is integrated and thought of as a real management tool; it is necessary to make all the players responsible for achieving their goals, which are effectively set and the value of the training function.

In a general way, this study makes it possible to discover the importance of the evaluation system on the one hand, and its complexity, on the other hand. Indeed, at the level of the CPA bank, the evaluation process is part of the training process, and it is considered as a tool used to legitimize training actions, to take into account gaps and to set up corrective actions.

As it is interesting to know that an active evaluation device starts from the training order; hence, the responsible must set the targeted objectives from the beginning. Set up an evaluation system using practical tools and relevant techniques as it is necessary to strengthen the communication system and the involvement of the actors necessary to reach the objectives set in amount.

CONCLUSION

The changes in the global economy and the upheaval it has brought to national economies have demonstrated the importance of investing in people as a sustainable source of value creation.

The interest in training as a skill-building lever is needed for any strategic deployment. As a result, each of the operational improvements is recognized, and the training is conceived as a strategic axis of corporate action.

The training evaluation question is fascinating, and companies are currently trying to know the effects of training on trainees as well as on the organization and to measure the return of this investment in order to improve the overall performance. The study conducted at CPA BANK shows the importance of the training effort; indeed, it has conducted extensive training programs to build new skills adapted to the new economic reality of the country and to increase competition from day to day.

It should be noted that training in CPA is considered as a means of developing competence. So this can be interpreted by the amounts spent on the training programs.

Training then becomes a major managerial issue, and since evaluation is an integral part of the training, it has become an indispensable tool today to assess the return on investment of training courses, depending on the objectives set.

Evaluating the effectiveness of training actions is essential to ensure profitability, it is particularly important to show the positive impact of training investment.

The preceding analysis shows the lack of satisfaction with the practices of the evaluation process, the complexity of the system, a lack of tools, of actors, but this does not allow reducing its importance and its efficiency in the process of evaluation, and training engineering.

The concept of evaluation in the CPA bank is starting to develop for both managers and trainees. The evaluation process has become a condition that makes it possible to measure the real impact of the training despite its partial application (it is limited to reactions and learning).

In this respect, it is useful for all companies to encourage the broadening of training evaluation practices towards performance, taking into account the different factors that influence the internal and external environment of the company.

It is therefore vital to ensure the follow-up of all training actions and to draw the results and interact with all the corporate services to ensure an accurate evaluation, reliable and relevant.

It should be noted that, trained at the CPA, consider the evaluation as an essential step that contributes to improving the status of employees in terms of promotion and acquisition of new skills. Also, the feedback practiced by the managers, allows them to grasp all the lack and define new expectations as well as new needs for the future.

In order to optimize the training function and to have a proper evaluation, the CPA bank can attempt several improvements in perspective, which are necessary:

- To use rigorous, dynamic, and participative methods, particularly in the case of managerial and behavioral training;
- To enrich the toolbox for training managers and involved in the evaluation process (before-during-and after training);

- Follow up on the results after the training.

These improvements are necessary to perform the tasks of the evaluation process within the CPA bank, in particular, to align with international standards and guarantee the overall performance

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List of appendices

Appendix A : Forecast ratio

Ratios Prévisionnels

Ratio	Numérateur	Valeur du numérateur	Dénominateur	Valeur du dénominateur	Résultat prévisionnel	Observations
Degré d'investissement et taux de couverture de l'effectif global	Nombre total de jours de formation	21309	Effectif global	3823	5,57 Jours/ An/ Agent	Norme internationale : 6 Jours/ An/ Agent
Taux de couverture par rapport à l'effectif global	Nombre de participants	2562	Effectif global	3823	67%	
Effort financier	Depenses de la formation (Globales)	243 542 726,00	Masse salariale	5 020 985 000,00	4,85%	Norme internationale : entre 4% et 6%

Effort global de formation

Effort global de formation "concret"	Nombre d'opérations	Mode de réalisation			Effectif prévu	Durée moyenne en jours	Nombre de formations	
		Interne	Externe					
	72	38	35	2562	8,31	21309		
Unité : DZD								
Effort global de formation "financier"	Nombre d'opérations	Type de formation			Effectif prévu	Couûs directs	Couûs indirects	Couû global Hors taxes
	72	CD	MD	LD	2562	143 951 326,00	80 091 400,00	224 042 726,00

Additivement à cet effort, le budget formation comporte (02) enveloppes supplémentaires allouées à :

