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Training and development in strategic human resource management

Treinamento e desenvolvimento na gestão estratégica de recursos humanos

Capacitación y desarrollo en la gestión estratégica de recursos humanos

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Abstract:
This article examines how training and development can contribute to strategic human resource management. It adopts a qualitative, exploratory and descriptive bibliographic approach through a narrative review of Brazilian and international literature. The discussion connects competencies, needs assessment, instructional design, learning transfer and outcome evaluation. The analysis identifies the alignment of organizational goals, working conditions and opportunities for application as a requirement for translating educational activities into performance improvements. It also examines informal learning, educational technologies, leadership, unequal access and limitations of recent evidence. The article concludes that strategic contributions depend less on the number of courses offered than on the coherence between diagnosed problems, learning experiences and follow-up in professional practice. It proposes guidelines for development programs without assuming automatic effects on productivity or employee retention.

Keywords:
Training and development. Strategic human resource management. Professional competencies. Learning transfer. Outcome evaluation.

Resumo:
Este artigo analisa como o treinamento e o desenvolvimento podem contribuir para a gestão estratégica de recursos humanos. Adota uma abordagem qualitativa, de natureza bibliográfica e finalidade exploratória e descritiva, mediante revisão narrativa de literatura nacional e internacional. A discussão articula competências, diagnóstico de necessidades, planejamento instrucional, transferência da aprendizagem e avaliação de resultados. A análise identifica a articulação entre objetivos organizacionais, condições de trabalho e oportunidades de aplicação como requisito para transformar atividades educativas em melhorias de desempenho. Também examina aprendizagem informal, tecnologias educacionais, liderança, desigualdades de acesso e limites das evidências recentes. Conclui que a contribuição estratégica depende menos da quantidade de cursos oferecidos do que da coerência entre problemas diagnosticados, experiências de aprendizagem e acompanhamento da prática profissional. Propõe diretrizes para orientar programas de desenvolvimento sem pressupor efeitos automáticos sobre produtividade ou retenção de pessoas.

Palavras-chave:
Treinamento e desenvolvimento. Gestão estratégica de recursos humanos. Competências profissionais. Transferência da aprendizagem. Avaliação de resultados.

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Ano VII, v.1 2026 | submissão: 14/11/2026 | aceito: 21/11/2026 | publicação: 26/11/2026

Resumen:
Este artículo analiza cómo la formación y el desarrollo pueden contribuir a la gestión estratégica de los recursos humanos. Adopta un enfoque cualitativo, de carácter bibliográfico y con fines exploratorios y descriptivos, a través de la revisión narrativa de la literatura nacional e internacional. La discusión articula competencias, diagnóstico de necesidades, planificación instructiva, transferencia de aprendizaje y evaluación de resultados. El análisis identifica la articulación entre objetivos organizacionales, condiciones de trabajo y oportunidades de aplicación como un requisito para transformar las actividades educativas en mejoras de rendimiento. También examina el aprendizaje informal, las tecnologías educativas, el liderazgo, las desigualdades en el acceso y los límites de las pruebas recientes. Se concluye que la contribución estratégica depende menos de la cantidad de cursos ofrecidos que de la coherencia entre los problemas diagnosticados, las experiencias de aprendizaje y el seguimiento de la práctica profesional. Propone directrices para guiar los programas de desarrollo sin asumir efectos automáticos en la productividad o retención de las personas.

Palabras clave:
Capacitación y desarrollo. Gestión estratégica de los recursos humanos. Competencias profesionales. Transferencia de aprendizaje. Evaluación de los resultados.

Introduction

The relationship between learning and work occupies a relevant place in people management, but should not be reduced to the offer of courses. Pinho and Borges-Andrade (2025), in a research with 412 public servants, demonstrate that learning needs are related to individual and contextual characteristics, such as autonomy, meaning of the task and occupied position. This finding recommends that training should be planned based on the concrete conditions of work, without assuming uniform benefits.

The question that guides the analysis is: under what conditions training and development contribute to the strategic management of human resources? The general objective is to analyze these conditions through the articulation between diagnosis, learning, application and evaluation. Specifically, it seeks to distinguish the concepts involved, discuss the identification of needs, examine transfer to work and systematize follow-up guidelines. The central argument argues that the strategic contribution depends on the coherence between these stages, and not on a presumed equivalence between participation in courses and improvement of results.

