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Training within the company is a lever for development

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Abstract---Regardless of the size or sector, companies are constantly required to innovate and differentiate themselves in the market to survive. Technological advancements, digitalization, and globalization are phenomena that define the business environment. In order to be efficient and maintain or grow market share, companies must remain vigilant, seize opportunities, and continuously reinvent themselves. In this context, the development of human capital plays a crucial role in the growth and development of companies and the broader economy. While the relationship between human capital accumulation and economic performance has been well-established over the years, the link between human capital and innovation still requires further exploration. According to the European Union (EU, 2015), "Education and training encourage creativity and innovation, capable of transforming economies and societies." Training has a positive effect on the innovativeness of firms. Furthermore, training as a method to stimulate new ideas or creativity is essential in increasing innovation activities. Formal training programs specifically have a positive impact on innovation. In other words, while various theoretical studies have acknowledged the influence of training on productivity, the key question remains: does it also enhance a company's ability to adapt, change, and grow? This contribution seeks to explore the existing relationships between the implementation of continuing education and the emergence of a dynamic of change within companies.

Keywords---continuing education, innovation, human capital, performance, competition.

1. Introduction

During the industrial revolution, economic success was primarily based on tangible goods (raw material resources, equipment, capital, unskilled labor, mass production, etc.). Today, the true wealth of a company lies not in tangible assets but in intangible elements. It is no longer measured by material capital, but by intellectual capital. Today, the most important factor in creating value and gaining a competitive advantage is the ability to change, develop concepts, generate ideas, master technologies, ensure product quality, maintain reputation, and manage brand image.

"Innovation is another cornerstone of company performance and has long been recognized as a key driver of economic growth" (Griffith et al., 2006). However, "Innovations are primarily created through investments in intangible assets" (Lev, 2001). Human capital and innovation seem to be closely linked, as human capital is a fundamental element that contributes to improving the innovation process and the performance of companies.

In this context, the objective of this article is to highlight the importance of continuous professional training for employees in companies, in order to strengthen their ability to evolve and adjust to a constantly changing environment. The question we aim to answer is:

- Does continuous professional training contribute to improving the company's ability to adapt to the constant changes in its environment?

This article aims to demonstrate the link between continuous professional training and the ability of employees to adapt to the new demands of an environment characterized by rapid technological changes. To answer our research question, we formulated the following hypothesis:

Hypothesis: Continuous professional training within the company is a lever to improve the company's ability to adapt to the constant changes in its environment.

Methodology: To achieve this, our exploratory research relies on a quantitative approach focused on a case study of an innovative company in the construction sector. We designed a ten-question questionnaire for 40 employees working in the company in various positions. Our empirical study identifies the skills mobilized during the training process.

This article is structured in three parts. In the first part, we present the conceptual and theoretical framework of our research. In the second part, we will present the legal framework of continuous professional training in Algeria. In the third part, we present the main findings of our research, followed by a discussion of these results.

I. Literature Review

From the perspective of (BRAZUCHETTI, 1994), "training is one of the means of producing the skills necessary to master professional situations and their developments. It can only have its full effect if combined with other means of

producing skills." The purpose of training is to develop new skills and knowledge, enabling individuals to adapt to changes in interaction with the company's environment.

1. Definition of Training: The word comes from the Latin "formatio" meaning "confection," referring to the implementation of means aimed at increasing the intellectual and moral capacities of individuals.

1.1. Theoretical Definition: There are several ways to define training, with each author highlighting a particular aspect in their definition. According to (SOYER, 1991), the concept of training "refers to the set of general, technical, and practical knowledge related to the practice of a profession, but also to the behaviors, attitudes, and dispositions that enable integration into a profession and, more generally, into all social activities. Training is then a decisive element in the process of socialization." For Soyer, training is a key element in Human Resource Management (HRM), helping to ensure the survival and development of any organization. The purpose of training is to develop new skills and knowledge, allowing individuals to adapt to changes in interaction with the company's environment.

1.2. Professional Training: Professional training concerns individuals who are already engaged in a professional activity and wish to improve and develop their skills.

II. Objectives of Training: These objectives are grouped into two main categories (SOYER, 1991):

2.1. Objectives of Training Initiated by the Organization:

- Development of an administrative culture;
- Mobility of staff to higher positions;
- Management of skills and managerial abilities;
- Improving communication to create a collaborative atmosphere among employees through training;
- Adapting to environmental demands;
- Creating a sense of belonging among employees toward their organization.

2.2. Objectives of Training Initiated by the Employee:

- Achieving better mastery of their profession;
- Gaining a better understanding of their organization;
- Adapting to internal changes and transformations;
- Acquiring professional qualifications;
- Ensuring alignment between employees' capabilities and knowledge;
- Motivating employees through promotions;
- Increasing self-esteem for each employee.

III. The Effectiveness of Training is Based on Three Types of Factors:

- Factors related to the individual (motivation, prerequisites, transfer of learning...),

- Factors related to the training itself (balance between theory and practice, content aligned with the needs of the company and human resources...),
- Factors related to the work environment (support from management, colleagues, availability of resources for practice, company culture...).

