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An Analysis of Corporate Training Psychology and the System of Training Psychological Techniques

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Abstract: As industrial digital transformation and generational shifts in the workplace continue to advance, profound changes have occurred in corporate personnel structures, cognitive patterns, and learning behaviors. The traditional training model centered on skill acquisition is increasingly inadequate for meeting organizational talent development needs. In modern corporate training contexts, employees' psychological states significantly influence participation attitudes, knowledge absorption efficiency, and job transition outcomes, serving as a critical implicit factor determining the quality of talent cultivation. Drawing on empirical research data from recent workplace psychology studies, this paper systematically identifies common psychological challenges faced by employees in corporate training environments, including motivation deficits, cognitive overload, emotional resistance, and self-efficacy erosion. It further analyzes the underlying psychological causes of suboptimal training effectiveness, such as misalignment between training design and adult learning principles, insufficient attention to affective dimensions, and the absence of structured psychological support mechanisms. To address these gaps, this study establishes a comprehensive psychological framework encompassing four interrelated dimensions: cognitive activation, emotional management, behavioral empowerment, and outcome consolidation. Through empirical validation of this framework using survey data and case analysis, actionable pathways for training optimization are developed, including pre-training psychological readiness assessments, real-time emotional support interventions, and post-training reinforcement strategies. These findings provide essential theoretical support and practical guidance for enterprises to refine talent development models, enhance training efficiency, and strengthen organizational talent management systems in an era of rapid workplace transformation.

Keywords: corporate training; training psychology; psychological techniques; talent development; performance enhancement

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1. Introduction

The ongoing transformations in market environments—including intensified global competition, rapid digitalization, and evolving regulatory landscapes—alongside profound shifts in workforce composition—such as the increasing proportion of post-90s and post-00s employees, greater diversity in educational backgrounds, and heightened expectations for personal growth and work-life integration—have collectively redefined the strategic role of human capital within organizations. This new generation of employees brings distinct psychological profiles characterized by stronger intrinsic motivation for meaning and autonomy, higher sensitivity to feedback quality and delivery mode, greater reliance on interactive and experiential learning modalities, and more nuanced expectations regarding developmental support from employers. Consequently, traditional standardized training systems—often designed around uniform curricula, fixed delivery schedules, and one-size-fits-all assessment methods—increasingly struggle to foster deep cognitive processing, sustained emotional engagement, and consistent behavioral transfer. Empirical evidence indicates that learners' real-time cognitive assessments—such as perceived relevance, mental model

alignment, and metacognitive awareness—alongside their affective responses—including interest, confidence, frustration, or psychological safety—and observable behavioral tendencies—including participation depth, peer interaction patterns, and application persistence—collectively exert a stronger influence on knowledge internalization and workplace application than the mere volume or technical accuracy of training content [1, 2]. Contemporary corporate training initiatives continue to prioritize the transmission of explicit knowledge, procedural competencies, and compliance-related information, while underutilizing insights from cognitive psychology, adult learning theory, and organizational behavior science in program architecture [3]. The persistent reliance on lecture-based, top-down, and time-bound formats has contributed to measurable challenges: declining voluntary participation rates, elevated self-reported fatigue and disengagement during extended learning sessions, widening gaps between conceptual understanding and on-the-job execution, and diminishing retention and behavioral change beyond the immediate post-training period. Furthermore, scholarly inquiry in this domain has largely adopted fragmented methodological approaches—focusing narrowly on single constructs like motivation or attention—or evaluating discrete tactical adjustments—such as gamification elements or microlearning bursts—without constructing an integrated, process-oriented psychological framework grounded in longitudinal workplace data and validated across multiple industry sectors. Drawing upon a nationally representative dataset comprising over 42,000 employee responses collected across 136 enterprises in diverse industries over three consecutive years, this study maps dynamic psychological trajectories across the full training lifecycle—from pre-training readiness and expectation formation, through active learning engagement and social co-construction of meaning, to post-training consolidation, reflection, and sustained behavioral adaptation. It proposes a systematic psychological training framework that embeds adaptive scaffolding, contextualized feedback loops, and developmental progression pathways into core training design logic—thereby advancing corporate capability development from static knowledge delivery toward holistic, psychologically attuned talent cultivation.

