

TRAINEE PROGRAMMES: A COMPREHENSIVE  
ANALYSIS OF COMPANIES AND TRAINEES'  
PERSPECTIVE

Ana Raquel de Matos Coelho

Dissertation submitted as partial requirement for the conferral of  
Master's in Management

Supervisor:

Professor Generosa do Nascimento, ISCTE Business School, Human  
Resources and Organizational Behavior Department

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## **Resumo**

Hoje em dia, os locais de trabalho estão a experienciar uma evolução contínua em relação às diferenças entre gerações e, por isso, as organizações esforçam-se em atrair e recrutar o melhor talento jovem. Como resultado, os Programas de Trainees estão a tornar-se cada vez mais populares e estão a ser implementados pelas empresas com o intuito de contratar recém-licenciados de alto potencial, proporcionando uma série de cursos relacionados com a organização que se focam na formação, desenvolvimento e retenção dos trainees.

Apesar da crescente importância destes programas, existe uma lacuna na literatura em explicar a estrutura adequada para alcançar os objetivos pretendidos, as razões da implementação, os impactos nos negócios das empresas e, por último, as perceções e expectativas dos trainees. Assim, o objetivo deste estudo é abordar estas limitações e investigar a perspetiva das empresas e dos trainees acerca dos Programas de Trainee para compreender a sua evolução e sugerir recomendações precisas e futuras.

Deste modo, uma metodologia de método misto foi utilizada para obter um conhecimento profundo sobre este tema, por meio da realização de entrevistas para entender a perspetiva das empresas e através de um questionário a trainees.

Os resultados revelaram a eficácia desta ferramenta, se monitorizada constantemente, por isso, os programas devem ser desenhados para fortalecer o contrato psicológico, estabelecer metas e expectativas claras, providenciar orientação de carreira, oportunidades de formação e promoção, apoio da supervisão, tarefas desafiantes, remuneração competitiva e um ambiente agradável, de forma a aumentar a intenção dos trainees em permanecer na empresa após a conclusão do programa.

**Palavras-chave:** Gestão de Recursos Humanos, Recrutamento e Seleção, Formação e Desenvolvimento, Programas de Trainees

**JEL Classification System:** M51 Firm Employment Decisions; Promotions

M54 Labor Management

## **Abstract**

Today's workplaces are experiencing a continuous evolution regarding generational differences and so, organisations strive to attract and recruit the best young talent. As a result, Trainee Programmes are becoming more popular and are being implemented by companies which aim to hire high-potential graduates and provide them with a series of organisation-related courses that focus on trainees' training, development and retention.

Despite the growing importance of these programmes, there is a gap in the literature to explain the proper structure that accelerates the achievement of the intended objectives, the reasons of implementation, the impacts on companies' business and, ultimately, the trainees' perceptions and expectations about these schemes. Therefore, the purpose of this research is to address these limitations and investigate both companies and trainees' perspective about Trainee Programmes to understand their evolution and provide accurate and upcoming recommendations.

Thus, a mixed-method methodology was used to gain a deeper understanding about this topic by means of interviews to comprehend enterprises' perspective and through the application of a questionnaire to current and former trainees.

The findings disclosed the effectiveness of this tool when constantly monitored so, programmes should be designed to strengthen the psychological contract, set clear goals and expectations, provide career orientation and advancement, training opportunities, supervisory support, challenging tasks, wage-setting and an enjoyable environment to enhance trainees' intention to stay in the company after the programme's conclusion.

**Keywords:** Human Resources Management, Recruitment and Selection, Training and Development, Trainee Programmes

**JEL Classification System:** M51 Firm Employment Decisions; Promotions

M54 Labor Management

## **Acknowledgments**

The conclusion of this dissertation represents the end of a cycle as an academic student and, at the same time, the achievement of one of my biggest goals that reflects all the hard work and dedication during these last five years.

Firstly, I would like to thank my supervisor for her guidance and pertinent recommendations over these months and, especially, for all the words of encouragement when I needed them.

Secondly, a big thank you to all the people interviewed from the companies that appear in this study, who conceded their time to meet with me and provide valuable inputs, without which, the final result would not have been the same.

Lastly, my dearest thank goes to all the people that are a constant in my daily life, who without them, any of this was possible:

To my parents for always wanting to give me the best and provide everything they can to make me a capable person with a future full of opportunities.

To my sister for her kindness and unremitting support throughout all the moments and challenges that mark my life.

To my boyfriend for being by my side in everything and constantly believe that I can achieve anything I want.

To my Master's friends who embarked with me on this journey of sharing achievements and overcoming obstacles together, making this path easier and enjoyable.

I am very grateful to have each of you in my life.

Thank you all.

# Index

<b>1. Introduction</b> .....	1
<b>2. Literature Review</b> .....	3
2.1 Human Resources Management .....	3
2.1.1 Human Resources Management importance.....	3
2.1.2 The current and future of Human Resources Management.....	4
2.2 Talent Attraction .....	5
2.2.1 Recruitment and Selection .....	5
2.2.1.1 Process .....	6
2.2.1.2 Internal recruitment .....	6
2.2.1.3 External recruitment .....	7
2.2.1.4 Sources .....	7
2.2.2 Employer Branding .....	8
2.2.2.1 Types .....	9
2.3 Talent Retention.....	10
2.3.1 Training & Development .....	11
2.3.1.1 Types of training.....	12
2.3.1.2 Importance .....	12
2.3.2 Internship Programmes .....	13
2.3.2.1 Types .....	14
2.3.2.2 Importance .....	15
2.3.2.3 Benefits.....	16
2.3.3 Trainee Programmes .....	17
2.3.3.1 Recruitment process .....	18
2.3.3.2 Target.....	19
2.3.3.3 Importance .....	20

2.3.3.4 Benefits.....	21
2.3.3.5 How to improve them? .....	21
2.5 Problematic and Research Questions.....	23
2.5.1 Conceptual Model .....	23
<b>3. Methodology .....</b>	<b>27</b>
3.1 Design .....	27
3.2 Sample .....	28
3.3 Data collection .....	29
3.4 Procedure .....	31
3.5 Data analysis techniques .....	32
<b>4. Findings and Results .....</b>	<b>33</b>
4.1 Sample Characterisation .....	33
4.1.1 Companies.....	33
4.1.2 Trainees .....	34
4.2 Data analysis .....	37
4.2.1 Interviews .....	37
4.2.2 Questionnaires.....	52
<b>5. Discussion.....</b>	<b>56</b>
5.1 Practical implications.....	63
<b>6. Conclusions .....</b>	<b>66</b>
<b>7. References .....</b>	<b>69</b>
<b>8. Appendixes.....</b>	<b>75</b>

## Tables Index

Table 1: Companies' characterisation .....	33
Table 2: Talent strategies.....	37
Table 3: Recruitment sources .....	38
Table 4: Trainee Programmes' overview .....	39
Table 5: Trainee Programmes' promotion .....	40
Table 6: Trainee Programmes' application process .....	40
Table 7: Trainees' selection .....	41
Table 8: Trainees' profile.....	42
Table 9: Trainees' integration .....	43
Table 10: Trainee Programmes' phases .....	43
Table 11: Main goals and reasons of implementation.....	44
Table 12: Trainee Programmes' follow-up .....	45
Table 13: Trainee Programmes' expected results .....	46
Table 14: Trainee Programmes' benefits for companies .....	47
Table 15: Trainee Programmes' benefits for trainees .....	47
Table 16: Trainee Programmes' disadvantages or costs .....	48
Table 17: Trainee Programmes' global evaluation .....	48
Table 18: Trainee Programmes' retention rate.....	49
Table 19: Trainee Programmes' turnover motives.....	49
Table 20: Differences in trainees' responsibility .....	50
Table 21: Trainee Programmes' improvement areas and challenges.....	50
Table 22: Trainee Programmes' impact on T&D policies .....	51
Table 23: Tool to train and recruit young talent.....	52
Table 24: New computed variables .....	53
Table 25: Correlation coefficients between variables .....	54



## Figures Index

Figure 1: Conceptual model of the variables under investigation .....	26
Figure 2: Sample's gender .....	34
Figure 3: Sample's age.....	34
Figure 4: Sample's area of residence .....	34
Figure 5: Sample's area of study.....	35
Figure 6: Sample's university of study .....	35
Figure 7: Trainees dispersion by company.....	36
Figure 8: Trainees participation in with the Trainee Programme.....	36
Figure 9: Correlations of trainees' conversion intentions .....	63

## **Glossary**

AOC – Affective Organisational Commitment

CI – Conversion Intentions

EB – Employer Branding

H – Hypothesis

HEIs – Higher Education Institutions

HR – Human Resources

HRD – Human Resources Department

HRM – Human Resources Management

JS – Job Satisfaction

PCEO – Psychological Contract of Employer Obligations

PAO – Perceptions of Advancement Opportunities

RQ – Research Question

R&S – Recruitment & Selection

Sig – p-value

SS – Supervisory Support

## 1. Introduction

The current labour market situation of recession along with the fierce competition of today's organisational environments have been leading to a never-ending war of talent. In this sense, not only companies try to implement the best policies and practices but also, they strive to hire the best young graduates to stand out from the market and achieve a sustainable competitive advantage (Cesário & Chambel, 2017). Hence, Human Resources Management (HRM) has achieved a significant importance in the last few years, as a result of the constant change that is happening within the workplaces. So, to accompany these challenges and keep up with the continuously evolving environment, organisations need to recruit the best high-potential young talent of the market and give them continuous training. By doing so, Pfeffer (2005) advocates the need to have a differentiating workforce, since employees are considered increasingly relevant as a source for achieving competitive success.

Today's Portuguese companies are implementing a recent strategy of graduate recruitment that has emerged from the current trends of a highly competitive market and the needs of an evolving generation of talent, named Trainee Programmes. These programmes are characterised as specific schemes that combine organisation-related courses and are orientated to the attraction, recruitment, development and retention of young graduates that have valuable skills from the top universities (Cesário & Chambel, 2017; Jonsson & Thorgren, 2017). However, even if this tool is becoming more and more popular, some employers are carrying out Trainee Programmes without taking into consideration trainees' expectations about their career and the programme structure, which can have a negative and contrary impact to the initial objective intended by the company. Besides, there is still little research about this strategy regarding the reasons behind its implementation and the implications for the companies' business.

Therefore, the main goal of the present investigation is to gain a deeper understanding about Trainee Programmes, and, for this, it follows both a qualitative and quantitative methodology. The first one focuses on the organisations' perspective and through the realisation of interviews to several enterprises, the aim is to comprehend what is the ideal structure of these programmes, the relevant characteristics that young graduates need to have, the purpose of its implementation and the impacts they have in the company's operation. Whereas, the latter refers to trainees' perspective in the extent to investigate

by means of a conceptual model their attitudes and conversion intentions, that is, their intention to accept a formal employment offer to remain in the firm at the end of the Trainee Programme.

Moreover, the objective of the study is to establish solid knowledge by addressing important concerns regarding Trainee Programmes in order to overcome the shortcomings present in the literature. Moreover, this research presents itself as relevant and of value-added, since provides accurate recommendations regarding the way forward of this graduate strategy and conceives a direction for future research to investigators and Human Resources (HR) professionals. Consequently, organisations should continuously assess Trainee Programmes and rearrange their structure to reinforce the psychological contract, set clear goals and expectations, provide training and career advancement opportunities, supervisory support, challenging tasks and an enjoyable working environment to increase trainees' intention to remain in the company at the end of the programme.

Overall, this investigation is divided into seven Chapters: 1. Introduction; 2. Literature Review, the theoretical framework that supports the problematic under study and focus on themes such as Human Resources Management, Talent Attraction (Recruitment and Selection, Employer Branding and Training and Development) and Talent Retention (Internships and Trainee Programmes); 3. Methodology, the methodology undertaken considering the different samples of the study; 4. Findings and Results, the collected qualitative data will be analysed and compared between companies, while the quantitative data will be examined to address the study's hypotheses; 5. Discussion, of the overall results and practical implications with recommendations; 6. Conclusions, with the central inferences of the study, some limitations, future research orientations and the direction of Trainees Programmes' strategy. The last Chapter (Appendixes) aims to support the investigation with several relevant instruments.

## **2. Literature Review**

### **2.1 Human Resources Management**

#### **2.1.1 Human Resources Management importance**

HRM refers to an organisational function that encompasses all the matters concerning the workforce, especially all the tasks undertaken by the Human Resources Department (HRD) or HR specialists, which can be divided in operational, administrative, strategic and people-focused activities (Crawshaw, Budhwar & Davis, 2017). Armstrong and Taylor (2014) consider the features related to the way individuals are employed and managed in companies a responsibility of HRM. This way, HRM is seen as *“a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organisations”* (Armstrong & Taylor, 2014: 5).

Besides, Rego *et al.* (2015) states HR activities will impact on the behaviour and performance of the organisational actors, that is how all the practices should be arranged in order to attract, develop and retain a qualified workforce that will be able to achieve the business goals and increase the company's competitive advantage. Therefore, enterprises are expected to enhance their organisational effectiveness through the investment in its employees (Armstrong & Taylor, 2014).

Empirical studies demonstrate the relevance of HRM regarding the organisational achievement and is directly associated with employees' performance. Due to multiple investigations, arises the main conclusion that several high-performance people management practices are related to a growth in both employees and companies' effectiveness. Thus, individuals are considered a crucial factor to the organisations' success (Rego *et al.*, 2015). Despite the strategic approach of HRM in terms of the contribution to the firm's strategy, its participation in the application and also, its strengthen, when HRM practices are designed to develop people and teams with unique characteristics hard to imitate, it is considered as a source of competitive advantage (Rego *et al.*, 2015), which is very important to achieve success within a very competitive organisational environment.

### **2.1.2 The current and future of Human Resources Management**

There has been a considerable evolution within the HR area, emphasising the strategic component of the function itself. Instead of having a more administrative, operational and employee-focused role, the people management strategy is currently more strategic and follows the organisation's business strategy by assuming a more proactive position regarding the environment's conditions (Rego *et al.*, 2015; Storey, 1989 cited by Crawshaw *et al.*, 2017). As a result of the HR function development, it is known that HR practices and policies must be aligned with the overall organisation's goals as they have a straightforward impact on the company's results (Ulrich, 1997a cited by Truss, Mankin & Kelliher, 2012). Hence, HR professionals must develop a vast set of interrelated skills to strategically act and make decisions (Truss *et al.*, 2012). Therefore, HRM activities require to be implemented in a way that underline HR to be strategic, create and add value to the organisation (Armstrong & Taylor, 2014).

However, due to the recent technological advancements a recent concept of HRM has emerged related with the way new business processes and daily activities are carried out within the HR department. Thus, the term Electronic Human Resource Management (e-HRM) arose and it refers to the use of electronic systems, for example, web-based technologies in the implementation of services related to the people's management strategy (Berber, Đorđević & Milanović, 2018). Consequently, benefits such as cost reduction, a more accurate and faster way of handling data, timely information, the streamlining of HR methods and more time available to focus on value-added activities will lead to the growth of business efficiency and effectiveness (Personnel Today, 2008 cited by Crawshaw *et al.*, 2017; Berber *et al.*, 2018).

Similarly, owing to the labour market's competition for talent, companies must rethink the HR processes and focus more on the relationship with its workforce to acknowledge "*the needs, wants, fears and emotions of each employee*" (Plaskoff, 2017: 137). So, the author asserts that recent HRM approaches must be strategically designed to enhance employees experience and promote their engagement and retention.

In this extent, it emerges the importance of the concepts related with talent attraction and retention that will be following explored.

## **2.2 Talent Attraction**

Among authors there are several definitions for talent, though the literature foundation is that talent consists in a highly skilled workforce that performs critical organisational functions and get extraordinary results by using their valued knowledge and employing their abilities into the company's daily activities (Ott, Tolentino & Michaelova, 2018; Collings & Mellahi, 2009).

Studies carried out by Korn Ferry (2018) predict a dearth of specialised talent that, in turn, will negatively affect the forthcoming world's economies and enterprises. The rise of these talent shortages is seen as an organisational difficulty since employees are considered a critical factor in achieving the business' goals (Graduate training and employee retention, 2017). Therefore, in order to survive and endure its position in the market (Michaels, Handfield-Jones & Axelrod, 2001), companies must apply resources and develop efficient talent management strategies to attract, motivate, develop and retain the skilled workforce (Ott *et al.*, 2018; Graduate training and employee retention, 2017; Wright, Nyberg & Ployhart, 2018).

Although companies are aware of talent critical role in delivering positive outcomes, there is still a minority handling it strategically (Cheese, Thomas & Craig, 2008). Consequently, organisations should establish talent strategies a priority, by firstly identifying this crucial specialised workforce and then, providing opportunities for training, development and upskill their capabilities (Korn Ferry, 2018; Cheese *et al.*, 2008). Thus, it is from the utmost importance to entice individuals whose values are similar with the ones of the company, as employees tend to stay longer in the company if they show greater levels of motivation and commitment (Dysvik, Kuvaas & Buch, 2010).

### **2.2.1 Recruitment and Selection**

The definition of recruitment consists of a planned process that aims to attract potential employees with KSAOs, that stands for knowledge, skills, abilities and other features which are likely to contribute to the organisation's success (Heneman III, Judge & Kammeyer-Mueller, 2015). Also, recruitment involves actions of identification and attraction of a group of skilled individuals through a set of activities carried out to keep their interest during the staffing process and increment the chances that those offered employment will accept the proposal (Yu & Cable, 2014). Whereas, selection includes

testing the candidates through the application of specific selection methods intending to identify individuals that have the necessary KSAOs and are expected to perform well at their jobs and fit with the organisation (Yu & Cable, 2014).

Accordingly, to reach the business requirements, Brown (2011) declares that companies need to define the recruitment process in order to be aligned with staffing strategic goals. Therefore, having a high-quality recruiting scheme will attract the best talent to the organisation, from which the best candidates will be selected and offered the job positions available. This way, it is likely to achieve much better results regarding the company's strategic HR goals (Heneman III *et al.*, 2015).

### **2.2.1.1 Process**

According to Heneman III *et al.* (2015), the definition of recruitment strategic goals is the starting point of the process itself. That is, the first step in hiring initiates with the elaboration of a recruitment strategic proposal. To Ferreira (2015), the next stage emerges from the recognition of a recruitment need and involves the identification of the applicant's profile, through the diagnosis of the job characteristics required to perform an effective job, which comprises the main tasks and job requirements.

Then, it follows the development of a job advertisement that is based on the recruitment goals identified and it intends to attract a vast pool of viable candidates. Thus, the advertisement must be composed in order to properly convey the message (Heneman III *et al.*, 2015; Ferreira, 2015; Cook, 2004).

Lastly, selection is the ultimate phase of this process and it is directly connected with the company's strategic objectives. After analysing all the applications received, the potential candidates identified are invited to an interview to determine the most suitable applicants for both the function and the organisation (Ferreira, 2015; O'Meara & Petzall, 2013).

### **2.2.1.2 Internal recruitment**

The purpose of recruiting internally is to promote "*the development of an internal labour market within the organisation*" (O'Meara & Petzall, 2013: 76). Hence, the organisation identifies suitable candidates to fill in the job needs among its current workforce (Heneman III *et al.*, 2015).



As a consequence, this method entails various benefits regarding cost-effectiveness related to the diminution of advertising costs, uncertainty reduction because internal employees are familiar with the company's culture and structure, time-saving due to less required training and employees' motivation is likely to increase (Ferreira, 2015; O'Meara & Petzall, 2013). Stone (2008) cited by O'Meara & Petzall (2013) believes the major advantage of internal recruitment is the fact that employers already know their staff and what they are capable of, so their judgement is expected to be more precise and can forecast the business' success. However, this form of recruitment only considers a limited number of applicants, which can be considered as a barrier to organisational change and a motive for internal competition, resulting in the decrement of productivity and motivation, and in other cases, voluntary abandonment of the organisation (Ferreira, 2015; O'Meara & Petzall, 2013).

### **2.2.1.3 External recruitment**

Contrary to internal recruitment, when does not exist internal resources to fill the vacancies within the organisation, the alternative is to resort to external recruitment, which means the company will try to identify potential candidates that do not work there (Ferreira, 2015). In this case, the firm need to promote strong marketing standards in order to attract these individuals (Heneman III *et al.*, 2015).

As stated by O'Meara & Petzall (2013), this type of recruitment has considerable advantages since organisations have access to a greater pool of candidates, it allows innovation and creativity growth because of new ways of thinking and it encourages workplace diversity. Although, for Ferreira (2015) this is a very time-consuming and costly method, for example, in terms of training new staff and it has a higher probability of failure related to cultural and work unfitness. Besides, it can have a negative impact on the existing employees' motivation (O'Meara & Petzall, 2013).

### **2.2.1.4 Sources**

There are many sources that organisations recur to attract candidates and concerning the company's strategy and recruitment goals, the methods employed will differ. Thus, in order to identify suitable applicants, HR managers need to check the available recruitment sources to make accurate decisions about the method to be used (Ferreira, 2015; Cook, 2004).

On one hand, when firms are trying to reduce costs, they opt for publishing advertisements on their own institutional website or in job search websites. Besides, another alternative is to encourage internal employees references within their network. In addition, job fairs are a great opportunity to both improve the company's reputation and to attract individuals for job positions that do not require a superior level of professional experience. On the other hand, if there are no budget constraints, companies divulge job advertisements among local journals or magazines, they also use job agencies and recruitment and selection consultants to obtain a higher number of valid applications. Moreover, for senior and management positions, organisations can invest in executive search (Ferreira, 2015). All in all, Rego *et al.* (2015) advocates that depending on the type of job positions available and the market conditions, the company must adequately choose the recruitment source to use since it will differ in terms of efficacy.

### **2.2.2 Employer Branding**

The recent practice that is currently used as a recruitment and retention tool of the best existing talent within a very competitive organisational environment is known as Employer Branding (EB) (Backhaus & Tikoo, 2004). Consequently, the brand strength, the importance of employees' engagement, the competing environment and the business' effects of HR practices are the main factors that lead to the boost of EB (CIPD, 2007 cited by Biswas & Suar, 2016).

According to Backhaus & Tikoo (2004), EB is the process that consists in creating a unique employer identity that can be easily distinguished from its competition. As a result, depending on the different individuals' job preferences through time and concerning the culture, the firm acquires the best recruits that, in turn, will support the business' practices and enhance the organisation's performance (Sengupta, Bamel & Singh, 2015; Backhaus & Tikoo, 2004). Therefore, Biswas & Suar (2016) describe EB as the focus on the "employer-employee relationship", that begins with the employee's employment experience and contributes to the retention of the human capital. Similarly, Ambler and Barrow (1996) cited by Lievens (2007) refer to EB as functional, economic and psychological benefits that result from the job activity and the assimilation with the organisation. Furthermore, Lievens (2007) categorises EB in both instrumental and symbolic benefits in the context of recruitment. The first category comprehends objective, concrete and factual characteristics regarding a job or organisation, and the latter

embraces subjective, abstract and intangible features, seen as a firm's reputation and trait inferences.

While the effective use of the EB strategy demonstrates the company's interest in support its best talent, it also attracts other potential recruits from the vastly competitive environment due to its improved corporate image as an "employer of choice" (Biswas & Suar, 2016; Gunesh & Maheshwari, 2018). To Alshathry, Clarke and Goodman (2017) an organisation will succeed in attracting and recruiting employees whether the Employer Branding Equity, that is, "*a cumulative evaluation of a package of benefits that reflects the value of being an employee of a company*" (p. 416) is recognised as high among the current workforce and potential recruits. Hence, Brown (2011) and Backhaus & Tikoo (2004) argue that in order to attract suitable candidates, the company must disclose clear and accurate messages about its internal structure and culture.

#### **2.2.2.1 Types**

Backhaus and Tikoo (2004) consider EB a process that involves three different moments. In the first place, the organisation creates the "value proposition", i.e. the core message the firm provides to its actual and potential employees. Whereas the value proposition is displayed through the firm's brand, it embraces the features that settle the company as an attractive workplace. Next, the organisation externally advertises its value proposition, not only to attract the intended applicants but also to enhance the corporate image. The third and last step comprises the internal marketing that consists of keeping the "brand promise" made to employees and to embody it as an element of the company's culture.