Authors such as (Becheikh, Réjean, & Amara, 2006) affirm the link between training and innovation. In reality, training through learning requires employee motivation, which leads to increased performance and skill development. According to Maslow, training enhances employee satisfaction, the sense of accomplishment, and a sense of belonging. It becomes an opportunity to enrich and update their knowledge, which helps retain employees and create new skills necessary to foster innovation.

IV. Interactions Between Training and Innovation:

According to (Doroodian, 2014): "Innovation capacity refers to 'a firm's ability to develop and implement new ideas, products, and processes.'" This ability can influence an organization's innovation capacity by supporting creativity and inspiring new ideas that can improve the company's competitiveness (ERRAYS, 2019).

The development of human capital through training is associated with innovation and technological evolution. It is closely correlated with the importance that a company places on research and development, as well as the use of new technologies. Training also plays an important role in the company's human resources strategy. To this end, training should not only focus directly on innovation but also on knowledge management (Hernández-Perlines & Moreno-Garcia, 2017). Knowledge management refers to any system that allows the increase of knowledge within a company.

V. Factors Explaining the Capacity to Innovate:

The factors explaining the capacity to innovate are interconnected and diverse. The theoretical works of Corinne et al. (2008) group them as follows:

- The quantity of innovation inputs (responses from those trained after the training, satisfaction, appreciation, etc.);
- The level of learning (knowledge, skills, and abilities acquired after training);
- The level of behavior (new professional behaviors implemented and the use of acquired knowledge);
- The level of results (impact of training on company outcomes such as increased revenue, reduced absenteeism, fewer work accidents);
- Research and development expenditures.

In reality, in addition to motivations for profitability and value creation, companies rely on their own knowledge creation mechanisms to guide their innovation capacity (RAHMOUNI & YILDIZOGLU, 2011).

In the current context, the development of skills as a major economic and social challenge requires quality training in an environment that fosters engagement, initiative, and sharing, ensured by:

- A learning organization engaged in a process of continuous improvement with collective skills progression.
- The involvement of individuals in training:

To benefit from the effects of this involvement, the organization must create favorable conditions, such as the alignment of training policies and the adaptation of training to needs, in order to avoid behaviors like withdrawal and absenteeism.

- Identifying training needs: Following changes within the system, the organization must properly integrate its employees into the changes introduced. For example, in the context of adopting new technology or establishing new government regulations, the need arises for new skills.

VI. Types of Training:

Training services are designed to provide employees with the knowledge necessary to align them with the demands of their situation. Its role is:

- To promote personal development of workers and develop a corporate culture that must be shared by all employees.

Training is responsible for:

- Ensuring the intellectual and professional development of human resources.
- Organizing training with the goal of training, integrating, and developing employees.
- Providing support for learning, practical courses, and graduate programs for engineers, license holders, etc.

Human resource management contributes to the development and adaptability of the company to its external competitive environment. There are various types of training organized according to duration (short or long-term), location (within the company, in Algeria, or abroad), or type (seminars, refresher courses, development or integration training).

Part II: Continuing Professional Training in Algeria

The evolution of professional training in the Algerian context is marked by the impact of historical events specific to Algeria.

1. Evolution of the Role of Professional Training in Algeria

In Algeria, the perception of training has evolved alongside changes in companies and HRM practices. During economic crises, companies and organizations face significant difficulties, and continuing training supports them by mitigating the effects of structural measures taken by leaders during the period of economic structural adjustment. Thus, it helps with retraining and redirecting workers to prevent job loss. It also plays a role in combating unemployment, underemployment, and precarious employment. In recent years, administrative authorities and employers have made continuing training an indispensable and prioritized tool in human resource management.

Moreover, it helps adapt qualifications to the needs expressed by companies and also plays a role in combating inequalities and social exclusion. In the current Algerian context, companies are increasingly aware of the need to implement tools to improve skills. Among these tools, Continuing Professional Training (CPT) is considered a solution for both large and small companies, facing a changing and uncertain environment, thus requiring employees to adapt to new production and management methods.

Since the 1980s, professional training has gained the interest of the Algerian state for the development of human capital, which will allow adaptation to environmental changes, new work methods, and technologies, ensuring the success and social and economic development of companies. This implies that continuing professional training is increasingly essential for employees to fulfill the tasks and responsibilities of their positions. It explains why continuing professional training is not only seen as a tool for employee adaptation but also as a means of development, increasing productivity, and a tool for enhancing the knowledge and skills of employees in carrying out their tasks.

Many Algerian companies attach great importance to the quality of their staff in terms of skills and qualifications, with a particular focus on employee training to maintain their position in the national and international market and remain competitive against rivals.

According to Algerian law, professional training includes three types of training: initial training, continuing training, and apprenticeships. This article focuses solely on continuing training, which has a suitable legal framework defined by several texts issued over different periods. These texts define the organization of continuing training through the implementation of training actions directed at companies and public organizations. They pursue different objectives :

- Some of these actions focus on perfection;
- Others focus on adapting and retraining workers;
- Some aim at preparing and integrating citizens seeking employment.