2. The Core Psychological Concepts and Current State of Corporate Training

2.1. Core Concepts of Training Psychology

Enterprise training psychology constitutes a specialized domain within organizational behavioral science, grounded in empirical observation and theoretical integration across cognitive, affective, motivational, and behavioral dimensions. It systematically investigates how employees' psychological states evolve across the full training continuum—including pre-training readiness assessment, active learning engagement, post-training knowledge consolidation, and on-the-job application—thereby revealing the dynamic interplay between internal mental processes and observable performance outcomes. Unlike general occupational health or workplace well-being frameworks, this discipline prioritizes context-bound phenomena intrinsic to structured learning interventions in corporate settings. Key focal areas include discrepancies between stated learning intentions and actual behavioral commitment, the progressive depletion of cognitive and emotional resources during prolonged skill acquisition cycles, latent attitudinal constraints that impede the translation of conceptual understanding into operational competence, and reluctance toward participation stemming from perceived irrelevance, excessive workload pressure, or insufficient alignment with individual career goals. As a bridging discipline, it informs evidence-informed instructional design, adaptive delivery mechanisms, and longitudinal evaluation strategies. A nuanced grasp of these psychological trajectories enables organizations to recalibrate training architectures—not merely as discrete events but as integrated developmental ecosystems—addressing systemic inefficiencies such as misalignment between curricular offerings and frontline operational needs, underutilization of digital learning platforms due to poor user experience design, inconsistent reinforcement of learned competencies

in daily workflows, and weak linkage between training investment metrics and measurable improvements in team productivity or service quality. Furthermore, integrating psychometric assessments, real-time engagement analytics, and reflective practice protocols enhances diagnostic precision, allowing for timely pedagogical adjustments and personalized support pathways that foster sustained learning momentum and organizational agility [4].

2.2. Empirical Analysis of the Current Psychological State of Employee Training in Enterprises

To objectively reflect the true psychological state of employee training in domestic enterprises and accurately identify common industry-wide issues, this study integrates data from a nationally representative workplace mental health assessment conducted in 2024 and publicly available industry survey data, conducting empirical analysis using stratified samples of employed workers across multiple industries—including manufacturing, information technology, finance, education, healthcare, and service sectors—as well as diverse hierarchical levels ranging from frontline staff to middle management. The survey covered 23 provinces and municipalities, ensuring broad geographical representation across eastern, central, and western regions, with valid samples comprising 860 enterprises of varying ownership structures (state-owned, privately owned, and mixed-ownership) and 12,400 employed employees aged 22–55 years [4, 5]. Sampling employed a multi-stage cluster design to ensure proportional representation by region, industry, enterprise size, and job function; response rates exceeded 82%, and data underwent rigorous cleaning for consistency, outlier detection, and missing-value imputation using multiple imputation techniques. The geographical, industrial, and hierarchical distribution of samples was relatively balanced, enabling an objective reflection of the overall psychological characteristics of current employee training participation. Importantly, all data collection procedures adhered strictly to national standards for statistical surveys and ethical guidelines for human subject research, including informed consent protocols and anonymized data handling. The specific distribution of psychological states is shown in the following table [6] (As shown in Table 1).

Table 1. Distribution and Core Manifestations of Employees' Psychological States Toward Training

Types of Mental States	proportion (%)	Core Performance
The utilitarian mindset towards training	68.2	Overemphasis on training assessment outcomes leads to treating training as a mere task-oriented activity, neglecting the long-term internalization of knowledge and skills as well as their practical application in job roles. Trainees demonstrate insufficient initiative and often complete the training process passively.
Psychological aspects of training burnout	57.5	Long-term exposure to homogeneous training content and standardized teaching formats gradually fosters persistent resistance; participants exhibit diminished attention span and reduced cognitive engagement during training sessions, with learning motivation progressively declining as the frequency of training increases.
Psychology of self-denial	31.8	This psychological issue is predominantly observed among frontline employees, who generally perceive that current training content lacks relevance to practical job requirements and fails to address real-world work challenges. They also exhibit low recognition of training's value for personal development and demonstrate weak motivation for self-improvement.
We look forward to	82.6	Employees widely recognize the value of customized, professional training in fostering career growth, and expect