Sengupta *et al.* (2015) classify EB as external when the purpose is to captivate the targeted individuals to the firm and comprehends a value proposition model that incorporates values such as image, job structure, work culture, reference and pride. On the contrary, internal EB refers to carrying the initial commitment made to employees, a phenomenon that is hardly imitated by competitors and uses a value proposition model of values like career potential, justice, employee engagement, feel-good, comfort and esteem values. This way, the reasons why potential employees have a small number of value preferences when compared to the actual workforce is because they do not have prior information about organisational practices and other job-related matters, so they may neglect their job preferences (Sengupta *et al.*, 2015).

Therefore, due to the existing talent war, companies need to understand employees' job preferences in order to both develop an accurate value proposition scheme and employ effectively the EB strategy (Sengupta *et al.*, 2015).

### **2.3 Talent Retention**

The set of actions and practices undertaken by organisations aiming to maintain the best workforce can be defined as talent retention (Ott *et al.*, 2018). On the contrary, turnover is employed when referring to the unexpected and voluntary departure of talent from the company, which have a negative impact on the organisation regarding both direct costs, including recruitment and training, and indirect costs that are associated with the loss of know-how of highly skilled employees (Frank, Finnegan & Taylor, 2004). For Brown (2011), talent retention is seen as a crucial “business driver”, since it is the basis of any HR strategy that focus the development of the workforce throughout career planning and development practices and well-being and engagement policies targeting elements such as the job, team, manager and organisation.

According to Ott *et al.* (2018), part of the reasons that affect talent retention comprise the wide job opportunities offer that employees are daily exposed to, even if they are not actively searching for a new job. Hence, the authors agree with the adversity that organisations face in retaining their talent and, at the same time, achieving and sustaining competitive advantage. Nevertheless, Frank *et al.* (2004) view the involvement of all levels of the company as a decisive factor to retain the best talent and accomplish the organisational goals. Indeed, if employees go under a positive employment experience it will positively affect not only their satisfaction, commitment and engagement but also their job performance (Plaskoff, 2017).

Therefore, retention strategies should be tailor-made to employees' individual needs and wants and depending on the organisation objectives (Ott *et al.*, 2018). As a result of following a more strategic and innovative approach, enterprises are designing their compensation and reward packages to be: (1) talent-segmented by functions and individuals; (2) reward-customised according to each talent group; and (3) have a larger amount of variable pay in the rewards package (Towers Perrin, 2004). In addition, since each person values distinct job-related characteristics, companies must take into consideration potential employees and its features and then, adjust both financial and non-financial rewards (How firms can attract top talent, 2016). Another study of Towers Perrin

(2003) suggests a shift in the organisations' current paradigm regarding recruiting intention. For instance, the focus on employees' skills is down falling, whereas greater importance is being placed to have enhanced talent in their work positions.

### **2.3.1 Training & Development**

Noe (2017) defines training as an organisation's planned action to promote its workforce' learning of job-related knowledge, competencies, abilities and skills, so they apply what they have learnt into their daily basis activities. In addition, Nascimento (2015) affirms the aim of training is to develop employees' knowledge, capabilities and professional skills, in order to have positive impacts on their efficiency and efficacy, helping in the achievement of the organisation' goals. This way, since training is used to enhance the organisational competitiveness, revenue and performance (Elnaga & Imran, 2013) via workforce's professional development, employees receive training either to improve their current performance or to increase their efficiency for a forthcoming working position (Kaushik, 2012; Crawshaw *et al.*, 2017; Nascimento, 2015). Nikandrou, Brinia and Bereri (2009) found training transfer to work is influenced by employees' goals, expectations, personality and their sense of new knowledge application in future working situations. Also, Harris, Chung, Frye and Chiaburu (2014) highlight the importance of trainers' competence and quality to enhance trainees' performance.

Development can be defined as a long-term process that refers to a formal education, work-related experiences and relationships which will enable the development of knowledge, skills or attitudes concerning a particular area of interest of a future position (Mankin, 2009 cited by Crawshaw *et al.*, 2017; Noe, 2017). Although development is very similar to training, it is possible to distinguish both concepts, since development focuses on a future approach. While training focuses on improving the workforce's current performance, development intends to provide employees with all the knowledge and abilities needed for positions that may still not exist in the company (Noe, 2017). Also, the author defends that development is related to learning something that does not need to be directly associated with employees' current tasks and will prepare them for uncertain changes that may arise in their working environment.

Furthermore, companies invest in their employees not only with the purpose of improving their overall performance but also to gain a competitive advantage by empowering its workforce with new knowledge and skills. Consequently, workers will exhibit an

improved performance on their job which will facilitate the achievement of the business' goals, since they feel valued and recognised by the organisation (Elnaga & Imran, 2013).

### **2.3.1.1 Types of training**

As stated by Nascimento (2015), there are three distinct types of training according to its nature, purpose, target audience, duration and form – pre-professional training, professional training and reconversion.

Firstly, professional schools are responsible for the pre-professional training that aims to prepare young people for the working environment by giving them professional orientation. Secondly, professional training is a responsibility of the company and it divides into initial qualification or training and continuous training. The first one focuses on people who have not started working yet and the purpose is to provide individuals with all the necessary skills and knowledge to perform a certain professional activity. The latter, intends to develop the firm's employees throughout the improvement of their professional skills and overall performance. Thirdly, the reconversion training is applied when employees will need eventually to change to another job position, so they have to receive a portfolio of knowledge that will capacitate them to perform different work-related tasks (Nascimento, 2015).

### **2.3.1.2 Importance**

The relevance of organisational training has been perceived as a crucial HR practice within the current dynamism of the worldwide competition, the changing workplaces and a fast-technological advancement (Nikandrou *et al.*, 2009). Thus, companies are integrating learning and development as a part of talent management (Kaushik, 2012). It is known that a “*well-educated, well-trained, highly-skilled, and knowledgeable workforce*” is a valued resource for organisations (Getting personal with training, 2005: 26), which is one of the motives why companies invest in training their staff. However, Nascimento (2015) emphasises the strength of the learning and development process that will build more competitive and flexible organisations to face the current and emergent environment needs.

Therefore, training is considered a central tool to boost companies' growth and success and improve workforce's performance. Elnaga and Imran (2013) declare that a training programme is effective when the competency level of the trainees and the company can

be increased, that is, it helps to fill the gap between the required and the actual performance. So, companies must take into account the organisational and employees' needs when designing such programmes to accomplish the defined objectives. In fact, since employees' affective commitment to the organisation is affected by how they perceive training, it is determinant that firms provide training and development practices in order to augment workers feeling of attachment with the company and give support to a mutual social exchange relationship (Graduate training and employee retention, 2017).

In this context, it becomes crucial to understand the Internships Programmes and Trainee Programmes that are being implemented by companies to promote individuals training and development, though they differ in terms of objectives and features.

### **2.3.2 Internship Programmes**

The current concern with high rates of youth unemployment, along with an environment of economic instability and a competitive labour market, led to the reinforcement of internship programmes' offer (Lain *et al.*, 2014; Hurst, Good & Gardner, 2012). Indeed, since employers are now requesting skilled individuals (Hurst *et al.*, 2012), the fact that new graduates have delayed and sporadic contact with the job market will negatively impact it on the long-term. Thus, the matter of internships is being addressed in political agendas and integrated as a company practice due to its popularity and perceived relevance to the business (Lain *et al.*, 2014; Coco, 2000).

Nowadays, internships are considered as a "rite of passage" (Coco, 2000) and "*a transition experience from the university to the work environment*" (Maertz Jr, Stoeberl & Marks, 2014: 126), where students first experience the labour market and acknowledge what it is to work for an organisation and what it really implies (Hurst *et al.*, 2012; della Volpe, 2017). As reported by Ramsgaard and Østergaard (2017), interns are in professional working environments and perform real work tasks. In addition, Hoyle and Deschaine (2016) claim that being in a professional work setting under mentor supervision, leads students to have clearer real-world expectations.

Internships are viewed as a limited or short-term opportunity (Maertz Jr *et al.*, 2014) for students to acquire more job-related knowledge, develop new skills and reinforce certain competencies aiming to enhance their performance in the work context (della Volpe, 2017; Maertz Jr *et al.*, 2014; Kim, Kim & Bzullak, 2012). For Gault, Leach and Duey

(2010), these programmes enhance students' ability to learn quicker, increment productivity, interns have a higher probability of fast career advancement compared with non-interns and increase job satisfaction. Also, by providing valuable real-world work experience, internships enhance university learning, students' employability skills and promote a need for adaptability and innovativeness in a changing environment (Rose, 2018; Chen, Shen & Gosling, 2018; Coco, 2000).

### **2.3.2.1 Types**

According to The European Youth Forum (2009) there are two distinct types of internships: (1) internship as part of a formal education programme, where the internship is an instructional activity aiming to gain new knowledge, skills and competencies that are required to complete the formal educational programme, and (2) internship which takes place outside the formal education, in this situation the student performs on-the-job experience in a voluntarily way, intending to acquire new skills within the field of its formal education and personal needs. Regarding interns' orientation, Hoyle and Deschaine (2016) distinguish between undergraduate interns, recognising that student interns may require more guidance and support during the internship because it is more likely that they have not yet had contact with a professional work environment. On the contrary, graduate interns might be more autonomous and have clear expectations for the internship since they are still enrolled in the educational organisation, while they are finishing the internship programme.

Maertz Jr *et al.* (2014) point out various key dimensions for characterising internships, which are the most commonly found and mentioned in the literature: (1) paid vs unpaid, (2) full-time work vs part-time summer work vs part-time work concurrent with coursework, (3) graduate/professional school internship vs undergraduate internship vs non-academic, (4) academic course credit vs no academic course credit, (5) high formal academic requirements vs low or no formal academic requirements, (6) internship arranged between intern-employer vs arranged through school, (7) clarity and planning in internship duties vs "do whatever is needed or asked", (8) project-based work format vs job-based work format, (9) faculty sponsor/mentor vs no faculty sponsor/mentor, (10) work sponsor/mentor vs no work sponsor/mentor, and (11) implied opportunity of future full-time employment vs no implication regarding future full-time employment.



### 2.3.2.2 Importance

Gault *et al.* (2010) conclude that because internships are a means to help filling the existing gap between interns' career expectations and post-graduation work reality, the “*experiential education plays a vital role in enhancing the career preparation and marketability of undergraduates in the entry-level job market*” (p. 85). In fact, organisations are using internships as a recruitment tool to attract high potential individuals, by providing a tailored educational programme to the company's culture that will increase crucial skills and enhance performance (Galloway, Marks & Chillias, 2014).

Moreover, to achieve high levels of effectiveness and avoid the wrong application of internships, it is crucial to have clear setting goals in order to clarify interns' course of action during the programme and define its objectives and expectations, guarantee a continuous monitoring of the programme structure to ensure the assignments give a “rich experience” and improve the employability of students, preserve a good relationship between all the stakeholders - student, university or Higher Education Institutions (HEIs), employer and other stakeholders, for example co-workers (della Volpe, 2017; Jackling & Natoli, 2015; Kim *et al.*, 2012; Hoyle & Deschaine, 2016). Besides, establishing practices of informal and regular feedback, as well as integrate activities with the purpose to strengthen the relationship between the intern and supervisor will systematically maintain the effectiveness of the programme and boost the benefits for all the involved groups through the diagnosis of complications and problem areas during the internship (Hoyle & Deschaine, 2016; Rose, 2018; Holyoak, 2013; Ramsgaard & Østergaard, 2017). In 2015, Vélez and Giner's study regarding the effects of internships on students, employers and HEIs demonstrate that autonomy, challenging job-related tasks, interns' positive attitudes and guidance were predictors of internships' success. Also, Chen *et al.* (2018) found that while having a positive internship experience enhance interns' capacity to adjust to changing work environments, employability will influence students' overall fulfilment with the educational programme. Hurst *et al.*'s research (2012) tested the conversion intentions of interns and the respective motivating factors to accept an offer for full-time employment. The findings showed a positive relationship between the dimensions supervisory support and psychological contract expectations regarding employer obligations, also psychological contract of employer obligations had a positive effect on the perceptions of advancement opportunities, job satisfaction and affective organisational commitment. In addition, the perceptions of advancement opportunities

positively influenced both the affective organisational commitment and the conversion intentions of interns, which supports interns' sense of belonging and commitment to the company. Although job satisfaction and conversion intentions had a positive relationship, the data was non-significant, meaning that job satisfaction did not directly affect interns' intent to accept a job offer for a full-time employment position. Nevertheless, the supervisory support and job satisfaction showed no relationship, likewise interns' job satisfaction and organisational commitment (Hurst *et al.*, 2012).

### **2.3.2.3 Benefits**

Veléz and Giner (2015) categorise internships advantages concerning the three fundamental stakeholders – students, employers and HEIs. Firstly and regarding interns, when used effectively, the internship brings benefits for students entering the job by increasing the probability of employment after graduation, upgraded job and social skills and helping in the choice of their professional path (Kim *et al.*, 2012; Veléz & Giner, 2015). In addition, interns develop both technical and personal competencies in experience real-work situations and practical tasks, understand how theoretical concepts are applied to the work reality, gain a better knowledge of the industry and define career ambitions, which decreases the impact when entering the labour market and have more career advancement prospects when compared to non-interns (Galloway *et al.*, 2014; Chen *et al.*, 2018; Coco, 2000; Gault *et al.*, 2010). Secondly, whereas companies receive a pool of extremely motivated and productive interns that bring “new and fresh ideas”, as well as up to date knowledge and techniques, organisations can previously evaluate these individuals, before hiring them as employees. In fact, in the extent of his study, Rose (2018) creates a parallel between interns' and newcomers' organisational experience and conclude that can be a good predictor of how interns will probably adjust to a regular employment position, likewise adapting students' expectations to the company's reality. Hence, employers can save on recruitment costs, limit recruitment risks, release full-time workers from routine activities to focus on priority tasks and strengthen the relationship with the academic world (Coco, 2000, Galloway *et al.*, 2014; Hurst *et al.*, 2012; Lain *et al.*, 2014; Vélez & Giner, 2015). Lastly, for HEIs, providing internships help attracting potential students, increase the institutional reputation, reinforce the ties with the organisational context enabling students to gain a set of skills that are valued by companies (Veléz & Giner, 2015; Connor & Shaw, 2008).

### 2.3.3 Trainee Programmes

Due to the current worldwide recession of economy and labour market, organisations are competing to recruit the best talent in order to achieve a sustainable competitive advantage and establish their position in the market (Cesário & Chambel, 2017). Today, most large-scale companies are investing in their workers' expertise by annually creating formal graduate recruitment programmes that target new graduates (Brown, 2011). Regarding the Portuguese context, organisations are recurring to a recent graduate recruitment strategy to attract and recruit the best talent leaving from the top universities (Cesário & Chambel, 2017). Such strategy is known as Trainee Programmes or “*graduate programmes*”, “*management trainee programmes*”, “*leadership programmes*,” and “*young professionals' programmes*” (Jonsson & Thorgren, 2017: 1741) and are being implemented to address one of the prevailing HR challenges related to graduate recruitment. However, companies strive to empower graduates to understand their ability, boost individuals' performance and accomplish rapid career advancement (McDermott, Mangan & O'Connor, 2006; Dysvik *et al.*, 2010). Paixão and Souza's studies (2018) refer that students have requested such programmes in the extent to develop the fundamental skills to guarantee their employability.

Connor and Shaw (2008) recognised that organisations need to compose tailored development schemes because young people differ in characteristics, references and learning methods. In turn, major Portuguese companies tend to categorise graduates into two different cohorts; one group is composed by individuals that get in the business through standard recruitment processes, normally with brief induction and training programmes, where candidates apply to a job advertisement and the selection is based on their interview. The latter group comprises targeted graduates that take part in thorough recruitment processes intending to identify and select “high-potential recruits”. Then, the individuals undertake a personalised graduate programme constituted by an induction period, soft-skills development and team-building activities, coaching and experience inside many business units (Graduate training and employee retention, 2017).

Concerning employees' development, while companies' main focus is on its current workforce's potential, per se Trainee Programmes focus on external recruited talent and are “*designed to attract, recruit, develop, and eventually retain young, recently graduated professionals with skills considered essential for the organisation's*

*competitiveness*” (Jonsson & Thorgren, 2017: 1738). In fact, Trainee Programmes embody a social exchange relationship amid the trainee and the firm, as graduates enrol the programme in replace for the correct attitudes and behaviours towards the company. While the programme delivers developmental prospects, the degree to which trainees really take advantage of this will rely upon their intrinsic motivation (Dysvik *et al.*, 2010).

### **2.3.3.1 Recruitment process**

Trainee Programmes are viewed as a strategic recruitment tool designed in accordance with specific and clear goals aiming at filling critical future job positions (Jonsson & Thorgren, 2017). Every year, companies announce on social and digital platforms the opening of applications for the next edition of the programme and expect, in return, high response rates from candidates (Cesário & Chambel, 2017; Thom, 2019). Then, the applicants undergo an extensive recruitment procedure, nearly three months of duration, composed by demanding selection measures, such as “*personality and ability tests, group dynamics, assessment centre with work motivation and career expectation interviews*” (Cesário & Chambel, 2017: 273). The most appropriate graduates are chosen, and the group of trainees enlisted in the programme initially have an induction programme that typically occur in newcomers' arrival and aim to adjust trainees' perceptions, affective responses and behaviours (Fan, Buckley & Litchfield, 2012) and is pursued by soft-skills training and team-building activities, job rotation through a mix of activities related to the company's venture for graduates experience distinct business units' roles and situations in order to obtain a better overview of these interactions, individual coaching, constant performance feedback and support by an organisational mentor (Cesário & Chambel, 2017; O'Meara & Petzall, 2013). In the end of the programme, trainees are individually evaluated and those who stand out for achieving a better performance are invited to be formally employed in the company (Cesário & Chambel, 2017).

Thom's research (2019) about *The Design of Corporate Educational Programmes for University Graduates* found that the common features of the analysed companies' Trainee Programme were: (1) trainees are selected amongst graduates from universities within the course areas of business administration, economics, law, engineering and computer and natural science; (2) the programme embraces an arranged and efficient structure with on-the-job training, a work project and job rotation; (3) the programme term ranges from 6 to 24 months; and (4) there are many trainees enrolled in the programme.

### 2.3.3.2 Target

The workplace is witnessing the novelty of four generations that differ in expectations and characteristics working altogether – the Traditionalists, Baby Boomers, Generation X and Millennials (Plaskoff, 2017). The last cohort, also known as Generation Y, covers individuals that born between 1979 and 1994 (Hewlett, Sherbin & Sumberg, 2009). As a new generation of employees is appearing, firms need to come up with different strategies to motivate and attract these individuals that differ from the other generations in terms of values, preferences, learning styles and work expectations (Hewlett *et al.*, 2009; Connor & Shaw, 2008; Smith & Galbraith, 2012). So, Generation Z or iGeneration is beginning to emerge among the workforce and it reveals as an extension of Generation X (Lanier, 2017). As stated by Miller (2018), iGen individuals born between 1996 and 2009 and it is estimated by the time of 2020 this generation to represent 36% of the workforce.

However, some tension has begun to appear in the organisational context as a result of these generational differences and the challenges that represent for the initial generations (Thompson & Gregory, 2012; Shaw & Fairhurst, 2008). Despite of being characterised as disloyal, cynical, with perceived neediness, high levels of self-esteem and a sense of entitlement, Millennials focus on prompt gratification and appreciate personal and professional development, since they are more optimistic, ambitious, willing to work and learn, self-reliant, value diversity and are driven for challenging working environments (Thompson & Gregory, 2012; Tibergien, 2013; Noe, 2017; Jonsson & Thorgren, 2017). According to Tibergien (2013), Generation Y pursue job experiences with attractive prospects, a constructive workplace that offers opportunities for advancement, fair rewards in terms of the objectives achieved and real engagement, that is, the feeling that they are respected and their roles positively influence the company's business.

Although the generational diversity, Generation Z share common features with Millennials and thus, is of utmost importance for employers to recognise these differences and perceive the characteristics of these youth individuals in order to effectively manage them (Schroth, 2019). The members of Generation Z were born and raised in the digital era and they characterise as being more impatient and agile than previous generations, they seek for new challenges and do not fear changes as they have a greater access to information via internet (Bencsik, Horváth-Csikós & Juhász, 2016). These individuals desire for diversity in the workplace, recognition and they crave for constant and honest

feedback conveyed in person (Lanier, 2017). Also, work-life balance is most valuable as well as compensation and benefits, financial stability and an enjoyable working environment (Bencsik *et al.*, 2016; Miller, 2018).

Therefore, organisations that will thrive in attracting, motivating and retaining Generation Y and Z, as well as effectively manage the current employees, are those who upfront identify the existing generational gap and adapt their practices to be aligned with their people's needs, shared values and preferences (Thompson & Gregory, 2012; Shaw & Fairhurst, 2008; Hewlett *et al.*, 2009). Indeed, recent graduates value their training experiences and demanding tasks, so when designing and implementing graduate training programmes, enterprises must consider that young talent need to feel secure, motivated and have clear expectations (Shaw & Fairhurst, 2008; McDermott *et al.*, 2006; Smith & Galbraith, 2012; Jonsson & Thorgren, 2017). Smith and Galbraith (2012) showed that whereas the most crucial aspects that motivate graduates to stay at their jobs are flexibility, proximity and enjoyable work and environment, the aspects they search for in a potential career opportunity are performing useful work, pay and growth opportunities.

### **2.3.3.3 Importance**

Besides improving individuals' and organisational performance, companies aim to cultivate a solid, sustainable and competitive workforce and are adopting Trainee Programmes, not only to attract, recruit and retain the best talent, but also as a means to narrow the existing gap among the practice of work and what students learn in HEIs (Dysvik *et al.*, 2010). Consequently, enterprises are stressing the development of analytical competencies by employing education and learning techniques which produce more accessible knowledge to the trainees (Cesário & Chambel, 2017; Paixão & Souza, 2018). Hence, companies put a lot of effort and resources into graduate programmes' structure to hire highly qualified and motivated graduates and overcome trainees' lack of practical knowledge, while ensuring that in the end of the programme, trainees stay engaged and remain in the company for an enduring period of time (McDermott *et al.*, 2006; Shaw & Fairhurst, 2008; Thom, 2019).

Jonsson and Thorgren's investigation (2017) about the organisation-trainee relationship and their psychological contract during and after the completion of the programme, infer that trainees' expectations about the programme may be distinct from the organisation. The authors state the relevant factors for maintaining the psychological contract during

the trainee programme are “*trainees' responsibilities, trainees' personal and professional development, trainees' commitment, trainees' delivery, and managerial and supervisory support*” (p. 1748). While, the aspects that most contribute for the psychological contract after the completion of the graduate programme are “*trainees' career opportunities, future-oriented dialogue between former trainees and managers, wage-setting, job tasks, and working conditions*” (Jonsson & Thorgren, 2017: 1748). In fact, since it is more challenging to uphold the psychological contract with trainees after the end of the programme (Jonsson & Thorgren, 2017), companies must effectively create and manage graduate programmes in order to clarify graduates' expectations from the beginning, provide job satisfaction and guarantee trainees' organisational commitment (McDermott *et al.*, 2006).

#### **2.3.3.4 Benefits**

The introduction of Trainee Programmes as a recruitment and training tool has benefits for both the trainee and the organisation. First of all, companies should recruit and select trainees with high levels of interest and motivation regarding the programme itself because if graduates perceive their job to be meaningful and are willing to learn, they will exhibit great levels of work effort and quality and, in turn, they will perform better in their jobs (Dysvik *et al.*, 2010; Cheng, 2015). Moreover, firms expect to facilitate trainees' entry into the labour market, enhance their job knowledge and skills, as well as develop crucial managerial competencies by providing specific training opportunities, increase self-confidence and allow graduates to achieve a faster career advancement within the organisation (Garavan, 2003 cited by McDermott *et al.*, 2006; McDermott *et al.*, 2006; Cesário & Chambel, 2017). Although organisations struggle in acknowledge graduates' expectations, it is important to reinforce the psychological contract and set clear performance expectations and goals in order to enhance the employment relationship and thus, increase the prospect of trainees continue in the organisation after the conclusion of the Trainee Programme (Cesário & Chambel, 2017). Also, they consist in a screening tool that can be used to evaluate trainees' performance before the company decides to make an offer of permanent employment after the programme (Cheng, 2015).