According to the European Training Foundation (Foundation, 2019), continuing training targets the active population, including workers and job seekers. It is provided in various forms:

- Training continuously provided to workers already employed (full-time or part-time) in the context of their work, which may be qualifying. It can also be diploma-awarding, validating skills acquired throughout the professional life.
- Adaptation training is a supplementary training aimed at job seekers or workers who need to adapt to new job requirements. It targets integration by providing the necessary skills for these positions.
- Product training is short-term training provided by a company, usually on its specific equipment and production methods. These trainings are not useful in the context of a job change.

Therefore, it is crucial for employers and employees to understand the various laws, obligations, and provisions in place to optimize their training path. Some of these texts, particularly from the 1980s, highlight the importance given to both

initial and continuing training, which aims to increase the competitiveness of companies and contributes to their modernization.

2. The Different Laws Governing Continuing Professional Training

Continuing professional training is a major issue for ensuring a certain level of expertise for workers throughout their careers. However, this training is regulated by a complex and constantly evolving framework. Several texts cover the concept of Continuing Professional Training (CPT). The earliest texts date back to the 1970s and onwards. They help understand the importance attached to both initial and continuing training within companies and appreciate the efforts made by companies for the development of human resources. The currently used texts include:

- **Decree No. 82-298 of September 4, 1982**, relating to the organization and financing of professional training for any company with more than 20 employees. According to this decree, "Each employer is obliged to carry out training and development actions for the company's employees, and they are required to comply with the decisions of the training managers." Additionally, employer organizations (excluding public institutions and administrations), with a permanent workforce of 20 or more people, must allocate at least 1% of the annual wage bill to professional training actions.
- **Law No. 90-11 of April 21, 1990**, concerning labor relations, completed by Law No. 91-29 of December 21, 1991. According to Article 7, workers are obliged to "participate in training, development, and refresher courses initiated by the employer as part of improving the functioning or efficiency of the employing organization."
- **Decree No. 98-355 of November 10, 1998**, which deals with the creation, organization, and functioning of the National Fund for the Development of Apprenticeship and Continuing Training (FNAC). Article 9 states that continuing professional training aims to:
 - Promote the integration, reintegration, and professional mobility of workers.
 - Adapt workers' skills to technological advances and job changes. This training can take place at the workplace or externally to the company.

Continuing professional training is regulated by several laws. These laws aim to guarantee the right to continuing professional training for all employees, promote their professional development, and maintain their employability. They also provide incentives for companies to encourage them to train their employees.

- **Law of March 5, 2014**, related to professional training, employment, and social democracy, and the **Law of August 8, 2016**, related to labor, the modernization of social dialogue, and the securing of professional careers. According to this legal framework, the law confirms the obligation for companies to contribute to the training efforts of their workers. It defines the organization of continuing training through planned actions within a multi-year training program. These actions include perfection, adaptation, retraining, and also the preparation and integration of job seekers. Finally,

the decree establishes the individual training leave as a worker's right. The state intervenes in this area by making training necessary for workers by imposing a tax on training equivalent to a rate of the wage bill. Thus, employers must allocate a minimum of 1% of the annual wage bill to employee training and 1% to apprenticeship. If they fail to do so, they must pay an equivalent tax to the tax administration, in accordance with Article 03 of the Interministerial Order of December 21, 2022.

Part III: Case Study

Our case study takes place within a multidisciplinary real estate company operating in the construction sector. The company specializes in home automation, which involves electronic techniques to centralize the control of several systems within homes or businesses, meeting the comfort needs of occupants with remote control (heating, roller shutters, electrical outlets, etc.).

I. The Main Stages of the Training Plan Development Process

Five stages are identified in the process of developing the training plan within our company:

1. Establish a training strategy.
2. Determine the foundations of the plan.
3. Identify and analyze training needs.
4. Prepare a draft training plan.
5. Verify the validity of the training plan and publish it.

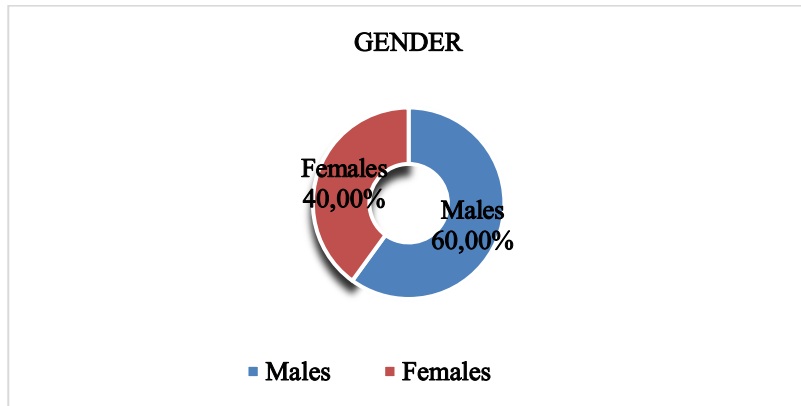
II. Presentation of the Study:

Sample Characteristics and Results Analysis and Discussion.