Regroupements internes CFB1 pour une enveloppe de 2 500 000,00 DZD

Participation à la formation par apprentissage (Encours contractuel) : 300 apprentis pour une enveloppe de 17 000 000,00 DZD

L'effectif à former hors apprentissage est de 2562 pour un volume global de 21309 jours de formation, soit 8jours formation/ Agent

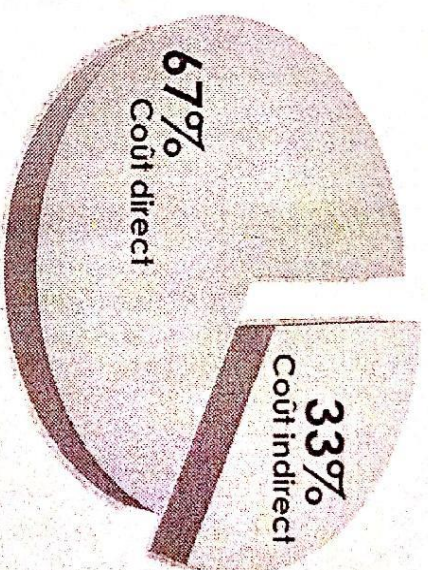
L'enveloppe globale allouée au Plan de formation 2017 s'élève à 243 216 726,00 DZD soit 4,84% de la masse salariale prévisionnelle 2017 (5 020 985 000,00 DZD)

Relation formation et productivité	Quote part jours formation	21431	Amplitude temps globale de l'ensemble de l'effectif	688140	3% du budget temps global consacré à la formation	Amplitude globale 3823 Agents x 11 jours /Activité formation sur 12 mois/ An
Coût moyen par agent	Dépenses de la formation (Hors apprentissage)	224 042 726,00	Nombre de participants	2562	87448,37	Coût Direct + Coût logistique
Coût jour formation	Dépenses de la formation	224 042 726,00	Nombre de jours de formation	21309	11 429,10	Tout frais pris en charge et toutes formations confondues

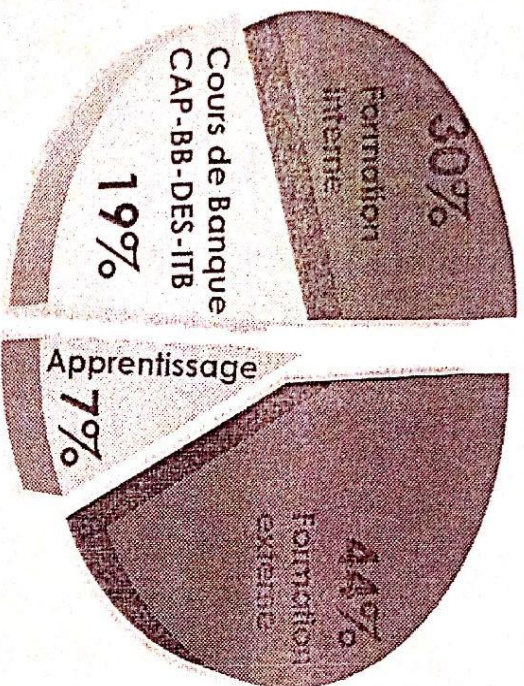
Principales actions de formation envisagées en 2017

- Formation des Sous-Directeurs de GE : IAHEF / IFID Tunis – Prévision 2017,
- Formation de futurs Directeurs d'agence : IAHEF / IFID Tunis – En cours + prévision 2017,
- Perfectionnement des Directeurs d'agence en activité : IAHEF / IFID Tunis – Prévision 2017,
- Perfectionnement sur l'étude et l'analyse des dossiers de crédit – CEC – Prévision 2017,
- Perfectionnement sur divers thèmes d'ingénierie financière : GFA/ AFGES – Prévision 2017,
- Perfectionnement en comptabilité bancaire : GFA/ AFGES – Prévision 2017,
- Formation des Chefs de cellules juridiques DRAJ et GE : ESB – Prévision 2017,
- Formation dans le domaine monétaire en mode e-learning : Projet GIE/ IFB – Prévision 2017,
- Formation aux masters professionnels IAHEF et masters spécialisés Banque -finance ESAA,
- Projet ACARE CPA SFI : Programme de formation Banquier PME – Prévision 2017.