#### **2.3.3.5 How to improve them?**

According to Jonsson and Thorgren's (2017) and Shaw and Fairhurst's (2008) findings, organisations should properly manage the transition of trainees to a permanent employee

position. Therefore, it is from the utmost relevance to understand the graduates' expectations dynamics and how it can vary over time and anticipate these changes by adapting the programme scheme to meet trainees' needs and expectations. In addition, establish an internal consensus in the organisation about the Trainee Programme to strengthen its image towards the trainees and assign a mentor to secure knowledge transfer in the company. Next, consistently assess the quality of the programme, provide early feedback and plan the graduates' future in the company, so they are able to move laterally and vertically inside the firm at the end of the programme. While Cesário and Chambel (2017) suggest that companies need to reconsider their recruitment and selection policies and focus on young people career prospects, McDermott *et al.* (2006) noted that not only organisations which still do not have graduate programmes should inquiry this decision, but also companies that already offer such programmes may rethink its objectives, content and design and, at the same time, continuously monitor trainees' progress, satisfaction and expectations.

Therefore, to be considered a worthwhile investment, enhance business performance' and fulfil graduates' expectations (Connor & Shaw, 2008), it is vital for employers to have graduate programmes with clear expectations regarding jobs and career advancement, stimulating and challenging work, responsibility, effective and honest communication about the purpose of the training and the expected outcomes, positive relationships with colleagues, a good package of salary and benefits, and value and recognise trainees' work achievements to encourage them to continue in the programme and in the organisation after its completion (McDermott *et al.*, 2006; Graduate training and employee retention, 2017; Cheng, 2015). Furthermore, in Thom's study (2019) it was found that several dimensions can be beneficial to Trainee Programmes: (1) a project work component, that is a complex task undertaken by a group of trainees with time constraints and oriented towards specific goals of integration, technical education and development of data gathering techniques; (2) intercultural component, as part of the educational purpose of the programme, trainees that go abroad are desired to acquire a set of social and intercultural skills to easily interact with people from different cultures, and (3) integrate the programme in HR corporate development can be a means to retain trainees and maintain them in the firm after the end of the programme, and subsequently, to achieve a sustainability aspiration.



## **2.5 Problematic and Research Questions**

As seen in the preceding Chapter of Literature Review, since there are some limitations regarding the Trainee Programmes' strategy, the present study will address some relevant concerns to understand this thematic and outline the way forward. Therefore, the investigation is divided into qualitative and quantitative purposes, the first focusing on the organisations' perspective and the latter referring to trainees' insights.

Research on this subject features Trainee Programmes as a graduate recruitment tool that intends to attract the best talent in the market in order to enhance their development to tackle the organisation business. Nevertheless, a lack of consensus exists in regard to the conceptual structure of these programmes, the crucial characteristics of the best graduates, the implementation reasons and the impacts they have on companies. Thus, this study aims to answer the following Research Questions (RQ) concerning the organisations' perspective about Trainee Programmes:

**RQ1:** What are the main features of a Trainee Programme?

**RQ2:** Who is the preferred target of companies in these Programmes?

**RQ3:** Why companies decide to implement Trainee Programmes?

**RQ4:** What are the impacts that such Programmes have in organisations?

Despite hypotheses were not formulated, the questions will be answered based on the interviews carried out and following an exploratory and content analysis which can be explored in more detail in the Methodology Chapter.

### **2.5.1 Conceptual Model**

Concerning the trainees' angle, while some studies refer to their desire for skills development and ensure employability, this analysis focuses on finding out what motives lead trainees to participate in such programmes, their perceptions and intention to remain in the company after the completion of the Trainee Programme. Hence, to address this investigation problematic a conceptual model (Figure 1) was created based on the study of Hurst *et al.* (2015) and adapted to the present investigation goals. As a result of the questionnaire application, the subsequent RQs and set of hypotheses were formulated:

**RQ5:** What are the main aspects that lead trainees to participate in Trainee Programmes?

**RQ6:** How trainees' perceptions correlate with their intention to stay in the company at the end of the Trainee Programme?

To test the existence of a relationship and answer the RQ6 the next series of hypotheses were raised build on the investigation of Hurst *et al.* (2015) and readjusted to trainees' point of view and respecting their intentions to stay in the company at the end of the Trainee Programme. This way, the independent variable is trainees' conversion intentions, that is, their intention to accept a full-time offer of permanent employment in the company where they participate in the Trainee Programme.

Thus, this study analyses the influence of five dependent variables in trainees' conversion intentions. In this extent, supervisory support appears in this investigation and can be conceptualised as "*the degree to which employees perceive their supervisors as providing direction, encouragement, and mentoring*" (Hurst *et al.*, 2015: 507). Hsu, Chen, Wang and Lin (2010) distinguish between two effects of supervisory support: (1) a direct effect, that will lessen the detrimental impact of work pressure by meeting employees' personal needs, and (2) a buffering effect, which means the job pressure can be alleviated through social support. In this sense, Hypothesis 1 can be formulated:

**H1:** There is a positive direct relationship between supervisory support and trainees' conversion intentions.

In addition, a psychological contract arises when an individual realises that the contributions made, in some way bind organisations to reciprocate, that is, it embraces employees' individual perceptions of a reciprocal relationship of mutual exchange with the company (Rousseau, 1989). If employees perceive a great level of mutuality from the organisation, they are expected to feel committed and reward the firm with positive outcomes (Kim, Laffranchini, Wagstaff & Jeung, 2017). Due to this relationship of reciprocity, Hypothesis 2 is raised regarding trainees' angle:

**H2:** There is a positive direct relationship between trainees' perceptions of the psychological contract of employer obligations and trainees' conversion intentions.

Likewise, job satisfaction is a vital variable of study because it represents a positive affective response of employees in their work and is achieved through challenging work, good working environment and conditions, equitable rewards and career promotion (Karia & Asaari, 2006; Locke, 1976 cited by Yadav & Rangnekar, 2015). Also, job satisfaction contributes to individuals' well-being and is used to determine employee turnover (Woodard, 2003 cited by Yadav & Rangnekar, 2015). Hence, Hypothesis 3 emerges:

**H3:** There is a positive direct relationship between job satisfaction and trainees' conversion intentions.

The perception of advancement opportunities outlines an individual's understanding about advancement and promotion opportunities within the organisation aside from the internship period (Hurst *et al.*, 2015). According to Carmeli, Shalom and Weisberg (2007), these career prospects can happen by a means of hierarchical advancement or horizontal mobility. Whether workers notice to have good career opportunities and prospects, the probability of wanting to stay in the company at the end of the internship is greater (Dixon *et al.*, 2005 cited by Hurst *et al.*, 2015). Thus, the Hypothesis 4 is defined:

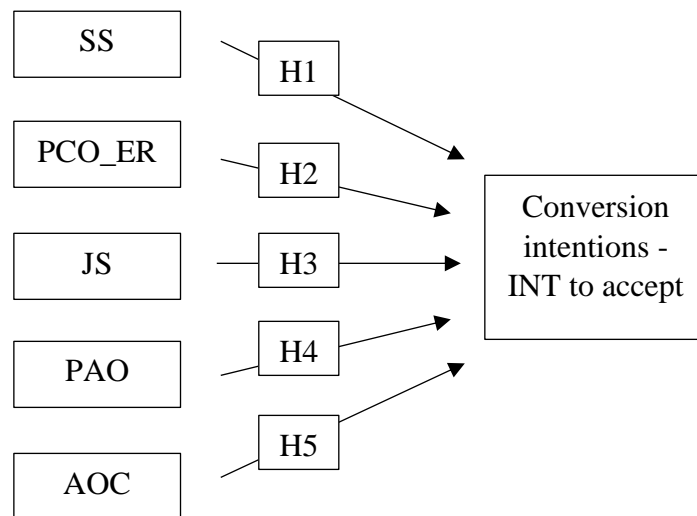
**H4:** There is a positive direct relationship between trainees' perceptions of advancement opportunities and trainees' conversion intentions.

Lastly, affective organisational commitment represents the degree to which employees feel "*emotionally attached to the organisation and want to work for it when they perceive that the organisation is willing and able to fulfil its obligations toward the employees*" (Kim *et al.*, 2017: 46-47). When individuals' personal values make a fit with the company's objectives, the likelihood of remaining in the firm is bigger (Meyer *et al.*, 2006 cited by Lam & Liu, 2014) and in the case on interns, the internship experience is essential for creating perceptions regarding the enterprise (Dixon *et al.*, 2005 cited by Hurst *et al.*, 2015). In this sense, Hypothesis 5 is developed:

**H5:** There is a positive direct relationship between affective organisational commitment and trainees' conversion intentions.

Therefore, by testing the above hypotheses the goal is to understand the relationship that exists between the variables supervisory support (SS), psychological contract of employer obligations (PCO\_ER), job satisfaction (JS), perceptions of advancement opportunities (PAO) and affective organisational commitment (AOC) and the influence they have on trainees' conversion intentions, i.e. intention to accept (INT to accept) an offer of permanent employment after the completion of the Trainee Programme.

*Figure 1: Conceptual model of the variables under investigation*



### **3. Methodology**

#### **3.1 Design**

As a starting point of this investigation, there is the need to understand Trainees Programmes in the extent of organisations and trainees' perspective. This way, an exploratory study will be conducted with the intention to explore and clarify the comprehension of this problematic. Studies of this nature aim to uncover ideas and new insights about a phenomenon (Kothari, 2004) and according to Saunders, Lewis and Thornhill (2009) there are three main approaches in the execution of an exploratory research, such as search in the literature, interviews to experts on the theme and implementing a focus group. Hence, due to the lack of information available about this graduate tool, the research follows the method of interviewing professionals within the area of study.

In the first place, to address the RQs formulated concerning the companies' angle, a qualitative study will be carried out by interviewing one person that works directly or is involved with Trainee Programmes' strategy within the enterprises that agreed to collaborate. The goal of qualitative research is to find the elemental motives of human behaviour by means of in-depth interviews and then, the exploration and interpretation of the obtained data through content analysis, for example (Kothari, 2004; Williams, 2007). Ragab and Arisha (2018) find this type of research convenient in the study of limited cases since it outlines experiences in accurate detail and provides people's personal insights about a phenomenon of interest.

Secondly, to determine trainees' motives to join a Trainee Programme, as well as their intentions to remain in the company after the conclusion of such programme, the following part of the study comprises a quantitative analysis, namely a questionnaire targeting a sample composed by former and current trainees. Kothari (2004) defends the application of this research method within phenomena that can be conveyed into quantifiable data and Williams (2007) argues the adoption of quantitative approaches, especially in social sciences, when testing the existence of relationships between a set of two or more variables. The usage of a quantitative study it is advantageous because it enables to test and validate a theory related with a phenomenon, the results can be

generalised if satisfactory, it is possible to evaluate cause-effect relationships, is less time consuming and is practical to apply to bigger samples (Ragab & Arisha, 2018).

Consequently, the present investigation relies upon a mixed-method approach, that is, a study that incorporates either quantitative and qualitative research methods, as well as techniques of data collection. Thus, these procedures are used separately and do not combine themselves, which means “*the quantitative data are analysed quantitatively and qualitative data are analysed qualitatively*” (Saunders *et al.*, 2009: 152-153). In Young’s opinion (2016), research that employs mixed-methods benefits the most as it combines the perks and lessen the disadvantages of an investigation that only implements a quantitative or qualitative approach.

### **3.2 Sample**

The current study will resort to a non-probability sample, namely, a procedure that does not allow to estimate the probability of each element to be added in the sample (Kothari, 2004) and it will be based on purposive and convenience sampling techniques. The purposive sampling intends to respond to the investigation’s RQs and reach the study’s objectives (Saunders *et al.*, 2009) by intentionally choosing the elements to constitute the sample, that is, a small group of individuals is chosen by the researcher to be a representation of the universe and is expected they are willing to contribute with valuable insights and personal experience (Kothari, 2004; Etikan, Musa & Alkassim, 2016). Whereas, in convenience sampling, the intention is to obtain information from homogeneous individuals that were chosen based on the practical criteria of accessibility to the investigator and can frequently represent the whole population (Saunders *et al.*, 2009; Etikan *et al.*, 2016).

The differences between both sampling techniques comprise the nature and the objective of the study. While purposive sampling is regularly applicable in a qualitative investigation that aims to get an extensive knowledge about a topic, convenience sampling can be used either in qualitative and quantitative research, whilst it is more common in quantitative studies and the goal is to collect data to generalise to a population (Etikan *et al.*, 2016).

Therefore, the target population for the present study can be divided into two cohorts: (1) any company operating in Portugal that implements a Trainee Programme strategy and

has at least one completed edition in their portfolio – using the purposive sampling, and (2) any individual who is currently participating or has completed at least one edition of a Trainee Programme as a trainee at one of the interviewed companies in the study – through a convenience sampling. Regarding the sample size, for Kothari (2004: 56) “*an optimum sample is one which fulfils the requirements of efficiency, representativeness, reliability and flexibility*” and it ought to be neither too small or excessively vast. In all, based on the positive replies obtained, 7 of the 25 companies contacted agreed on participating in the study and a number of 113 trainees have responded to the questionnaire in its entirety.

### **3.3 Data collection**

Due to the qualitative and quantitative purposes of the present study, it will be used different methods of data collection. Therefore, the primary basis of the qualitative and quantitative data gathering, besides the research on books, scientific articles and journals, it was also by means of a document analysis on the companies' institutional websites and online articles available.

Firstly, to address the qualitative research questions, semi-structured interviews were conducted to the identified sample of organisations. According to Bryman (2012), interviews are likely the most broadly technique used in qualitative studies and its flexibility is what makes them highly appealing. In opposition to other procedures, interviews enable face-to-face interaction, obtain in-depth information and new insights with a high rate of response (Ragab & Arisha, 2018; Kothari, 2004). In the case of a semi-structured interview, although there is a script with predetermined questions, the interviewer has the opportunity to restructure it and ask for new topics that were not originally defined (Ragab & Arisha, 2018; Bryman, 2012).

As a result, the interview script utilised throughout this phase can be found in Appendix V and it was developed in Portuguese language given the sample chosen and in accord with the following format: (1) data related with the organisation's characterisation about some HR practices and strategies employed; (2) a set of questions regarding the Trainee Programme implemented to respond to the RQs 1, 2 and 3; and (3) a last section referring to the results and impacts the Trainee Programme had in the company to answer the RQ4.

Regarding the quantitative research, questionnaires are a broadly used tool to form inferences in respect to a population and are outlined as having a preordained group of questions or statements from which participants are invited to answer accordingly (Young, 2016; Ragab & Arisha, 2018). Gill and Johnson (2010) have identified two types of questionnaires: (1) descriptive, that aims to define a population's features and, (2) explanatory, which consists in investigating the relationship between variables by testing the proposed hypothesis or conceptual model. Despite the problems of translation and socially desirable answers, the tendency of choosing affirmative and middle responses, the absence of collecting further information and the risk of getting inferior response rates and missing data that affect the questionnaires' validity (Young, 2016; Bryman, 2012), an explanatory survey was conducted via online due to the lower costs, easiness of spread and implementation and convenience of the sample (Fricker, 2012; Bryman, 2012).

Therefore, to resolve the RQs 5 and 6, the data collection was accomplished over a web-based 30 items questionnaire, available on Appendix VI, that is divided into seven sections: (1) Sample's characterisation, closed questions about the gender, age, residence area, degree of study, area of study and university; (2) Trainee Programme's characterisation, questions to be responded by actual and former trainees regarding their frequency, the number of programmes undertaken and their current participation status; (3) Company's characterisation, about the firm name and sector of activity; (4) Trainee Programme's structure, in regard to the name of the programme, the beginning date, duration and core areas contacted; (5) Individual motivations, it was used a 5 scale of importance (1 - Not important; 2 - Slightly important; 3 - Relatively important; 4 - Very important; 5 - Extremely important), regarding the relevance of some aspects when choosing an employer, the motivates to stay in an organisation and the reasons of joining a Trainee Programme; (6) Trainee Programme's characteristics and perceptions, statements about trainees' perceptions of the psychological contract of employer obligations, supervisory support, affective organisational commitment, perceptions of advancement opportunities, job satisfaction and conversion intentions which encompasses a 5 scale of fulfilment (1 – Not at all fulfilled, 5 – Very well fulfilled), a 5 scale of agreement (1 – Strongly disagree, 5 – Strongly agree) and a 3 scale (1 – No, 2 – Neutral/Undecided, 3 – Yes); (7) Other questions, a last section dedicated to the participants to give their insights about relevant topics of Trainee Programmes that were not mentioned in the survey.



Moreover, the questionnaire addressed some concerns, namely, there is an introductory text about the research's academic scope, objectives and expected target, it highlights the volunteer participation of each individual and assures the confidentiality and anonymity of the responses as proposed by Young (2016) to ensure the study's utmost validity. Besides, it informs on the average response duration and it discloses the professional email of the researcher to contact in case of any doubts or questions. After, the participants who agreed on participate select the option "I agree on participate in the study" to start the survey. Also, even if the target was defined at the start, to guarantee that only the study's target sample responded, there was a filter question in section two to dismiss the responses given by people who were not in this group.

The survey was adapted to the research's context since the questions' construction was based on the theoretical literature and the instruments implemented in the sixth section have already been used and, thus validated in the study of Hurst *et al.* (2012).

### **3.4 Procedure**

To commence with the proposed analysis, a benchmarking was first carried out of the companies operating a Trainee Programme in Portugal, from which 52 companies were identified (Appendix IV). Subsequently, after determining the potential organisations to be interviewed and participate in the research, a number of 25 companies were contacted and requested collaboration between the period of March 14 to April 24. In Appendix III there is a table detailing the 25 enterprises and the communication approach followed and, in Appendix I is disclosed the document sent that introduced the investigation and asked for their collaboration. In total, eleven responses were obtained, from which seven were positive and the remaining companies did not respond or were not interested in taking part in the study.

Afterwards, the interview phase with each of the seven organisations – Company ABC, CTT, EDP, Galp, LG Electronics, Novabase and Santander - happened between March 18 and May 9 and prior to the interviews, an informed consent (Appendix II) was signed by the interviewee and the interviewer to safeguard the data provided. It is important to note that Company ABC required confidentiality concerning their identity and any discreet information, so the company's name has been modified. Overall, the interviews' mean was 50 minutes and interviewees' profession is mainly in Recruitment and Talent Acquisition, Training and Development and Employer Branding areas.

Regarding trainees' analysis, it was developed an online questionnaire recurring to the platform *Qualtrics* and it was asked to the companies to share it with actual and former trainees that have undertaken the Trainee Programme. The form was available for approximately more than 2 months (April 1 to June 14) and before filling it, the participants were informed about the purpose of the investigation, the importance of their contribution and that the estimated response time was around 10 minutes. Apart from Santander, all the organisations shared the questionnaire internally.

### **3.5 Data analysis techniques**

After the conclusion of the interviews phase, the qualitative information gathered was next explored following a content analysis approach, an investigation technique that aims to identify indicators about the reality throughout an objective, systematic and quantitative description of the communications' contents (Bardin, 2011).

Concerning the questionnaire results, after the collection of all trainees' responses the data were exported to IBM SPSS Statistics 25 software to perform a statistical analysis and test the hypotheses formulated. This way, it applies a correlation coefficient test to validate the existence of a relationship among the variables under study.

## 4. Findings and Results

This Chapter begins with a characterisation of the samples resorted to in the investigation. Firstly, the companies interviewed are distinguished regarding several categories and then, a sociodemographic analysis is carried out to the trainees. Secondly, the data analysis is divided according to the data collection method used, that is, the information resulted from the interviews will be initially examined and after, the outcomes of the questionnaire application will be addressed.

### 4.1 Sample Characterisation

#### 4.1.1 Companies

Interviews were carried out to seven companies considered as top employers in Portugal with a strong and established brand within the Portuguese market. Table 1 consists in a characterisation of each organisation regarding the core business, headquarters location, the number of years since their foundation, as well as the number of employees working in Portugal and the total annual revenue displayed in thousands of euros and concerning the year of 2018.

*Table 1: Companies' characterisation*

	<b>Core business</b>	<b>Headquarters</b>	<b>Years of foundation</b>	<b>Number of employees</b>	<b>Annual revenue (Thousands €)</b>
<b>Company ABC</b>	Banking and insurance activities	Oporto, Portugal	34	7,095	€ 1,889,739
<b>CTT</b>	Transportation, postal and financial services	Lisbon, Portugal	499	12,391	€ 717,466
<b>EDP</b>	Electricity and natural gas	Lisbon, Portugal	43	11,631	€ 15,278,085
<b>Galp</b>	Refining and distribution, gas and power	Lisbon, Portugal	20	6,360	€ 16,535,000
<b>LG</b>	Home appliance & air solution, home entertainment, mobile communications	Seoul, South Korea	72	71	€ 399,049
<b>Novabase</b>	Business solutions	Lisbon, Portugal	30	2,085	€ 894
<b>Santander</b>	Banking and insurance activities	Santander, Spain	31	6,742	€ 1,229,348

### 4.1.2 Trainees

Regarding the questionnaires, as previously stated, the data were collected from six of the seven interviewed companies – Company ABC, CTT, EDP, Galp, LG and Novabase and, hence, a total of 136 trainees submitted their response. However, the survey response rate is 83% since 113 individuals included in the defined target replied to it in its entirety.

In all, 45.1% (N=51) of the sample were females, while 54.9% (N=62) were male respondents (Figure 2). The majority of the trainees covers the age categories of 22 to 25 (46%, N=52) and 26 to 29 (46.9%, N=53) and the remaining individuals are over 29 years old (7.1%, N=8) (Figure 3).

*Figure 2: Sample's gender*

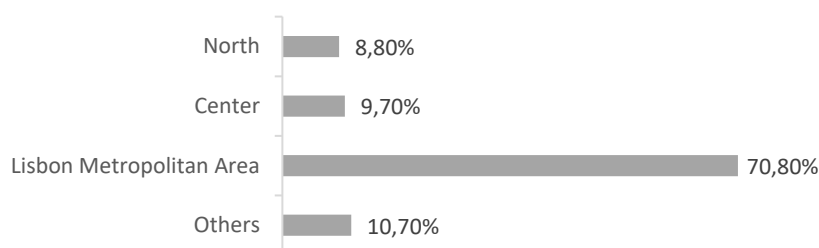


*Figure 3: Sample's age*



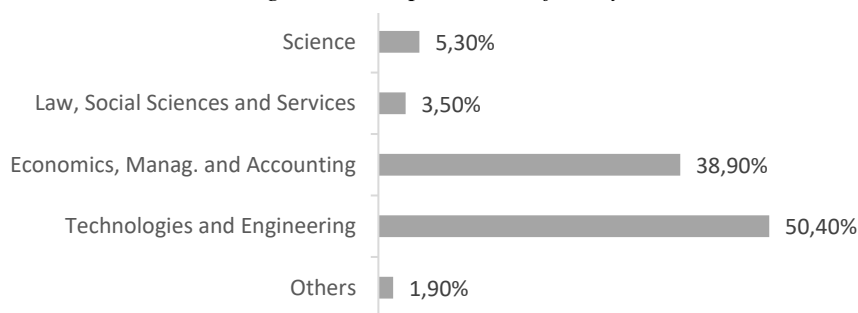
Concerning the residential area, (Figure 4) there is a predominance of trainees living in Lisbon Metropolitan Area (70.8%, N=80), 9.7% (N=11) and 8.8% (N=10) live in the Centre and North of Portugal, respectively, and around 10.7% (N=12) selected the option Others, which corresponds to abroad areas of residence. Nevertheless, it is important to note that since the options Alentejo and Madeira had a chosen residual percentage, they were included in this latter category.