1. **Measurement Tools:** A questionnaire was used in our study.
2. **Study Sample:** The study was conducted on a sample of 40 employees distributed across various offices and included 10 questions.
3. **Basic Items of the Study:**
 - **Basic Study Sample and Its Characteristics:**

Table 1: The Distribution of the Sample According to the Gender Variable

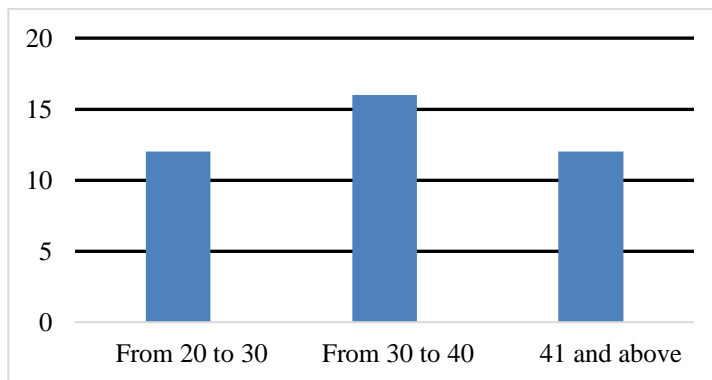
Gender	Duplicates	Percentage
Males	24	60%
Females	16	40%
Total	40	100%



Through table number 1 dedicated to the distribution of the sample by gender, we notice that the percentage of males was 60%, which is the highest, while the percentage of represented females 40%, which is the lowest.

Table 2: The distribution of the sample according to the age variable.

Age	Repetition	percentage
From 20 to 30	12	%30
From 30 to 40	16	%40
41 and above	12	%30
Total	40	%100

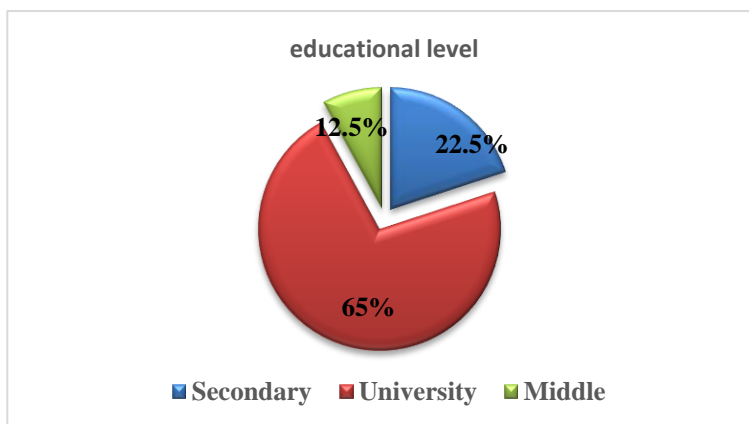


Through table number 2 dedicated to the distribution of the sample by age variable, we notice that the age group (30-40) has the highest percentage at 40%, followed by the age groups (20-30) and (over 40 years) with a percentage of 30% each.

Table number 3 shows the distribution of the sample according to the educational level variable.

Table 3: The distribution of the sample by educational level variable

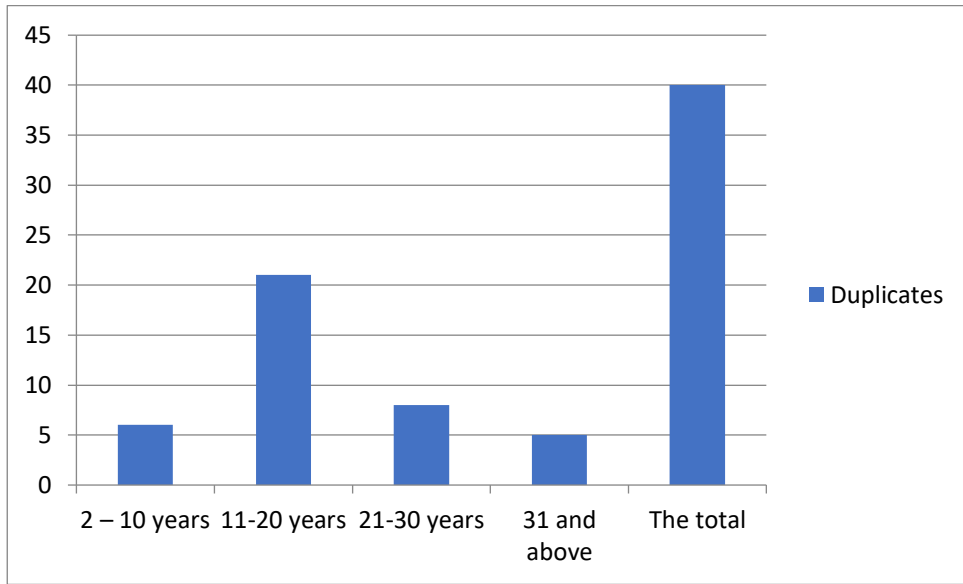
Label	Repetition	percentage
University	26	65%
secondary	9	22.50%
middle	5	12.5%
the total	40	100%



Through table number 3 dedicated to the distribution of the sample by educational level variable, we notice that the highest percentage is for those with a university education, estimated at 65%, followed by secondary education at 22.5%. As for the remaining categories, their percentage is 12.5 %.

