

Competency approach (concepts, types, and management of competencies)

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Abstract: This intervention aims to highlight different points about the competency approach, starting from its concept and how to manage it, moving to the competencies types, as well as giving the importance of the subject of competencies because it is one of the modern axes in all disciplines and trends, for this we decided to present this paper to be more knowledgeable, so what is the concept of competencies, what kind of approaches it has studied and identified its types and methods of management?

As a result, we concluded that the term competencies have been studied in various disciplines, the latter of which defined a set of stages for its management, starting with identifying the needs of competencies, to the process of developing and maintain them. It also agreed to classify competencies into three types: individual, collective, and organizational competencies.

Keywords: competencies, discretionary competency management, individual competency, collective, organizational.

Introduction

Competencies are contemporary concepts in business management and strategic management, which have been many debates about them.

Economic, political, cultural, and social developments, which in turn have affected various institutions of various types and fields, play a role in the development of the concept and practices of competencies. It has led to the transition of institutions from the concept of work positions to the concept of the individual and the characteristics that must be available in him to occupy work positions, and at the strategic level, thinking has been directed to the search for resources and competencies that achieve the competitive advantage of the organization. This also led to the need to adopt the concept of competency management, to plan well for the organization's needs of competencies, and how to acquire and maintain them, because the cognitive nature of competencies can lead to their disappearance.

First: The nature of competencies and the management of competencies

Attention has been paid to the concept of competencies in educational sciences, sociology, as well as business administration and strategic management, and researchers have differed in defining one concept of competencies, some know them from the side of knowledge, and some were interested in the behavioral aspect, and others interested in the side of resources. They did not put a single list of the type of competencies, because they vary according to the field of work of the institution and the goals to be achieved, so the proposed competency models varied. To facilitate the organization's acquisition of competencies, a set of steps and tools have been identified to anticipate the organization's needs from it.

I: concept, characteristics, and importance of competencies

In this component, the definition of competencies and their characteristics and importance will be presented, in addition to the management of competencies, through the presentation of its concept, objectives, and stages, as well as the estimated management of employment and competencies.

I.1. Competencies' definition and characteristics

1- Definition of competencies: The first to use the concept of competencies are the sciences of education, languages, as well as agriculture, to appear later new axes of research in management sciences, such as knowledge management, intangible assets, and quality management, which included in its analysis the concept of competencies.⁽¹⁾

According to "**Lisan Al Arab**", proficiency in the Arabic language is collected by competencies, namely Wisdom in the thing and its tightness of it and elaborate performance of it, and it is said "a skillful", that is, its wisdom and it has become dexterous, and it is said in science, industry, and others.⁽²⁾

The following terms "compétence" and "compétency" are used in some dictionaries as synonyms, and there are those who believe that the first means efficiency and refers to the desired level of performance, so it is considered as a standard, while the second term refers to the behavior by which efficiency is achieved and the specified standard of performance is reached.⁽³⁾

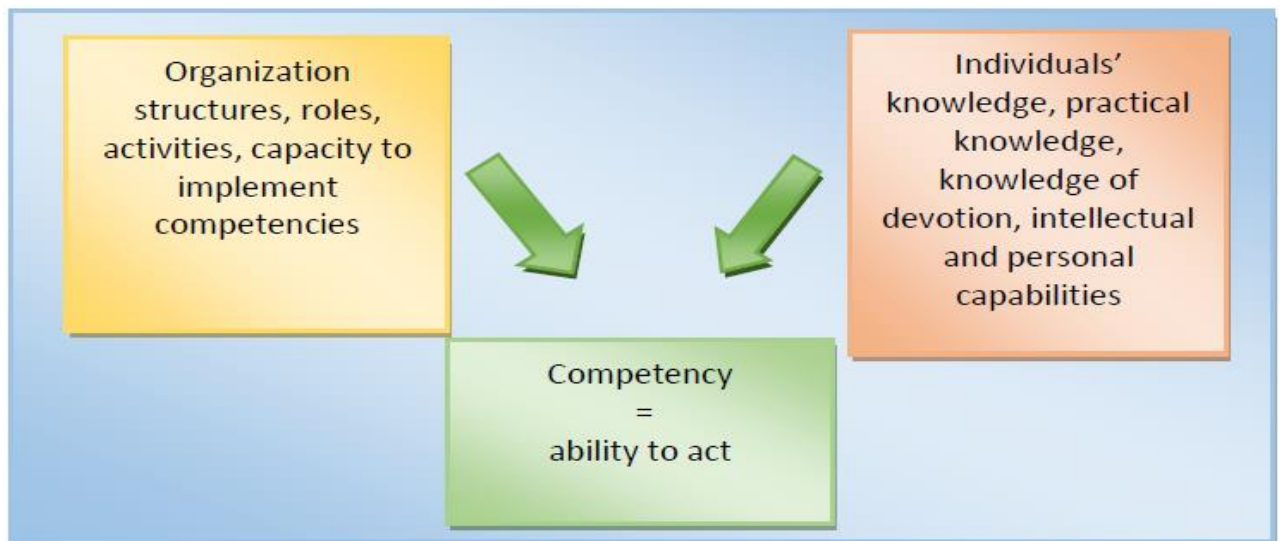
Also, the term "compétence" is translated and used in some studies as competence or efficiency, that is, they are synonymous, and there are those who believe that the term means efficiency, and efficiency is the correct translation of the term "skills" or "le savoir-faire" On the basis that they are part of efficiency. However, there is no agreement on which is more correct and many books use the two terms synonymously. In this study, the researcher relies on the fact that both competencies represent the same thing.

Competence is defined as: "the ability to translate knowledge into an efficient act"⁽⁴⁾, and this definition means that competence embodies the knowledge acquired in actions, and these actions are described as efficiency. **D. Collardyn** defines competence as: "a known ability to carry out this or any other action, under specific conditions, the latter being personal, professional, social or cultural"⁽⁵⁾. This definition indicates that there is a transgression of the perimeter of the institution to the vicinity of society, where it is clear that the ability enjoyed by the individual to carry out any work can be determined by personal conditions for the characteristics enjoyed by the individual, or professional in the sense of conditions related to the profession in which he works, and added the social and cultural aspect and may mean the characteristics of the society in which he works and lives, whether it is within the institution of colleagues, presidents, workers, the prevailing cultural pattern in the institution or outside the institution, family, friends... Which can affect its working capabilities.