The academic view stems from the need to integrate skills, working conditions and personnel policies. Freitas et al. (2022) investigated human resources policies, learning opportunities and turnover intention, offering evidence that training should be understood in the set of organizational practices. Thus, development is not equivalent to the simple accumulation of certificates, but to the possibility of mobilizing skills in professional situations.

The strategic contribution of the human resources area should not be measured exclusively by productivity indicators. Curado et al. (2022), when presenting research on sustainability, place people management practices in the articulation between economic, social

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Ano VII, v.1 2026 | submissão: 14/11/2026 | aceito: 21/11/2026 | publicação: 26/11/2026

and environmental dimensions. It is an editorial discussion and synthesis, not a specific causal test on training. This distinction reinforces the need for development, inclusion and working conditions as complementary dimensions.

The methodological structure was carried out with the bibliographic update of this version privileges publications from 2022 to 2026, with identification of authorship, journal and DOI verifiable. The consultation was guided by articles indexed in SciELO and scientific publications located in Google Scholar, complemented by the conference on the pages of the journals. This is not a systematic review: all search results were not counted or formal risk assessment of bias was performed.

The article adopts a qualitative approach, bibliographic nature and exploratory and descriptive purpose. It uses a problem-oriented narrative review, appropriate to the conceptual articulation between strategic management, competences and professional training. The analyzed material comprises national and international scientific articles, including theoretical reviews, meta-analytical review and instruments construction studies. There were no questionnaires, interviews, observations in companies or data processing of workers. The results presented correspond to the interpretative synthesis of the literature and the analytical propositions developed from it.

The bibliographic selection was thematic and intentional, considering the diagnosis of needs, drawing, transference of learning, leadership, psychological security, digital learning and human resources policies. Brazilian and international studies published from 2022 to 2026 were included. The conclusions are interpretative and should not be confused with field research results.

The selection prioritized articles with verifiable bibliographic data and direct relationship with the article's question. Empirical studies, scope reviews and revisions were considered. As the sample is not exhaustive, the results do not allow to generalize the frequency of findings for all scientific production, nor quantitative effects between contexts.

The analysis organized the material into five axes: concepts and strategic alignment; diagnosis of needs; design of educational experiences; transference and support; evaluation and management implications. In each axis, convergences, differences in level of analysis and limits of application were examined. Evidences reported by the studies, interpretations of this review and hypothetical examples were distinguished. The proposed guidelines are guiding and do not constitute an empirically validated model. The heterogeneity of contexts, non-exhaustive selection and partial access to some publications limit the reach of conclusions.

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Ano VII, v.1 2026 | submissão: 14/11/2026 | aceito: 21/11/2026 | publicação: 26/11/2026

Training and development as a strategic process

The contemporary discussion requires the relationship between learning, work design and organizational strategies. Pinho and Borges-Andrade (2025) verified that learning needs vary according to function characteristics. Therefore, universal training recommendations may disregard differentiated demands and waste resources.

A critical perspective should distinguish organizational interest in flexibility from institutional responsibility for working conditions. When the need for adaptation is attributed exclusively to the individual, learning discourse can obscure factors such as work intensification, technological changes imposed without participation and inequality in access to training. Therefore, the development strategy needs to explain who defines the priority competences, who finances learning and who benefits from its results.

In the debate on sustainability of organizations, Franco and Rodrigues (2022) discuss the relevance of human resources management for small and efine companies. The contribution of this text is to broaden the strategic horizon beyond immediate qualification, without assuming that the results that can be transferred automatically to another.

For analytical purposes, training is understood as an organized intervention that seeks learning related to identifiable performance demands. Development corresponds to a broader perspective of capacity expansion and preparation for future responsibilities and situations. The two dimensions can coexist in the same trajectory, without the need to establish a rigid separation by duration. A brief activity can integrate a development path, while an extended course may remain restricted to specific procedures. The relevant criterion is its purpose and its relationship with practice.

Vitorazzi et al. (2024) present a proposal for planning focused on transversal skills for youth employability. The study reinforces the importance of objectives and strategies before offering training. Its application to other populations should be done with caution, because the adequacy of the design depends on the public and on the tasks.

The strategic character can be analyzed by two complementary connections. The first connects the institutional priorities to the necessary capacities to perform the work. The second connects these capabilities to the concrete opportunities for professional development. If an organization wants to improve the quality of its deliveries, it needs to specify which decisions and practices support this improvement. Define quality only as an abstract value makes it difficult to establish educational objectives, select participants and follow results. The translation of priority in work situations makes investment more verifiable.