Table 4: The distribution of the sample according to the seniority variable

Label	Repetition	percentage
2 - 10 years	6	%15
11-20 years	21	%52
21-30 years	8	%20
31 and above	5	%13
The total	40	%100



Through table number 4 dedicated to the distribution of the sample by the seniority variable, we notice that the category (11 to 20 years) has the highest percentage, estimated at 52%, followed by the category (21-30 years) with a lower percentage estimated at 20%. As for the category (2-10 years), it is lower with a percentage of 15%, and the category (31 years and more) is estimated at 13%.

Table 4: The distribution of the sample according to the position held in the company

Label	Repetition	percentage
Managers (Ma)	5	%15
Team leaders (TL)	25	%52
Employees (Em)	10	%20

Question one: The role of training in professional life

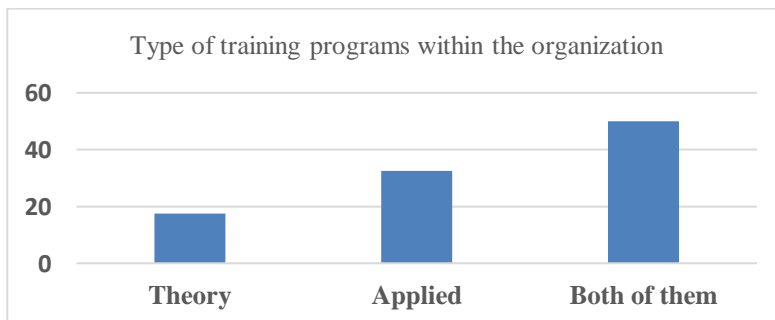
Repetition	sometimes			No			Yes			Total
Sample individuals	5			1			34			40
percentage	12.5%			2,50%			85.00%			100%
Sample individuals	Em	Manager	Team leaders	Em	Manager	Team leaders	Em	Managers	Team leaders	
	1	1	3	1	0	0	8	4	22	40
percentage	2,50	2,50	7,50	2,50	0,00	0,00	20,00	10,00	55,00	100%



We notice that the staff, who make up 85% of the participants, support the training policy considering that training is a cognitive resource that keeps pace with modern development. On the other hand, 2.50% of employees do not believe that training is necessary, because they rely on their experience. Additionally, some believe that training is an imposed policy. A percentage of 12.50%, including 7.50 % Team leaders, 2.50% managers, and 2.50% Employees, believe in using training only occasionally.

Question2: Type of training programs within the organization) Theory, practicality, both

Repetition	Both of them			Applied			Theory			Total
Sample individuals	20			13			7			40
percentage	50,00			32.50			17.50			100%
Sample individuals	Em	Ma	TL	Em	Ma	TL	Em	Ma	TL	
	3	3	14	5	1	7	2	1		40
percentage	7.50	7.5	35,00	12.50	2.50	17.50	5,00	2.50	10,00	100%

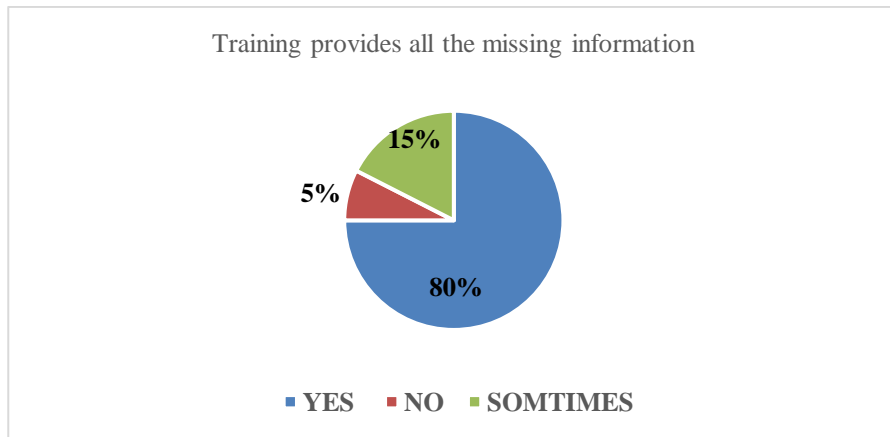


A percentage of 17.5%, including 10% team leader, 2.50% manager, and 5% employees among the staff, rely on theory as it paves the way in their work method. As for a percentage of 32.50%, including 17.50 team leaders and 2.50

managers, they rely on practicality because it aligns with the nature of their work. Whereas a percentage of 50%, including 35% team leader and 7.5 managers and 7.5% employees, focus on both theory and practicality as they see them complementing each other, as without theory, it is not possible to control new programs.

Question 3: Training provides all the missing information.