*Figure 4: Sample's area of residence*



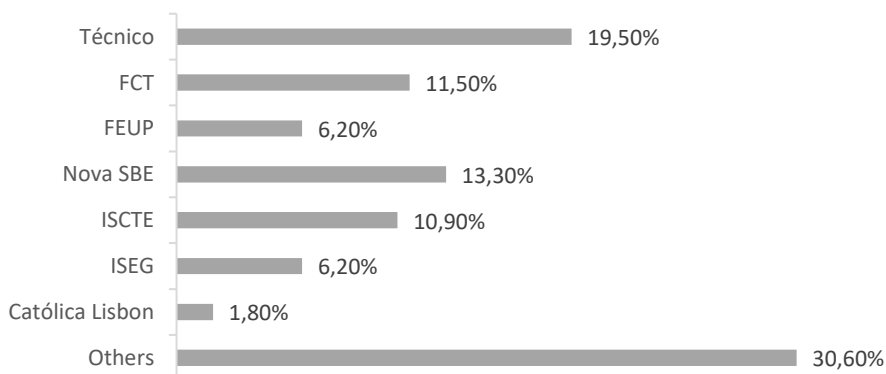
About respondents' area of study (Figure 5), a larger part of them studied Technologies and Engineering (50.4%, N=57) and Economics, Management and Accounting (38.9%, N=44). The rest of the sample is from Science (5.3%, N=6), 3.5% (N=4) have a degree in Law, Social Sciences and Services areas and 2 individuals were grouped in the Others option, that includes again the areas with lesser frequency - Humanities, Secretariat and Translation and Health.

Figure 5: Sample's area of study



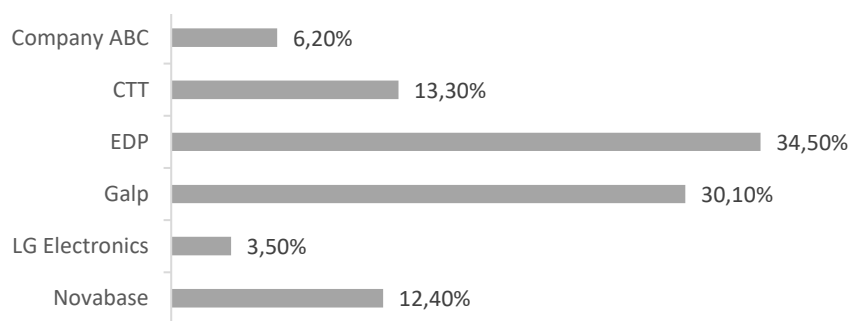
In total, 8 trainees have a Bachelor's degree, whereas 105 trainees have already completed the Master's degree, or it is almost finishing it. In relation to the universities with higher frequency of observation (Figure 6), Universidade de Lisboa - Instituto Superior Técnico (19.5%, N=22), Universidade Nova de Lisboa - Faculdade de Ciências e Tecnologia (11.5%, N=13) and Universidade do Porto - Faculdade de Engenharia (6.2%, N=7) are the most relevant in Technologies and Engineering areas. While Universidade Nova de Lisboa - Faculdade de Economia (13.3%, N=15), ISCTE - Instituto Universitário de Lisboa (10.9%, N=12), Universidade de Lisboa - Instituto Superior de Economia e Gestão (6.2%, N=7) and Católica Lisbon School of Business & Economics (1.8%, N=2), have a great emphasis in the areas of Economics, Management and Accounting. The option Others (30.6%) encompasses other universities in Portugal with inferior frequency, foreign universities and, also the individuals that did not respond to this item.

Figure 6: Sample's university of study



Overall, the percentage of trainees who responded the questionnaire and belongs to each company is the following presented in Figure 7, thus in Company ABC there are 7 (6.2%) respondents, 15 (13.3%) individuals belong to CTT, 39 (34.5%) are trainees in EDP, 34 (30.1%) trainees in Galp, 4 (3.5%) are in LG and 14 (12.4%) individuals take the Trainee Programme in Novabase.

*Figure 7: Trainees dispersion by company*



When asked about the number of editions of a Trainee Programme attended (Figure 8), most answered one edition (N=105), while 5 respondents specified that they have participated in two complete editions of a Trainee Programme. From the trainees that have responded to the questionnaire, 49 (43.4%) of them state they are currently participating in the programme, whereas 64 (56.6%) respondents indicate they have already participated, and the edition of the programme is concluded. In addition, from these 64 trainees surveyed, all of them remained in the company at the end of the programme and were hired as permanent employees.

*Figure 8: Trainees participation in with the Trainee Programme*



## 4.2 Data analysis

### 4.2.1 Interviews

As mentioned, the following summarised tables have resulted from the analysis performed in the interviews regarding the proposed categories and subcategories of the talent and recruitment strategies and the Trainee Programme of each company. The Appendixes VII to XXVIII can be consulted for further and detailed information collected from the organisations in this phase.

Table 2: Talent strategies

Categories	Subcategories	Units analysis	Frequency (%)
<b><u>Talent Strategies</u></b>	<b>Identification</b>	Database	29
		Spontaneous applications	43
		Open days	57
		Social networks	57
		Trainee Programme	71
		Relationship with universities	100
		Website	100
	<b>Attraction</b>	Employer branding	86
		Universities	100
	<b>Retention</b>	Work-life balance	29
		New projects	43
		Employees' development initiatives	71
		Environment	100
		Training & Development	100

In terms of talent identification and attraction strategies (Appendix VII), the seven interviewed firms mention they maintain a close relationship with universities and professional schools being at job fairs, presentations and workshops events (*"We support initiatives and events at universities, workshops, job fairs, open days where we maintain a close relationship with students and announce opportunities for young talent"*, CTT). Only Company ABC and Galp recur to the internal database and Company ABC, Novabase and Santander identify high potential individuals through the reception of spontaneous applications. Whereas institutional site is an effective tool used by all the enterprises, a big part of the sample performs open days activities (*"We do an open day with the best students to see what it's like to work here"*, Novabase) within the company's headquarters dedicated to students and uses social networks, like LinkedIn (*"on digital channels the big bet is on LinkedIn where there is a higher return of more*

*qualified people*", EDP) and Facebook (*"It has more views and campaigns awareness"*, EDP) to spot potential candidates and six companies consider EB as a relevant attraction strategy. Also, most of the firms refer to Trainee Programmes as a means created essentially to identify and attract people (*"Promote the Trainee Programme is a way of attracting talent to the company"*, LG).

In relation to retention strategies (Appendix VII), the whole sample applies several initiatives to promote a good working environment, for instance, *"promote an innovative and collaborative environment"* (LG). The seven firms have training and development opportunities, in fact, Company ABC tailors these to employees' career status and Novabase has *"internal reconversion programmes to give training in technologies"*. Similarly, CTT provides *"a programme oriented towards youth talent retention that aims in giving leadership, motivation and negotiation skills"*, EDP has internal mobility programmes and Galp and Santander have internal and international opportunities to promote employees' development. Whilst Company ABC, CTT and Galp affirm having challenging projects to the workforce, such as international experience and job rotation, EDP and LG referred to work-life balance policies, for example *"open-access gym, healthy food options in vending machines, workplace gymnastics format and remote work from home"* and *"open space office, brainstorming area, health week with programmes dedicated to physical and mental health"*, respectively.

Table 3: Recruitment sources

Categories	Subcategories	Units analysis	Frequency (%)
<b>Sources</b>	<b>Recruitment</b>	External companies	43
		Internships	57
		Digital networks	71
		Trainee Programme	71
		Schools and universities	100
		Website	100

Regarding recruitment (Appendix VIII), professional schools, universities and the institutional website are the recurrent sources of the entire sample, while five of the companies highlights the Trainee Programme and digital networks as *"a strong source of recruitment"* (Santander). Despite half of the sample acknowledge they employ internships to integrate interns internally in the company and tackle specific needs, CTT and EDP resort to external recruitment companies to fill in middle or senior positions,



apart from LG that request these companies to hire for current opening positions “*We recruit externally through recruitment agencies that send us the proposals and we choose the best candidate*”.

From now on, the data analysis will be regarding to the Trainee Programmes' characterisation of the questioned companies and, in Table 4, there is an overview of each programme with the main features summarised. It is important to note that since Company ABC have required confidentiality concerning their identity as previously declared, the name of their Trainee Programme was modified.

*Table 4: Trainee Programmes' overview*

	<b>Name</b>	<b>Duration (months)</b>	<b>Year of 1<sup>st</sup> edition</b>	<b>Number of trainees</b>	<b>Job rotations</b>	<b>Group project</b>	<b>International experience</b>
<b>Company ABC</b>	ABC Trainee Program	12	2018	29	No	No	No
<b>CTT</b>	CTT Academy	18	2015	14	Yes, 3 rotations	Yes	No
<b>EDP</b>	EDP Trainee Program	14	2012	30	Yes, 2 rotations	Yes	Yes
<b>Galp</b>	Generation Galp	24	1998	40	Optional	Yes	No
<b>LG</b>	LG Xplorers	9	2018	6	No	No	No
<b>Novabase</b>	Novabase Academy	36	2006	30 to 40	Optional	No	No
<b>Santander</b>	Santander Trainee Program	12	2015	15 to 20	Yes, 1 to 2 rotations	No	No

Overall, some inferences can be made about the seven Trainees Programmes deriving from the table above: (1) the name of the programme refers to the company implementing the edition; (2) the duration ranges between 9 and 36 months, even though the usual is 12 months; (3) Galp had its first edition in 1998, whereas Company ABC and LG only have performed the programme's first edition in 2018; (4) the number of trainees varies among employers, from a minimum of 6 in LG to a maximum of 40 in Galp and Novabase; (5) with the exception of Company ABC and LG that do not have it, job rotation is expected in CTT, EDP and Santander, while in Galp and Novabase is optional and a decision of the trainees; (6) there is a group project in CTT, EDP and Galp during the programme;

and (7) only in EDP it is possible to have an international experience during the Trainee Programme's course.

*Table 5: Trainee Programmes' promotion*

<b>Categories</b>	<b>Units analysis</b>	<b>Frequency (%)</b>
<b><u>Promotion</u></b>	Internally	14
	Internationally	14
	Music festival	14
	Media	29
	Consulting company	43
	Digital networks	86
	Universities	100

When an organisation chooses to create and implement a Trainee Programme there are numerous decisions needed to be taken. In a first instance, concerns about the promotion of the programme (Appendix IX) should be addressed. According to the companies on the present study, while CTT advertises each programme edition every 2 years, the remaining firms advertise it annually in universities. Apart from Company ABC that does it internally (“*is a programme within the bank's Academy*”), the rest advertises on digital platforms such as LinkedIn, institutional website, Instagram, Facebook and job websites. CTT and LG have articles related to the programme published in the media and EDP, along with the presence at a music festival “*with the aim to start creating buzz and gathering contacts from interested people before the launch of the programme*”, also promotes it internationally “*because we recruit the best trainees from various nationalities globally*”. CTT, LG and Santander hire a consulting company to carry out the branding and communication strategy of the Trainee Programme.

*Table 6: Trainee Programmes' application process*

<b>Categories</b>	<b>Units analysis</b>	<b>Frequency (%)</b>
<b><u>Application process</u></b>	Internal process	14
	Phone interview	29
	Round table	29
	Psychometric tests	57
	Video pitch/interview	57
	Assessment centre	71
	CV screening	86
	Online application	86
	Interviews	100

The application process (Appendix X) is alike in the majority of the sample and again, except Company ABC that performs it inside, for the remaining companies is via online application (*“Strong digital component to evaluate all the applications received from several countries”*, EDP). While the total firms run, at least, one phase of interviews to meet the candidates, six of them, in the first place, apply CV screening, five dedicate an entire day or afternoon to an assessment centre activity (*“face-to-face contact through the group dynamics that has a behavioural assessment part”*, Galp). Although, phone interviews and round table phases are less used, for example, only two companies implement them during the application process, half of the sample request an intermediate stage of psychometric tests and a video pitch or interview (*“one minute video in which the candidate had to explain why it would have added-value for the company”*, LG).

Table 7: Trainees' selection

Categories	Subcategories	Units analysis	Frequency (%)
<b><u>Trainees selection</u></b>	<b>Number of trainees</b>	Group of trainees (6 to 45)	100
	<b>Area allocation</b>	Trainee profile	71
		Business' needs	100

Consequently, trainees' selection (Appendix XI) is based on the results achieved in each phase of the application process and Company ABC recruits 29 trainees, from where *“10 are employees with an internship contract and 19 are recently admitted workers”*, CTT selects 14 trainees, EDP chooses *“the best 30 candidates”*, Galp recruits 40 trainees, LG selects 6, in Novabase the number of recruited trainees is variable, that is, *“we have three classes per year and a total of 100 to 130 new trainees get in the company, though per edition enters between 30 to 45”*. In Santander, *“the number of trainees recruited depends on the company's present needs, but it is on average 15 to 20”*. Regarding the area allocation during the programme, all the enterprises admit that depends on the business' needs and in the case of CTT *“the area Directors choose the trainees to integrate their area”*. Also, a big majority disclosed that trainees are allocated in regard to their profile and interests (*“trainees are allocated to the area which they make better fit with”*, CTT; *“trainees are directed to the area based on their interests”*, Galp and *“trainees are addressed to the various business areas, depending on their profile”*, Novabase).

Table 8: Trainees' profile

Categories	Units analysis	Frequency (%)
<b><u>Trainee profile</u></b>	Maximum age	14
	Course average	29
	English fluency	29
	Professional experience	29
	Technical knowledge	29
	Bachelor's degree or less	57
	Background in any area	57
	International mobility	57
	Management or Engineering background	71
	Master's degree	100
	Soft-skills	100

The preferred trainee profile (Appendix XII), for the most of companies are candidates from Management and Engineering background areas (“*We mainly look for people from Management and Engineering areas of the universities considered of reference - ISCTE, ISEG, Nova SBE, Católica Lisbon*”, CTT), yet half refer that any area of study is relevant (“*people from different areas*”, Galp and “*people from many backgrounds*”, LG). Although the whole sample requires a Master's degree finished or in completion phase, LG and Novabase pointed out that the academic degree is not the most important and Santander often “*recruit people with a Bachelor's degree for specific projects*”. Moreover, CTT is the sole firm that sets a maximum age limit of twenty-five years and for them and Company ABC a course average above fourteen GPA is a plus in candidates CV. In addition, CTT and LG value previous professional experience and Company ABC and Novabase find fundamental to test beforehand candidates' technical knowledge for a trainee position (“*technical knowledge tested in an interview context*” and “*candidates take a test to evaluate their technical knowledge*”, correspondingly). For EDP and LG applicants must be fluent in English language and having availability for international mobility is appreciated by EDP, Galp, Novabase and Santander. Concerning main soft-skills, companies highlight trainees must have “*a collaborative attitude and ability to create relationships*”, “*flexibility and team spirit*”, “*excellence in execution, openness and transparency*”, “*agility of action, mindset and irreverence*”, “*honesty, resilience, self-motivation and self-recognition*”, “*proactive and manage conflicts*” and “*skills for transformation*” (Company ABC, CTT, EDP, Galp, LG, Novabase and Santander, respectively).

Table 9: Trainees' integration

Categories	Subcategories	Units analysis	Frequency (%)
<b><u>Trainees integration</u></b>	<b>Duration</b>	No specific duration	29
		1 month or more	29
		1 to 2 weeks	43
	<b>Activities</b>	Group challenge	29
		Administration contact	57
		Training	57
		Team-building	71
		Company's presentation	100

The integration phase (Appendix XIII), is a common characteristic in every Trainee Programme structure, even if it may vary in terms of duration. In the programme of Company ABC and Galp there is an integration of 1 week, disregarding Novabase that extends over to two weeks and normally happens when the trainees get into the Academy. However, in case they enter separately, it can take place until the first six months they are in the organisation. In CTT the “Welcome Month” is through one month and the onboarding period in EDP occurs for one month and a half. LG indicates trainees undergo an initial phase of integration prior to the programme and Santander performs small welcoming actions, because the group of trainees may begin separately as a result of the company needs. During this period, trainees have a welcome session in every company to get to know the business, the culture and teams (“*have an immersion in Galp's culture and values and get to know the business*”, Galp), “*receive all the information about their department*” (LG) or areas they are going to work in. The majority of firms prepare team-building activities for trainees “*to get to know each other*” (Company ABC) and “*exchange ideas*” (EDP). In Company ABC, CTT, EDP and Galp, trainees have direct contact with the Administration, obtain initial training on soft and hard-skills in half of the organisations and develop a business challenge in group in EDP and Novabase.

Table 10: Trainee Programmes' phases

Categories	Units analysis	Frequency (%)
<b><u>Programme phases</u></b>	Other activities	43
	Projects and business challenges	57
	Job rotations	71
	Training	71
	Integration	100

The programme phases (Appendix XIV) comprehend, beyond the integration week, learning and on-the-job training that exists in the major part of the organisations (“*ten weeks of intensive training*”, Company ABC and “*trainees receive initial training before joining the area*”, Novabase). Apart from Company ABC and LG, the remaining organisations provide job rotation within 1 or 3 areas, for instance in CTT the aim is “*trainees to experience 3 different areas, six months each, integrating the 3<sup>rd</sup> area in the end of the programme*”. In EDP, “*there are 2 job rotations in different areas of six months each*” and in Santander there is rotation amid 1 or 2 functional areas, hinging on the trainee’s preferences (“*the programme is based on experience rotation for 3 functional areas of Santander, the normal is 2 rotations, but it can be only 1 if the trainee wants*”). Also, job rotation is optional in the case of Galp and Novabase, as a result, “*it is the trainee who determines their path throughout the programme*”, or “*the area can promote the rotation of the trainee if there is not an opportunity in the end of the project*”, correspondingly. Meanwhile, aside from the group challenges in the integration period, in half of the Trainee Programmes exists the development of an individual project and transversal business challenges, howbeit in CTT, for eight months, “*trainees carry out a group project proposed by the Executive Committee and CEO*”. During the programme, CTT, Galp and Santander organise parallel activities, for example CTT has a volunteering programme in the 1<sup>st</sup> year, Galp’s trainees spend a day in a refuelling station and have several Business Talks and in Santander the trainee makes a presentation to the Executive Committee that will decide on its continuity in the company.

Table 11: Main goals and reasons of implementation

Categories	Units analysis	Frequency (%)
<b><u>Main goals and reasons of implementation</u></b>	Career progression	57
	New and young talent	57
	Strengthen company’s image	71
	Training and development	71
	Specialised knowledge	86
	Tackle the business needs	86
	Trainees recruitment	100

Regarding the main goals and implementation reasons of the Trainee Programme (Appendix XV) the most evident purpose for all the enterprises is the trainees’ recruitment, that is, if trainees show a positive development and evaluation, the primary goal is to retain and integrate them in the company. For instance, in Santander “*one of the*

*assumptions at the end of the programme is to integrate the trainees in the company, if they show interest and if the company is satisfied*". Additionally, a big portion of the respondents affirm that one of the largest reasons for having the programme is to tackle the business needs and challenges by having people with specialised knowledge, that are ready to integrate diverse business areas and are considered crucial for achieving the company's needs. Moreover, five enterprises declare that the programme is an important tool, not only to reinforce the company's position in the market ("*Launch LG in the market to leverage the brand recognition*", LG) and to strengthen their employer brand ("*Important tool to create name*", Company ABC), but also to enhance trainees' training and development in order to be more aligned with the business ("*Align trainees' profile with the business' strategy through training*", CTT and "*Give training to shape trainees to Galp, its people and ways of working*", Galp). In fact, the Trainee Programme of Company ABC was acknowledged nationally by having a strong training component and structure. Also, EDP, Galp, LG and Novabase claim the need of having new and young talent, hence they want to attract new graduates to accelerate the company's generational renewal and bring people with new ideas and ways of doing things differently. Additionally, the programme boosts trainees' careers and opportunities inside the company, i.e. CTT wants to "*prepare them to grow in the company*", Galp aims to "*accelerate their careers and create opportunities in the company*", Novabase highlights that trainees have "*more knowledge than senior employees, which gives them more agility to move in the company*" and Santander states that if trainees "*have all the crucial skills and the mindset that the company seeks, they have many opportunities to grow*".

Table 12: Trainee Programmes' follow-up

Categories	Subcategories	Units analysis	Frequency (%)
<b><u>Follow-up</u></b>	<b>Structure</b>	Counselling and mentoring programme	57
		Regular feedback	100
	<b>Participants</b>	Tutor	57
		Mentor	86
		Human Resources	100

The Trainee Programmes embody a follow-up phase (Appendix XVI), where every organisation provides constructive feedback and improvement points. Thus, Company ABC, CTT and Galp conduct regular follow-up sessions, in EDP there is punctual

meetings and “*online feedback surveys with the situation status and positive and improvement points*”. LG performs monthly group feedback sessions and Santander does it “*every three months about performance and clear orientations for development*”. In the case of Novabase, they have an ongoing follow-up procedure that guarantees career progression with minimum salary levels. Career counselling and mentoring initiatives to help trainees to manage their pathway in the programme and organisation are integrated in EDP, Galp, Novabase and Santander Trainee Programmes.

The follow-up participants (Appendix XVII) are identical in every Trainee Programme, for instance, there is always the support of at least one HRD member, who maintains a close relationship with the trainee and in the particular case of CTT and Galp the HRD performs the trainees' evaluation to subsequently present it to the Executive Committee, which will decide on their continuity. In most of the enterprises, there is a mentor to accompany the trainees throughout the programme and respond to their expectations. In LG, the mentor has the power to “*decide to keep them at the end of the programme*”. Nonetheless, despite the existence of a mentor, in CTT, EDP, Novabase and Santander, there is also a tutor that is responsible for helping the trainee during the programme and “*communicate the goals, guide, integrate and evaluate them*” (EDP).

The next tables will be concerning the data analysis of the Trainee Programmes' results in terms of a priori expectations, benefits and disadvantages for the companies and trainees, the programme's global evaluation and impacts in the company at the end of it.

Table 13: Trainee Programmes' expected results

Categories	Units analysis	Frequency (%)
<b><u>Expected results</u></b>	Business's development	43
	Valuable training	57
	Trainees integration	71

For the majority of the companies, the expected results (Appendix XVIII) with the implementation of a Trainee Programme is to “*retain all the trainees*” (CTT) as “*permanent employees*” (EDP) for “*as long as possible*” (Santander). In spite of expecting that all trainees stay in the company, Galp claims “*that will depend on their evaluation*”. Company ABC, Galp, LG and Novabase point out the importance of providing valuable training by giving “*the tools and support so they can develop within the company*” (Galp) and “*create a space where people have training and learn by doing*” (LG). Also, CTT,



EDP and Santander ambition to have trainees aligned with the company, so they can contribute to the business growth and meet the strategic needs of knowledge.

Table 14: Trainee Programmes' benefits for companies

Categories	Units analysis	Frequency (%)
<b><u>Company's benefits</u></b>	Internal talent development	29
	Brand awareness	43
	Diversified workforce	43
	Skilful young workforce	57
	Business knowledge and impact	100

The most evident benefit for firms from employing a Trainee Programme (Appendix XIX) is trainees' business knowledge and impact. In fact, EDP mentions "*trainees are prepared to enter the business and have global knowledge of the company*", CTT refers to a "*great contribution to the areas where trainees have passed and an added value in the business*" and Company ABC states that trainees "*help in solving the business challenges in all areas of the organisation*". Besides, half of the sample invokes as a perk having a skilful young workforce that brings "*new knowledge, especially digital skills*" (Galp) and has "*an accelerated development that allows a generational renewal*" (EDP). CTT, Galp and LG consider to be an advantage a diversified pool of trainees with "*distinct ways of thinking, digital skills and more interactive thinking*", "*way of being and agility that helps to rejuvenate the company*" and "*new ideas to implement things differently*", respectively. Only, Company ABC and Santander recognise the development of an internal talent culture that promotes continuous learning and support for training and in the case of EDP and Galp the Trainee Programme "*gives a great awareness of the brand in the market*" and "*allows the contact with the job market*", accordingly, whereas LG associates it to a youth programme that "*relates LG with innovation and creativity*".

Table 15: Trainee Programmes' benefits for trainees

Categories	Units analysis	Frequency (%)
<b><u>Trainees' benefits</u></b>	Contact with Executive Committee	29
	Career advancement opportunities	71
	Business and company knowledge	86
	Training	100

Regarding the trainees' benefits (Appendix XX), all the companies focus the added-value training experience during the programme, such as the completeness of the programme *"in terms of training and development-oriented"* (CTT), the access to *"cutting edge training themes"* (EDP) and the enhancement of *"behavioural skills"* (Galp). Moreover, the sample's majority finds vital the business and company's knowledge trainees have, since they will *"be comfortable to talk about business topics"* (Company ABC), *"know what goes on in the company"* (CTT), *"are the most informed people"* (Galp) and *"have many contacts within the organisation, in the various business units"* (Novabase). While in CTT and Galp trainees have privileged contact with the Administration, a large portion of the companies expressed the career advancement opportunities available to them, either internally or internationally, as they *"have a great visibility and know almost everybody"* (CTT) and *"have more agility to move in the company"* (Novabase) that can lead *"to a very accelerated and diversified career path"* (EDP).