Structure des coûts de formation



Structure des coûts par type de formation



Appendix D : Training Plan and Budget2018



REPUBLIC OF TURKEY
MINISTRY OF NATIONAL EDUCATION

PLAN ET BUDGET FORMATION 2018
CONSOLIDE PAR CHAPITRES COMPTABLES

Unité : DA

Code : 090
DIRECTION DE LA FORMATION

CHAPITRE	REALISATION AU 31/12/2016	AUTORISATION ANNEE 2017	REALISATIONS AUT06/12/2017	Previsions de clôture	Previsions 2018	ML-Formation
61000 - FFP- COURS DE BANQUE	48 045 703	55 389 833	44 736 225	55 389 833	42 431 000	
62002- FFP- EXT- L.O En Algérie	70 487 365	70 487 482	70 421 415	70 487 482	180 514 484	
63001- FFP- EXT- C/D- En Algérie	7 579 831	622 500	5 552 440	622 500	38 341 000	
64002- FFP- EXT- L.O- ETNG	14 062 502	16 314 400	12 057 505	16 314 400	33 048 400	
65001- FFP- EXT- C/D- ETNG	5 12 120	1 948 000	243 454	1 948 000	3 117 002	
66000- PREALAIRES APPRENTIS	23 000 500	17 000 000	18 473 736	17 000 000	17 000 000	
TOTAL, ML	166 298 882	164 722 233	158 096 786	161 722 233	234 410 800	

CSEB

CHAPITRE	REALISATION AU 31/12/2016	AUTORISATION ANNEE 2017	REALISATIONS AUT06/12/2017	previsions de clôture	Previsions 2018	ML-Formation
62006- FFP- EXT- L.O	33 618 823	40 918 000	15 081 900	40 918 000	42 804 500	
63001- FFP- EXT- C/D	75 112 628	38 028 500	27 298 410	38 028 500	42 812 500	
630012- RECRUTEMENT- C/D- EXT	3 660 304	2 500 000	806 028	2 500 000	2 500 000	
TOTAL, ML	112 411 806	81 446 500	43 246 338	81 446 500	88 117 500	

TOTAL GL-Formation

CHAPITRE	REALISATION AU 31/12/2016	AUTORISATION ANNEE 2017	REALISATIONS AUT06/12/2017	previsions de clôture	Previsions 2018	ML-Formation
TOTAL	277 711 931	243 216 725	195 333 084	243 216 725	302 566 076	

TAXES FORMATION PROFESSIONNELLE

CHAPITRE	REALISATION AU 31/12/2016	AUTORISATION ANNEE 2017	REALISATIONS AUT06/12/2017	previsions de clôture	Previsions 2018	ML-Formation
64010- Taxe Formation Professionnelle	23 471 292	42 000 000	4 470 842	42 000 000	42 000 000	
TOTAL	23 471 292	42 000 000	4 470 842	42 000 000	42 000 000	

Appendix E: Detailed program of the training plan and budget for the financial year 2018

PLAN ET BUDGET FORMATION - Exercice : 2018
Programme détaillé du Plan et Budget Formation de l'Exercice 2018

8/10/2017 2018

AEI

Formation d'intégration, d'adaptation et de mise à niveau des débutants de carrière (nouvelles recrues et sortants de formation initiale supérieure Bancaire)

