University of Algiers 3

Faculty of Economics, Commercial Sciences and Management Sciences

Department of Management

a printout in the module :

Management and Development of Competencies

Lectures directed to third-year students in Human Resources Management

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the academic year : 2023\2024

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First chapter : Introduction to the Study of Competency Management and Development

Preface: The notion of "competency" emerged in the realm of management literature during the 1960s, followed by the resource and competency approach, which posited "competency" as a pivotal resource essential for organizations seeking a competitive edge (Hamel, Prahalad, 1990). This groundbreaking approach significantly contributed to the linkage between competency and management, giving rise to the concepts of "competency management" and "competency-based management." Within the field of human resources management, engaging in competency management necessitates a paradigm shift from position-based thinking to a competency-centric approach. This transformation requires various changes in human resources practices, directing their focus towards individuals, their unique capabilities, talents, and qualifications, which can be effectively utilized and further developed.

Simultaneously, competency management also recognizes the importance of specific job roles, both in terms of quantity and quality. As a result, competency management has become a crucial aspect and plays an active role in developing the resource and competency model. It has become one of the most essential strategic models in human resources management.

In this section, we will explore several fundamental concepts that will help us understand competency management and development better. Our exploration will cover the following elements:

1- **The Theoretical Foundations of Managing and Developing Competencies**
2- **Distinguishing the Logic of Position from the Logic of Competency**
3- **Fundamental notions of Efficiency**

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1- The Theoretical Foundations of Managing and Developing Competencies:

Understanding the theoretical basis of competency management is crucial in contemporary strategic management. In recent decades, two important approaches have emerged, each offering valuable insights: the resource-based approach and the competency-based approach.

1-1 The Resource-Based Approach (Wernerfelt, 1984, Barney, 1991):

The resource-based approach is a modern perspective in strategic management that contributes to effective human resource management models (Barney, 1991). It originated from the influential work of E. Penrose in 1959, where she emphasized the link between an organization's growth and how it optimally uses available resources in a dynamic and challenging environment. Building on Penrose's ideas, Wernerfelt introduced the resource-based view (RBV) in 1984. This approach saw further advancements through contributions from Barney (1991), Peteraf (1993), and Treece et al. (1997). Importantly, the resource-based approach intertwined with the competency-based approach, with the latter complementing and extending it. The concept of pivotal competencies emerged, pioneered by researchers Hamel and Prahalad in 1990. This addition highlighted the crucial role of competencies and the need to coordinate resources and mechanisms, moving beyond a sole focus on resources themselves.

The resource-based approach seeks to explain an organization's competitive advantage based on the uniqueness and distinctiveness of its resource pool. Barney (1991) formulated two fundamental hypotheses to support his approach

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1. The Hypothesis of Relative Variability of Resources: Each organization has its own unique and diverse set of resources, which sets it apart from other companies in the market.

2. The Hypothesis of Relative Mobility of Resources: Barney suggests that resources have restricted ability to move, either in comparison to other resources or in an absolute sense, due to various factors that affect their transferability.

Building upon these foundational hypotheses, Barney characterizes the organizational landscape as an amalgamation of tangible resources (such as human, financial, and equipment assets) and intangible resources (encompassing information, reputation, and organizational knowledge, among others).

Consequently, Barney classifies these diverse resources into three distinct categories:

1. Material Capital Resources: This category encompasses technological assets, equipment, and other physical resources…

2. Organizational Capital Resources: Here, the focus lies on elements like authority structures, relationships with stakeholders…

3. Human Capital Resources: This category centers on individual attributes such as experience, training, and competencies…

As such, each organization possesses a unique organizational profile dictated by the nature and specificity of the resources it holds. Within this context, the practices used for managing human resources play a crucial role as part of this valuable pool of resources. The uniqueness of these management practices directly influences an organization's ability to enhance its competitive strengths, giving them a significant advantage in the competitive market.

Additionally, Barney introduces a set of four imperative characteristics or prerequisites that resources must fulfill to serve as sustainable sources of

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competitive advantage. These criteria are encapsulated within the renowned "VRIN" model:

1. Valuable (V): The resource should offer value to the organization, enabling it to effectively tackle external threats and capitalize on emerging opportunities.

2. Rarity (R): The scarcer the resource, the greater its strategic value, making it more desirable for gaining a competitive edge.

3. Inimitable (I): The resource should be resistant to imitation due to its continuous evolution and the complex causal relationship it shares with organizational performance. The difficulty in replicating resources is tied to historical circumstances surrounding their acquisition and management.