Consider, as a hypothetical example, a company that intends to reduce failures in order processing. The demand may involve interpretation of requests, correct registration and communication between sectors. A generic program of professional excellence would probably meet excessively broad objectives. A delimited intervention could combine order

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Ano VII, v.1 2026 | submissão: 14/11/2026 | aceito: 21/11/2026 | publicação: 26/11/2026

analysis, exercises with frequent occurrences and joint review of records. The difference between the two proposals is in the accuracy of the problem and in the possibility of observing its resolution. The example does not express the result of a researched company, but illustrates the alignment reasoning adopted.

Competences and diagnosis of learning needs

The discussion of competencies offers a point of articulation between individual capabilities and organizational challenges. In the study of Pinho and Borges- Andrade (2025), the mapping skills subsidized a scale of learning needs, showing the usefulness of relating work, perceived domain and contextual characteristics. This does not mean that a single one is sufficient to diagnose all sectors.

Pinho and Borges-Andrade (2025) highlight the importance of learning needs in association with individual and contextual variables. Its results, obtained regarding public organization, should not be automatically extrapolated to private companies. Still, they offer the basis to investigate whether performance problems arise from training gaps or working conditions that require non-educational interventions.

As an analytical unfolding, it is proposed to formulate each demand through a sequence of questions. What result needs to change? Which behaviors and decisions contribute to this result? What prevents its realization? Is there a gap that can be faced by learning? The sequence does not function as a validated questionnaire, but as a reasoning script to avoid early solutions. Before choosing a course, it is necessary to know if the problem stems from ignorance, difficulty in execution, conflicting instructions or lack of resources.

It is also important to distinguish shared needs and particular trajectories. Providing the same activity to everyone can facilitate logistics, but does not guarantee relevance. Experienced professionals may need to update decision criteria, while beginners need to understand basic routines. A common nucleus, associated with specific activities by function or domain level, constitutes a possibility of organization. The proposal preserves collective references without assuming homogeneity among participants. The design should be reviewed when the activities change or when monitoring reveals new difficulties.

In an analysis of 414 responses from public servants, Kruger, Santos and Sallaberry (2024) found that the axis of awareness and training of the Environmental Agenda in Public Administration did not present statistical significance in the model examined. The finding does not demonstrate inutility of training; it indicates that the mere existence of formative actions does not authorize to assume effects on consciousness, reinforcing the importance of diagnosing mechanisms and contexts.

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Ano VII, v.1 2026 | submissão: 14/11/2026 | aceito: 21/11/2026 | publicação: 26/11/2026

Planning and development experiences

In the Brazilian context, Vitorazzi et al. (2024) describe the elaboration of a planning directed to transversal skills and employability of young people. The study contributes by explaining the process of construction of the intervention, but its design does not allow generalizing effects on insertion. The distinction between technically consistent planning and proven effectiveness should guide the reading of applied experiences: a well-structured program still needs evaluation of implementation and results.

Planning transforms a need into learning goal, activity and domain evidence. For this, the objective needs to indicate an observable realization in sufficiently clear conditions. Expressions such as improving communication or developing leadership can function as themes, but they still do not define what will be learned. A more useful formulation describes the expected action, such as organizing a feedback meeting with examples of performance and agreement on referrals. Precision favors the choice of activities and allows discussing the result with participants.

The planning must implement observable objectives, compatible activities and application opportunities. Vitorazzi et al. (2024) describe the process of building a design for transversal competences, emphasizing that training needs to be structured before execution. The study offers a reference for planning, but does not demonstrate, by 7efin, posterior impact on productivity.

It is proposed to distinguish, for example, predominantly conceptual, procedural and relational learning. To understand a criterion, it can be useful to compare situations and justify decisions. To perform a procedure, the demonstration followed by guided practice can offer a more appropriate experience. To deal with conflicts, analysis and simulation exercises allow discussing alternatives and consequences. These possibilities do not make up an exclusive classification. The same professional activity often meets different demands, requiring combination of strategies instead of adherence to a single format.

Learning does not occur only in formal courses. Tannenbaum and Wolfson (2022) discuss informal learning based on experience and their personal and situational constraints. For people management, this perspective recommends structured activities, monitoring and reflection on real problems, without assuming that every everyday experience produces adequate learning.