Laetitia Lethielleux defines competencies as: "theoretical, practical and behavioral knowledge"⁽⁶⁾ and savoir means the set of general and private knowledge acquired by the individual through formation

and learning, while practical knowledge (savoir-faire-) are the experiences that an individual acquires when doing work, and savoir-etre- knowledge is the preparations and behaviors of individuals during work. **Philippe Lorino** defined competencies as: "knowledge of action (Savoir Agir) "⁽⁷⁾, that is, competencies are the knowledge that is implemented, that is, there is no skill if it is not put into practice, and in this context, Daniel **Pemartin** explains. His concept of competencies, as he says: "The individual can know the various activities related to a work but cannot practice them, competencies are the passage from knowledge to knowledge of behavior"⁽⁸⁾. As for "**Held et Marc Riss**", they see that knowledge of action alone is not enough, what I call the ability to act must be available, and this can only be achieved by the existence of a system in which competencies work, this system that helps them to verify, represented in various activities, roles, and structures, they exist therefore between individuals and their capabilities on the one hand and between organizational structures and activities to be implemented on the other hand⁽⁹⁾and adds to that. **Guy Le Boterf**: "Competence results not only from the knowledge of action but from the desire and ability to act"⁽¹⁰⁾. The following figure illustrates this relationship.

Figure 1: Competencies interface between individuals and the organization



Source: Daniel Held and J.M Riss, Op. cit, p 2.

“Rome Dictionary”, which includes 466 jobs or professions grouped in 61 professional fields, defines competencies as: "a set of technical and subjective knowledge manifested in the exercise of a work or profession, in the situation of an activity"⁽¹¹⁾. We note from this definition that competencies are technical and subjective knowledge, embodied in the practice of a work. However, the following two definitions are more than that, which is to reach not only the appropriate performance, but the goal to achieve effectiveness in performance and optimal performance, as the National Table of Competency Standards, which was established in 1994 in the United States of America to develop a national system of standards to measure capabilities and competencies, defined competencies as: "the ability to put in implementation knowledge, technical and intellectual competencies to achieve effectiveness in performance according to the standards specified in the framework"⁽¹²⁾, and the French Society for Standards defines Industrial (AFNOR): "Competence is the use of abilities in a professional setting to achieve the optimal performance of a job or activity"⁽¹³⁾.

Hogg defines it as the characteristics of the manager that lead him to prove his competencies and abilities, which produce effective performance within the work area, and embodies the ability to transfer

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these competencies and abilities from one workplace to another"⁽¹⁴⁾. This definition indicates that competencies are the characteristics of the manager, in addition to that they can be transferred from one job to another.

Parry defines it as: "a set of knowledge, competencies, and behaviors that are relevant and affect a large part of a single job (in terms of role and responsibility) and related to performance at work, which can be measured by very acceptable standards that can be improved through training and development"⁽¹⁵⁾

Luis D'hainout defines competencies as: "a set of social, emotional, and cognitive or psychological, sensory and motor behaviors that enable the exercise of a role, function, activity, task or complex work to the fullest"⁽¹⁶⁾. This definition adds emotional and social behaviors and sensory, motor, and even psychological competencies and considers them among the competencies necessary to perform work.

Daniel Pemartin defines efficiency as: "Competence is the implementation of a cognitive path that allows rational analysis and solution of a problem in an environment"⁽¹⁷⁾. The researcher believes that analysis is indivisible from the solution because the latter is the result of repeating the situation of the problem. He distinguished between success (savoir faire) and understanding and success (efficiency).

As defined by **Klemp** as: "the basic characteristics of a person that produce an effective or high performance at work"⁽¹⁸⁾, the same went "For **Spenser**" who defined competencies as: "characteristics inherent in the individual and are causally linked to the influence of the reference criterion and high performance in the work situation."⁽¹⁹⁾ By latent characteristics, competence is a fairly deep and permanent part of an individual's personality, which enables predicting behavior in many different situations. Causal correlation means predicting the causes of behavior or performance according to specific benchmarks that measure performance. According to this definition, there are characteristics of competencies, which are:⁽²⁰⁾

Motivations: They are the things that the individual constantly thinks about what he wants and are the reason for the action, they guide and lead behavior towards certain actions or goals,

Traits: physiological characteristics and consistent responses to situations or information,

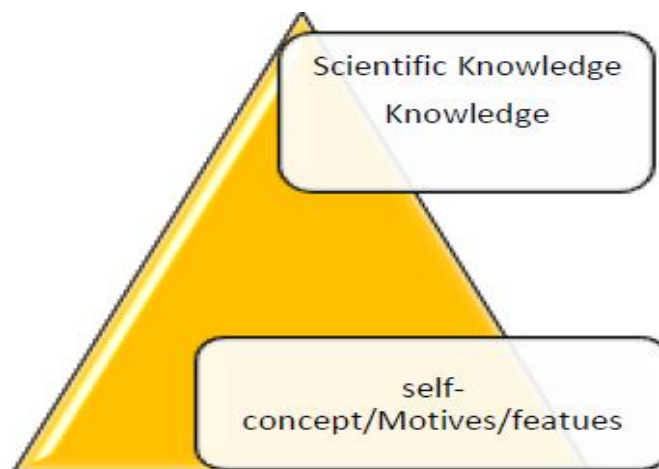
Self-concept: It is the behavior of a person, his values,

Knowledge: information possessed by a person,

Competencies: The ability to perform physical or mental tasks.

The following figure illustrates these various properties.

Figure 2: Visual and invisible characteristics in competencies

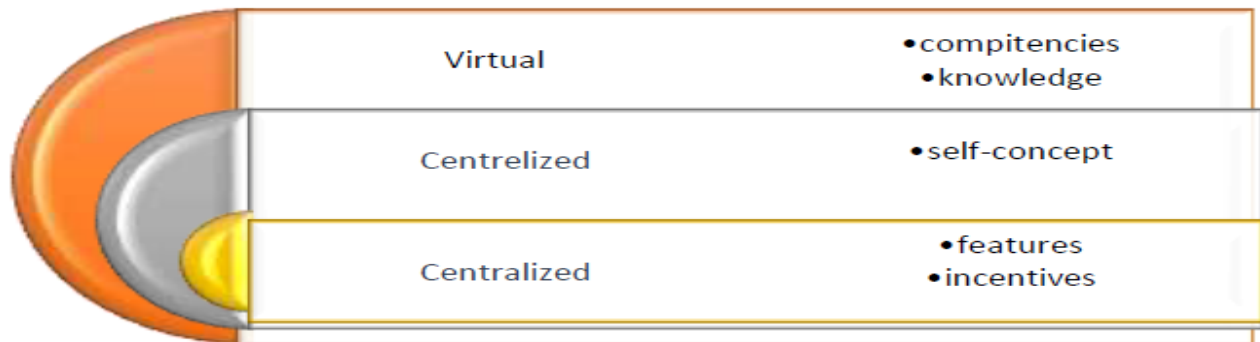


Sources: Ans de Vos, Sara de Hawine Willemse, Op, cit, p 5.