Table 16: Trainee Programmes' disadvantages or costs

Categories	Units analysis	Frequency (%)
<b><u>Disadvantages or significant costs</u></b>	Training costs	29
	No disadvantages found	71

When asked about Trainee Programmes' disadvantages or significant costs (Appendix XXI), most of the organisations could not identify anything relevant, indeed Galp said they only had *"to win with the Trainee Programme"*, CTT quoted *"the Trainee Programme is very complete and oriented towards the development"* and EDP cited *"there are no disadvantages because the trainee has access to several opportunities"*. Concerning Company ABC and Novabase, even if they did not disclose the costs, they pointed out the training expenses, such as *"investments in external partners and internal training"* and *"the significant cost of the 2 weeks of trainees' integration"*, respectively.

Table 17: Trainee Programmes' global evaluation

Categories	Units analysis	Frequency (%)
<b><u>Global evaluation</u></b>	Updated database	14
	Internal support	43
	Recognition	57
	Trainees' influence on the business	57
	Positive	100

Overall, the global evaluation (Appendix XXII) of the operationalisation of a Trainee Programme is positive for the entire companies and the intention is to perform more editions, for instance, EDP addresses “*results have been positive, since more than 90% of trainees were retained and we want to repeat the programme*” and Galp considers the evaluation positive since “*most of the former trainees remain at Galp, which shows the results that the programme provides*”. A major part of the sample emphasises the recognition the programme bears, such as the “*external recognition that allows to communicate with the market differently*” and “*create a strong employer brand and show that to the market*” (Company ABC and Galp, respectively). Similarly, trainees' influence on the business is a positive outcome for a big part of the organisations, namely in CTT “*trainees are more autonomous, involved and develop their hard and soft-skills, which brings faster results*”. Company ABC, Galp and Novabase refer to the internal support of the supervisors or areas that receive trainees as they comprehend the benefits of the programme and Galp favours of an updated database, to cite “*when the process ends, we gain a number of valid people that allow us to close other opportunities*”.

Table 18: Trainee Programmes' retention rate

Categories	Units analysis	Frequency (%)
<b><u>Retention rate</u></b>	100%	14
	< 90%	43
	≥ 90%	43

After the completion of the Trainee Programme, the retention rate (Appendix XXIII) varies among organisations. Novabase is the only company that shows a 100% rate (“*At the end of the Academy we stay with everyone, and by the time of the integration phase, all the trainees are already hired*”). The retention rate in Company ABC, EDP and Galp equals 90% or higher. While the rate is lower than 90% in LG, Santander and CTT that quoted (“*currently, with all editions carried out the rate is between 50% to 60%*”).

Table 19: Trainee Programmes' turnover motives

Categories	Units analysis	Frequency (%)
<b><u>Turnover motives</u></b>	Concurrent market	29
	Personal reasons	29
	Trainee evaluation	29
	International market	43

Although, part of the turnover motives (Appendix XXIV) cited by the enterprises have consisted in embracing a professional opportunity in the international market, other motives with fewer frequency of observation have originated trainees' departure, such as leaving for a concurrent company, personal reasons like family or health issues, and the trainees' global evaluation. For example, in LG *“the trainee who did not stay was due to the supervisor's final assessment”* and in Santander *“it was a decision between the company and the trainees, due to the global evaluation throughout the year”*.

Table 20: Differences in trainees' responsibility

Categories	Units analysis	Frequency (%)
<b><u>Differences in trainees' responsibility</u></b>	Projects participation	43
	No difference	57

Respecting the differences in trainees' responsibilities (Appendix XXV) for having participating in a Trainee Programme, on the contrary of other employees, most companies did not identify any difference. In fact, EDP said *“there is no differentiation from other employees, trainees have to prove they are good and have the ability to do other things”*, LG answered *“trainees perform identical functions as other employees”* and Santander reinforced *“the responsibilities are similar”*. The remaining firms point out *“more participation in projects since trainees have the transformational skills the business need”* (Santander) and *“the trainees participate in more projects because they have a greater knowledge of the company”* (CTT).

Table 21: Trainee Programmes' improvement areas and challenges

Categories	Units analysis	Frequency (%)
<b><u>Improvement areas and Challenges</u></b>	Follow-up structure	43
	Diversity in profiles	57
	Retention after the Programme	57
	Programme structure	86

The improvement areas and challenges (Appendix XXVI) for next editions of the Trainee Programme for almost all the companies regards to the programme's structure, in the case of EDP the matter is *“how to improve the programme to be more aligned with the business in terms of different geographies”*, whereas in LG *“the 2<sup>nd</sup> edition needs to exceed our expectations, so we will have to be more creative in terms of image and communication”*

and Santander aims that *“the next editions of the programme will be more adapted to the transformational needs of the company”*. Half of the organisations addresses the trainees' retention as a concern to *“ensure that trainees do not spend much time in the same area and rotate by several”* (Company ABC), the challenge for EDP is *“managing trainees' expectations and careers to retain them”*, for Novabase *“it matters that while trainees are here, they are very happy and well”* and in Santander there is *“job rotation and international opportunities”* for young people. Likewise, a major part of the companies aims to diversify trainees' profile in the subsequent editions by recruiting more individuals from *“technological areas”* with *“transformational skills, such as digital, information management and programming”* because they will need to *“have more differentiating and digital talent”* (Company ABC, EDP, Galp and Santander). Some firms as CTT, Galp and LG intend to improve the programme's follow-up phase by focusing more on the trainee's perspective through individual interviews and information sharing.

Table 22: Trainee Programmes' impact on T&D policies

Categories	Units analysis	Frequency (%)
<b><u>Impact on T&amp;D policies</u></b>	Training after Programme	57
	Training content	86

The Trainee Programmes' impact on Training and Development (T&D) policies (Appendix XXVII) for a big part of the sample concerns the training after the end of the programme, basically, the training provided usually needs to be firstly approved by the supervisor and trainees receive training in accordance with the company's strategy and needs. Regarding the training content it is also adjustable in the majority of the companies, for example in CTT *“they receive executive training, which is more focused on improving innovation, negotiation and leadership skills”*, EDP tests *“new training models, and if the results are positive, it will be applied to the Group”*, in Galp *“the supervisor prepares the training plan focusing a more technical and on-the-job component, while the HRD ensures a more behavioural training”*, LG *“had to rethink strategies for young people to become interested and motivated”*, since traditional training no longer captivates employees and Santander, also refers to a changing in training paradigm, to cited *“training is changing because people learn differently, so there is need to a change management to fit all types of people”*.

Table 23: Tool to train and recruit young talent

Categories	Units analysis	Frequency (%)
<b><u>Important tool to train and recruit young talent</u></b>	Yes	100

When inquired about the importance of Trainee Programmes as training and recruitment tool of young people (Appendix XXVIII), all companies responded positively. Company ABC said *“it is a crucial addition to those who finish an academic degree to acquire practical knowledge”*, CTT answered *“clearly, it's a talent programme!”*, EDP declared *“it is a career acceleration programme”*, Galp announces *“without a doubt, in fact all of these actions are always in a logic of training and giving tools, so trainees can grow in here”*, LG mentioned *“yes, definitely. I think one thing was strange without the other, we already need a new edition of the Trainee Programme”*, Novabase replied *“of course, there are people who incredibly say they come to Novabase because of the Academy, it's unbelievable”* and lastly, Santander revealed *“definitely, we need to adjust the bank to the pressure of smaller companies and this is why we need more agile talent and its faster way of work that is adapted to the rapid change”*.

#### 4.2.2 Questionnaires

In this section, the questionnaire results collected from a sample of 113 participants will be analysed. Concerning the individual motivations of the trainees under study, they were asked to use a 5 items importance scale (1 - Not important; 2 - Slightly important; 3 - Relatively important; 4 - Very important; 5 - Extremely important) to evaluate several aspects. Hence, the aspects that the majority of the respondents value in the choice of a new employer (Appendix XXIX) are career progression with the highest mean (4.44), compensation and benefits (4.29), organisational reputation and culture (4.12) and quality commitment (4.02). In relation to the motives that lead individuals to stay in an organisation (Appendix XXX), although the average of all the options is greater than 4, which means “Very important”, it is given a considerable importance either to career progression and training and development opportunities, both with 4.50 of mean, integrity and honesty (4.48), relationship with supervisors and peers (4.42) and rewards and recognition (4.40). Regarding the reasons behind the decision to join a Trainee Programme (Appendix XXXI), most of the trainees find relevant the existence of

professional development opportunities (4.46), career progression (4.39), the integration in the company's board in the end of the Programme (4.20), training opportunities (4.17), the remuneration amount (4.14) and the business areas contacted during the programme (4.09). The options organisational reputation (3.95), international opportunities (3.56) and the programme's duration (3.13) are considered to have lesser importance to the structure of the programme than the options rated with a mean bigger than 4.

The following analysis concerns the section six of the questionnaire, namely the Trainee Programme's Characteristics and Perceptions and it aims to test the conceptual model formulated (Chapter 2.5). Thus, the variables in this investigation are the psychological contract of employer obligations (PCO\_ER), supervisory support (SS), affective organisational commitment (AOC), perceptions of advancement opportunities (PAO), job satisfaction (JS) and conversion intentions of the trainees at the end of the programme (INT to accept). As mentioned in the Methodology Chapter, trainees had to evaluate statements about each one of these dimensions applying a Likert scale, such tables can be consulted in Appendixes XXXII to XXXVII. To calculate the mean of the statements by dimension, each variable will be transformed and computed in order to originate a new single variable using SPSS. Table 24 summarises this process and presents the mean per new variable.

*Table 24: New computed variables*

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
PCO_ER	113	3.7758	.62113
SS	113	4.0564	.61169
AOC	113	3.1186	.98982
PAO	113	3.0283	.56686
JS	113	2.2316	.36080
INT to accept	113	2.8997	.97781

Next, to test the aforementioned raised set of hypotheses, a correlation coefficient test is employed in order to verify if exists a relationship between the variables. Due to the quantitative treatment of the variables, that is, all of them have Likert scales, it applies the Pearson correlation coefficient (R Pearson) test that allows to measure “*the strength and direction of a linear relationship between variables*” and it ranges between -1 and

+1. "The closer  $R$  is to 1 (whether positive or negative), the stronger the relationship between two variables" (Bryman & Cramer, 2005: 219). The normality of the population distribution is assumed for big samples ( $N > 30$ ), recurring to the Central Limit Theorem (Laureano, 2013). So, the hypotheses for the five tests performed to the significance of the respective correlation coefficients between each pair of variables are:

**H<sub>0</sub>:** The Pearson correlation coefficient equals to zero, which means that there is not a linear relationship between the variables ( $R_{\text{Pearson}} = 0$ )

**H<sub>a</sub>:** The Pearson correlation coefficient differs from zero, which means that there is a linear relationship between the variables ( $R_{\text{Person}} \neq 0$ )

Table 25 discloses the correlations between the variables under study.

Table 25: Correlation coefficients between variables

		PCO_ER	SS	AOC	PAO	JS	INT to accept
PCO_ER	Pearson Correlation	1	.610**	.460**	.385**	.544**	.447**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	113	113	113	113	113	113
SS	Pearson Correlation		1	.472**	.335**	.469**	.322**
	Sig. (2-tailed)			.000	.000	.000	.000
	N		113	113	113	113	113
AOC	Pearson Correlation			1	.443**	.552**	.539**
	Sig. (2-tailed)				.000	.000	.000
	N			113	113	113	113
PAO	Pearson Correlation				1	.382**	.283**
	Sig. (2-tailed)					.000	.002
	N				113	113	113
JS	Pearson Correlation					1	.452**
	Sig. (2-tailed)						.000
	N					113	113
INT to accept	Pearson Correlation						1
	Sig. (2-tailed)						
	N						113

\*\* . Correlation is significant at the 0.01 level (2-tailed).



At a significance level of 0.01 there are statistical evidences to conclude that:

- SS and INT to accept have a positive modest relationship ( $R = 0.322$ ). Since  $\text{Sig (p-value)} = 0.001 < \alpha = 0.01$ , we reject  $H_0$ . Therefore, **Hypothesis 1** is verified, which means supervisory support has a positive direct influence on trainees' conversion intentions;
- PCO\_ER and INT to accept have a positive modest relationship ( $R = 0.447$ ). Since  $\text{Sig} = 0.001 < \alpha = 0.01$ , we reject  $H_0$ . Thus, **Hypothesis 2** is confirmed, which means the psychological contract of employer obligations has a positive direct effect on trainees' conversion intentions;
- JS and INT to accept have a positive modest relationship ( $R = 0.452$ ). Since  $\text{Sig} = 0.001 < \alpha = 0.01$ , we reject  $H_0$ . Consequently, **Hypothesis 3** is proven, which means job satisfaction has a positive direct impact on trainees' conversion intentions;
- PAO and INT to accept have a positive weak relationship ( $R = 0.283$ ). Since  $\text{Sig} = 0.002 < \alpha = 0.01$ , we reject  $H_0$ . So, **Hypothesis 4** is verified, which means perceptions of advancement opportunities has a positive direct influence on trainees' conversion intentions;
- AOC and INT to accept have a positive modest relationship ( $R = 0.539$ ). Since  $\text{Sig} = 0.001 < \alpha = 0.01$ , we reject  $H_0$ . Therefore, **Hypothesis 5** is confirmed, which means affective organisational commitment has a positive direct effect on trainees' conversion intentions.

Overall, as all the p-values are lower than  $\alpha$  (0.01),  $H_0$  is rejected in every R Pearson test and it concludes the variables SS, PCO\_ER, JS, PAO and AOC show a positive correlation with the trainees' intention to accept an opportunity in the company after the conclusion of the Trainee Programme. Although there is a relationship between PAO and INT to accept, the correlation between those variables is weak and is less significant than the correlation that exists between the remaining dimensions which show a moderate influence.

## 5. Discussion

Across this Chapter, the findings collected will be synthesised and analysed following the problematic and initial objectives of the study and will be compared to the theoretical framework presented in the beginning of this investigation (see Chapter 2).

Most talent strategies are implemented by companies with the purpose of providing opportunities for attraction and retention of skilled workforce and also, identify possible recruits. The enterprises under study operate talent identification strategies by maintaining a close relationship with universities, using social networks and the institutional website and via Trainee Programmes. In addition, during the investigation EB is pointed out as an important attraction strategy, which is in accordance with Biswas and Suar (2016) and Gunesh and Maheshwari (2018) that agreed when used effectively, EB can attract potential workers due to the enhanced company's corporate image. In fact, this research revealed that companies consider Trainee Programmes a tool which identifies, attracts and recruits recently graduates which meets Jonsson and Thorgren's (2017) definition for this concept. To quote Trainee Programmes are "*designed to attract, recruit, develop, and eventually retain young, recently graduated professionals (...)*" (p. 1738).

Therefore, at first, it is determinant to characterise these programmes in terms of structure and give response to the first RQ "***What are the main features of a Trainee Programme?***".

From the analysis of Table 4 in the previous Chapter (Findings and Results) that summarises the seven companies programmes, it is possible to highlight some common and others more exclusive features such as (1) the designation of the programme which is different in all the companies (2) the duration can lengths between 9 and 36 months; (3) the year of the 1<sup>st</sup> edition also differs; (4) the number of trainees recruited depends on each organisation needs; (5) job rotation opportunity between several business areas may be required or optional; (6) group project; and (7) an international experience component. Similarly, Thom's investigation (2019) related with the design of corporate programmes for graduates include as common characteristics a scheme ranging from 6 to 24 months with many trainees enrolled per edition, that is composed by on-the-job training, a project

work, job rotation and might have an intercultural component aiming the development of trainees' social and intercultural skills abroad.

Furthermore, although the programme is mostly promoted annually throughout universities and digital platforms, in some cases it can take place every two years and be carried out internally, internationally or through a consulting firm. In addition, there is an extensive application process that can be performed within the company or via online, which is the most frequent, and it comprehends several eliminatory phases, namely, CV screening, psychometric tests, an assessment centre activity with a reduced group of potential candidates and, at least, one phase of interviews, individually or in group. However, some organisations are including other intermediate phases to sort better the applicants like phone interviews, a video pitch or interview and a round table phase. Even though this reveals novel to the literature, it is not a surprising finding, since Cesário and Chambel (2017) have already stated the broadness of this recruitment procedure that extends for nearly 3 months and incorporates as selection measures personality and ability tests, group dynamics and career expectation interviews. At last, per edition, organisations can select among various graduates, for example, evidence in this study demonstrates a number ranging from 6 to a total of 45 trainees, which will depend on each organisation business' needs.

On one hand, hinging on each organisation, the onboarding period lengths between 1 week to 1 month and a half and the integration activities comprise several welcoming and culture immersion actions such as company's presentation, team-building activities, training on soft and hard-skills, group challenges and, in certain enterprises, trainees have contact with the Administration. Indeed, as stated by Fan *et al.* (2012) these induction programmes intend to adapt trainees' perceptions and behaviours by providing soft-skills development and team-building activities (Cesário & Chambel, 2017). On the other hand, the phases that Trainee Programmes usually undertake consist in, as already mentioned, an initial moment of trainees' integration, on-the-job training, job rotation within several business units of the company that may be required or facultative, projects and business challenges that ends with a presentation to the Administration in the conclusion of the programme. In fact, this is in agreement with the authors Cesário and Chambel (2017) that structure Trainee Programmes with an onboarding period, followed by training on

soft and hard-skills and job rotation through several business units to trainees obtain a better overview of the venture and workplace interactions.

Lastly, the follow-up is carried out in every organisation throughout regular and ongoing feedback sessions, individually or in group, where improvement actions about performance and orientations for development are proposed to trainees. Also, there are career counselling and mentoring initiatives that aim orient trainees' path in the company. The follow-up is mostly performed by the HRD that maintains a close relationship with trainees and, in some firms, the presence of a mentor and/or a tutor during the programme helps in guiding and integrating the trainees. According to O'Meara and Petzall (2013), Trainee Programmes embody constant feedback on performance, individual coaching and support by an organisational actor, which from the study's findings it can be a member of the HRD, a mentor or a tutor who belongs to the business areas the trainee will operate.

In this extent, to better understand this recruitment tool it is crucial to characterise and define the target individuals that organisations seek, which brings the second RQ of this investigation *“Who is the preferred target of companies in these Programmes?”*.

Most companies acknowledge the favourite profile recruited are graduates from the top universities of Portugal with a degree in Management or Engineering areas, though some employers consider relevant having people from different background areas, for example, Psychology, Geology or Architecture. Although, it is required that applicants have a Master's degree concluded or in completion phase, other companies revealed this is not a mandatory requisite and, sometimes, they recruit graduates only with a Bachelor's degree. Thus, there is a consensus with Thom (2019) regarding one of the usual features of the studied Trainee Programmes, the graduates course area, i.e. the author found that most of the chosen trainees have graduated in Business Administration, Economics, Law, Engineering and Computer and Natural Science areas.

Moreover, certain enterprises attribute importance to other characteristics, for instance, in some cases, an age limit can be set, that is, only candidates up to twenty-five years old are considered. Whereas, in other companies is appreciated a course average of fourteen GPA, previous professional experience, solid technical knowledge, English fluency and availability for international mobility. As a result, the questionnaire findings showed that the majority of trainees enrolled in Trainee Programmes belong to the age categories 22-

25 (46%) and 26-29 (46.9%), meaning that these programmes are targeted to Millennials (Hewlett *et al.*, 2009) and Generation Z individuals (Miller, 2018). Such outcome regarding the companies' preference over the target is significant for the literature and this research.

In addition, regarding the main soft-skills trainees must have, companies highlighted a collaborative attitude, ability to create relationships, flexibility, team spirit, excellence in execution, transparency, agility of action, irreverence, honesty, resilience, self-motivation, self-recognition and skills for transformation. In fact, Millennials show levels of optimism, ambition, willingness to work and learn and self-reliance (Tibergien, 2013; Noe, 2017; Jonsson & Thorgren, 2017). Whereas Generation Z is more agile, search for new challenges and aspire a diverse working environment and supervisors' recognition (Bencsik *et al.*, 2016; Lanier, 2017).

Subsequently, it is from the utmost relevance to understand the reasons behind the implementation of Trainee Programmes on organisations behalf and thus, answer to the third RQ ***“Why companies decide to implement Trainee Programmes?”***.

The results obtained showed consistency among the main reason of implementation being trainees' recruitment and integration in the company at the end of the Trainee Programme, assuming if they demonstrate a positive development and evaluation. As a matter of fact, Cesário and Chambel (2017) corroborate the intention of organisations in formally hiring the trainees that stand out during the programme for achieving a superior performance. Further, the goal is to gather a pool of employees with specialised knowledge ready and available to integrate different functional areas in order to tackle the business needs and challenges. While organisations employ this tool to attract new talent that brings fresh ideas and different ways of doing things, at the same time, it helps reinforcing the company's employer brand and strengthen its position in market. Likewise, enterprises aim to enhance trainees' skills by providing training and development actions, which aspire to align graduates profile with the business and promote opportunities to accelerate their professional careers and growth inside the company. Indeed, known authors in this field like McDermott *et al.* (2006), Dysvik *et al.* (2010) and Cesário and Chambel (2017) have already stated that firms intend to boost employees' performance by enhancing their job-knowledge and competencies through training and development opportunities, so they can achieve a rapid career advancement.

Despite the reasons of implementation, the expected results from the operationalisation of a Trainee Programme full edition comprise trainees' retention as permanent employees relying on their positive performance, provide important work-related tools by means of valuable training and, at last, contribute to the company's strategic development.

Afterward the completion of a Trainee Programme full edition it becomes decisive to evaluate the outcomes and impacts attained for further adjustments in the structure. Due to the lack of understanding concerning this matter in the literature review, the fourth RQ to respond is ***“What are the impacts that such Programmes have in organisations?”***.

Therefore, on enterprises behalf, the most relevant advantages found from the implementation of this graduate recruitment tool are the business knowledge and impact, an enhanced brand awareness, a talented young workforce that enables a generational renewal on firms' staff and creates a diversified pool of employees that stand out, for example, for having distinct ways of thinking, digital skills and a more interactive thinking and agility. Also, a talent culture within the organisations is cultivated by promoting continuous learning actions and training support. Although, such programmes turn out to be a considerable investment to companies, especially in terms of training costs, the majority devalues these expenses since they strongly believe in the perks resulted from the employment of this tool as it is very complete and orientated towards trainees' development.

Corporations largely attribute a positive overall evaluation at the end of an edition of the Trainee Programme and, even demonstrate interest in carry out more editions in the coming years, on account of the trainees recruited, a large portion still remains in the company, which highlights the programme's effective outcomes. Besides, it allows to strengthen the firm's EB and so, interact with the market with a different approach. In addition, owing that trainees positively influence the business as they are more autonomous and involved, they receive prompt internal support from the supervisors that recognise such benefits. Ultimately, due to the extensive recruitment process that Trainee Programmes require, companies end up with an updated database of qualified people that enables them to fill other job opportunities during the year.

Nonetheless, the retention rate varies among organisations. While for a greater part the aim is to recruit all the trainees, that is, having a 100% retention rate, there are cases

where the retention rate might be above or below 90% as a consequence of a variety of reasons, such as trainees' poor global evaluation, trainees' ambition to embrace a new opportunity in the concurrent or international market or because of personal reasons.

Regarding the impacts on T&D policies, during the Trainee Programme companies adjust the training content to focus on the development of innovation, negotiation and leadership skills with a more technical and on-the-job component, along with behavioural training to enhance individuals' interest and motivation. After the programme, the training provided depends on the company's strategy and needs and is previously approved by the supervisor.

Concerning trainees' perspective and the motives that drive their enrolment in Trainee Programmes, the fifth RQ to answer is ***“What are the main aspects that lead trainees to participate in Trainee Programmes?”***.