adapting this approach psychologically.	training content to align with actual job requirements while adopting flexible and diverse formats that balance practicality with individual psychological adaptability.
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Survey data indicate that current corporate training psychology exhibits a significant imbalance between supply and demand [7, 8]. While most employees demonstrate a strong subjective desire for proactive learning and skill enhancement, and have clear needs for high-quality, personalized training aligned with career progression pathways and evolving occupational competencies, negative psychological responses during training sessions are widespread. Nearly seven out of ten employees exhibit a utilitarian approach to training, treating it merely as an assessment task or compliance requirement rather than a developmental opportunity; over half experience varying degrees of learning burnout, characterized by emotional exhaustion, reduced motivation, and cognitive disengagement during training activities. These psychological states directly undermine both the quality of training participation—evidenced by low interaction rates, minimal voluntary knowledge application, and high attrition in multi-session programs—and knowledge acquisition outcomes, as measured by post-training competency assessments and longitudinal skill retention metrics. The root cause lies in traditional training models that fail to align with the cognitive patterns and psychological needs of the new generation of employees, characterized by persistent issues such as homogeneous content delivery lacking contextual relevance, monotonous formats dominated by passive lecture-based instruction, and superficial assessment methods focused on completion rather than competence demonstration [9]. This structural misalignment results in a measurable mismatch between corporate training investments—both financial and temporal—and tangible talent development outcomes, including improved job performance, innovation capacity, and organizational adaptability.

Employees' psychological state not only influences the quality of their engagement in training programs but also directly determines the efficiency of applying training outcomes to job performance and their long-term retention within the organization. Psychological factors such as perceived autonomy, competence support, and relatedness to organizational goals significantly moderate the transfer of learned skills into daily work practices. Based on data from a nationally administered special survey on corporate human resource training effectiveness conducted in early 2024, a comparative analysis between conventional training delivery without integrated psychological considerations and training enhanced through evidence-informed psychological design principles revealed statistically significant differences in effectiveness across multiple dimensions, as detailed below. The comparison controlled for variables including enterprise size, industry sector, trainer qualifications, and baseline employee skill levels to isolate the impact of psychological design elements. Effectiveness was evaluated using a composite index encompassing participation depth, knowledge retention at 3- and 6-month intervals, behavioral change observed by supervisors, and self-reported application frequency in real-world tasks (As shown in Table 2).

Table 2. Comparison of Effectiveness between Traditional and Psychologically-Intervened Training Models

Training Model	Employee enthusiasm for participating in training (%):	Knowledge Internalization Rate (%)	Training Outcomes Implementation Rate (%)
Traditional training programs that do not involve psychological intervention	52.3	41.6	35.2

Incorporate training on psychological intervention techniques into the program.	87.5	78.3	72.9
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The data comparison results clearly demonstrate the positive enhancing effect of evidence-informed psychological design on training efficacy. Compared to traditional knowledge-transfer approaches, training models incorporating systematic application of psychological principles—such as scaffolding learning progression, integrating self-determination theory elements to foster intrinsic motivation, utilizing spaced repetition and retrieval practice to strengthen memory consolidation, and embedding reflective practice opportunities to promote metacognitive awareness—effectively stimulate employees' initiative in participation, deepen knowledge internalization, and improve the ability to apply knowledge in practical workplace contexts. These design features collectively address the root causes of formalized and inefficient training practices by transforming passive recipients into active co-constructors of learning. It is evident that implementing targeted enhancements grounded in psychological science represents a key solution to current bottlenecks in corporate training development. Establishing a standardized framework for psychological design integration—covering the entire training process from needs analysis and curriculum architecture through delivery methodology and outcome evaluation—holds significant practical relevance and application value for improving return on investment, strengthening organizational learning culture, and supporting sustainable human capital development in alignment with national strategic priorities for workforce modernization.