As is evident in the figure, knowledge and practical knowledge are visible, while self-concept, traits, and incentives are more hidden, deep, and basic for personality, the former is relatively easy in the development process, while motives, traits, and self-concept are the basis of personality and are difficult to evaluate and develop.⁽²¹⁾

According to this definition, competencies are divided into, central competencies and apparent competencies, virtual competencies are knowledge and practical knowledge, which are easy to develop, while central competencies are related to personality and are difficult to develop.

Figure 3: Virtual and centralized competencies



Source: Seema Sanghi, Op, Cit, P 11

"Lou Van Beirendonck adopts the following definition, defining competencies as: "observational characteristics consisting of knowledge, technical knowledge, or behaviors that contribute to the performance of a specific role or function"⁽²²⁾,and he believes that competencies are linked to the effectiveness of performance, that is, there is a relationship between them, and he does not see competencies as implicit in the sense of invisible but observable, where he says: "We consider competencies as characteristics that contribute noticeably and thus can be measured in the implementation of the performance necessary to achieve the mission and objectives expected by the organization."⁽²³⁾

"Le Boterf" defines competencies as: "the ability to mobilize, adapt and link resources within a specific action process, to achieve sufficient predetermined results, to be known and evaluated, this ability can be individual or organizational".⁽²⁴⁾

1.2 Defining competencies through approaches

Cadin et Amadiou identified four approaches by which competencies can be defined:⁽²⁵⁾

1. Potential approach: This path put forward by Hay-McBer defines competence as: "an implicit characteristic of an individual that represents the cause of the result of average or high performance in a job" It is a broad definition of skill because it also includes motivations, personality traits, knowledge, and behaviors.
2. Approach to professional knowledge: Proficiency is defined here as: "a set of described knowledge", this method is frequently used by consulting offices in training processes. It aims to bring holders of degrees closer to the reference points of work, where a profile of knowledge is prepared for a specific professional sector.
3. Approach to practical competencies: Competence is defined as: "a set of knowledge, work abilities, and behaviors structured and mobilized according to a specific goal and in a specific situation."
4. Approach by intellectual paths: "Efficiency is the ability to effectively solve problems in an organizational context" in the sense of responding to the requirements of the organization.

I.3 Competency characteristics: From the previous definitions the following characteristics can be deduced:⁽²⁶⁾

1. The concept of competencies is based on the individual and not on the position,
2. Competency is a combination of theoretical, practical, and behavioral knowledge,
3. Competencies are a source of power, when they are scarce or they guarantee the success of the enterprise,
4. The competencies of individuals are mainly composed of personal and social construction,
5. The organization benefits from competencies when individuals are aware of what they possess, allowing the organization to retain and develop them,
6. Competencies are recognized in the professional environment.

4. Importance of competencies: Possessing competencies is of great importance to individuals and the organization. Especially in light of the continuous developments witnessed by institutions and the work environment.

1- The importance of competencies in improving the performance of the institution: Strategy has " identified a set of points highlighting the importance of competencies in improving the performance of the organization, namely:⁽²⁷⁾

- Provide an opportunity to learn human resources involved in various processes,
- Increased use of competencies in the organization often allows benefiting from economies of scale from the resources used,
- The placement of competencies in different areas often leads to innovations in associated processes,
- The advantage of the increase is also affected by the combination of resources and capabilities, which allows for discoveries and feedback that enrich competencies.

2. The importance of competencies for individuals:

- usability,
- Ensuring individuals have work,
- Gain flexibility, especially if they acquire behavioral competencies,
- The institution's recognition of the competencies of individuals, leads to their desire for its continuous development,
- The acquisition of technical competencies by individuals leads to the institution's adherence to them.

I.5 Competency management

The management of competencies goes beyond the traditional concept of recruitment, which is based on the content of the job or position, to a new concept based on the knowledge and professional and behavioral characteristics required to fill the position by individuals. Therefore, institutions have taken care of the management of competencies, to benefit from these developments.

1. Concept and objectives of competency management

In a study of 1500 institutions in Belgium in 1999, it was found that 54% of institutions apply competency management, and 20% of them prepare specific tools such as (competency dictionaries, job profiles, ...) And 34% did not make any special preparation ⁽²⁸⁾so what is the management of competencies, and what are the goals that institutions and individuals can achieve from adopting such a system?

1. " Definition of competency management: "Louvan Beirendonck" defines " competency management as: "a set of activities directed to the implementation and development of the competencies of individuals and groups, to implement the task and improve the performance of subordinates"⁽²⁹⁾

2. Objectives of competency management: The competency management process is important for the organization and subordinates, as it allows clearly defining the requirements expected of subordinates because it uses more transparent and acceptable standards for measurement. It works to acquire and develop technical competencies related to the specificity of the job, as well as the behavioral competencies required at all administrative levels. In addition, the adoption of competency management achieves a set of goals, both for the organization and individuals. **Jim Mathewman**" in a UK market study, 1999. To know the objectives that institutions aspire to achieve by adopting a competency management system, as well as the goals achieved for individuals, we summarize them in the following points⁽³⁰⁾:

1- Objectives for the institution:

1. Improve individual performance,
2. Support the core values and objectives of the organization,
3. Improve the technical competencies of each person,
4. Facilitate cultural change,
5. Support the reference policy (the institution creates competency references, to facilitate competency assessment),
6. Control and coordination of human resources with the strategy of the organization,
7. Supporting career development,
8. Structuring the remuneration policy,
9. Improve the flexibility of human resources,
10. Assess the capabilities and strength of the organization.