4. Non-substitutable (N): Ideally, the resource should be irreplaceable or at least non-substitutable, ensuring its uniqueness and unparalleled contribution to the organization's competitive advantage.

When these essential conditions are met, some resources can move beyond just providing a competitive advantage and become a lasting competitive advantage for the organization. For example, the founding date of an organization becomes a perpetual competitive advantage because its long existence gives it priority in resource development, making it difficult for others to imitate.

Then, in 2006, "Barney" introduced a significant advancement in strategic management by replacing the previous "VRIN" model with a more comprehensive **"VRIO"** model. This new framework incorporated the qualities of "non-imitability" and "non-substitutability" to better address the complex nature of competitive advantage.

Furthermore, Barney introduced a new aspect called **"Organization" (O).** This organizational element emphasizes the importance of strategic policies and procedures that are essential for reducing the likelihood of imitation by

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competitors. It highlights the pivotal role of skillful resource management and effective utilization of capabilities by the organization, allowing it to maintain a unique and unparalleled position within the market.

Building upon the four conditions we discussed earlier, it becomes clear that human resources play a crucial role in creating and maintaining a lasting competitive advantage for an organization throughout its existence. Because of their complex nature involving human interactions, human resources are considered to be a particularly powerful source of competitive advantage, offering unique qualities that are difficult for other organizations to copy. The intricate social dynamics within human resources make them hard to imitate easily.

As a result, this perspective has led to a widespread recognition of the importance of human resources, along with the management practices related to them, as possessing special qualities and requirements that give them a significant and exclusive competitive advantage. It is these exceptional characteristics and conditions inherent in human resources that make them essential for achieving and sustaining a distinctive edge in the highly competitive marketplace

Figure (1-1): The Resource Model

Source: (Barney, 1991)

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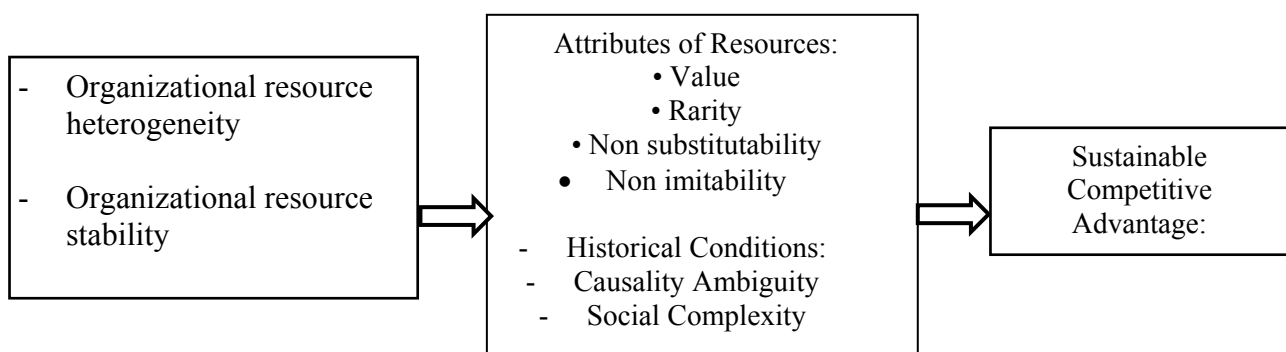
The pivotal role of resources has led strategic management to concentrate on four fundamental dimensions, as proposed by Arrégle (1996):

- Identifying and defining scarce resources.
- Protecting these resources from competitors to prevent or delay imitation, ideally.
- Maximizing the utilization of the organization's resources.
- Creating or acquiring new resources in response to the ever-evolving environment. Accordingly, the organization actively engages in developing its current resources, transforming and adapting them, while also seeking to create novel resources.

The resource-based theory is a crucial concept in strategic human resource management. It explains how an organization can gain a competitive advantage by effectively using its unique and specific resources. In the field of human resource management, this idea has sparked many studies emphasizing the significant role of human resources as a powerful source of competitive advantage. These studies explore how smartly implementing human resource management practices can lead to a competitive edge (Fabi et al., 2007).

As a result, the organization distinguishes itself from its competitors by adopting a distinct set of human resource management practices. These practices create a valuable, rare, difficult-to-copy, and irreplaceable resource (Arrégle, 2006; p. 241).