The findings showed that prior to the decision of participating in these programmes, trainees search beforehand for a company whose values and practices correspond to what they desire for their professional career. In this way, career progression opportunities, compensation and benefits and organisational reputation and culture are some of the most relevant aspects that graduates value in the choice of a new employer. Similarly, Tiberghien (2013) stated that Millennials seek for work opportunities with attractive prospects for career advancement, fair rewards and real engagement, whilst Bencsik *et al.* (2016) and Miller (2018) declared work-life balance, compensation and benefits, financial stability and enjoyable work environment are what Generation Z primarily seek.

Regarding the reasons that lead trainees to join Trainee Programmes, the results demonstrate that young talent widely appreciates the existence of professional development opportunities, career progression, the integration in the company's board at the end of the Programme, training opportunities and, they also give a great importance to the remuneration amount and the business areas contacted during the programme. Although these findings reveal new to the literature, they can be supported by previous statements of authors such as Shaw and Fairhurst (2008) that agree graduates value training experiences and challenging tasks, as well as Smith and Galbraith (2012) that highlight meaningful work, pay and growth opportunities as what young graduates search for in a job opportunity.

Moreover, as a result of trainees' participation in the Trainee Programme, the companies under study pointed out as benefits the valuable training experience they receive, an extensive knowledge of the business and organisation, career advancement opportunities and, in some cases, the privileged contact with the Administration.

In this extent and related with trainees' perceptions and conversion intentions, it appears the sixth and last RQ to give response *“How trainees' perceptions correlate with their intention to stay in the company at the end of the Trainee Programme?”*.

The questionnaire conclusions in regard to the motives that lead trainees to stay in an organisation disclosed the most significant reasons are career progression, training and development opportunities, integrity and honesty, a good relationship with the supervisors and peers and, rewards and recognition. Likewise, Smith and Galbraith (2012) stated flexibility, proximity, enjoyable work and work environment as aspects that motivate Millennials to remain in their jobs. While iGeneration also values the prior features, they also appreciate constant feedback in person, work recognition, work-life balance and compensation and benefits (Lanier, 2017; Bencsik *et al.*, 2016; Miller, 2018).

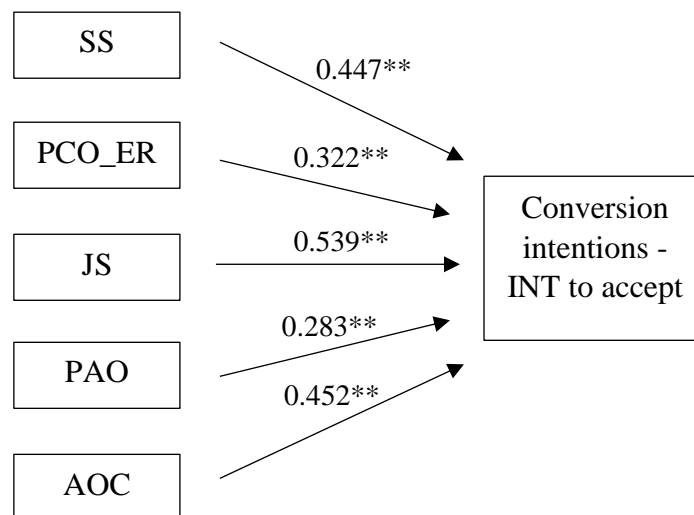
In this sense, from the correlation coefficients test carried out to test the existence of a relationship between the variables under investigation, results exhibited that the validation of **Hypothesis 1** permits to verify a positive relationship between SS and trainees' conversion intentions; the verification of **Hypothesis 2** confirms a positive relationship between PCO\_ER and trainees' conversion intentions; the corroboration of **Hypothesis 3** enables to prove the existence of a positive relationship between JS and trainees' conversion intentions; the confirmation of **Hypothesis 4** verifies a positive relationship among PAO and trainees' conversion intentions; and the acceptance of **Hypothesis 5** confirms a positive relationship between AOC and trainees' conversion intentions. In general, this test settled that the variables supervisory support, psychological contract of employer obligations, job satisfaction, perception of advancement opportunities and affective organisational commitment demonstrate a positive correlation with trainees' intention to accept an offer of permanent employment in the company after the conclusion of the Trainee Programme.

Therefore, since all the five variables are positively correlated with trainees' conversion intentions (Figure 9), these findings are not unexpected and converge with previous



investigations about this topic (Hurst *et al.*, 2012; Hsu *et al.*, 2010; Kim *et al.*, 2017; Yadav & Rangnekar, 2015). Nevertheless, in Hurst *et al.*'s research (2012) even though the conclusions showed that job satisfaction did not directly influence interns' intention to accept a full-time employment offer, in this study the results support the relationship among these variables.

Figure 9: Correlations of trainees' conversion intentions



Hence, whether trainees feel the psychological contract of employer obligations accomplished, receive a close supervisory support, show levels of job satisfaction, perceive the existence of advancement opportunities and demonstrate affective organisational commitment to the company, these factors will increase the probability of their intention to accept an offer of permanent employment in the company at the end of the Trainee Programme.

### 5.1 Practical implications

As acknowledged during this investigation, organisations put a lot of effort and resources in carrying out Trainee Programmes and thus, it is fundamental to effectively employ this tool to achieve the desired outcomes. In this extent, a critical objective of this research was to clarify the perspective of companies and trainees regarding the way these programmes are being implemented to address future important recommendations.

In the first place, when structuring Trainee Programmes, enterprises must recognise the intended target and understand the different generational characteristics among individuals from Generation Y and Z. The profile mostly recruited is recent graduates of Management or Engineering areas from the top universities of Portugal, preferable with

the Master's degree concluded or in completion phase. Normally, companies prefer candidates up to twenty-five years old, with little previous professional experience, solid technical knowledge, English fluency and availability for international mobility. Individuals with a collaborative attitude, ability to create relationships, flexibility, team spirit, excellence in execution, transparency, agility of action, honesty and resilience are valued in the recruitment process.

Then, in order to attract and recruit the best talent, companies need to set clear expectations and goals regarding the programme and career prospects that meet trainees' needs and expectations. This way, organisations should conduct extensive recruitment processes that start via online application and encompasses at least one phase of interviews to meet the candidates, CV screening, phone interview or video pitch, psychometric tests and a group dynamics activity in order to select suitable applicants for the Trainee Programme.

Therefore, whether the aim of these programmes is to promote trainees' skills enhancement and development within the firm, they should follow a similar structure. For instance, even if the length and number of trainees can vary among organisations, it is common for a programme to range from 9 and 36 months and enlist between 14 to 40 trainees, respectively. In addition, they must begin with an onboarding period that lengths between 1 week to 1 month and include integration activities to trainees obtain a better overview of the company's business, such as welcome and culture immersion actions, team-building activities and initial training on soft and hard-skills. After, graduates can experience on-the-job training within one or more business areas, depending on each company to decide whether to provide a job rotation opportunity based on their current needs. Also, there must be a group project challenge to be presented throughout the programme, for example, while some companies decide to include this presentation at the end of the onboarding period, other companies place this presentation at the end of the Trainee Programme. Whenever possible, firms should provide trainees an international experience to develop their social and intercultural skills abroad.

Secondly, during the Trainee Programme, it is relevant to continuously assess trainees' progress, satisfaction and expectations by providing regular and ongoing individual feedback and also, have career counselling and mentoring initiatives to orient trainees' development within the company. Hence, this follow-up should be performed by the

HRD, who also must assign a mentor and/or a tutor, from the same functional area to maintain a closer and daily relationship with the trainee.

Lastly, after the conclusion of the Trainee Programme, it is fundamental for companies to retain the individuals that achieved a better performance. As seen, the conceptual model tested in this research turned out to be a relevant insight about the comprehension of trainees' conversion intentions to remain in the organisation after the conclusion of the programme. Consequently, the results demonstrated that in the end of a Trainee Programme, trainees are more likely to accept an offer of permanent employment in the organisation if they realise the psychological contract of employer obligations to be accomplished, receive a close supervisory support, show levels of job satisfaction, perceive the existence of advancement opportunities and demonstrate affective organisational commitment to the firm. Henceforth, it is crucial for employers to strengthen the psychological contract and set clear performance goals by providing career advancement and training opportunities, have future-orientated dialogue with regular feedback and supervisory support, offer a competitive package of salary and benefits, provide challenging and stimulating work tasks and projects and recognise trainees' work achievements in order to improve their motivation and thus, the employment relationship and, at the same time, increase trainees' intention to continue in the organisation.

In practical terms, this investigation has led to a better understanding of this graduate recruitment tool, as well as to significant conclusions that, whether addressed can enhance the employment of Trainee Programmes. Thus, they are considered a worthwhile investment since a big part of trainees remain in the firms, which highlights the positive outcomes, such as trainees' business knowledge, a skilful young workforce that enables a generational renewal, brand awareness, EB strengthening and business positive impact. As a result, these insights will influence the practice in corporations and can be used by HR professionals, supervisors and management consultants to improve the structure and results of this tool, either for companies and trainees.

## 6. Conclusions

The current dynamics of the workplace is experiencing from having multiple generations working together has required an understanding of organisations and some adjustments in talent strategies. Although Generation Y and Z, the latest groups of individuals who have arrived at the labour market share several common characteristics, it is possible to differentiate them as having distinct features, expectations and skills.

Consequently, to address these challenges, Trainee Programmes are being largely implemented by most of the Portuguese firms which annually attract and recruit the best graduate talent leaving the top universities (Cesário & Chambel, 2017). These programmes are designed to provide trainees with a long-term experience, normally is 12 months, but it depends on each company, and comprise an integration period with company's culture immersion and team-building activities, on-the-job training, a job rotation component across several business areas and a group challenge to be presented during the programme.

Therefore, organisations aim to attract young talent that brings new ideas, improve trainees' skills through broad initiatives of valuable training and development, create a pool of graduates with solid knowledge of the company to tackle the business needs and promote their growth within the enterprise through career advancement opportunities. Also, it allows to establish a strong employer brand, strengthen the company's position in the market and contribute to the strategic development. However, the most noticeable reason for employing Trainee Programmes is trainees' retention as permanent employees.

In this extent, the motives that lead trainees to enrol in these programmes comprehend the existence of professional development and training opportunities, career progression, competitive remuneration, contact with different business areas and the integration in the company's board at the end of the programme. Hence, it was found the latter is positively influenced by the accomplishment of the psychological contract of employer obligations, a close supervisory support, levels of job satisfaction, perception of advancement opportunities and affective organisational commitment to the company.

From a practical perspective, due to the advantages related with trainees' conversion into full-time employees for both the company and the trainee, organisations should rearrange Trainee Programmes' structure to reinforce the psychological contract and set clear

performance goals and expectations by providing career advancement and training opportunities, provide supervisory support with constant feedback, career orientation concerning promotion and advancement opportunities, challenging tasks and projects, wage-setting and an enjoyable working environment. Last but not least, enterprises ought to continually evaluate the outcomes during the programme in order to be able to make appropriate changes in the structure and achieve the expected results.

Nevertheless, during the elaboration of this dissertation the main challenge regards to the lack of existing literature review on Trainee Programmes subject, even though they are becoming more popular among organisations, there is still little evidence regarding the proper structure to be followed, the reasons behind their implementation, the impacts for organisations' business and the perceptions of trainees regarding these schemes. In addition, a potential limitation of this study respects the sizes of the samples utilised, that is, only a number of seven companies were interviewed within this research and 113 trainees submitted a completed questionnaire response and since these numbers are lower than expected, they cannot represent the whole population of firms implementing Trainee Programmes, neither the population of current and former trainees.

Within a future investigation approach, it is recommended a more extensive analysis embracing, not only a bigger sample of companies but also more responses of trainees in order to obtain a wider amount of varied and representative results. Likewise, it will be interesting to extend this investigation and include in the studied conceptual model different variables that might also affect trainees' conversion intentions to obtain a better and accurate overview of young talent's perceptions of these programmes.

The current investigation reveals to be valuable and provide researchers with useful further directions to deeply cover this topic related to graduate talent attraction and retention. Companies must follow these recommendations to effectively operate these programmes to enhance trainees' employment experience during and after the Trainee Programme, which manifests in their intention to continue in the organisation. In future editions, companies should take into consideration some challenges when designing Trainee Programme, for instance the programme should be more aligned with the business needs, its promotion shall be creative in terms of image and communication, the profiles recruited must comprise more graduates from technological and digital areas of study, ensure trainees' rotation between several business areas and, whenever possible,

Trainee Programmes: companies and trainees' perspective

encourage international experience and manage trainees' expectations during and after the programme to support their engagement and retention.

Overall, it is possible to conclude that all the proposed research objectives were achieved, and this research proves to be innovative and important in the Portuguese context as it delineates the future of this graduate recruitment tool. In fact, organisations picture Trainee Programmes as talent and career acceleration programmes, that are an essential complement to individuals who have finished their academic degree and want to gain practical knowledge and receive work-related tools to develop their soft and hard-skills and enhance their professional career.

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## 8. Appendixes

### Appendixes Index

Appendix I - Request for collaboration.....	77
Appendix II – Informed Consent.....	78
Appendix III – Contacted companies.....	79
Appendix IV – Companies in Portugal with a Trainee Programme.....	80
Appendix V – Interview script.....	82
Appendix VI – Questionnaire.....	84
Appendix VII - Talent strategies.....	95
Appendix VIII – Recruitment sources.....	96
Appendix IX – Trainee Programmes' promotion.....	97
Appendix X – Application process.....	97
Appendix XI – Trainees selection.....	98
Appendix XII – Trainee profile.....	99
Appendix XIII – Trainees integration.....	100
Appendix XIV – Trainee Programme phases.....	101
Appendix XV – Main goals and reasons of implementation.....	102
Appendix XVI – Programme follow-up.....	104
Appendix XVII – Follow-up participants.....	104
Appendix XVIII – Expected results.....	105
Appendix XIX – Company's benefits.....	106
Appendix XX – Trainees' benefits.....	106
Appendix XXI – Disadvantages or significant costs.....	107
Appendix XXII – Global evaluation.....	108
Appendix XXIII – Retention rate.....	108
Appendix XXIV – Turnover motives.....	109
Appendix XXV – Differences in trainees' responsibility.....	110
Appendix XXVI – Improvement areas and challenges.....	110

Trainee Programmes: companies and trainees' perspective

Appendix XXVII – Impact on T&D policies.....	111
Appendix XXVIII – Important tool to train and recruit young talent.....	112
Appendix XXIX – Importance in choosing an employer.....	113
Appendix XXX – Motives to stay in an organisation.....	113
Appendix XXXI – Importance in the decision of integrate a Trainee Programme.....	113
Appendix XXXII – Psychological contract of employer obligations.....	114
Appendix XXXIII – Supervisory support.....	114
Appendix XXXIV – Affective organisational commitment.....	114
Appendix XXXV – Perceptions of advancement opportunities.....	115
Appendix XXXVI – Job satisfaction.....	115
Appendix XXXVII – Conversion intentions: intent to accept.....	115

**Appendix I** – Request for collaboration

Lisboa, [Data] de 2019

Assunto: Pedido de colaboração em Tese de Mestrado

Eu, Ana Raquel de Matos Coelho, aluna do 2º ano do Mestrado de Gestão da ISCTE Business School, encontro-me, neste momento, sob a orientação da Professora Doutora Generosa do Nascimento a desenvolver a minha Dissertação de Mestrado sobre Programas de Trainees.

Assim, de modo a investigar em profundidade este tema referente ao recrutamento e formação de recém-graduados, a minha tese envolve um estudo multi-caso que se pode dividir em duas grandes questões de investigação:

1. Compreender a importância que esta ferramenta de atração e retenção de talento tem, bem como os motivos que resultam da sua implementação por parte das empresas, por meio da condução de uma entrevista presencial;
2. Perceber as razões que levam atuais e antigos trainees a aderir a Programas de Trainees, através da aplicação de um questionário *online*;

Para o efeito e dada a notoriedade do Programa de Trainees da [Empresa], venho por este meio, solicitar a sua colaboração ou, a de outra pessoa recomendada, para a realização de uma breve entrevista e a eventual recolha de dados a atuais e/ou antigos trainees sobre o tema em questão, inseridos nos números 1 e 2. O trabalho a realizar tem apenas fins académicos, pelo que não haverá lugar à divulgação de dados confidenciais.

Ao dispor para qualquer esclarecimento adicional, desde já agradeço toda a atenção dispensada.

Atenciosamente,



(Raquel Coelho)

Telemóvel: (+351) 968 309 100

E-mail: [armcoll@iscte-iul.pt](mailto:armcoll@iscte-iul.pt)

## Appendix II – Informed Consent

Lisboa, [Data] de 2019

Exmo(a). [Nome],

No âmbito da Dissertação de Mestrado de Raquel Coelho, aluna do Mestrado de Gestão da ISCTE Business School que tem como orientadora a Professora Doutora Generosa do Nascimento, selecionei a [Empresa] e foi convidado(a) a participar neste projeto de investigação.

O presente estudo tem como temática os Programas de Trainees e pretende compreender a importância que esta ferramenta de atração e retenção de talento tem para as organizações.

Será conduzida uma entrevista presencial com uma duração estimada entre 30 a 45 minutos, onde serão colocadas questões sobre a empresa, bem como o Programa de Trainees implementado, nomeadamente a sua caracterização, objetivos e razões de implementação e, ainda, questões sobre os respetivos resultados. De forma a facilitar o tratamento dos dados recolhidos, proceder-se-á à gravação da entrevista, caso concorde. Para tal, selecione, por favor, com um “X” se concorda com a gravação da entrevista \_\_\_\_ ou se não concorda \_\_\_\_.

Não obstante a sua participação no presente estudo, gostaria de utilizar a identificação da empresa, bem como o seu nome e respetivo cargo no decorrer na realização da Dissertação de Mestrado, aquando da referência à [Empresa]. Para tal, selecione, por favor, com um “X” se autoriza a divulgação da identidade da empresa, do seu nome e cargo \_\_\_\_ ou se não autoriza a divulgação desta informação \_\_\_\_.

Encontro-me à disposição para facultar o texto final da presente investigação no que concerne à [Empresa] se me for solicitado.

Declaro ter lido e compreendido a informação neste documento, bem como as informações verbais que me foram facultadas. Desta forma, aceito participar voluntariamente no presente estudo sobre a importância dos Programas de Trainees.

Assinatura da Entrevistada: \_\_\_\_\_

Assinatura da Investigadora: \_\_\_\_\_

Local e Data: \_\_\_\_\_



**Appendix III – Contacted companies**

<b>Companies contacted</b>	<b>Way of contact</b>	<b>Date of the 1<sup>st</sup> contact</b>	<b>Date of the 2<sup>nd</sup> contact</b>	<b>Response</b>	<b>Date of response</b>
<b>LG</b>	LinkedIn	14/03/2019	--	Positive	18/03/2019
<b>CTT</b>	E-mail	14/03/2019	29/03/2019	Positive	01/04/2019
<b>Company ABC</b>	E-mail	18/03/2019	--	Positive	19/03/2019
<b>Santander Totta</b>	E-mail	25/03/2019	--	Positive	25/03/2019
<b>Novabase</b>	E-mail	25/03/2019	28/03/2019	Positive	02/04/2019
<b>EDP</b>	E-mail	14/03/2019	09/04/2019	Positive	09/04/2019
<b>Galp</b>	LinkedIn	09/04/2019	--	Positive	09/04/2019
<b>REN</b>	E-mail	14/03/2019	09/04/2019	Negative	09/04/2019
<b>Worten</b>	E-mail	29/03/2019	--	Negative	24/04/2019
<b>Zurich</b>	E-mail	18/03/2019	--	Negative	21/03/2019
<b>ANA</b>	LinkedIn	09/04/2019	30/04/2019	Negative	30/04/2019
<b>Brisa</b>	LinkedIn	19/03/2019	--	No response	--
<b>Leroy Merlin</b>	LinkedIn	19/03/2019	--	No response	--
<b>The Navigator Company</b>	LinkedIn	20/03/2019	--	No response	--
<b>Vodafone</b>	E-mail	25/03/2018	09/04/2019	No response	--
<b>Hays</b>	LinkedIn	25/03/2019	--	No response	--
<b>Mota-Engil</b>	E-mail	25/03/2019	--	No response	--
<b>Infraestruturas de Portugal</b>	E-mail	25/03/2019	--	No response	--
<b>Glintt</b>	E-mail	25/03/2019	--	No response	--
<b>NOS SGPS</b>	E-mail	28/03/2019	09/04/2019	No response	--
<b>Jerónimo Martins</b>	LinkedIn	01/04/2019	--	No response	--
<b>Nestlé</b>	E-mail	10/04/2019	--	No response	--
<b>Grupo Nabeiro</b>	E-mail	24/04/2019	--	No response	--
<b>Salvador Caetano</b>	E-mail	24/04/2019	--	No response	--
<b>Super Bock Group</b>	E-mail	24/04/2019	--	No response	--

**Appendix IV – Companies in Portugal with a Trainee Programme**

<b>Company</b>	<b>Trainee Programme Designation</b>	<b>Duration</b>
AKI	Academia de Trainees	12 months
Águas de Portugal - EPAL	WAVE Programa de Trainees	12 months
ANA	Programa de Trainees	12 months
Auchan Retail	Growing2Gether	n.d.*
Brisa	Brisa Trainee Program (BTP)	18 months
Central Cervejas	Unforgettable Journey	18 months
CTT	CTT Academy	18 months
EDP	EDP Trainee Program	14 months
Farfetch	Plug-in	6 months
Fidelidade	Boomerang Fidelidade	9 months
FNAC Portugal	Programa de Trainees FNAC 2019	18 months
Galp	Generation Galp	24 months
Glintt	Academia Glintt	12 months
Grupo E.T.E.	Programa Crescer	18 months
Grupo Nabeiro	Programa de Trainees	12 months
Grupo Salvador Caetano	Programa Talento Jovem	n.d.
Hays	Hays Academy	6 months
Infraestruturas de Portugal	Generation Z IP	12 months
Jerónimo Martins	Operations Management Trainee Programme	12 months
Johnson & Johnson	Programa de Trainees	24 months
José de Mello Saúde	Programa de Trainees + Talento	12 months
Lenitudes	Programa iMPACTO	12 months
Leroy Merlin	Programa de Trainees	12 months
LG Electronics	LG Xplorers	9 months
LIDL	Trainee International	18 months
L'Óreal	L Internship Program	12 months
Luís Simões	Academia de Trainees	n.d.
MetLife	Academia de Talentos	12 months
Mota-Engil	START@ME	12 months
Montepio	Programa de Trainees Montepio	12 months
Nestlé	Born to Talent	12 months
NOS	NOS Alfa	12 months
Novabase	Novabase Academy	24 months

Trainee Programmes: companies and trainees' perspective

Novartis	Expedition Novartis	12 months
Novo Banco	Programa de Trainees NOVO BANCO	12 months
OGMA	Programa Trainee OGMATION	12 months
REN	Programa Trainee REN	12 months
Sakthi Portugal SP21	Programa de Trainees	n.d.
Sanofi	Talent Graduate Program	n.d.
Santander Totta	Programa de Trainees Santander	12 months
Smart Consulting	Smart Management Trainees	n.d.
SIBS	Start	12 months
Siemens	Finance Trainee Program	12 months
Sonae	Contacto	n.d.
Super Bock	Programa de Trainees	12 months
Teleperformance	LeAP	12 months
The Navigator Company	Programa de Trainees Fator N	20 months
Unilever	Unilever Future Leaders Programme	24 months
Vodafone	Discover Graduates	24 months
Winning	Programa de Trainees de Gestão	n.d.
Worten	Play your future	12 months
Zurich	Zurich Graduate Program	n.d.
* <b>n.d.</b> stands for non-defined, which means no exact duration of the Trainee Programme was found.		

## Appendix V – Interview script

**Empresa:**

**Data da Entrevista:**

**Local:**

**Duração:**

- Introdução sobre o tema da Dissertação, objetivos da entrevista e esclarecimento de dúvidas -

### 1. Empresa

**Q1:** Quais são as estratégias de identificação e de atração de talento implementadas?

**Q2:** Quais as fontes de recrutamento e seleção mais recorridas pela empresa?

**Q3:** Que tipo de políticas de retenção de talento existem na empresa?

### 2. Programa de Trainees

**Q4:** Como é realizada a dinamização do Programa de Trainees?

**Q5:** Em que consiste o processo de candidaturas e como é feita a seleção dos trainees?

**Q6:** Existe algum tipo de perfil de trainee mais procurado? Quais os principais requisitos e competências? (habilitações, experiência profissional, outras atividades). Porquê?