The design of a development trail should explain the progression between experiences. It is recommended to start with a domain diagnosis, provide necessary foundations, create practical situations and predict accompanied application. There is no universal duration for this sequence. Some capabilities can be worked on in brief meetings; others require repeated experience and analysis of different situations. The important thing is that the passage between

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Ano VII, v.1 2026 | submissão: 14/11/2026 | aceito: 21/11/2026 | publicação: 26/11/2026

the stages corresponds to the advance of learning, and not only to the fulfillment of an agenda or availability of content.

The study of Vitorazzi et al. (2024), published in the Journal Psychology: Organizations and Work, describes training planning for transversal skills of young people. Its practical contribution is to demonstrate the relevance of explaining pedagogical objectives and strategies; of planning proposal, it does not constitute proof of subsequent impact on employability.

Transfer of learning and working conditions

The organizational support to the application of learning must be analyzed as a condition, and not as a guarantee of results. Hamzah et al. (2025) propose an integrative model for transfer of socio-emotional competences, based on a scope review. The approach allows that together capacity, opportunity and motivation, but does not replace the empirical evaluation of each program.

In a scope review on socio-emotional skills, they identify factors related to ability, opportunity and motivation to transfer learning (Hamzah et al. 2025). The evidence does not allow assigning to a single managerial practice all the observed effects.

The transference of learning is distinct from the satisfaction with a course and the demonstration of mastery in exercises. Hamzah et al. (2025) synthesize behavioral and contextual factors that influence the application of socio-emotional skills at work. As the review addresses a specific domain, its use in technical training requires adaptation.

Hamzah et al. (2025) identify multiple factors associated with the transfer of socio-emotional skills, including opportunity and motivation for application. The variety of conditions discussed reinforces that it is not due to the absence of change as an exclusively individual failure of the participant. Ardondi et al. (2026), in a scope review of 45 studies, identify diversity of instruments for evaluation of training transference. This requires the results obtained by different measures and the period of monitoring the application at work.

As a practical route derived from this synthesis, an application agreement is suggested before the beginning of training. Participant and manager can identify a situation in which learning will be used, what resources will be available and when the experience will be discussed. The agreement does not need to take a bureaucratic form. Its value is to reserve space in the routine and make expectations visible. At the end of the course, the central question ceases to be only if the person liked the activity and starts to include what he can do with what he learned.

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Ano VII, v.1 2026 | submissão: 14/11/2026 | aceito: 21/11/2026 | publicação: 26/11/2026

Leadership and learning in organizational daily life

Development also depends on interactions and working conditions. Pereira and Chaves (2024), in a qualitative study with information technology professionals in remote work, identify the importance of organizational practices of support, open leadership and communication for psychological security. The findings should not be generalized without considering the investigated context.

Pereira and Chaves (2024) analyze psychological safety at remote work, while Canel-Ortega et al. (2026) find associations between psychological safety, learning behavior and performance in a sample of nursing professionals. The combination of these studies indicates relevance of the relational environment, but the cross-sectional design of the second does not establish causality.

Tannenbaum and Wolfson (2022) discuss how informal learning based on experience depends on personal and situational factors. Thus, the repetition of tasks does not prove development: it is necessary to examine reflection, feedback and opportunity to modify practices.

As an application proposal, brief analysis meetings after projects can address the expected result, the obstacles encountered and the recommended adjustments. The meeting needs to produce referrals, responsible and follow-up criteria. If the conversation ends only with impressions, knowledge tends to remain dispersed. The analysis of an error must also consider the process and its conditions, avoiding selecting a culprit before the investigation. The proposal does not derive from its own empirical observation, but exemplifies a way of organizing reflection at work.

Andrade-Vieira and Puente-Palacios (2023), in research with 79 teams from six companies, examined the predictive capacity of leadership styles on collective learning behaviors. The study allows us to sustain that leadership integrates the learning context, but does not authorize assigning all development results to a single management style.

Educational technologies and knowledge sharing:

Shukla, Dash and Kumar (2024), in a systematic review on online training transfer, organize factors in dimensions such as digital literacy, participant characteristics, training design and organizational environment. This classification helps to avoid the assumption that simple access to platforms ensures learning and application.

The use of artificial intelligence in training activities also requires risk analysis. Automated recommendations can help personalize content, but their quality depends on the data used and human supervision. Opaque evaluations of performance, excessive monitoring and reproduction of biases should not be legitimized under the efficiency argument. The

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Ano VII, v.1 2026 | submissão: 14/11/2026 | aceito: 21/11/2026 | publicação: 26/11/2026

technological adoption, therefore, needs to be accompanied by governance and mechanisms of contestation.