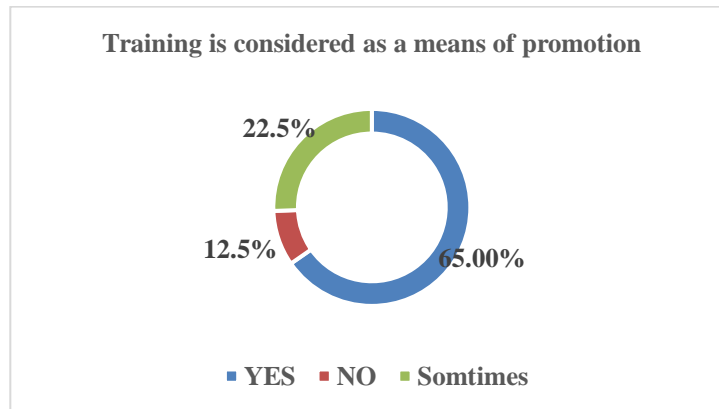
Duplicat s	SOMETIMES			NO			YES			The total
	Em	Ma	TL	Em	Ma	TL	Em	Ma	TL	
Sample individuals	6			2			32			40
Percentages	15.00			5.00			80,00			100%
Sample individuals	3	2	1	2	0	0	5	3	24	40
percentage	7.50	5.00	2.50	5.00	0	0	12.5	7.50	60.00	100%



The result of this question came with a percentage of 80%, among them 60% Leader team and 7.5% managers always support the idea that knowledge has no limits as the trainee always wants to keep up with advancements at all times. As for a percentage of 5%, all of them are employees did not support the idea because the training held is not related to the missing information they need. A percentage of 15%, including 2.5% officer, 5% executives, and 7.5% employees, sometimes believe that the training provides all the missing information because they were interested in new information beyond their scope of work, such as foreign languages for awareness, understanding, and facilitating interaction with foreigners.

Question 4: Training is considered as a means of promotion.

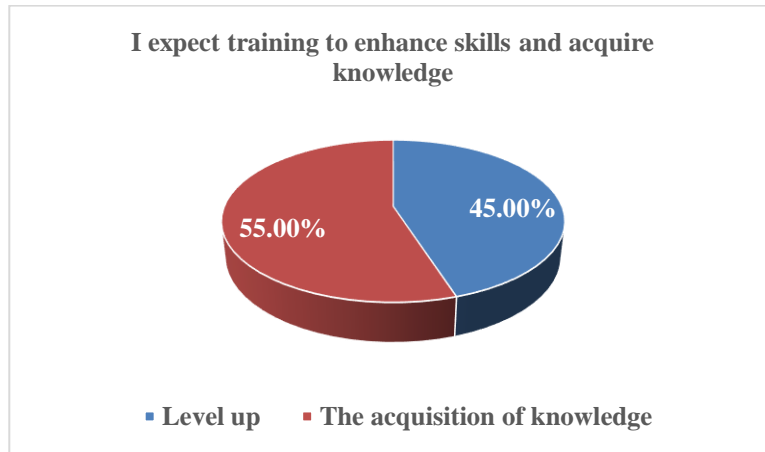
Repetition	Sometimes			NO			YES			The total
Sample individuals	9			5			26			40
percentage	22.5			12.5			65.00			100%
Sample individuals	Em	Ma	TL	Em	Ma	TL	Em	Ma	TL	
	4	1	4	3	1	1	3	3	20	40
percentage	10.00	2.50	10.00	7.50	2.50	2.50	7.50	7.50	50.00	100%



With a percentage of 65%, including 50% team leader and 7.5% managers, support that training is a means of promotion specifically for employees working in administration because it aligns with their expertise and administrative tasks. As for a percentage of 12.5%, including 2.5% team leader and 2.5% managers and 7.5% employees, did not support the idea because they believe that there cannot be a promotion, and the employee should be promoted based on their duties. A percentage of 22.50%, including 10% team leader, 2.5% managers, and 10% employees, believe that this is only sometimes the case.

Question 5: I expect training to enhance skills and acquire knowledge.

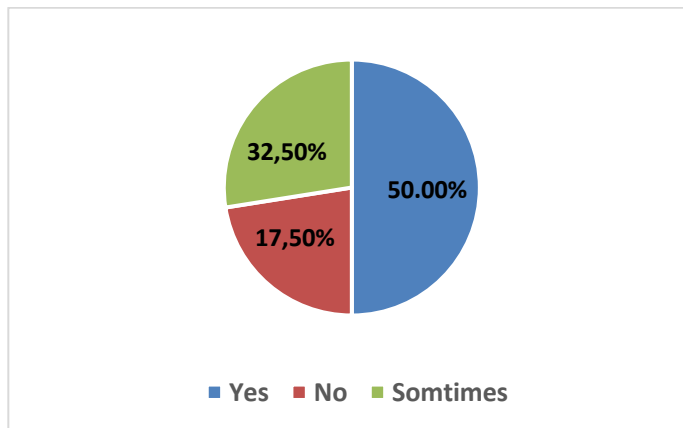
Repetition	The acquisition of knowledge			enhance skills			The total
Sample individuals	22			18			40
percentage	55,00			45,00			100%
Sample individuals	Em	Ma	TL	Em	Ma	TL	
	5	2	15	5	3	10	40
percentage	12.5	5.00	37,5	12.50	07,5	25.00	100%



A percentage of 45%, including 25% team leader and 7.5% managers, believe that the role of training is to enhance skills. As for a percentage of 55%, including 37.5% % team leader, 5% managers, and 12.5% employees, they see training as a guide from which they gain new future knowledge.