2- Objectives for employees:

- The competency profile provides subordinates with a clear view of what the organization expects from them, which reduces the risk of unpleasant surprises when evaluated or in job interviews.
- Clear communication about competencies contributes to the creation of a relationship of loyalty within the framework of cooperation,
- When competency management is carried out professionally, the subordinate regularly and quickly benefits from specific feedback, about his job, and his development,
- Subordinates benefit from a system to structure their development,
- Evaluating the competency profile for multiple jobs provides subordinates with a good view of the career potential within the organization and the competencies that need to be developed to fill another position,
- Subordinates monitor the relationship between the competencies they possess, the results obtained, and their contribution to the organization's goals.

6.I Stages of competency management: The competency management process goes through the following stages:⁽³¹⁾

1-Competency planning: At this stage, future needs are estimated, and compared with the current situation in the institution, to show the gap between what the institution wants and what it already has of competencies, and this is done through the description of positions and highlighting various knowledge and practical and behavioral knowledge, and the anticipatory management of operation and competencies, the necessary tool to determine the needs of the institution of competencies. (GPEC)).

2. Acquisition of competencies: It is done by acquiring competencies from within the institution or new competencies from outside the institution, purchasing advisory services, or cooperating with other organizations.

3- Competency Development: It is every process that leads to learning, and learning is defined as the processes that lead to one or more changes in the following dimensions: knowledge, practical knowledge, and behavioral knowledge. Competencies are also developed during the performance of tasks. In the third chapter, the researcher will present the various methods and strategies that contribute to the acquisition and development of competencies, in addition to highlighting the contribution of leadership characteristics that have an impact on the development of competencies.

4. Use and evaluation of competencies: At this stage, competencies are used, because failure to use them leads to their demise, in addition to the evaluation process, to identify deficiencies in competencies, identify strengths and weaknesses, and correct deviations.

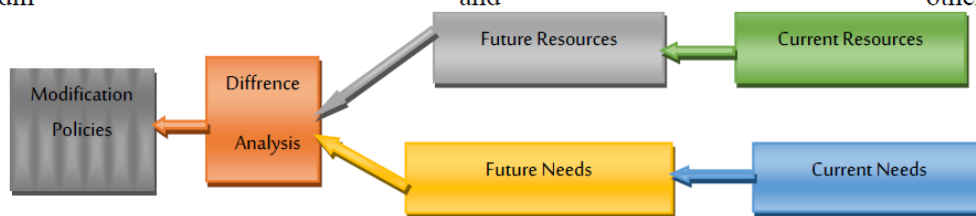
1.7 Estimated management of operation and efficiencies

The process of determining the institution's needs of competencies is among the basic concerns of the institution, and there are several tools to identify them, the most prominent of these tools will be presented in this section, which is the estimated management of operation and competencies, through its definition, and determining its stages.

1- Definition of estimated management of employment and competencies: According to "Francoise", the predictive management of employment and competencies includes two parts, the first for jobs and the second for competencies, the anticipatory management of jobs is a set of methods that are concerned with following up on developments that occur at the level of the institution's functions in response to its future strategies, while the anticipatory management of competencies, refers to a set of procedures Which is concerned with developing the competencies of individuals and the institution in line with the requirements of jobs in the institution⁽³²⁾.

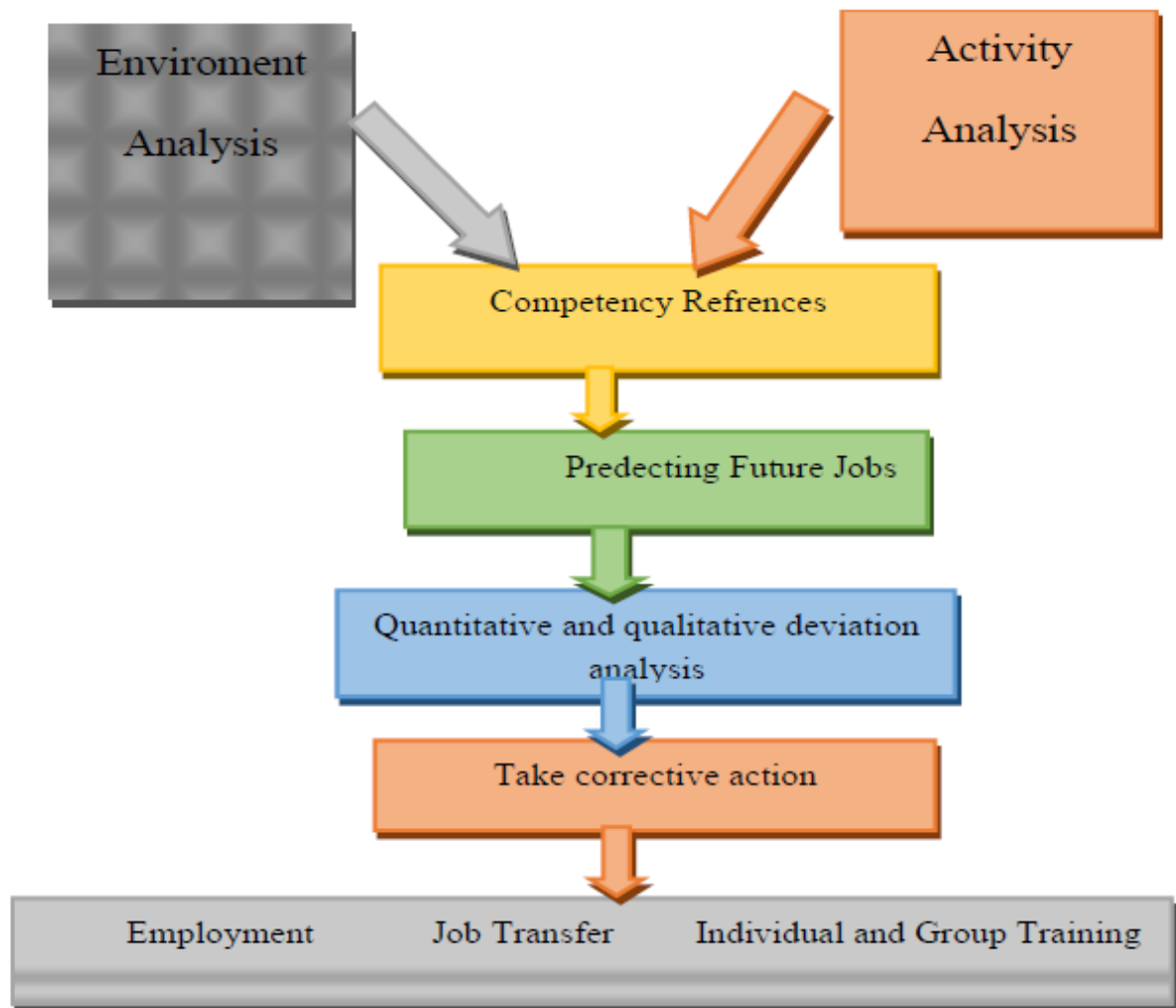
2- Stages of anticipatory management of jobs and competencies: Many models have identified the stages of anticipatory management of jobs and competencies, the model of (Hofer and Loic Cadin) will be presented.