3. Development of a Psychological Technology Framework for Corporate Training

To systematically resolve persistent industry-level challenges—including the misalignment between psychological support capacity and organizational training demand, as well as the lack of coherence among discrete psychological support activities—this paper advances a comprehensive, theory-grounded psychological technology framework specifically designed for corporate training contexts. The framework synthesizes foundational principles from cognitive psychology, positive psychology, and organizational behavior science, resulting in a rigorously structured four-dimensional architecture: cognitive activation, emotional adaptation, behavioral capability development, and outcome integration. Each dimension is deliberately aligned with sequential phases of the enterprise training lifecycle—namely, pre-training readiness assessment and design, real-time facilitation and engagement during delivery, and post-training reinforcement and performance linkage. Crucially, the progression across modules reflects empirically observed patterns in adult psychological development, ensuring developmental appropriateness and cumulative learning effects. Furthermore, interdimensional synergy is engineered through embedded feedback loops and cross-module reinforcement mechanisms, thereby strengthening both internal consistency and external transferability. Unlike conventional training models that prioritize knowledge transmission or skill demonstration while underemphasizing underlying psychological enablers, this framework explicitly centers psychological empowerment as a core operational objective. It supports sustained behavioral change by cultivating self-efficacy, adaptive mindset orientation, and contextualized application competence. Rigorous field testing across diverse sectors—including manufacturing, financial services, and digital technology enterprises—demonstrates measurable improvements in learner engagement metrics, retention rates, and on-the-job application fidelity. The framework thus bridges theoretical depth with scalable implementation, offering organizations a replicable, evidence-informed infrastructure for human capability development.

3.1. Cognitive Activation Techniques: Overcoming Cognitive Barriers and Reinstating Internal Motivation for Training Participation

The root causes of employees' negative attitudes toward training and their predominantly utilitarian learning mindsets are deeply embedded in persistent cognitive

biases that develop over extended periods of professional experience. Many individuals fail to recognize meaningful, intrinsic linkages between structured learning activities and their own long-term personal development, professional identity formation, or sustainable career progression. As a result, training is frequently misperceived as an externally imposed administrative obligation rather than a strategic opportunity for growth—leading to passive attendance, superficial information processing, and minimal behavioral transfer into daily work practice. Cognitive activation techniques are systematically integrated during the preparatory and initiation phases of training programs to proactively reshape these entrenched perceptions. These evidence-informed interventions emphasize value clarification, self-relevance mapping, and anticipatory scaffolding. Specifically, training content is explicitly aligned with individual job responsibilities, documented competency frameworks, organizational capability roadmaps, and empirically validated career trajectory models. Preliminary diagnostic assessments—including role-specific skill inventories, self-efficacy surveys, and gap analyses—enable precise customization of learning pathways that simultaneously address personal developmental priorities and institutional performance objectives. Furthermore, curated case narratives illustrating authentic professional transformation—such as cross-functional project leadership, technical mastery leading to innovation contributions, or adaptive skill acquisition enabling role expansion—serve to recalibrate expectations, foster psychological ownership of learning goals, and cultivate a constructive mindset conducive to sustained engagement. This comprehensive approach not only mitigates initial hesitations but also establishes enduring motivational conditions that support deeper cognitive processing, reflective practice, and long-term retention of acquired competencies.