**Q7:** Quais são as principais características do Programa? (nome, duração, nº de trainees selecionados vs. recebidos, áreas de contacto, projetos)

**Q8:** Como é que o Programa está construído a nível de fases/etapas? (Integração)

**Q9:** Quais considera serem os principais objetivos do Programa?

**Q10:** Porque é que a empresa implementa o Programa de Trainees? Quais são os resultados esperados?

**Q11:** Como é feita a integração dos trainees no início do Programa?

**Q12:** E como é realizado o seu acompanhamento ao longo do Programa? Quais os intervenientes neste processo?

### 3. Resultados

**Q13:** Na sua opinião, quais são os benefícios resultantes da implementação deste Programa para a organização?

**Q14:** E quais as vantagens para os trainees?

**Q15:** Existem desvantagens ou custos significativos decorrentes da realização do Programa?

**Q16:** No geral e no final do Programa, qual considera ser a avaliação global em termos de resultados obtidos?

**Q17:** Existe alguma taxa de abandono durante o Programa de Trainees por parte do trainee? Se sim, quais as razões e porquê?

**Q18:** Qual é a taxa de retenção dos trainees como colaboradores da empresa após a conclusão do Programa?

**Q19:** Quais foram os motivos dos trainees que não se tornaram colaboradores da empresa no final do Programa? (não terem continuado)

**Q20:** Existe alguma diferença a nível de responsabilidades entre os antigos trainees (agora colaboradores) e novos colaboradores da empresa que não realizaram o Programa de Trainees?

**Q21:** Na sua opinião, em que sentido o atual Programa de Trainees poderia ser melhorado (pontos de melhoria)?

**Q22:** Por último, qual o impacto que o Programa de Trainees tem em termos de políticas de Formação e Desenvolvimento da empresa? Considera ser uma ferramenta importante na formação de talento jovem? Justifique.

## Appendix VI – Questionnaire

### *Programa de Trainees*

O presente estudo insere-se no âmbito do Mestrado em Gestão da ISCTE Business School e tem como finalidade a realização de uma Dissertação de Mestrado sobre os Programas de Trainees implementados pelas empresas em Portugal.

Desta forma, o seguinte questionário tem como objetivo obter informação acerca das razões que levam os atuais e/ou antigos Trainees a aderir a Programas de Trainees, bem como as suas motivações.

O estudo é de carácter voluntário, sendo que a decisão de participação é livre e pessoal, podendo negar participar ou desistir a qualquer momento. De acordo com as normas da Comissão Nacional de Protecção de Dados, é garantida a confidencialidade e anonimato das respostas, pelo que os dados serão tratados em termos de população respondente e não serão rastreados aos respondentes individuais.

O tempo médio de preenchimento do questionário é cerca de 10 minutos.

Para qualquer dúvida relacionada com o estudo, não hesite em entrar em contacto através do seguinte e-mail: [armco11@iscte-iul.pt](mailto:armco11@iscte-iul.pt)

---

Ao avançar, está a aceitar participar no estudo e autoriza o tratamento das suas respostas no processo de investigação.

- Concordo em participar neste estudo (1)

### **1. Caracterização da População**

#### **1.1 Género**

- Feminino (1)
- Masculino (2)
- Outro (3)

#### **1.2 Idade**

- < 18 (1)
- 18 - 21 (2)
- 22 - 25 (3)
- 26 - 29 (4)
- > 29 (5)

### 1.3 Área de Residência

- Norte (1)
- Centro (2)
- Área Metropolitana de Lisboa (3)
- Alentejo (4)
- Algarve (5)
- Região Autónoma dos Açores (6)
- Região Autónoma da Madeira (7)

### 1.4 Nível de Escolaridade

A frequentar ou último concluído.

- Ensino Secundário (1)
- Licenciatura (2)
- Mestrado (3)
- Doutoramento (4)
- Outro (5) \_\_\_\_\_

### 1.5 Área de Formação

- Agricultura e Recursos Naturais (1)
- Arquitetura, Artes Plásticas e Design (2)
- Ciências (3)
- Ciências da Educação e Formação de Professores (4)
- Direito, Ciências Sociais e Serviços (5)
- Economia, Gestão e Contabilidade (6)
- Educação Física, Desporto e Artes do Espetáculo (7)
- Humanidades, Secretariado e Tradução (8)
- Saúde (9)
- Tecnologias (10)
- Outra (11) \_\_\_\_\_

### 1.6 Qual a universidade que frequenta ou frequentou?

\_\_\_\_\_

## **2. Programa de Trainees**

### **2.1 Já frequentou algum Programa de Trainees?**

- Sim (1)
- Não (3)

### **2.2 Em quantos Programas de Trainees já participou?**

- 1 (1)
- 2 (2)
- 3 ou mais (3)

### **2.3 Neste momento está a frequentar um Programa de Trainees?**

- Estou a frequentar (1)
- Já participei e está concluído (2)

### **2.4 No final do Programa de Trainees integrou os quadros da empresa?**

- Sim (1)
- Não (2)

#### **2.4.1 Quais as razões de não ter ficado na empresa?**

---

## **3. Caracterização da Empresa**

### **3.1 Nome da Empresa**

---



### **3.2 Setor de Atividade**

- Agricultura, produção animal, caça, floresta e pesca (1)
- Indústrias extrativas (2)
- Eletricidade, gás, vapor, água quente e fria e ar frio (3)
- Captação, tratamento e distribuição de água (4)
- Saneamento gestão de resíduos e despoluição (5)
- Construção (6)
- Comércio por grosso e a retalho (7)
- Reparação de veículos automóveis e motociclos (8)
- Transportes e armazenagem (9)
- Alojamento, restauração e similares (10)
- Atividades de informação e de comunicação (11)
- Atividades financeiras e de seguros (12)
- Atividades imobiliárias (13)
- Atividades de consultoria, científicas, técnicas e similares (14)
- Atividades administrativas e dos serviços de apoio (15)
- Administração pública e defesa (16)
- Segurança social obrigatória (17)
- Educação (18)
- Atividades de saúde humana e apoio social (19)
- Atividades artísticas, de espetáculos, desportivas e recreativas (20)
- Outras atividades de serviços (21)

## **4. Estrutura do Programa de Trainees**

### **4.1 Designação do Programa de Trainees**

---

### **4.2 Data de início do Programa**

---

#### 4.3 Duração do Programa

- 6 meses (1)
  - 9 meses (2)
  - 12 meses (3)
  - 14 meses (4)
  - 18 meses (5)
  - 24 meses (6)
  - Outro (7) \_\_\_\_\_
- 

#### 4.4 Áreas core do Programa de Trainees contactadas

- Logística (1)
- Compras (2)
- Engenharia (3)
- Marketing (4)
- IT (5)
- Recursos Humanos (6)
- Finanças/Contabilidade (7)
- Outra(s) (8) \_\_\_\_\_

## 5. Motivações Individuais

5.1 Indique o nível de importância que atribui aos seguintes aspetos na escolha de um empregador.

	Sem qualquer importância (1)	Ligeiramente importante (2)	Relativamente importante (3)	Muito importante (4)	Extremamente importante (5)
Área de negócio (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progressão de carreira (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compensação e benefícios (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputação e cultura organizacional (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsabilidade social (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oportunidades internacionais (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Segurança no emprego (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compromisso com a qualidade (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presença internacional (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.1.1 Existem outros aspetos não mencionados que considera importantes?

- Não (1)
- Sim. Quais? (2) \_\_\_\_\_

**5.2 Indique o nível que importância que atribui aos seguintes aspetos que o motivam a estar numa organização.**

	Sem qualquer importância (1)	Ligeiramente importante (2)	Relativamente importante (3)	Muito importante (4)	Extremamente importante (5)
Ambiente organizacional (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomia (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oportunidades de formação e desenvolvimento (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trabalho em equipa (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conjunto de tarefas variadas (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recompensas e reconhecimento (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integridade e honestidade (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progressão de carreira (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relação com as chefias/colegas (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibilidade horária (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5.2.1 Existem outros aspetos não mencionados que considera importantes?**

- Não (1)
- Sim. Quais? (2) \_\_\_\_\_

**5.3 Indique o nível de importância que atribui aos seguintes aspetos na decisão de integrar um Programa de Trainees.**

	Sem qualquer importância (1)	Ligeiramente importante (2)	Relativamente importante (3)	Muito importante (4)	Extremamente importante (5)
Reputação organizacional (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Áreas de negócio de contacto (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oportunidades internacionais (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remuneração (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duração do programa (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oportunidades de formação (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oportunidades de desenvolvimento profissional (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progressão de carreira (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integração nos quadros da empresa (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5.3.1 Existem outros aspetos não mencionados que considera importantes?**

- Não (1)
- Sim. Quais? (2) \_\_\_\_\_

## 6. Características e Perceções do Programa de Trainees

### 6.1 Contrato Psicológico

	Classifique as afirmações acerca do Programa de Trainees, utilizando uma escala de 1 a 5 (1=Nada Cumprido e 5=Muito Bem Cumprido)				
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)
A remuneração é competitiva. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apoio no desenvolvimento de carreira. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trabalho interessante e desafiante. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ambiente de trabalho agradável e cooperativo. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback sobre a performance. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisão do trabalho. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 6.2 Suporte da Supervisão

	Classifique as afirmações acerca do apoio recebido pelo supervisor, utilizando uma escala de 1 a 5 (1=Discordo Totalmente e 5=Concordo Totalmente)				
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)
É-me dada autonomia. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
É fácil falar com o supervisor. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existe o apoio do supervisor em tarefas mais complexas. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
É responsivo aos meus pedidos. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Há discussão de oportunidades de carreira. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dá feedback sobre a minha performance. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respeita-me. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprecia o trabalho que faço. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 6.3 Comprometimento Organizacional Afetivo

	Classifique as afirmações acerca das suas motivações referentes à empresa, utilizando uma escala de 1 a 5 (1=Discordo Totalmente e 5=Concordo Totalmente)				
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)
Eu ficaria muito feliz em passar o resto da minha carreira nesta empresa. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sinto que os problemas da minha empresa são meus. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sinto um forte sentimento de pertença com a empresa. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sinto-me emocionalmente ligado(a) com a empresa. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A empresa tem um grande significado pessoal para mim. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 6.4 Perceção de Oportunidades de Progressão

	Classifique as afirmações acerca das oportunidades de progressão existentes, utilizando uma escala de 1 a 5 (1=Discordo Totalmente e 5=Concordo Totalmente)				
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)
As oportunidades de promoção na empresa parecem boas. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oportunidades de carreira nesta área de negócio parecem razoáveis. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A empresa parece ter políticas de promoção de carreira injustas. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oportunidades de carreira nesta área de negócio parecem ser limitadas. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existem oportunidades de carreira nesta área de negócio para aqueles que querem progredir. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 6.5 Satisfação com o Trabalho

	Caracterize as afirmações acerca da sua satisfação com o trabalho realizado, utilizando uma escala de 1 a 3 (1=Não, 2=Neutro/Indeciso e 3=Sim)		
	1 (1)	2 (2)	3 (3)
Bom (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faz-me feliz (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indesejável (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excelente (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Melhor que a maioria (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agradável (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 6.6 Intenções de Conversão

	Classifique as afirmações acerca do Programa de Trainees, utilizando uma escala de 1 a 5 (1=Nada Cumprido e 5=Muito Bem Cumprido)				
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)
Discuti oportunidades de emprego pós-faculdade na empresa. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aceitaria uma oferta de emprego na empresa antes de considerar uma oferta de trabalho de qualquer outra empresa. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Não pensei em trabalhar para nenhuma outra empresa desde que comecei o Programa de Trainees nesta empresa. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 7. Outras Questões

**7.1 Pretende referir outras informações que não foram colocadas e que considera serem pertinentes sobre este tema?**

- Sim (1)
- Não (2)

**7.1.1 Se respondeu sim, quais?**

---



Trainee Programmes: companies and trainees' perspective

Appendix VII - Talent strategies

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
Identification	Protocol with the top universities to identify the best talent	Presence in the top universities with a close relationship to students	Presence in universities to be close to students	Presence in the top universities with a close relationship to students	Presence in the top universities with a close relationship to students	Presence in the top universities with a close relationship to students	Presence in the top universities with a close relationship to students	Relationship with universities	100
	Company's data base	--	--	Company's data base	--	--	--	Data base	29
	Spontaneous applications	--	--	--	--	--	Spontaneous applications	Spontaneous applications	43
	--	Company's open day to students	"Open days to students know EDP and how to apply"	--	Company's open day to students	"Open day with the best students to see what it's like to work here"	--	Open days	57
	--	Social networks (LinkedIn)	Social and digital networks (LinkedIn, Facebook, Twitter)	Social networks (LinkedIn)	--	Social networks (LinkedIn)	--	Social networks	57
	Institutional website	Institutional website	Institutional website	Institutional website	Institutional website	Institutional website	Institutional website	Website	100
	--	--	Trainee Programme was created to identify and attract people	Trainee programme	Trainee programme	Trainee programme	Trainee programme	Trainee Programme	71
Attraction	Employer branding	"Show the CTT brand in universities"	Employer branding	Employer branding	Employer branding	--	Employer branding	Employer branding	86
	Presence in events at universities (Workshops, Job Fairs, Presentations)	Support initiatives and sponsorship of events at universities (Workshops, Job Fairs, Presentations)	Participation in Pitch Bootcamps and Job Fairs in top universities with areas of major interest	Support initiatives and sponsorship of events at universities (Workshops, Job Fairs, Presentations)	Support initiatives and participation in events at universities (Workshops, Job Fairs, Presentations)	Support initiatives and sponsorship of events at universities (Workshops, Job Fairs, Presentations)	Support initiatives and sponsorship of events at universities (Workshops, Job Fairs, Presentations)	Universities	100
Retention	Challenging projects with international experience and job rotation	Employees' involvement in challenging projects	--	Challenging projects	--	--	--	New projects	43
	Training and development programmes to	Programmes to provide leadership, motivation and	"We have an internal mobility programme	Internal opportunities	--	--	Internal and international	Employees' development initiatives	71

## Trainee Programmes: companies and trainees' perspective

	promote young talent's development in the company	negotiation skills for young talent to grow	with challenges in new areas"				opportunities and job rotation		
	Training and development initiatives tailored to employees' career status	Training and development opportunities	Training and development opportunities	Training and development opportunities	Training and development opportunities	"We have internal reconversion programmes for giving specific training in technologies"	Training and development opportunities	Training & Development	100
	Initiatives to promote a good environment	Initiatives to promote a good environment	Good working environment	Initiatives to promote a good environment	"Promote an innovative and collaborative environment"	Initiatives to promote a good environment	Initiatives to promote a good environment	Environment	100
	--	--	Work-life balance policies	--	Work-life balance policies	--	--	Work-life balance	29

## Appendix VIII – Recruitment sources

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
Recruitment	--	Trainee Programme	Trainee Programme	"Trainee Programme that exists annually"	--	Trainee Programme	"The Trainee Programme is a strong source of recruitment"	Trainee Programme	71
	--	Digital networks (LinkedIn, Facebook)	Digital networks (LinkedIn, Facebook, Twitter)	Digital networks (LinkedIn, Facebook)	--	Digital networks (LinkedIn)	Digital networks (LinkedIn)	Digital networks	71
	Universities	Universities	Professional schools and universities	Job fairs in universities	Universities	Professional schools and universities	Universities	Schools and universities	100
	Institutional website	Institutional website	Institutional website	Institutional website	Institutional website	Institutional website	Institutional website	Website	100
	--	Recruitment companies to middle/senior positions	Executive search for senior positions	--	Use of recruitment companies to hire for opening positions	--	--	External companies	43
	--	--	For operational profiles, they have internships to integrate people in the company	"Internships to give interns the opportunity to have the first contact with the job market"	"Interns are recruited for specific needs"	--	"Internships that hire interns for specific areas"	Internships	57

Trainee Programmes: companies and trainees' perspective

**Appendix IX – Trainee Programmes' promotion**

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
<b>Promotion</b>	Internally	--	--	--	--	--	--	Internally	14
	Universities of applied Mathematics or Engineering areas	Universities (career websites and forums, workshops and presentations)	“Roadshow at the top universities with testimonies from alumni about their experience at EDP”	Job fairs in universities	Universities	“Annual roadshow to the top universities to promote Novabase and the Academy” (job fairs and presentations)	Universities, with Ambassadors who promoted the Programme and clarified possible candidates	Universities	100
	--	Digital networks (LinkedIn, CTT website and job websites)	Digital platforms (Facebook, LinkedIn and Twitter)	Digital networks (LinkedIn, Galp website and job websites)	Digital platforms (LinkedIn, Instagram, Facebook, Twitter)	Digital networks (LinkedIn, Novabase website)	Digital platforms (LinkedIn, Facebook)	Digital networks	86
	--	Press releases for the media	--	--	Articles published by magazines	--	--	Media	29
	--	A consulting company carries out the branding of the Trainee Programme	--	--	A consulting company carries out the branding of the Trainee Programme	--	A consulting company carries out the promotion of the Trainee Programme	Consulting company	43
	--	--	In Madrid and São Paulo universities, they organised an Assessment Day to recruit trainees	--	--	--	--	International	14
	--	--	Presence at the NOS Alive to create buzz and gather contacts of interested people	--	--	--	--	Music festival	14

**Appendix X – Application process**

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		

Trainee Programmes: companies and trainees' perspective

Application process	Internally carried out targeting young employees with internship contracts	--	--	--	--	--	--	Internal process	14
	--	Application via online form	“Strong digital component to evaluate all the applications received from several countries”	Online application	Online application	Application via e-mail or by filling out a form in the roadshow	Online application	Online application	86
	--	CV screening	CV screening	CV screening	CV screening	CV screening	CV screening	CV screening	86
	--	Online psychometric tests	Online psychometric tests	Online psychometric tests	--	Psychometric tests	--	Psychometric tests	57
	--	Phone interview	--	--	Phone interview	--	--	Phone interview	29
	--	Video pitch	Video interview	--	Video pitch	--	Video pitch	Video pitch/interview	57
	--	Assessment Day	Assessment Day	Group dynamic	Assessment Day	--	Assessment Day	Assessment centre	71
	--	Round Table with Directors of the areas to hear candidates' individual pitch	--	Business pitch with Galp employees, where candidates present themselves	--	--	--	Round table	29
	Interview	HR/Business area interview	Final interview with the business area Director	HR interview and Final interview with the area	Final interview with the area Manager or Director	Interview with the business units	Final interview with the area Manager or Director	Interviews	100

Appendix XI – Trainees selection

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
Trainees selection	<u>Number of trainees</u>								
	29 (10 interns + 19 recently new employees)	“14 trainees with the best profile are selected”	“The 30 best candidates are selected”	“40 trainees enter together every year”	6 trainees	“Since 2014, we made 3 classes per year, with between 30 to 45 people”	“On average 15 to 20, depends on the firm’s needs”	Group of trainees (6 to 45)	100
	<u>Area allocation</u>								

Trainee Programmes: companies and trainees' perspective

--	"Trainees are allocated to the area which they make better fit with"	--	"The trainees are directed to the area based on their interests"	"The trainees are selected according to their profile"	"Trainees are addressed to the various business areas, depending on their profile"	"Trainees have the opportunity to pass in the areas they like"	Trainee profile	71
The trainees are allocated to the development of a project related to the business challenges	"Each area Director make the path for trainees in CTT"	"Depends on the business' needs and the locations where the company is"	"And also, the needs of Galp"	"And for a specific area and perform tasks in the general area"	Depends also on the current needs of the company	Also, the areas can choose the trainees during the Assessments	Business' needs	100

Appendix XII – Trainee profile

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
Trainee profile	Mostly young graduates from applied Mathematics or Engineering (quantitative areas)	Mostly people from Management and Engineering areas	Mostly trainees from Management and Technologies areas	Most of trainees are from Management, Engineering, Psychology and Geology areas	--	"Mostly from Engineering, but also from Management, Geology, Architecture and other areas"	--	Management or Engineering background	71
	--	--	--	"Any area of study is relevant"	"We look for people from different areas"	"We hire people from many backgrounds"	Education in any academic background	Background in any area	57
	Academic degree (Bachelor's)	--	--	--	"The academic degree is not the most relevant, they can have a Bachelor's degree"	"At Novabase Academy we have people with or without an academic degree (Bachelor's)"	"If it is a specific project, a Bachelor's degree is enough"	Bachelor's degree or less	57
	Academic degree (Master's)	"Master's degree completed less than 2 years ago and the 1 <sup>st</sup> year completed in the year of entry into the Programme"	"Master completed up to 2 years ago or in completion phase until the end of the 1 <sup>st</sup> year of the Programme"	"Minimum of 5 years of study: Bachelor and Master's degree"	"Or a Master's degree"	Academic degree (Master's)	Master's degree completed (in the last 2 years) or in completion phase	Master's degree	100
	Course average above 14 GPA	Course average equal or superior than 14 GPA	--	--	--	--	--	Course average	29
	--	Age up to 25 years	--	--	--	--	--	Maximum age	14
	--	Professional experience of less than 2 years	--	--	--	Previous professional experience is valued	--	Professional experience	29

Trainee Programmes: companies and trainees' perspective

	“Technical knowledge tested in an interview context”	--	--	--	--	“Candidates take a test to evaluate their technical knowledge”	--	Technical knowledge	29
	“Collaborative attitude, networking, know how to create relationships and managing interdependencies and relational skills”	“Flexibility skills, strong analytical skills, good interpersonal relationships, team spirit and orientation towards innovation”	“Excellence in execution, collaboration and networking, openness and transparency, human influence, design philosophy and agility”	“We seek people based on Galp values, who have confidence in themselves and in the work of others, agility of action and mindset, innovation and irreverence”	“We value honesty, dynamism, resilience, self-motivation and self-recognition, self-learning, proactivity and empathy”	Proactive and agile people who know how to work as a team and who have the ability to create relationships, manage conflicts and adapt	“We look for soft-skills, such flexibility, learning ability, curiosity, fearless and who knows how to take risks, focused and with skills for transformation”	Soft-skills	100
	--	--	Availability for international mobility	Availability for international mobility	--	Willingness to experience international experiences	Availability for international mobility	International mobility	57
	--	--	Fluency in English	--	Fluency in English	--	--	English fluency	29

Appendix XIII – Trainees integration

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
Trainees integration	<u>Duration</u>								
	1 week of integration	--	--	1 week of integration	--	2 weeks of integration (normally is in the beginning but it can happen until the first 6 months)	--	1 to 2 weeks	43
	--	1 month of integration - “Welcome Month”	Onboarding period of 1 month and a half	--	--	--	--	1 month or more	29
	--	--	--	--	Initial phase of integration (without exact duration)	--	Small welcoming actions, since the group of trainees enters separately and according to the company needs	No specific duration	29
	<u>Activities</u>								

## Trainee Programmes: companies and trainees' perspective

“Interaction activities to get to know the organisation's functions, people and environment”	“Presentation of CTT objectives and brand, the companies of the Group and testimonies of former trainees”	“On the 3 <sup>rd</sup> day, they have a session in the headquarters about the business and mission areas”	“The 1 <sup>st</sup> day is the welcome session.”	“The trainees meet with HR to talk about LG, the HR policies and benefits that exist and receive all the information about their department”	“They have presentations about business areas and the company's culture”	Actions for trainees know the business, culture, colleagues and other trainees	Company's presentation	100
Team building activities to get to know each other	Team building activities	“Trainees spent 2 days in one EDP base with several team buildings and exchange of ideas”	“On the 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> days, they go out and have outdoor activities to have an immersion in Galp's culture and values and get to know the business”	--	“During the 2 weeks, trainees are away from headquarters and have various team building activities and theoretical sessions	--	Team-building	71
Contact with the Administration	“Trainees are received by the President and there are presentations with the Board”	“The CEO of EDP is present at the trainees' reception session on the 3 <sup>rd</sup> day”	On the 1 <sup>st</sup> day, the CEO welcomes the trainees	--	--	--	Administration contact	57
--	On-the-job training given by 1 <sup>st</sup> line Directors	“Training in soft-skills (emotional intelligence, presentation techniques, Portuguese classes for non-speakers)”	--	--	“Trainees receive initial training to be able to work in the area they were chosen”	Join all trainees together to have on-the-job training	Training	57
--	--	“Resolution of a business challenge in group, from which they have to present the solution at the end of the onboarding”	--	--	“There is a case study dedicated to the company business to be solved in group”	--	Group challenge	29