The choice between face-to-face, remote or combined activities must result from the objectives and conditions of the public. Technology-mediated learning can expand organizational possibilities, but access to a platform is not equivalent to effective access to training. It is proposed to examine equipment, connectivity, familiarity with resources, accessibility and available time. A flexible course in the calendar may remain unfeasible if the worker does not have the conditions to carry it out. The technological decision needs to integrate pedagogical planning and work organization.

The circulation of knowledge among teams is not limited to the availability of digital materials. Shukla, Dash and Kumar (2024) emphasize the influence of the organizational environment on online training transfer. In this review, it is proposed to distinguish access to information, understanding of content and its effective use in the work.

As an analytical implication, an internal repository must be accompanied by criteria for organization, updating and use. Providing many files does not allow us to conclude that the experience of one team will benefit another. It is recommended to record the problem faced, the solution used, the application conditions and the known limits. Without these elements, a good practice can be copied outside the context in which it made sense. The circulation of knowledge should favor professional judgment, instead of transforming experiences located in universal recipes.

Pereira, Beuren and Santos (2025) examine enabling management information systems and the quality of performance of public servants, considering the mediating role of commitment to the function. Although the study does not directly evaluate training courses, it contributes to problematize the thesis that digital platforms alone improve results: technologies and organizational conditions should be analyzed together.

Evaluation of learning and organizational results:

Ardondi et al. (2026), in a scope review of 45 studies, identify heterogeneity of instruments used to assess training transference. The authors distinguish standardized, composite and adapted instruments, indicating the need to choose appropriate measures for the context and interpret its limits.

The evaluation needs to start in the definition of the problem, because the success criteria depend on what is intended to be modified. It is suggested to distinguish participants' perception, demonstrated learning, application at work and process results. These plans respond to different questions and should not be treated as automatically equivalent steps. Satisfaction with the course does not prove mastery; exercise domain does not prove use in

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Ano VII, v.1 2026 | submissão: 14/11/2026 | aceito: 21/11/2026 | publicação: 26/11/2026

routine; use of a capacity does not allow assigning all organizational change to training. Interpretation requires preserving these distinctions.

Ardondi et al. (2026) show that transfer assessment instruments vary in objectives, dimensions and forms of measurement. Thus, it is recommended to select indicators compatible with the skills taught and combine, when possible, self-reports with observable evidence of application, without assuming equivalence between measures.

As an illustrative proposal, a training focused on the registration of requests could be accompanied by analysis of exercises before and after the activity, observation of a sample of records and discussion of difficulties in use. The completeness indicator of the records would be defined from the fields necessary for the process. It is not proposed a universal approval value nor are presented improvement data. The example shows how to transform a learning goal into distinct evidences, without confusing participation with performance.

It is also necessary to define previously who will be responsible for the collection and how the results will return to those involved. Accumulated evaluations without analysis produce records, but little guide decisions. A follow-up cycle may indicate maintenance of intervention, review of content, expansion of support or change of the chosen solution itself. The decision must preserve the relationship between evidence and problem. If the participant learned, but can not apply, repeating fully the course may be less appropriate than removing the identified obstacle.

Miranda et al. (2024) investigated psychometric evidence of an impact scale for leadership training in professional life, with data from 1,482 participants from a Brazilian financial organization. The study contributes to the careful choice of assessment instruments, without replacing the need to verify their adequacy to the population and to the objectives of each program. Birth and Abbad (2024), in turn, discuss the evaluability of training at individual, organizational and societal levels, showing the importance of explaining chains of results and limits of assignment.

Professional development and coherence of personnel policies

The distribution of learning opportunities is also an issue of organizational policy. Freitas et al. (2022) examine relationships between human resource practices, learning perception and turnover intention. The association between these elements recommends attention to quality and access to training, without implying that offering courses alone determines the permanence of workers.

Relationships with motivation and permanence deserve caution. Training can offer valued experiences, but this article does not present specific evidence to estimate its effect on retention. Nor is it sustained that providing courses is sufficient to compensate for unsatisfactory working conditions. The analysis situates training and development in a set of

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Ano VII, v.1 2026 | submissão: 14/11/2026 | aceito: 21/11/2026 | publicação: 26/11/2026

decisions about career, recognition and organization of activities. The potential of contribution depends on the coherence of this set and how opportunities are effectively perceived and used.