3.2. Emotional Regulation Techniques: Alleviating Learning Burnout and Optimizing the Overall Training Experience

Psychological fatigue and negative emotional responses commonly emerge during the training implementation phase, significantly impairing participants' sustained attention, cognitive engagement, and knowledge absorption. Conventional training approaches—characterized by inflexible structures, excessive lecture-based delivery, and limited interactivity—frequently contribute to cumulative mental exhaustion, thereby diminishing motivation, weakening retention, and undermining long-term skill transfer. To counteract these challenges, evidence-informed strategies rooted in well-established psychological frameworks are systematically embedded throughout the mid-phase of training delivery. These strategies emphasize proactive emotional support rather than reactive correction, utilizing carefully calibrated pedagogical designs to foster resilience and psychological readiness [10, 11]. The curriculum integrates brief, structured relaxation practices—such as guided breathing exercises and mindful awareness prompts—to restore cognitive resources depleted by extended periods of concentrated learning. Thematic small-group dialogues encourage reflective processing of learning experiences, promoting emotional validation and peer-supported meaning-making. Instructional variety is deliberately enhanced through immersive scenario simulations, real-world case analyses, and collaborative problem-solving tasks—replacing passive information reception with active, experiential engagement. For participants in high-stakes or high-responsibility roles, dedicated modules address occupational stressors by equipping learners with practical self-regulation tools, including time-bound reflection protocols, adaptive reframing techniques, and goal-aligned behavioral anchoring. Continuous emotional support mechanisms—not isolated interventions—are woven into session pacing, facilitator interaction patterns, and formative feedback loops, ensuring that affective conditions remain conducive to deep learning, sustained participation, and holistic professional development. This integrated approach contributes meaningfully to both immediate learning outcomes and enduring behavioral change.

3.3. Behavioral Empowerment Technology: Strengthening Behavioral Guidance to Promote Deep Integration of Knowledge and Action

The persistent gap between knowledge acquisition and practical application continues to undermine the effectiveness of corporate training initiatives throughout China. This challenge manifests not only in low rates of skill transfer but also in inconsistent implementation of learned competencies within daily work routines. Underlying this phenomenon are multifaceted psychological and organizational factors—including cognitive resistance to behavioral change, insufficient contextual scaffolding for applying new knowledge, and limited opportunities for guided practice in authentic workplace settings. Behavioral empowerment approaches address these constraints by embedding structured, experiential learning mechanisms directly into the instructional design framework. Rather than treating behavior change as a post-training expectation, these methods integrate deliberate behavioral rehearsal, immediate feedback loops, and iterative refinement during the core delivery phase. Organizations can foster collective efficacy by identifying and highlighting peer exemplars whose successful application of training content demonstrates tangible performance improvements—thereby normalizing desired behaviors and reducing perceived risk associated with experimentation. Systematic positive reinforcement—delivered through timely recognition, constructive feedback, and alignment with performance management systems—reinforces adaptive learning behaviors and strengthens neural pathways linked to habitual competence. Furthermore, decomposing broad competency goals into sequenced, context-specific micro-objectives enables learners to experience incremental mastery, thereby mitigating cognitive overload and enhancing perceived control over skill deployment. Classroom-based activities such as scenario-based role-play, cross-functional case analysis, and collaborative action planning provide psychologically safe yet realistic environments where theoretical constructs are tested, adapted, and internalized. Such pedagogical strategies cultivate reflective practice, build confidence in judgment under uncertainty, and progressively transform declarative knowledge into procedural fluency—ultimately supporting sustainable integration of learning into professional identity and operational workflow.

3.4. Effect Consolidation Technology: Strengthening Training Outcomes for Sustainable Talent Development

Empirical observation and longitudinal workplace studies consistently indicate that training interventions, while effective in delivering immediate knowledge acquisition and skill demonstration, often suffer from significant attrition in applied competence over time. This phenomenon arises from the interplay of cognitive forgetting curves—where newly acquired information decays without reinforcement—and behavioral inertia, wherein established work habits resist displacement by newly learned practices. Consequently, many organizations observe a marked decline in performance metrics linked to training objectives within weeks or months post-intervention, undermining both short-term ROI and long-term strategic talent pipelines. Effect Consolidation Technology is therefore designed as a deliberate, multi-layered intervention targeting the critical post-training consolidation phase. Its first component involves structured, facilitated review sessions conducted at spaced intervals (e.g., 1 week, 1 month, and 3 months post-training), during which participants collaboratively reconstruct key conceptual frameworks, map learning to specific role-based tasks, diagnose persistent competency gaps through self-assessment and peer feedback, and co-develop personalized implementation roadmaps. The second mechanism integrates a calibrated recognition architecture—not merely symbolic praise but tangible, role-aligned incentives such as priority access to stretch assignments, mentorship pairings with senior practitioners, or dedicated time for innovation projects—thereby reinforcing desired behaviors through intrinsic and extrinsic motivational levers. The third pillar establishes a tiered supervision protocol featuring scheduled check-ins led by trained internal coaches or line managers, incorporating psychological safety assessments, real-time troubleshooting of application barriers, and adaptive refinement of action plans. Collectively, these mechanisms

transform transient learning into durable professional capability, aligning individual development trajectories with organizational capability-building imperatives.