## Appendix XIV – Trainee Programme phases

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
<b>Programme phases</b>	A week of integration	“Welcome Month” - month of integration	Onboarding period	A week of integration	Initial phase of integration	2 weeks of integration	Small welcoming sessions	Integration	100

## Trainee Programmes: companies and trainees' perspective

	10 weeks of intensive training (e-learning course in SAS)	--	1 month and a half of onboarding where the training is concentrated	"Before joining the area, trainees have previous training of 3 weeks"	--	In the first 2 weeks, trainees receive initial training before joining the area	Learning and on-the-job training programmes	Training	71
	--	Trainees are 5 months in the 1 <sup>st</sup> area and in the remaining areas are 6 months (3 job rotations) and they are integrated in the last and 3 <sup>rd</sup> area	"There are 2 rotations of 6 months each in different areas. In the end of the Trainee Programme, if trainees are integrated in the company, they are spread around the world"	The Programme is divided by moments, the 1 <sup>st</sup> and 2 <sup>nd</sup> year. The HR meet with the trainees to see if they want to rotate between area in the 2 <sup>nd</sup> year, since rotation is optional and is the trainee who decides his path	--	"Rotation is not mandatory, when trainees enter an area, it is to work in that area. At the end of the project, if the area does not have any opportunity, it can promote the rotation of the trainee according to the needs"	"The Programme is based on experience rotation for 3 functional areas of Santander, the normal is 2 rotations, but it can be only 1 if the trainee wants that, we are flexible"	Job rotations	71
	Development of a project and transversal business challenges	Development of a group project proposed by the Executive Committee and CEO for 8 months	--	Transversal projects that involve working with other areas to give them a view of Galp as a whole	"Execution of the project and the final phase is the consolidation and finalisation of the project itself"	--	--	Projects and business challenges	57
	--	Participation twice a month in a volunteer Programme	--	Trainees spend a day at a Galp refuelling station, have lunch with the Administration and Business Talks	--	--	"In the end of the Programme, the trainee will go make a presentation to the Executive Committee that will decide on its continuity"	Other activities	43

## Appendix XV – Main goals and reasons of implementation

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
<b>Main goals and Reasons of implementation</b>	--	--	"Attract young talent to accelerate the company's generational renewal and bring new people to do things differently"	"Entry of new people in the organisation brings synergies between different generations that are very rich"	"Create a Programme to attract young talent with new ideas and bring them added value to LG and complement the company's ages"	"Most of the effort goes to recent graduates, which we call our academics, who enter through the Novabase Academy Programme"	--	New and young talent	57



Trainee Programmes: companies and trainees' perspective

“Development and training Programme with a strong training component for 1 year”	“Align trainees' profile with the business' strategy through training”	--	Give training to shape trainees to Galp, its people and ways of working	“Create a space where people come to have training and learn by doing”	“Train people to be in Novabase for their entire life”	--	Training and development	71
“If the trainees demonstrate value and development, the goal is to recruit them”	“The main goal of the company is always to retain and integrate the trainees in the end of the Programme”	“The aim is to integrate the maximum of possible trainees in diverse areas of the company”	“We always hope that all the trainees stay in the company, but that will depend on their evaluation”	“The goal of the 1 <sup>st</sup> edition was to retain the talent, since there was a need of retention for the open positions”	“Agility in the integration of trainees in the company”	“One of the assumptions in the end of the Programme is to integrate the trainees in the company, if they show interest and if the company is satisfied”	Trainees recruitment	100
“Programme of knowledge acceleration of the banking business for 12 months”	A workforce transversal to the company with mobility to adapt to different areas and integrate other projects	“Recruit more digital and technological profiles to respond to the business transformation”	--	“Give work tools within an area, provide trainees with a different view of the labour market so they acquire more hard and soft skills”	Who enter through the Academy shows high levels of performance in their work comparing to other employees	Have people with the skills and knowledge considered essential to meet the company strategic needs	Specialised knowledge	86
Need for specific talent that are specialised in banking to face the daily challenges	“Trainees' involvement so they can contribute to the business, feel useful and with a purpose”	“Attract young talent to meet the business needs”	“Prepare them for the challenges they will encounter at Galp”	--	“It is good for the business, to have these trainees who begin to produce when they are allocated to the project”	“Facing the needs of the company, based on the analysis of the strategic need and skills needed for the transformation”	Tackle the business needs	86
--	“Prepare them to grow in the company”	--	“Ensure we bring the best to accelerate their careers and create opportunities in the company”	--	“They have more knowledge than senior employees, which gives them agility to move more in the company”	“If they have all the crucial skills and the mindset that the company seeks, they have many opportunities to grow”	Career progression	57
“Important tool to create name, workers tell each other, effect of virality”	“Attract young talent from top universities to strengthen employer brand”	“Position EDP as a reference employer in Portugal and in international markets”	“We believe it is a Programme of Ambassadors and brand within the company”	“Launch LG in the market to leverage the brand recognition in terms of an employer company”	--	--	Strengthen company's image	71

Trainee Programmes: companies and trainees' perspective

**Appendix XVI – Programme follow-up**

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
Programme follow-up	Regular follow-up sessions with feedback and improvement points	Regular follow-up sessions with feedback and improvement points	Punctual feedback meetings and online feedback surveys with positives and improvement points	Regular follow-up meetings to assess the Programme, provide inputs and discuss strong and improvement points	Monthly feedback sessions with trainees	3-year follow-up programs through a gamified feedback process	Feedback every 3 months about performance and clear orientations for development	Regular feedback	100
	--	--	“Career counselling to help trainees to manage their path in the Programme and company”	Coaching and mentoring sessions to help trainees in their path in Galp	--	“We work the trainees' growth with mentoring and coaching to adjust some behaviours”	Mentoring programme	Counselling and mentoring programme	57

**Appendix XVII – Follow-up participants**

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
Follow-up participants	HR (the person who hired the trainee does the follow-up)	HR (in the end they propose to the Administration the admission of trainees in the company)	“A Management team of the Programme is in contact with the trainees during the onboarding period and the several phases”	HR during the 2 years of Programme (based on all activities, they make a final evaluation proposal and the Executive Committee decides on trainees' continuance in Galp	HR meets monthly with the trainees to realise how things are going, doubts or something they want to say	“The role of the HRD is to monitor, support, define plans and goals, provide training, define formal feedback timings and help mentors work feedback results with their trainee”	“HRD, more specifically the Talent area that controls the process, after identifying the initial area and the project and tasks to be performed, it is defined who will accompany the trainee”	Human Resources	100
	“Direct hierarchy that received previous training on how to receive the trainees and how to treat them, respond to their expectations and deal with them”	“The 1 <sup>st</sup> line Director of the 3 <sup>rd</sup> area is the mentor who will accompany the trainee throughout the 18 months”	--	“There is a mentor who helps trainees on a technical and on-the-job basis”	Punctual feedback sessions with the mentor who evaluates the trainee and decide if they want to keep them in the end of the Programme	Project Manager who works directly with the trainee and receive indications from the PT	“Business Partner who is the mentor of the person, must keep a close follow-up, it is he who defines the rotations and indicates what is wrong and well”	Mentor	86

Trainee Programmes: companies and trainees' perspective

	--	"The trainee has a tutor who is the Director of each rotation area that will be with him during his course"	"There is a tutor who is the Manager of each business unit and is responsible for communicate the goals, guide, integrate and evaluate the trainee"	--	--	"We have the PT similar to a gym, a person who is responsible for the growth of the trainee, who works in the same business area, but does not work directly with the trainee"	"The supervisor or tutor evaluates on every 3 months and receives the trainee self-evaluation"	Tutor	57
--	----	---	---	----	----	--	--	-------	----

Appendix XVIII – Expected results

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
Expected results	"A valuable decision was the certification in SAS that has international recognition and is official"	--	--	"Give the tools and support so they can develop within the company"	"The initial goal was not to create employment opportunities, but to create a space where people have training and learn by doing"	"We want to train people to be in Novabase for their entire life"	--	Valuable training	57
	--	The expectation is to retain all the trainees	Integration of the trainees in the company as permanent employees	"We expect all the trainees stay in the company, but that will depend on their evaluation"	--	"Novabase expects a faster, happier and more efficient integration of the trainees"	"We hope these young people stay with us for as long as possible"	Trainees integration	71
	--	"Attract the best talent to bet on internal successions, rejuvenate the workforce and contribute to the growth of the company's business"	"Skilful and gender-balanced group of trainees from across the globe whose profile is aligned with EDP's business"	--	--	--	"We hope that trainees will be able to help the Bank meet the strategic needs of knowledge, helping the company to change"	Business's development	43

Trainee Programmes: companies and trainees' perspective

**Appendix XIX – Company's benefits**

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
Company's benefits	"A group of talented and potential young employees who are bank specialists"	--	"Pool of trainees with an accelerated development that allows a generational renewal"	"The new generation is bringing new knowledge, especially digital skills"	--	--	Have a group of people with the essential skills and knowledge	Skilful young workforce	57
	Trainees help in solving the business challenges in all areas of the bank	"There is a great contribution to the areas where trainees have passed and an added value in the business"	"Trainees are prepared to enter the business and have global knowledge of the company"	"Trainees have the opportunity to rotate through more than 1 area and begin to see Galp in a more transversal way"	"More productivity of the Manager and new strategy planning with the integration of these trainees in the company"	"More rapid integration into projects, where trainees soon start working at the moment of integration"	Meet the strategic needs of the business	Business knowledge and impact	100
	--	Trainees have different ways of thinking, digital skills, leaner and more interactive thinking	--	"Young people bring a lot of good things to the organisation, way of being, agility and helps to rejuvenate the company"	Trainees bring new ideas to implement things differently in the company	--	--	Diversified workforce	43
	--	--	"Trainee Programme's campaigns and strong presence in social networks give a great awareness of the brand in the market"	"Trainees are ambassadors of the Programme of an employer company, allows to contact with the job market"	"The Trainee Programme is associated to a Youth Programme, as we wanted to relate LG with innovation and creativity"	--	--	Brand awareness	43
	Culture of internal talent development	--	--	--	--	--	Promote a culture of continuous learning and support for training	Internal talent development	29

**Appendix XX – Trainees' benefits**

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		

## Trainee Programmes: companies and trainees' perspective

Trainees' benefits	"They like the training, know a lot more about banking"	"The Trainee Programme is very complete in terms of training and development-oriented"	"Access to training of "cutting edge themes" that normal employees do not have"	"Is a Programme that enhances behavioural skills because technical skills they develop with a specific training plan"	In 9 months, trainees develop a project and have a learning space, and in all departments, people are receptive and willing to help and teach	"When they integrate the projects, they find certain subjects that learned in the Academy, and becomes easier for them to keep pace with work"	"Being in a global company, with good teams, learning fast and with quality of life"	Training	100
	"They are comfortable to talk about business topics"	"Trainees go through several important areas of the business and know what goes on in the company"	"Know the EDP Group in a transversal way, as the trainees go through 2 areas and develop the challenge in another area"	"The trainees are ambassadors of the company, so they are the most informed people of Galp"	"Opportunity to work at LG, a good company to work and learn, immersion in a young and Korean culture with various activities and fun"	"They have a great knowledge of the business and have many contacts within the organisation, in the various business units"	--	Business and company knowledge	86
	--	"They grow a lot in the company and have a great visibility, since they know almost everybody"	"International mobility at the beginning of the career, leading to a very accelerated and diversified career path"	"The Trainee Programme focuses on people and creates opportunities within Galp"	--	"Trainees have more agility to move in the company than senior employees"	"Possibility of being able to grow to where they want and have an international career on the Bank's business"	Career advancement opportunities	71
	--	"They have contact with the Executive Committee in presenting their project"	--	"Privileged contact with the Top Management that helps them to unlock many situations"	--	--	--	Contact with Executive Committee	29

## Appendix XXI – Disadvantages or significant costs

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
Disadvantages or significant costs	"We cannot disclose values, but investments were made in external partners and internal training"	--	--	--	--	"The cost is significant because in integration we take the trainees out of Lisbon for 2 weeks"	--	Training costs	29
	--	"We cannot point to disadvantages, because the Trainee Programme is very complete and oriented towards the development"	"There are no disadvantages because the trainee has access to several opportunities"	"No, I would say we only have to win with the Trainee Programme"	"There is nothing relevant to point out"	--	"There is nothing relevant to point out"	No disadvantages found	71

Trainee Programmes: companies and trainees' perspective

**Appendix XXII – Global evaluation**

Categories	Context Analysis							Units analysis	%	
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander			
Global evaluation	Positive, they want to repeat the Programme	Positive, they want to repeat the Programme	Results have been positive, since more than 90% of trainees were retained and they want to repeat the Programme	“Positive, most of the former trainees remain at Galp, which shows the results that the Programme provides”	“The balance was extremely positive, when we saw the cost we had and the generated impact, we had the return on investment”	Positive, they will have 2 more editions of the Programme this year	“Overall it is always good because the trainees like the dynamics that exists in Santander”	Positive	100	
	External recognition as one of the best Trainee Programmes that allows to communicate with the market in a different way	--	Brand awareness in national and international markets	“There's a lot we gain with the Programme, we've been able to create a strong employer brand and show that to the market”	“The number of views and applications obtained were at the level of the top employers”	--	--	Recognition	57	
	The evaluation of the supervisors is positive since trainees have a direct impact in the areas they are working	“Trainees are more autonomous, involved and develop their hard and soft skills, which brings faster results”	--	--	--	“The Programme compensated because trainees were hired since there was an internal need”	--	“The trainees are able to help the Bank to meet the strategic needs of knowledge, promoting change in the company”	Trainees' influence on the business	57
	--	--	--	“When the process ends, we gain a number of valid people that allow us to close other opportunities”	--	--	--	--	Updated database	14
	“Supervisors ask for more employees with these characteristics”	--	--	--	“The business areas are used to have trainees, so they bet on their development within the Galp structure”	--	“A metric of success is the business wanting to continue to pay for the Novabase Academy”	--	Internal support	43

**Appendix XXIII – Retention rate**

Categories	Context Analysis	Units analysis	%
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Trainee Programmes: companies and trainees' perspective

	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
<b>Retention rate</b>	--	"At this moment, with all editions carried out the rate is between 50% to 60%"	--	--	"Of the 6 trainees, 5 remained in the company in the end of the Programme"	--	"In the last edition of 16 trainees, we stayed with 12"	< 90%	43
	"90% of trainees stayed until the end of the Programme, only 3 have left"	--	"In the last edition, only 1 trainee did not stay in the company, so the rate is around 95%"	"The retention rate for an edition of the Trainee Programme (1 <sup>st</sup> and 2 <sup>nd</sup> year) is 90%"	--	--	--	≥ 90%	43
	--	--	--	--	--	"At the end of the Academy we stay with everyone, and by the time of the integration phase, all the trainees are already hired"	--	100%	14

Appendix XXIV – Turnover motives

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
<b>Turnover motives</b>	Opportunity in a competing company	--	--	Opportunity in a competing company	--	--	--	Concurrent market	29
	Opportunity for an international experience	Opportunity for an international experience	--	Opportunity for an international experience	--	--	--	International market	43
	--	--	Return to the country of origin due to family and personal reasons	--	--	Psychological and physical reasons, but those trainees returned in a subsequent edition of the Academy	--	Personal reasons	29
	--	--	--	--	"The trainee who did not stay was due to the supervisor's final assessment"	--	"Global evaluation throughout the year, it was a decision between the company and the trainees"	Trainee evaluation	29

**Appendix XXV – Differences in trainees' responsibility**

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
<b>Differences in trainees' responsibility</b>	No, almost all trainees remain in the same areas"	--	"There is no differentiation from other employees, trainees have to prove they are good and have the ability to do other things"	--	"Trainees perform identical functions as other employees, however they may ask for help"	"No, the responsibilities are similar"	--	No difference	57
	--	"The trainees participate in more projects because they have a greater knowledge of the company and its areas, which brings them new opportunities"	--	"There is a distinction in the tasks and responsibilities of a trainee comparing to a person with more experience, but they participate in the same projects"	--	--	More participation in projects, since trainees have the transformational skills the business need	Projects participation	43

**Appendix XXVI – Improvement areas and challenges**

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
<b>Improvement areas and Challenges</b>	"A training module that was less well evaluated because they repeated the same trainers"	--	"How to improve the Programme to be more aligned with the business in terms of different geographies"	"We try that every year there is a different action, so we test in the Programme and if it goes well, in the next year we do it again"	"The 2 <sup>nd</sup> edition need to exceed our expectations so we will have to be more creative in terms of image and communication and do things with a very simple approach"	"We are always introducing improvements, we have activities that even if are not related to the business, seek personal traits that trainees need to have to be able to perform well"	"The next editions of the Programme will be more adapted to the transformational needs of the company"	Programme structure	86
	--	"Have more individual interviews during the	--	"We look for new actions to help trainees,	"The follow-up can be better achieved	--	--	Follow-up structure	43



Trainee Programmes: companies and trainees' perspective

		follow-up to improve the Programme”		for example, we have created a different activity to introduce other less focused areas to them”	with more sharing of information, an inclusion of the trainee in the work team and individual sessions with the HR”				
	“It is a concern of the Bank to ensure that trainees do not spend much time in the same area and rotate by several”	--	“In the future, the biggest challenge is managing trainees' expectations and careers to retain them in the reality of EDP”	--	--	“More than saying if people stay here a long time or not, it matters that while they are here, they are very happy and well”	“We have several opportunities for young people to stay in the company like job rotation and/or international opportunities”	Retention after the Programme	57
	“In the next edition we intend to reinforce the technological area, recruiting more trainees from this area”	--	“In the next editions, EDP's digital transformation will influence the profiles to be recruited, they will need to be more differentiating and digital”	“Start to invest in more technological areas (IT, robotics, artificial intelligence, programming) because are the areas of the future”	--	--	“Increasing need to have graduates with transformational skills, such as digital, information management, computer security and programming”	Diversity in profiles	57

Appendix XXVII – Impact on T&D policies

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
Impact on T&D policies	--	“After the Programme, trainees receive training in the area in which they were allocated according to the company's strategy”	--	There is a training plan that is implemented annually according with the needs and is created by the area's supervisor	--	“Novabase Campus, an internal training Programme, exists so people can apply to have training, previously approved by the supervisor, or employees may be proposed to have training”	“We use a new training platform that is connected to all the Group's sources of information that aims to provide on-flow learning, that is, of quick access”	Training after Programme	57
	--	“They receive executive training, which is more focused on improving	“The Programme is a way for EDP to test how to do new things in terms of HR	“The supervisor will prepare the training plan focusing a more technical and on-the-	“Traditional training no longer captivates so much, so we had to rethink strategies for	“Set of axis-oriented trainings - leadership, consulting and people - in each of the axes	“Training is changing because people learn differently, so there is need to a change	Training content	86

Trainee Programmes: companies and trainees' perspective

		innovation, negotiation and leadership skills”	policies, for example new training models, and if the results are positive, it will be applied to the Group”	job component, while the HRD ensures a more behavioural training”	young people to become interested and motivated and Programme came to give LG a fresh air”	there are a number of trainings organised by career levels”	management to fit all types of people”		
--	--	--	--	---	--	---	--	--	--

**Appendix XXVIII – Important tool to train and recruit young talent**

Categories	Context Analysis							Units analysis	%
	Company ABC	CTT	EDP	Galp	LG	Novabase	Santander		
<b>Important tool to train and recruit young talent</b>	“It is a bestial addition to those who finish an academic degree to acquire practical knowledge”	“Clearly, it's a Talent Programme!”	“It is a career acceleration Programme”	“Without a doubt. In fact, all of these actions are always in a logic of training and giving tools, so trainees can grow in here”	“Yes, definitely. I think one thing was strange without the other. We already need a new edition of the Trainee Programme”	“Of course, there are people who incredibly say they come to Novabase because of the Academy, it's unbelievable”	“Definitely, we need to adjust the Bank to the pressure of smaller companies and this is why we need more agile talent and its faster way of work that is adapted to the rapid change”	Yes	100

**Appendix XXIX – Importance in choosing an employer**

Aspects	N	Mean	Std. Deviation
Business area	113	3,88	,836
Career progression	113	4,44	,654
Compensation and benefits	113	4,29	,787
Reputation and organisational culture	113	4,12	,651
Social responsibility	113	3,39	1,039
International opportunities	113	3,62	,957
Job security	113	3,65	1,101
Quality commitment	113	4,02	,767
International presence	113	3,70	,944

**Appendix XXX – Motives to stay in an organisation**

Motives	N	Mean	Std. Deviation
Organisational environment	113	4,15	,722
Autonomy	113	4,19	,718
Training and development opportunities	113	4,50	,656
Team work	113	4,14	,742
Varied set of tasks	113	4,12	,670
Rewards and recognition	113	4,40	,701
Integrity and honesty	113	4,48	,642
Career progression	113	4,50	,584
Relationship with supervisors/peers	113	4,42	,623

**Appendix XXXI – Importance in the decision of integrate a Trainee Programme**

Aspects	N	Mean	Std. Deviation
Organisational reputation	113	3,95	,885
Business areas contacted	113	4,09	,714
International opportunities	113	3,56	1,093
Remuneration	113	4,14	,915
Duration of the Programme	113	3,13	1,065
Training opportunities	113	4,17	,833
Professional development opportunities	113	4,46	,655
Career progression	113	4,39	,749
Integration in company board	113	4,20	,918

**Appendix XXXII – Psychological contract of employer obligations**

Statements	N	Mean	Std. Deviation
A remuneração é competitiva.	113	3,96	,900
Apoio no desenvolvimento de carreira.	113	3,58	,962
Trabalho interessante e desafiante.	113	3,82	,837
Ambiente de trabalho agradável e cooperativo.	113	4,19	,819
Feedback sobre a performance.	113	3,56	,999
Supervisão do trabalho.	113	3,56	,876

**Appendix XXXIII – Supervisory support**

Statements	N	Mean	Std. Deviation
É-me dada autonomia.	113	4,21	,784
É fácil falar com o supervisor.	113	4,40	,750
Existe o apoio do supervisor em tarefas mais complexas.	113	4,04	,939
É responsivo aos meus pedidos.	113	4,04	,876
Há discussão de oportunidades de carreira.	113	3,18	1,189
Dá feedback sobre a minha performance.	113	3,71	1,015
Respeita-me.	113	4,57	,625
Aprecia o trabalho que faço.	113	4,31	,757

**Appendix XXXIV – Affective organisational commitment**

Statements	N	Mean	Std. Deviation
Eu ficaria muito feliz em passar o resto da minha carreira nesta empresa.	113	2,88	1,211
Sinto que os problemas da minha empresa são meus.	113	2,99	1,184
Sinto um forte sentimento de pertença com a empresa.	113	3,38	1,136
Sinto-me emocionalmente ligado(a) com a empresa.	113	3,25	1,184
A empresa tem um grande significado pessoal para mim.	113	3,10	1,172

**Appendix XXXV – Perceptions of advancement opportunities**

<b>Statements</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
As oportunidades de promoção na empresa parecem boas.	113	2,73	1,174
Oportunidades de carreira nesta área de negócio parecem razoáveis.	113	3,16	1,169
A empresa parece ter políticas de promoção de carreira injustas.	113	3,07	1,024
Oportunidades de carreira nesta área de negócio parecem ser limitadas.	113	3,02	1,142
Existem oportunidades de carreira nesta área de negócio para aqueles que querem progredir.	113	3,17	1,017

**Appendix XXXVI – Job satisfaction**

<b>Statements</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Bom	113	2,65	,547
Faz-me feliz	113	2,42	,678
Indesejável	113	1,20	,426
Excelente	113	2,02	,612
Melhor que a maioria	113	2,42	,638
Agradável	113	2,67	,558

**Appendix XXXVII – Conversion intentions: intent to accept**

<b>Statements</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Discuti oportunidades de emprego pós-faculdade na empresa.	113	2,88	1,245
Aceitaria uma oferta de emprego na empresa antes de considerar uma oferta de trabalho de qualquer outra empresa.	113	3,28	1,271
Não pensei em trabalhar para nenhuma outra empresa desde que comecei o Programa de Trainees nesta empresa.	113	2,53	1,415