Figure 4: Stages of anticipatory management of jobs and competencies according to Loic Cadin and others



Source: Kadash Soumaya, The Impact of Anticipatory Management of Jobs and Competencies on the Service Provided (A Case Study of Algeria Mobilis Telecom), Memorandum submitted within the requirements for obtaining a master's degree in Enterprise Economics and Management, Kasdi .Merbah Ouargla University, Faculty of Economic Sciences, Ouargla, 2011, p. 15

Through the figure, it appears that the predictive management of jobs and competencies first passes by identifying the current resources acquired by the institution, its current needs of jobs and competencies, studying what the institution may need in terms of resources and competencies in the future, then comparing the current and future needs of jobs and competencies, with current and future resources, identifying deviations between what is available and what is required, and developing modified policies, appropriate to provide resources and future needs



As for "Hofer", he defined the stages of anticipatory management of jobs and competencies, starting with an analysis of the current activities of the institution, analyzing the external environment, clarifying the various changes and developments at the level of jobs and competencies, then identifying references for competencies and anticipating the required future jobs. Then analyze quantitative and qualitative deviations for current and future jobs and competencies, and finally take corrective action for jobs, carry out job transfers, from one position to another, promotions, or carry out training at the level of individuals and groups.

Second: Types and models of competencies

The identification of types of competencies has known great jurisprudence, by researchers, at all organizational levels, professional, strategic, relational, and humanitarian, and many models have emerged that determine the components of the competency profile, so this requirement will address the identification of types of competencies and the presentation of various models.

II: Types of competencies: There are many classifications of competencies, and we will try to present some of them.

-1 **Competencies according to the division of "Farid Fahmy visit":** Farid Fahmy divided the visit of competencies into three types, namely⁽⁶³⁾

- 1- Technical competencies,
- 2- Human competencies (the power of example), and

3- Cognitive competencies (creative example).

-2 **Competencies according to the division of "Adel Thabet":** He believes that administrative competencies, three types, are:⁽³⁴⁾

1. Intellectual competencies: such as the ability to have a holistic vision of the organization as a whole, and to link the parts of the subject to each other, This competence is more required in senior management,
2. Human competencies: in short, it means the ability to deal with others, which is equally required at all administrative levels,
3. Technical competencies: such as language and accounting skills, and computer use, which are more required at lower administrative levels.

-3 **Competency according to the division of " Rome Dictionary":** The Rome Dictionary identified three types of competencies:⁽³⁵⁾

1. Base technical competencies: formed from the activities practiced, and they include the knowledge and technical knowledge necessary for the exercise of a business or profession,
2. Common competencies: not necessary, represent means for development in the work or profession,
3. Work-related abilities: especially self-knowledge, and are due to cognitive competencies (expectation of holidays), or social competencies (meeting activation, working in a group).

-4 **Competencies according to " Seema. Sanghi ":** namely the beginning competencies and different competencies:⁽³⁶⁾

1. Starting competencies: These are the basic characteristics, which everyone at work needs to be effective at a minimum, but these characteristics cannot be distinguished between high and average performers,
2. Different competencies: These are the factors that distinguish high and average performers.

-5 **Competencies according to the division of "Kuijpers":** "Kuijpers" identifies three types of competencies, for successful performance at work:⁽³⁷⁾

1. Job competencies: They are based on the tasks and roles of the individual, and vary from one industry to another and from one job ...
2. Learning competencies: defined as personal characteristics of the worker, enabling him to develop new job competencies, and according to "Lindley" these competencies have known of great importance at work since the emergence of the knowledge economy and are necessary for workers to invest in their development,
3. Career Competencies: These are described as characteristics of workers that enable them to direct their functional and educational competencies in the right direction.

-6 **Competencies according to the division of "Philippe Zarifian":** "Philippe Zarifian" proposes to divide the areas of competence into four axes: (38)

1. Competencies of the profession: They represent technical competencies, for example, for the seller who enjoys sales techniques,
2. Organizational competencies: develop in the organization, for example, communication competencies along the product line,
3. Creativity competencies: e.g. providing new services, project management,
4. Relational competencies: customer-oriented, for example, the skill of listening, understanding, solving a problem posed by the customer, and this is even for professions that do not have a direct relationship with the client.

-7 **Competencies according to the division of "Lou Van Beirendonck":** "Lou van Beirendonck" competencies are a series of behaviors and characteristics (technical and behavioral) that bring value to the organization, so it is preferable to divide competencies into technical competencies and behavioral competencies.⁽³⁹⁾

1. Professional technical competencies: They are also called cognitive competencies, for example, the ability to implement a document for a Word program, read a financial budget, knowledge of social rights,

2. Behavioral competencies: These are social abilities, the ability to manage or direct, and solve problems. He believes that technical or cognitive competencies are easy to identify and measure, as through the role or activity a list of necessary knowledge and technical knowledge is identified or inventoried, monitored, and measured in subordinates, and later developed the appropriate program for learning. Behavioral competencies are more important to ensure good functioning and performance and are difficult to identify and measure.