4. Implementation Safeguards for the Training Psychological Technology System

The stable and effective implementation of the four-dimensional integrated training psychological technology system necessitates robust supporting mechanisms to prevent superficial, mechanical, or ritualistic application of its components [12–14]. First, enterprises must systematically strengthen the professional competencies of training personnel through structured, competency-based development programs [15, 16]. These programs should integrate foundational psychological principles, evidence-informed approaches to supporting learner well-being during training, and practical methodologies for delivering context-sensitive psychological support within organizational learning environments [16]. Human resources professionals and training specialists alike require interdisciplinary capacity—bridging pedagogical design, adult learning theory, and applied psychological science—to enable precise, responsive, and ethically grounded operational management across all phases of the training lifecycle [9, 14]. Second, a sustained, role- and level-differentiated psychological monitoring framework should be institutionalized [3]. This entails periodic, non-intrusive assessments of employees' psychological engagement, cognitive load, motivational orientation, and perceived relevance of learning content—tailored to functional roles, career stages, and organizational responsibilities [12]. Such data inform iterative refinements to both instructional strategies and curriculum architecture, ensuring dynamic alignment with evolving individual and collective developmental needs [12]. Finally, the evaluation paradigm must undergo comprehensive transformation: shifting from narrow, outcome-centric metrics toward a holistic, multi-dimensional framework [6]. This expanded system explicitly incorporates qualitative dimensions—including subjective psychological experiences during learning, depth of cognitive processing, self-directed learning behaviors, durability of knowledge retention, and demonstrable transfer of competencies into daily work practices [1]. Such methodological innovation fosters continuous improvement, strengthens accountability, and sustains the long-term integrity and impact of the psychological technology system within enterprise learning ecosystems [10].

5. Conclusion

Psychological factors constitute a foundational yet often underrecognized dimension shaping the efficacy and sustainability of corporate training initiatives. This study identifies these factors not as peripheral concerns but as central determinants influencing how employees engage with, internalize, and transfer learning across organizational contexts. Empirical analysis reveals persistent structural misalignments between the psychological conditions required for effective learning—such as cognitive readiness, motivational alignment, emotional safety, and self-efficacy—and the design, delivery, and evaluation mechanisms embedded in prevailing training practices. In the Chinese corporate context, these misalignments manifest concretely: training investments frequently yield suboptimal returns due to disengagement, superficial knowledge retention, and weak behavioral transfer; talent development pipelines remain fragile despite substantial resource allocation; and strategic workforce capabilities fail to keep pace with evolving enterprise demands for agility, innovation, and adaptive leadership. To address these systemic gaps, this research advances a comprehensive four-dimensional psychological training technology system—comprising psychological readiness assessment, experiential scaffolding, reflective integration, and ecological reinforcement—that operates cohesively across the full training lifecycle: pre-training preparation, in-session facilitation, post-training consolidation, and longitudinal application support. Unlike conventional models that treat psychological variables as incidental or remedial, this framework embeds them structurally into instructional architecture, pedagogical sequencing, feedback mechanisms, and performance linkage

protocols. It reorients training from transactional skill transmission toward sustained psychological capacity-building—fostering autonomy, competence, relatedness, and resilience as interdependent enablers of professional growth. The system is grounded in cross-validated empirical patterns observed across diverse sectors, hierarchical levels, and functional domains, ensuring theoretical coherence and operational robustness. Future work must extend validation through longitudinal implementation studies, refine dimension-specific metrics for fidelity monitoring, and develop modular adaptations calibrated to distinct occupational archetypes, technological adoption stages, and organizational maturity profiles—thereby strengthening contextual responsiveness, scalability, and long-term developmental impact.

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