Description de formation	Population	Effectif	Durée (jours)	Coût direct	TVA	Coût indirect	Coût Substrat Hors taxe	Organisation formation	Type	Mode	Répartition du plan de charge	SE
Opérations de formation des Opérations												
Ann 1 - Formation d'intégration des nouvelles recrues	Nouvelles recrues confirmées	180	15	9 112 500	820 125	1 433 180	10 525 580	CFEB/CFB	M.D	Alternance	CFB JFE	2 700
Ann 2 - Formation d'adaptation au poste de chargé de clientèle et analyse crédit. Processus crédit et gestion administrative des dossiers de crédit	Chargés confirmés	80	5	200 000	18 000	775 000	975 000	CFEB/Formation initiale	C.D	Continu	CFB et Centres régionaux	400
Ann 3 - Formation d'adaptation au poste de chargé des dépôts de Comptes Épargne. Processus Carter et gestion des identités Carter de traitement. Investissement. Comptabilité. Gestion des services	Chargés de Services Confirmés	40	5	100 000	9 000	387 500	487 500	CFB/Formation initiale	C.D	Continu	CFB et Centres régionaux	200
Ann 4 - Formation d'adaptation au poste des chargés de tâches bancaires en Agence. Réviser et harmoniser les 3 documents juridiques Bancaire	Chargés de Services Confirmés	40	5	100 000	9 000	387 500	487 500	CFB/Formation initiale	C.D	Continu	CFB et Centres régionaux	200
Ann 5 - Formation d'adaptation au poste de Secrétaire en Agence. Traitement des opérations de crédit	Chargés de tâches confirmés	40	5	100 000	9 000	387 500	487 500	CFB/Formation initiale	C.D	Continu	CFB et Centres régionaux	200
Ann 6 - Stage d'adaptation en milieu professionnel pour les cadres sortants de la formation initiale supérieure Bancaire ES8	Chargés de tâches confirmés	20	45	900 000	81 000	1 500 000	2 481 000	Direction Formation	L.D	Alternance	5 Secteurs A 9	300
Ann 7 - Stage d'adaptation en milieu professionnel pour les cadres sortants de la formation initiale supérieure Bancaire F10	Chargés de tâches confirmés	5	45	80 000	7 200	270 000	357 200	Direction Formation	L.D	Alternance	5 Secteurs A 9	25
Ann 16 - Formation de cadres Agence	Cadres experts confirmés	60	5	1 200 000	108 000	610 000	1 818 000	CFB/ANCF	C.D	Continu	CFB et Centres régionaux	300
Ann 1 - 3 - Formation de reconnaissance des experts/élites système Agence sur les opérations Bdd OpEx	Administrateurs Système Agence	60	5	200 000	18 000	660 000	868 000	CFB/ID	C.D	Continu	CFB et Centres régionaux	400
Ann 10 - Formation pour améliorer les capacités des élus des branches de CPA	Syndicats élus	20	23	3 000 000	270 000		3 000 000	HEF/Syndicats	M.D	Continu	Direction de la Formation	400
TOTAL AEI		565	138	14 992 500	1 349 325	6 410 680	21 453 180					5 800

PLAN ET BUDGET FORMATION - Exercice : 2018
Programme détaillé du Plan et Budget Formation de l'Exercice 2018



CONSO. DE PAR AXE DE FORMATION

Operations de formation	Effic	Duree	Coûts directs	TVA	Coûts indirects	Coûts Globaux hors taxes	Organisme formation	Type	Jif
Axe 1 - Formation d'intégration, d'adaptation et de mise à niveau des débutants de carrière (nouvelles recrues et sortants de formation initiale supérieure Bancaire)									
TOTAL AXE 1	555	153	14 997 500	1 349 325	6 470 680	21 403 780			5 995
Axe 2 - Formation aux fondamentaux et aux techniques Bancaires									
TOTAL AXE 2	950	33	8 490 000	764 100	4 290 000	12 780 000			1 990
Axe 3 - Formations qualifiantes sur les métiers bancaires									
TOTAL AXE 3	205	-	44 390 000	3 994 200	3 652 500	49 042 500			2 700
Axe 4 - Formation aux postes d'encadrement opérationnels agence dans le cadre du vivier de succession et de relève									
TOTAL AXE 4	216	181	20 995 000	1 886 650	4 997 000	26 557 000			4 890
Axe 5 : Mise à niveau des capacités techniques et professionnelles du personnel d'encadrement									
TOTAL AXE 5	160	89	41 580 000	3 742 200	6 441 000	49 021 000			1 798
Axe 6 - Renforcement des actions de formation dans les domaines du contrôle interne et de la supervision bancaire									
TOTAL AXE 6	125	67	12 760 000	1 149 400	1 793 000	14 553 000			750
Axe 7 - Renforcement des actions de formation dans les domaines du crédit et du recouvrement									
TOTAL AXE 7	190	29	11 900 000	1 071 000	2 330 000	14 230 000			590
Axe 8 - Mise à niveau des capacités professionnelles dans les domaines de l'animation commerciale et de la force de vente									
TOTAL AXE 8	160	27	11 047 000	994 200	2 243 000	13 290 000			540
Axe 9 - Amélioration des capacités managériales et de maîtrise des processus fonctionnels et opérationnels bancaires									
TOTAL AXE 9	290	90	1 350 000	121 500	11 560 000	12 910 000			3 100
Axe 10 - Formation à la maîtrise d'ouvrage et conduite de projets									
TOTAL AXE 10	240	90	2 300 000	207 000	11 702 000	14 002 000			3 500

Appendix F :The study questionnaire



Evaluation de l'efficacité des activités et des programmes de formation et leur impact sur la performances du crédit populaire d'Algérie

Questionnaire

Mes dames et monsieur ;

Actuellement, je prépare mon diplôme de master en **Management des ressources humaines a l'École nationale supérieure de management Kolea .**

La recherche ci-dessous vise principalement à identifier les pratiques actuelles et les avantages liés aux activités et programmes de formation et de perfectionnement des travailleurs du Crédit populaire d'Algérie CPA , ainsi qu'à évaluer l'efficacité de ces activités et programmes dans la réalisation des objectifs de la Banque et son impact sur sa performance.