8.II: Somedivide it into three areas:⁽⁴⁰⁾

1. Comprehensive competencies: These competencies are essential to achieving the organization's strategy, and concern all employees, represented in the general behavioral competencies necessary for all jobs and roles,

2. Level competencies: They are related to some groups or job levels, for example, the competencies necessary for each manager of the organization,

3. Competencies related to a job or role: These are the competencies necessary for good functioning, for a role or job.

-7 **Competencies according to the division of "Quilin":** As for "Quilin", it distinguishes between three levels of competencies, where it is seen that there is integration between competencies, and the level of integration varies from simple, intermediate, and high:⁽⁴¹⁾

1. Simple (original) level: It is represented by competencies directly related to the practical activities of the organization (technical knowledge of production),

2. Intermediate level: represents specialized competencies that are integrated into functional competencies, such as marketing,

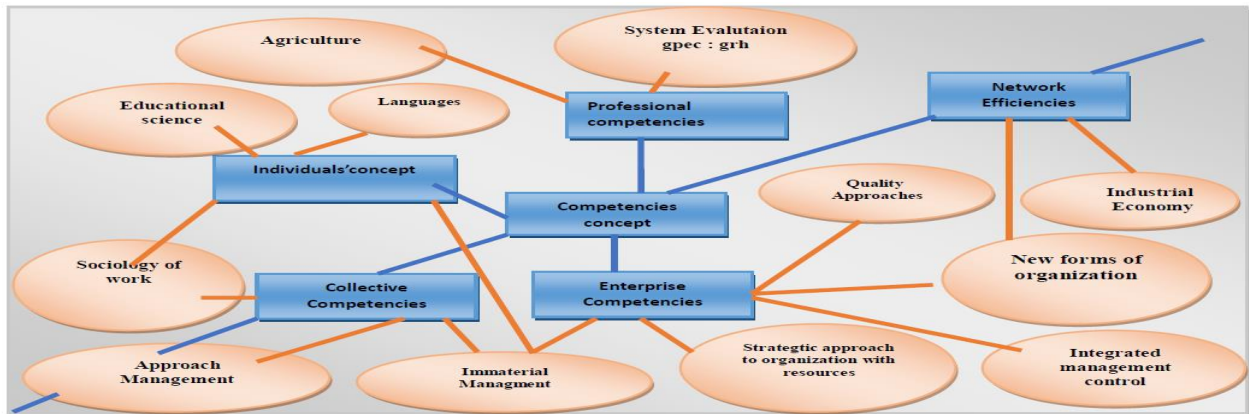
3. Senior level: It includes competencies that involve a broad integration of functions and general competencies, which affect the entire organization (linkages, coordination, decisions).

Third: Competency Analysis Levels

One of the most prominent classifications of competencies is the classification that divides them into individual, collective, and organizational levels. In this study, the researcher relied on this classification, and before addressing the content of these levels, the levels proposed by "Cecilile Dejoux", a map of the levels of analysis of the concept of competencies and their relationship to various literature, and the study of "Nordhaug", which was called (competencies in the colors of the spectrum).

Figure (7): Map of the levels of analysis of the concept of competencies and their relationship to various literature

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Source: Cecile Dejoux, Skills at the Heart of the Company, Op. cit, P69.

This format allows each relationship to be identified with a level of competencies, and it This format allows identifying each relationship with a level of competencies it is characterized by showing the diversity in the forms of competencies, as it appears that in the same organization, there are several types of competencies (professional competencies, individual competencies, group competencies, institutional competencies) and most of the time, they appear according to the needs of functional services, such as human resources management (employee competencies), strategy department (enterprise strategy), quality department (group competencies).

He divided the levels of competency analysis into three sections:⁽⁴²⁾

- 1- Individual level: It consists of individual competencies associated with the person, whatever the place where he practices his work, and professional competencies that are practiced in a specific work situation, this level is the center of human resources management concerns within the framework of the annual evaluation, social plan or competency curve.
- 2- Social level: revolves around the concept of collective competencies and is represented in the competencies of the group and the latter ephemeral or temporary, a college linked to the individual competencies practiced in the work of the group, and appears within the framework of the management of a project, quality circles, or when the groups are around a professional goal.
- 3- Organizational level: They are called the competencies of the institution, some of which are considered strategic and called "key competencies" and represent the competitive advantage of the organization according to the theory of resources and competencies and require development strategies. Nordhaug also divided it into three levels, which corresponds to the Cecilile Dejoux but defined them with different names, moving from part to whole:⁽⁴³⁾

- 1- Micro level of analysis: It is the individual level, which represents individual competencies and professional competencies, and these competencies consist of knowledge, abilities, and individual behaviors,
- 2- The middle level of analysis: It is the collective level, and represents the collective competencies, which are from the knowledge, abilities, and genetic code of the group,
- 3- The total level of analysis: It is the organizational level and represents the competencies of the institution or organizational competencies, which consist of knowledge, capabilities, and the genetic code of the organization.

Nordhaug believes that these three types of competencies interact with each other continuously and participate in enriching each other, and he also believes that individual competencies turn into

collective competencies, and over time these two skills turn into institutional competencies⁽⁴⁴⁾ and these are shown in the following figure:

Figure 8: The three levels of competency concept according to O. Nordhaug



Source: Cecile déjoux, Skills at the heart of the company, Op. cit, P 97.

As for the terms employed by "Nordhaug" in his model, which he called (the comprehensive approach or competencies in the colors of the spectrum), he defined them as follows:⁽⁴⁵⁾

- 1- Knowledge: is private information,
- 2- Abilities: these are special behaviors that allow the implementation of an action,
- 3- The genetic code of the institution: They are opportunities and subjective limits (original) in the organization, since its conception, which remains independent of the knowledge and competencies of the institution,
- 4- Behaviors: Natural talents that can be used in the work and that represent the basis for the development of knowledge and abilities.

III.1: Individual Competencies

Individual competencies are among the competencies that achieve the competitive advantage of the institution because they have knowledge and experience that are difficult to imitate, so in this requirement, the definition of individual competencies will be presented and their characteristics will be determined, in addition to the profile of competencies, and how to manage them.

1.1.III Definition and characteristics of individual competencies:

HALE defined competencies as: "the ability of a person to use his knowledge effectively to accomplish tasks efficiently"⁽⁴⁶⁾, and individual competencies include the following characteristics:⁽⁴⁷⁾