In this context, a comprehensive examination of the role played by human resource management in creating a competitive advantage has led to a deeper understanding of the connection between human resource practices and organizational strategy. This understanding empowers companies to attain

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higher levels of organizational performance, a concept known as the alignment of human resource management with strategy.

Merely analyzing the nature of the strategy is no longer enough, as it goes beyond choosing a position in the external environment. It also involves effectively harnessing and organizing internal resources to embody the organization's business strategy. This harmonization between human resource practices and the overall strategy plays a crucial role in achieving a sustainable competitive advantage and superior organizational performance.

1. 2 The competency-based approach, Wernerfelt (1984) , Barney (1992-1995)

The resource-based approach, pioneered by Barney (1986) and Wernerfelt (1984), effectively emphasizes the role of organizational resources in creating a competitive advantage, but it requires that these resources have specific characteristics. Later, the competency-based approach emerged as a complementary perspective, considering competencies as crucial strategic resources within the organization. This approach focuses on how to gather and coordinate these resources, becoming a source of creating a sustainable competitive advantage.

This approach has gained widespread recognition and significantly influenced strategic management, leading to the adoption of competency management. Prahald and Hamel's work played a vital role in shaping the competency-based approach. They introduced the concept of "**core competencies**" and identified their characteristics and how they contribute to gaining a competitive advantage. Prahald and Hamel (1990) defined core competencies as **"the capability that enables a wide range of products or services to excel**." Their ideas gained significant popularity, particularly after the publication of their book " **La**

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conquête du future " (1994), which highlighted three distinctive characteristics of core competencies within an organization. (Fedida, 2012, p. 55)

- The contribution to creating a unique product advantage among customers.
- Difficult to imitate by competitors.
- Providing the opportunity to enter multiple markets.

Although the works of Hamel (1990, 1995) and Prahald primarily focus on core organizational competencies, subsequent studies have further explored this context. For instance, Biojn and Schoettl (2005, p. 53) delve into individual and collective core competencies and identify the following characteristics for them:

– Core competencies are a blend of scientific knowledge and expertise.
– Developing these competencies demands a substantial amount of time.
– They are hard to imitate by other organizations.
– Core competencies are the outcome of many years of collective learning.
– They are widely regarded as a source of competitive advantage.

The competency-based approach has brought significant improvements to the field of human resource management, especially with the introduction of the "Resource and Competency Model."

– This model reshapes the strategic role of human resources in creating a competitive advantage. It not only sees the human element as a crucial resource capable of achieving a qualitative and sustainable competitive advantage but also recognizes that human resources possess an ever-expanding pool of knowledge, nurtured through training and learning. This knowledge can be

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harnessed to create new and advanced capabilities that reflect individual and collective competencies, leading to distinctiveness.

–The positive outcomes achieved by the organization are essentially a result of the activities influenced by these competencies, which have a direct impact on organizational performance. Therefore, the successful progress and growth of the organization rely on the strategic direction of human resource management, which identifies and nurtures competencies within the organization.

–The Resource and Competency Model highlights the significance of combining and coordinating competencies to create distinctive collective capabilities within the organization.

–Regarding the connection between human resource management and organizational strategy, the Resource and Competency Model has emerged as a vital strategic management model for human resources. It focuses on developing and managing competencies and directing them to acquire or build core competencies.

2 **distinguishing the logic of positions from the logic of competencies**

As job roles evolve and their requirements increase, individuals strive to enhance their competencies to meet the expected performance standards. The better their skills and creative performance, the more they aspire to broaden their professional horizons and advance in their careers. Strategic human resource management has embraced this concept and moved away from the logic of positions, adopting the logic of competency instead. The figure below illustrates the overall context of the transition or shift towards the logic of competencies.

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Figure (1-1): Job requirements and individual competencies within environmental variables

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                          ┌──────────────────────┐
                          │   The organization   │
                          └──────────────────────┘
              ┌──────────────────┼──────────────────┐
              ▼                   ▼                   ▼
    ┌──────────────────┐ ┌──────────────┐ ┌──────────────────┐
    │  Work enviroment │ │   Strategy   │ │    The market    │
    └──────────────────┘ └──────────────┘ └──────────────────┘