Le résultat de cette étude sera traduit en un ensemble de recommandations et orientation qui renforceront les activités actuelles de formation et de développement et permettront une utilisation optimale des ressources humains .

Le secteur bancaire a été sélectionné pour son rôle important dans le soutien de l'économie Algérienne et pour le remarquable intérêt des banques à développer ses ressources humaines comme un élément essentiel de succès. De même que le manque d'études sur le terrain permettant de lier la formation et le développement à la performance de l'Organisation .

Votre réponse est la clé du succès de cette étude, qui sera pour votre intérêt . Je vous assure que les données de cette étude seront traitées avec une confidentialité absolue et à des fins scientifiques uniquement. Je suis également ravi de vous présenter les résultats de cette étude comme un cadeau symbolique .

Vous remercie de votre assistance à la réalisation de ce travail de recherche .

Remarque: Si vous avez des interventions liées à ce questionnaire ,

veuillez me contacter sur :

Okba Bourenane

Téléphone: 0658115279 / 0666300179

Email: okbabourenane03@gmail.com

Mme/MrProfession

Formation suivi sous l'intitulé

DuAu.....

Les objectifs visés :

Objectif 1 —→

Objectif 2 —→

Objectif 3 —→

1. Cette formation est réalisée suite à :

- Orientation stratégique Entretien individuel Initiative individuelle

2. Selon vous , cette formation était –elle pertinente ?

- Oui Non

Si oui , dans quelle mesure ? est-elle considérée comme :

- Promotion Restitution Perfectionnement Recyclage

- Adaptation

Si non , pourquoi

3. Quels sont , selon vous , les objectifs de formation qu'il ont été atteints et à quel degré ?

- Objectif 1 Objectif 2 Objectif 3

-Le degré de réalisation :

- 0-25% 25-50% 50-75% 75-100%

4. L'atteinte de ces objectifs a-t-elle entraînée des évaluations dans la tenue de poste ?

- Oui Non

Si oui , lesquelles ?

Si non , expliquez les raisons ?

5. Etes-vous satisfait des compétences que vous avez acquises ?

Oui Non

Si non , pour quelles raisons ?

6. Dans quel délai aurez-vous l'occasion de mettre les acquis en œuvre sur votre lieu de travail ?

2 mois 3 mois 6 mois et plus

7. Avez-vous retiré de cette action des enseignements que vous avez mise en pratique depuis sa réalisation ?

Oui Non

Si oui , quels changements peut-on observer dans vos façon de travailler ?

.....
...

Si non , pourquoi ?

.....

8. Eventuellement , quelles sont les difficultés que vous rencontrez lors de cette mise en pratique ?

.....
.....
.....

9. Etes-vous évaluez sur les nouveaux acquis après la formation ?

Oui Non

10. Quelles sont les méthodes utilisées pour l'évaluation ? (précisez la réponse)

.....
.....
.....

11. Cette évaluation s'opère avec quel outils ?

- Questionnaires Des tests Entretien annuel
- Rapport ou synthèse à rédiger

Autres outils (précisez)

.....
.....
.....

12. Que pouvez-vous dire sur le suivi assuré par votre hiérarchie pour vous aider dans la mise en pratique de cette formation ?

- Suffisant Insuffisant Trop important

13. Selon vous , quels sont les éléments qui ont :

- **Faciliter la mise en œuvre des acquis :**

.....
.....
.....
.....

- **Empêcher ou freiner cette mise en application :**

.....
.....
.....
.....

14. Quelles sont vos recommandations pour :

- **Faciliter le transfert des acquis sur les situations de travail :**

.....
.....
.....
.....

- **Améliorer la démarche d'évaluation :**

.....
.....
.....
.....

Observation diverses :

(Vous indiquez ici les remarques que vous souhaitez exprimez et qui n'apparaissent pas au niveau du questionnaire)

.....
.....
.....
.....

MERCI POUR VOTRE COLLABORATION