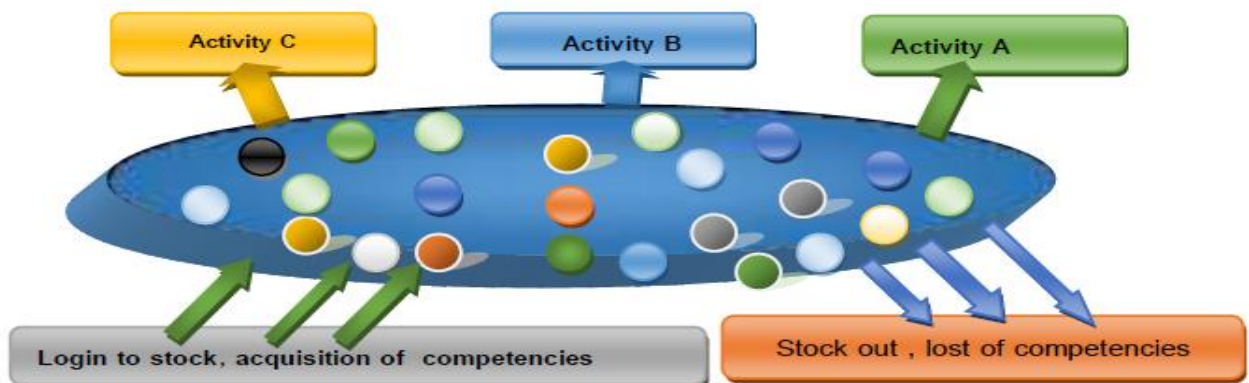
- 1 Efficiency is implemented at work (principle of work),
- 2 Efficiency is situational, and has a purpose (teleological principle),
- 3 Efficiency is a construction, which changes once it is put into practice (principle of dynamics),
- 5 Competence is a characteristic of the individual, it takes the individual or collective aspect, -6 Competence must be known
7. Proficiency is transferable within the framework of individual and/or organizational learning processes,
8. Proficiency has permanence if implemented (principle of regularity).

2.1. III Individual Competencies Profile:

According to C.Batal, the individual competencies file shows "the sum of the pieces that prove the competencies acquired by the individual, not only within the framework of the training followed or the positions occupied, but also within the framework of social or personal life"⁽⁴⁸⁾ These competencies were formed from proven knowledge, in real working situations, and from the resources they possess to

create new competencies, and the file of individual competencies can be the subject of many modifications because they are not formed from fixed elements⁽⁴⁹⁾, as shown in the following figure.

Figure 9: Capital or inventory of competencies according to C. Batal



Source: Hamel Abdelkader, Evaluation of the competencies of individuals in the institution (a case study of Sonelgaz, Regional Directorate of Tlemcen and the Marketing and Distribution Company for Multi-Petroleum Products - Naftal Tlemcen), unpublished master's degree in management sciences, Abu Bakr Belkaid University. Tlemcen, Faculty of Economic, Commercial and Management Sciences, Department of Management Sciences, Human Resources Management Specialization, Tlemcen, 2010-2011. p. 76.

This means that an individual can acquire new competencies throughout his or her professional or private life, but risks losing or losing previously acquired or unused competencies. On the other hand, technological developments often generate a decrease in some competencies previously acquired by the individual, and this means that some competencies that were previously useful and useful, may become over time invalid, and therefore the file of individual competencies can develop during the course of a job, and some unused competencies can be lost.⁽⁵⁰⁾

3.1. III Management of individual competencies: "céciledejoux" has identified general indicators that illustrate the process of managing individual competencies for the institution, and called it the so-called maturity index of competency management, which consists of indicators of existence, quantitative indicators, and qualitative indicator, namely:⁽⁵¹⁾

A: Indicators of existence: It consists of five indicators:

1. The practice of competency management,
2. Use of competency budgeting,
3. Reference of competency indicators in the annual evaluation,
4. The existence of a written document specifying the competencies required for a position or area of responsibility,
5. Implementation of training by the organization for subordinates to acquire new competencies.

B: Quantitative indicators: These indicators determine the level of maturity of the organization in the management of competencies, they take into account the experience gained by the institution and the investment associated with it, namely:

1. The number of years of competency management practice within the organization,
2. the percentage of subordinates who are pursuing competency-related training in the organization,
3. Hourly volume related to this composition.

A: Qualitative indicator: It is feeling by employees that the organization is managing individual competencies.

The maturity index of competency management is ultimately the sum of the previous indicators.

2.III Collective competencies

Collective efficiency is the sum of individual competencies in addition to the result of interaction between them, and some believe that collective competencies are the same as organizational competencies, and this is confirmed by him, "Kim.DK" collective competencies are considered for some more important, as the institution that loses its culture facilitates its competition compared to the institution that has lost its competencies. ⁽⁵²⁾He points out that the cultural factor embedded in beliefs and ideas, language, and values is difficult to imitate, and if the institution loses it, it will be easier to imitate, and thus compete.

1.2.III Definition of collective competencies: O. Nordhaug defines collective competencies as: "a link between the knowledge, abilities, and aptitudes possessed by the members of the group"⁽⁵³⁾. Collective competence is a result, arising from cooperation and the preference for the increase that exists between individual competencies, the term synergy is composed of syn, which means group, and ergy, which means work, which is an added value, not a sum. Competencies are created through interactions, and newcomers are rebuilding them.

Cécile Déjoux defines collective competencies through the following example: it can be noted that collective competence is structured as a language like the meaning is structured in words, and collective competence arises from discussions and exchanges based on individual competencies. Every word has a meaning but a sentence produces a new meaning that goes beyond the sum of each of them, the production of text depends on the lexicon, but it cannot be a sentence without morphology and rules. Collective competence is the same, not produced from the lexicon or the list of individual competencies. ⁽⁵⁴⁾

2.2.III Dimensions of collective competencies:

C. Sauret distinguished between four dimensions of collective competencies, based on the Jf. Troussier study on collective qualifications:⁽⁵⁵⁾

- Advantage of increase: the rehabilitation of strong interactions between team members,
- Solidarity: the network of cooperation within the work team,
- Learning: determines the collective qualification capacity, which is based on the type of organization,
- Collective practical image: represents the existence of a common representation of the work activity,
- Common symbol and language: which is considered a reference for members.

3.2.III Components of collective competencies:

The existence of collective competencies can be defined by "Guy le boterf" through:⁽⁵⁶⁾-1Connection knowledge: "Falzon" calls it the common practical language, which is the settings deviating from the natural language, to a team-specific dialect, and Guy Le Boterf has identified a set of examples to illustrate the circumstances and situations, in which such languages arise: For example, in the aromatic industry, employees must share a metaphorical language to be able to share their professional experience of perfumes. They are named, by the following names: The fragrance is "fruity, herbaceous, pink, green, yellow" This technical vocabulary, which are cultural symbols that allow everyone to know what this perfume is called. This shared social knowledge is necessary for communication and cooperation, and this common symbol is a factor and indicator of integration, it strengthens team cohesion. Communication can also be carried out through "signaling" (such as signaling to a colleague that the machine is malfunctioning and that there is a supply problem), allowing individuals to be aware. Another example of information circulation, for example, aid in health institutions results in an exchange of information through different communication opportunities: temperature measurement, daily meetings, breaks, and informal dating in corridors. These opportunities lead to team interaction which leads to rapid and joint processing of indicators and criteria. Another example is about the

cockpit of an airplane, the pilot and co-pilot communicate by words (half words) and exchange glances. This language is common and necessary and this is what I call "Senge" (practical trust).