Question 6: Does the organization consider all job requirements when planning training programs?

Repetition	Sometimes			No			Yes			The total
Sample individuals	13			7			20			40
percentage	32,50			17,50			50,00			100%
	Em	Ma	TL	Em	Ma	TL	Em	Ma	TL	
Sample individuals	5	1	7	3	1	3	2	3	15	40
percentage	2,50	7,50	17,50	2,50	5,00	15,00	0,00	17,50	32,50	100%

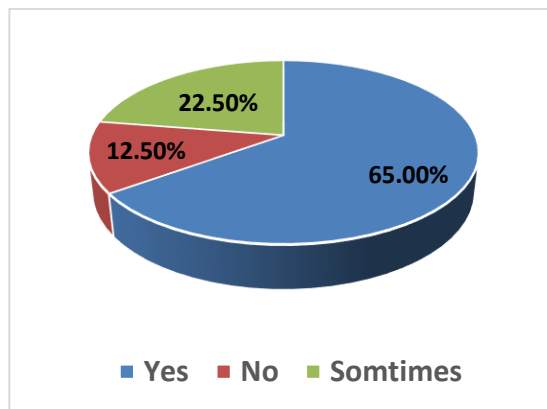


We find that 50% of them, of which 32.50% are team leader and 17.50% are managers, support the idea that the company must develop programs that meet the needs of staff . Meanwhile, 17.50% of them, including 15.00% team leader, 5.00% managers, and 2.50% workers, opposed because the training is merely

formalities and superficial. As for 32.50% of them, with 17.50% team leaders, 7.50% managers, and 2.50% workers, they believe that the workers' needs are only sometimes considered because they do not correspond to the training program.

Question 7: Training is considered the best way to prepare a qualified worker

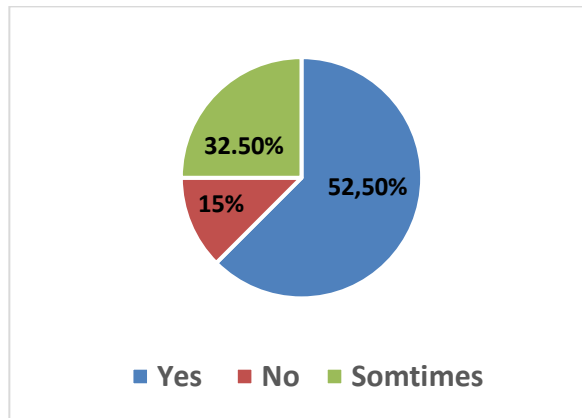
Repetition	Sometimes			No			Yes			The total
Sample individuals	9			5			26			40
percentage	22,50			12,50			65,00			100%
	Em	Ma	TL	Em	Ma	TL	Em	Ma	TL	
Sample individuals	4	1	4	2	0	3	4	4	18	40
percentage	10.00	2.50	10,00	5.00	00.00	7.50	10.00	10.00	45,00	100%



We find that 65.00% of them, including 45.00% team leaders, 10% managers, and 10% workers, agreed that training helps to enhance and update the knowledge of the trainees. Meanwhile, 12.50% of them, with 7.50% team leaders and 5% workers believe that the training is not suitable for the workers due to the differences in the content of the studied materials. As for 22.50% of them, including 10.00% team leaders, 2.5% managers, and 10% workers, they think it could be suitable, but not in all cases, or it might be outside the scope of their work and not in their specialization.

Question 8: Training is considered a basic condition for the success of the institution:

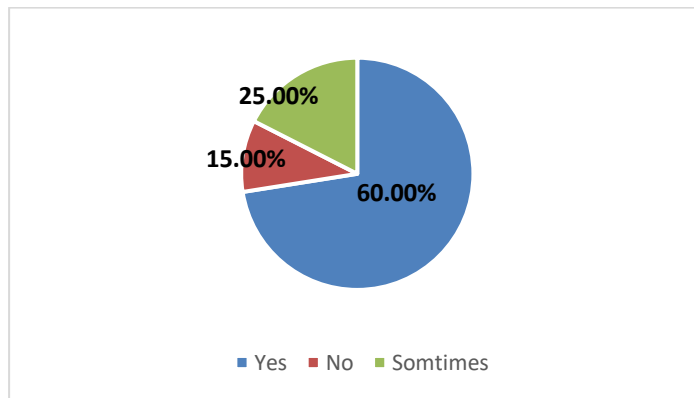
Repetition	Sometimes			No			Yes			The total
Sample individuals	13			6			21			40
percentage	32.50			15			52,50			100%
Sample individuals	Em	Ma	TL	Em	Ma	TL	Em	Ma	TL	
	5	2	6	2	0	4	3	3	15	40
percentage	12.50	5.00	15,00	5.00	0,00	10.00	7.50	7.50	37,50	100



There is a percentage of 52%, including 37.50 % team leader, 7.50% of them who are employed, and 7.5% of managers who believe that training is a condition basic and necessary for the development and development of the institution. As for 15%, including 10% of team leader and 5%of workers, they believe that training is not necessary for the organization to succeed. As for the 32.5%, including 15.00% of the team leader, 5% managers and 12.50of workers who believe that is not necessarily.