Access to opportunities also requires examination. A restricted offer to those who receive direct indication can reproduce vague preferences. As an analytical referral, it is proposed to explain participation criteria, register unmet demands and observe barriers related to shifts, location and availability. Equity does not mean forcing everyone to perform the same activity. It means justifying differences in supply from relevant needs and conditions. The policy should allow professionals of different functions to understand how they can access routes relevant to their performance.

Steps and Rowe (2024), in longitudinal research with servers of federal educational institutions, examined relationships between quality of life at work, commitment and organizational entrenchment. Its results support the need to analyze links and working conditions together with development policies, avoiding treating the offer of courses as a substitute for broader practices of people management.

Summary of the discussion and guidelines for management:

Recent contributions allow us to add a fourth relation to the synthesis: equity and governance of training. In addition to diagnosing, teaching, supporting the application and evaluating, it is necessary to identify costs and benefits distributed among groups of workers, monitoring risks and participation conditions. This dimension is not a result of empirical test itself; it is a critical proposition built from the literature and must be subjected to investigation in delimited organizational contexts.

The review allows for the formulation of an interpretative synthesis organized in three relationships. The first connects strategy and diagnosis, avoiding unconnected offers of problems. The second articulates educational design and application conditions, bringing learning and work together. The third relates evaluation and decision, so that the monitoring changes the program. It is an analytical construction of this article, and not a causal model tested. Its purpose is to gather the axes discussed in a usable orientation by human resources professionals.

The first guideline consists of registering the problem before defining the educational solution. The record should describe the expected result, the difficulties observed and possible causes. The second recommends formulating objectives in terms of verifiable realizations and selecting compatible methods. The third proposes to plan the application with participants and managers, identifying opportunities and impediments. These decisions can be documented simply. Its usefulness stems from the clarity they offer to the process, and not from the volume of forms produced.

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Ano VII, v.1 2026 | submissão: 14/11/2026 | aceito: 21/11/2026 | publicação: 26/11/2026

The evidence analyzed suggests that the training guidelines are accompanied by indicators of access, support for application and quality of results. The multilevel evaluation proposed by Nascimento and Abbad (2024) and the sustainability discussion of Curado et al. (2022) offer distinct but complementary foundations: the first organizes evaluative questions; the second expands the debate on purposes and responsibilities of people management.

The limits of the review also need to integrate the synthesis. The selected set brings together different traditions and contexts, without empirical comparison of Brazilian organizations from different sectors. The consultation with abstracts in part of the material restricts the detailing of methods and results. The managerial propositions should therefore be adapted and evaluated in real situations. Further research can investigate how diagnosis, support and evaluation combine in specific programs, using longitudinal monitoring and diverse sources of information.

Final considerations

The objective of analyzing the conditions of contribution of training and development for strategic management of human resources was treated through the articulation between concepts, diagnosis, educational design, transference and evaluation. The answer to the guiding question is that this contribution depends on the coherence between relevant needs, intended learning and possibilities of action. The number of courses, the workload and the amount of certificates can describe activities, but do not demonstrate professional development or organizational improvement alone.

The analysis argues that the diagnosis must consider work and its conditions, distinguishing learning gaps from obstacles that require other decisions. Planning needs to transform demands into compatible goals and experiences. The application requires opportunities, resources and monitoring. The evaluation, in turn, must distinguish perceptions, mastery of capabilities, behaviors and results, recognizing alternative explanations for the observed changes. This chain is the main conceptual contribution of synthesis and guides its practical utility.

For human resources professionals, the implication is to organize training as a shared responsibility between technical area, managers and participants. For workers, the quality of development depends on pertinent access, clarity of criteria and conditions to use what has been learned. Leadership participates in this process by resource allocation decisions and the way it leads to doubts, difficulties and returns. Technologies can support the organization of these experiences, as long as their adoption preserves the centrality of objectives and conditions of the public.

Because it is a narrative review, no estimates of effect or causal relationships are established on productivity, engagement or retention. It is recommended that future research

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Ano VII, v.1 2026 | submissão: 14/11/2026 | aceito: 21/11/2026 | publicação: 26/11/2026

examine programs in delimited contexts, monitor the maintenance of capabilities and combine different sources of evidence. The perspective defended considers development a continuous process of construction and use of capabilities. Its strategic relevance becomes verifiable when training responds to justified needs and finds continuity in the practices and decisions of the organization.

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