-2 Knowledge of cooperation: There is no collective skill unless there is a joint implementation and production of works, the knowledge of cooperation is based on the cooperation of team members, who have distinct laws, cultures, resources, and knowledge paths, such as engineers, technician, worker, production and operational interests, beginners and experts. They have the competencies of programming, equipment repair, characterization, quality control, and maintenance. This daily cooperation and mutual assistance are carried out to reach solutions to a problem.

3- Collective learning knowledge of experience: Team competencies are when the team can collectively draw along with experience lessons, for example, mistakes made in management methods, procedures applied in a bad way, led to misunderstanding among customers, change of methods or organization was positive, marketing policy reflection was effective, many real-life situations that can be rich in learning. It is called learning by activity or movement, this is group learning,

3.III Organizational competencies are called several names, they are called the competencies of the institution, and some call them organizational capabilities, so the definitions of organizational competencies have varied and varied, and this requirement includes the definition of organizational competencies, their characteristics, types, measurement, in addition to highlighting their role in achieving competitive advantage and their position within organizational strategies.

1.3.III Definition of organizational competencies: Organizational competencies are defined on the one hand as resources, and also defined as organizational capabilities, and the following definitions illustrate this vision. Organizational competencies are commensurate with what the organization masters accomplishing in exchange for what it earns, and Bendi Abdellah defines the competencies of the organization as: "correlations compatible with knowledge, competence and good behavior"⁽⁵⁷⁾ Sanchez, Thomas defines it as: "the allocation, blending and coordination of resources, individual competencies and knowledge to achieve the strategic objectives of the organization"⁽⁵⁸⁾. From the point of view of resources, some believe that the competencies of the institution are private resources and more intangible, owned by the institution. Resources are defined as: "a set of means that an organization has and monitors... Some authors replace the term "resources" with the term "assets" because they argue that resources, like assets, are not productive in themselves, but must be blended and added know-how, aptitudes, and competencies to create the value that can be produced. But the definition specifies that resources are the means that an organization has and can monitor, but there are resources that the organization does not have but can monitor, such as trust, and reputation.

Tangible resources are visible in the institution's budget, which are easy to divide and identify, and include a set of observable physical means, such as buildings, factories, lands, and machines... In addition to financial resources. Intangible resources that do not usually appear in an organization's budget are in many cases the organization's greatest wealth, reputation, HR expertise, flexibility, organizational culture, and initiative.⁽⁵⁹⁾

As for "Penrose", he distinguished between resources and organizational competencies, where he believes that: "Resources are inventory, and the competencies of the institution are flows, the asset represents what the institution owns, while organizational efficiency represents what the institution knows to do"⁽⁶⁰⁾ Thus, organizational competencies are not exercised by a person alone, or a group of people, but represent the results of interaction and the management of many resources. If resources represent an enterprise's asset group, it does not have the self-productive capacity, it has the potential to be used, but it is the preparations that allow and facilitate the realization of this potential. Preparations,

then, are work capabilities applied to the resources of the institution, they can be either technical knowledge, a hand course, or accumulated experience. Preparations, then, are: "the ability to collect and mix a range of resources to accomplish a job." ⁽⁶¹⁾

The regularity of the good functioning of the organization is therefore linked to: "the known sequence of activities (movements) formed or apparent and involving multiple actors linked to relations of communication and/or power"⁽⁶²⁾, this known sequence of activities, is what is known as routine, and organizational competencies, according to "Nelson et Winter", defined as: "is a shareable routine"⁽⁶³⁾, as organizational processes are seen as a set of specific patterns or routines, and the latter constitutes what is known as "organizational memory", this routine is implemented It is almost automatically between different parties, and takes on an implicit character, which makes it difficult to reproduce. Routine has three basic characteristics.⁽⁶⁴⁾:

- 1- It includes several actors who are thus complex social phenomena,
- 2- the routine takes its form of repetition, which is the result of a prominent process of learning by experience rather than apparent decision-making,
- 3- routine is a mixture of implicit, unclear knowledge, which makes it problematic to deliberately program.

However, "Teece, Pisano et Schuen" define organizational competencies as: "a dynamic ability, the ability of the organization to integrate, build and reconfigure a routine for different uses of the organization's resources"⁽⁶⁵⁾, and they point out that the routine, can be built and reconfigured, it is shareable and not static, but the organization cannot learn, create a new routine except by learning existing members of the organization or by bringing in new members.

It is also defined as: "the technical knowledge and knowledge acquired through the successful management of organizational capacity within several different sectors of activity, characterized by market barriers and partially identical competencies"⁽⁶⁶⁾

Finally, an enterprise's competencies are the ability to produce results and thus the ability to create value, to produce an element of value for a market or group of users, by mobilizing a combination of resources, for example, capital, labor, materials, and knowledge (patent, chemical prescription, method of use, certain equipment), and then it is defined not by this combination of resources but by the actual work that allows it to be implemented as well as by the result.

Conclusion:

Recent studies have tended to focus on competencies instead of certificates, because the surrounding circumstances that have witnessed many developments, required institutions to focus on competencies that have received many definitions, and the most prominent of these definitions are determined in the mix of theoretical, applied and behavioral knowledge, owned by individuals, groups as well as the institution. However, no specific definition was agreed upon, especially since the schools and trends that examined competencies varied. Accordingly, the models and types of competencies also varied, and in this study the classification of competencies into individual, which belongs to the individual, and collective, which belongs to a group with each other, and organizational, which concerns the institution as a whole. Also, for the institution and individuals to benefit from competencies, the so-called competency management has emerged, and the latter goes through several stages, which is the stage of planning the institution's needs of competencies, and it is done through many tools, and most used tools is the anticipatory management of operation and competencies, while the second stage is how to acquire them, whether from inside or outside the institution, in addition to

the need to develop them through the use of various methods and strategies, and finally use and maintain them, because not using and maintaining them makes them disappear or are lost, especially since they have intangible properties. The management of competencies is important for the organization, because it enables it to know and acquire the competencies necessary for its success, and for individuals to always be able to obtain employability. Today's organizations achieve competitive advantage coupled with the acquisition of skills at all levels because they are difficult to imitate competitors.

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