Question 9: Training works to keep pace with technological and scientific development

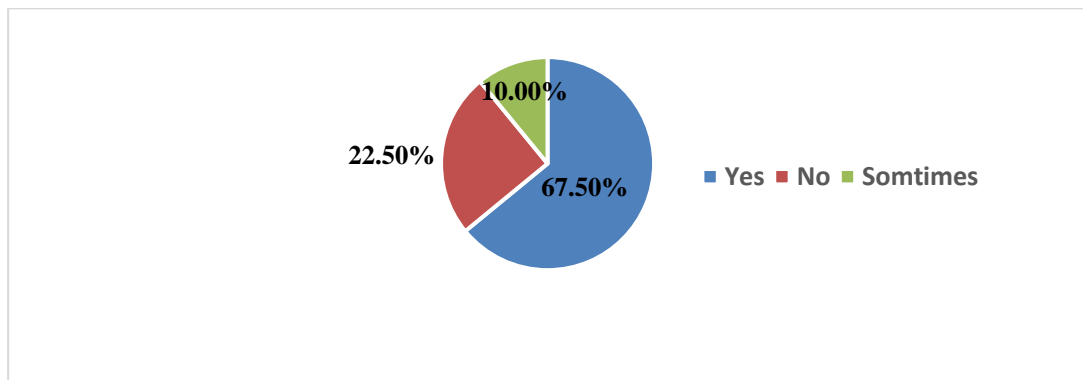
Repetition	sometimes			No			Yes			The total
	10			6			24			40
percentage	25.00			15,00			60.00			100%
Sample individuals	Em	Ma	TL	Em	Ma	TL	Em	Ma	TL	
	4	2	4	3	0	3	3	3	18	40
percentage	10.00	5.00	10,00	7.50	0	7,50	7.50	7.50	45,00	100%



From here we note that the percentage of 60%, including 45.00% team leader, 7.5% managers, and 7.5% workers believe that training works to keep pace with rapid technological development. Because it is in itself a resource of knowledge that keeps pace with modernity. 15% of them, 7.5% team leader, 7.5% workers believe that it does not keep pace. Indeed, modern technological development means that there are shortcomings, and this is due to neglect to some extent.

Question 10: I believe that Training aims to change

Repetition	Sometimes			No			Yes			The total
	9			4			27			40
percentage	22,50			10,00			67,50			100 %
Sample members	Em	Ma	TL	Em	Ma	TL	Em	Ma	TL	
	3	1	5	3	1	0	4	3	20	40
percentage	7.50	2.50	12,50	7.50	2,50	0.00	10,00	7,50	50,00	100%



It is clear through the statistical process that the percentage of 67.50% including 50% team leader, 7.5% managers and 10% workers supports this, and this is through science and knowledge, that is, the more complete knowledge a worker has, the more difference he will make to the profit of its organization. As for the percentage of 10%, including 2.50% managers and 7.5% workers contradicts this because it does not need to be trained to change. As for the 22.5%, including

12.50% team leader, 2.5% managers and 7.5% workers believe that sometimes training leads to change and this can chart the path to professionalism, working methods and relationships with colleagues.

Discussion of Results

The primary objective of our research was to highlight the importance of continuing professional training for employees within the company, in order to strengthen their ability to evolve and adapt to a constantly changing environment. Based on the responses obtained, we can conclude that training truly has an effect on improving the company's ability to adapt to the ongoing changes in its environment. The analysis of the results from questions 3 to 10 indicates that the respondents agree that training enables staff to acquire new knowledge and be better equipped to adapt to the changes imposed by the environment.

Conclusion

In conclusion, we can affirm that Algerian companies are obligated to implement training actions (either internally or externally) for their employees to update and improve their individual and collective skills, in order to foster personal growth and adapt their qualifications to meet the needs of the businesses. According to our case study on a construction company, training is considered an investment, just like investments in production, finance, etc.

This perception of training as an investment compels the company to allocate resources towards human capital in its search for better competitiveness. Therefore, it must implement a comprehensive training policy. The company's human resources managers evaluate training needs, identify priority training objectives, and define the content of the training program. Traditionally, the training policy must fulfill two main objectives:

- Allow workers to adapt to structural changes and changes in working conditions brought about by technological and organizational developments.
- Identify needs for innovation and changes that must be implemented to ensure the company's growth.

Thus, we are witnessing the increasing integration of Continuing Professional Training (CPT) in Algerian companies, regardless of their size or sector of activity. Particularly, SMEs, which had long ignored the importance of CPT, are now reassessing their approach and considering the implementation of a continuing professional training process within their workplaces. This is especially important in light of the digital invasion, which accelerates the development of working methods and production, and intensifies competition.

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