    ┌──────────────────────────────────────────────────────────┐
    │                                                            │
    │   ┌──────────────────┐        ┌──────────────────┐        │
    │   │ The organization │        │  The individual  │        │
    │   └──────────────────┘        └──────────────────┘        │
    │                                                            │
    │      (  Job requirement )        ( Competency inventory )  │
    │              │                            │                │
    │              ▼                            ▼                │
    │      ( Performance          ( Potential abilities          │
    │        standars control )     and skills )                 │
    │              │                            │                │
    │              ▼                            ▼                │
    │      ( Career development   ( Competency                   │
    │        prospects )            developement )               │
    │                                                            │
    └──────────────────────────────────────────────────────────┘
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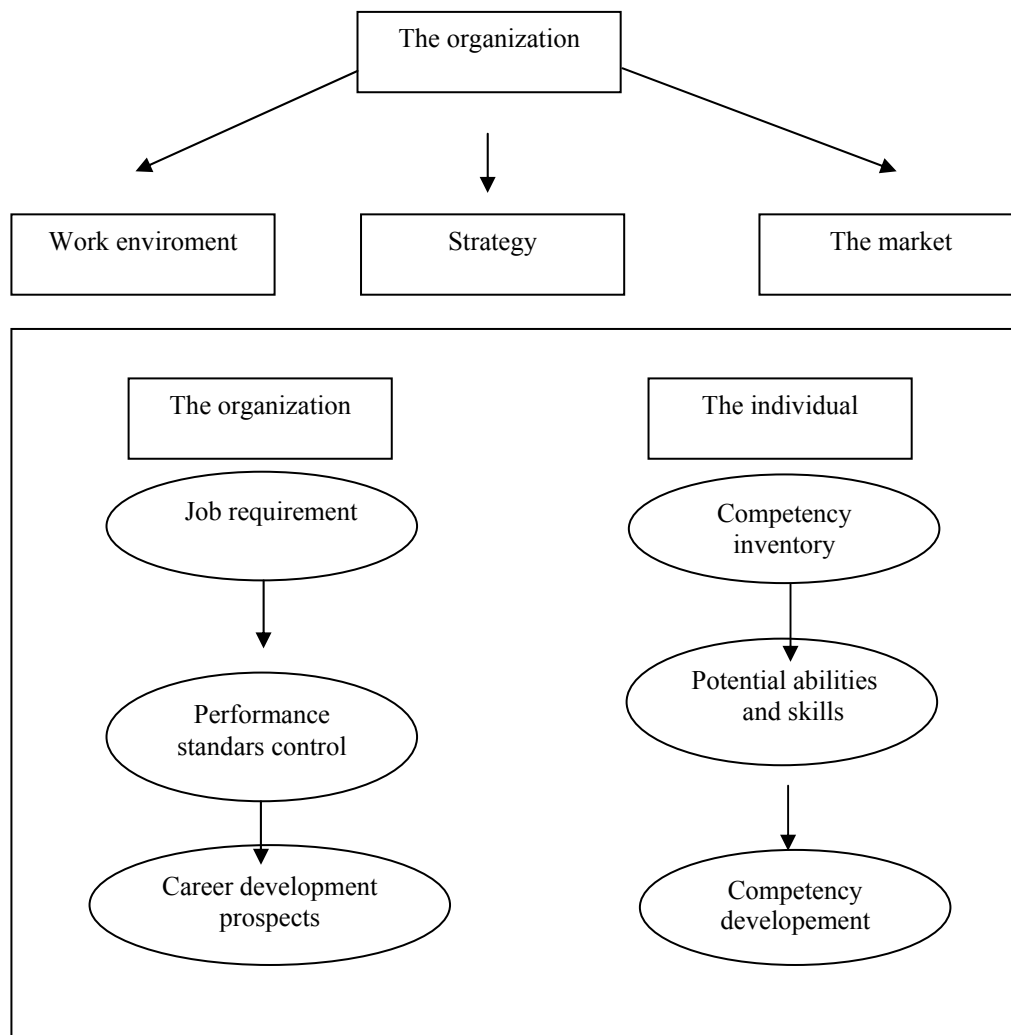
Source: Prepared by the researcher.

Based on the information presented in Figure (1-1), the resources and competencies approaches have played a significant role in redefining the functions of human resource management in a fresh strategic context (as discussed in the earlier part of this aspect). The resources and competencies model has surfaced, necessitating a gradual transition from the long-standing dominance of the position-based approach to a gradual adoption of the

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Competency-based approach. Consequently, it would be helpful to compare the logic of positions and the logic of competencies, along with their respective requirements, as illustrated in the table below:

Table 1: Distinguishing the Logic of Position from the Logic of Competency

the Logic of Competency	the Logic of Position
1. The organization's structure is built around the competencies present within it	1. The organization is structured around its organizational framework.
2. reducing management levels	2. Multiple management tiers exist within the organization.
3. Competency takes center stage in human resource management practices.	3. Human resource management practices primarily revolve around the positions occupied by individuals.
4. Human resource management variables are competency-based, relying on descriptions of both existing and desired human resources and competencies.	4. Human resource management variables are tailored to job classifications and their formal requirements, encompassing aspects like promotions, recruitment, rewards, and delegation of authority.
5. Individuals may possess competencies that surpass their	5. An individual's competencies are typically aligned with the

current job requirements, and they actively pursue continuous improvement in performance and competencies.	tasks assigned to their respective positions.
6. Evaluating human resources based on continuous improvement of performance and competencies.	6. Human resources are assessed based on their contribution to attained production levels.

Source: 1992, p30 (Parlier.M, et Gilbert.P)

The table provided earlier clearly highlights a fundamental difference between the logic of Competency and the logic of position. The latter has been the prevailing approach for many years, centered around making job positions the primary focus of human resource management practices. Its variables are based on job classifications, conditions, and promotions, all subject to the legal framework governing labor relations.

On the contrary, the Competency logic places competencies at the core of human resource management practices, emphasizing the description of existing and required competencies. Human resource management strives to continuously develop these competencies.

Adopting the Competency logic has compelled organizations to shift their human resource management approach towards prioritizing competencies. In the following section, we will explore the concept of Competency and Competency management, aiming to uncover the fundamental transformations that have occurred in human resource management under Competency management.

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3 - Key Concepts about Competency , its characteristics, and types

3.1 The Concept of Competency : The term "Competency" has been linked to "capability" or "capacity" in management literature for more than two decades. Competency is generally described as "the ability of an individual or an organization to perform a specific action under particular circumstances" (Le Moine, 2005, p 22).

Competency is also associated with knowledge (Les savoirs), leading to another definition of Competency as "a collection of theoretical, practical, and behavioral knowledge that can be applied in specific situations" (Perrenoud, 2000, p 21).

Dejoux (2001, p 140) states, "Competency is a blend of skills, abilities, and behaviors directed towards achieving a particular goal under specific conditions."

In this definition, skills hold a significant role within Competency, which De montmollin (1984, p 122) defines as: "Skills are a stable set of scientific knowledge, behavioral patterns, and ways of thinking that can be applied without the need for further learning."

The concept of Competency was often associated with academic qualifications and work experience, as follows : Competency = Academic Qualifications (certifications) + Experience (years of work)

However, the modern perspective on competencies emphasizes the connection between Competency and performance, focusing on the outcomes achieved (Le Boyer, 2009, p 37). Simply defining Competency as a combination of skills and knowledge is no longer sufficient without linking it to actual results. Performance reflects the utilization of appropriate competencies in specific situations, and Competency is viewed as the ability to apply knowledge effectively to achieve desired outcomes.

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According to Le Boyer (2009, p 37), Competency is "a collection of theoretical and behavioral knowledge distinguished by its practical application in producing measurable results." These sets of knowledge possess the following characteristics:

1. Applicability to specific situations
2. Ability to produce tangible results when applied
3. Developed through training, under conditions of capability and willingness to acquire knowledge.

Defining competencies is often based on knowledge, but linking them to results has provided a more comprehensive understanding. According to Guy le Boterf, Competency is "the ability to act with a combination of theoretical, practical, and behavioral knowledge derived from the specific environment, directed towards effectively handling situations or professional conditions, and achieving performance-driven results" (Le Boterf, 2006, p 42).

This definition highlights an essential aspect of Competency, which is its connection to the work environment or what Le Boterf (2000) refers to as the "specific environment." Le Boyer (2009) also supports this idea, defining Competency as "a set of behaviors that some individuals master better than others, making them more effective in dealing with work situations or conditions" (Le Boyer, 2009, p 37).

3-2 Characteristics of Competency : Understanding the characteristics of Competency empowers us to grasp its essence more comprehensively. Leplat (2000, p. 42) identifies four key attributes that set competencies apart:

1. Practica Characteristicl: Competency is demonstrated through action and has no meaning without it.

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2. Learning Characteristic: Competency integrates theoretical knowledge with practical experience.

3. Structural Characteristic: Competency combines various elements (theoretical, scientific, and practical practices) that enable it to respond and adapt to tasks and activities performed within the job.

4. Ambiguity and Hypothesis Characteristic : Ambiguity and presumption between acquired Competency and applied Competency, which become evident in performance

In addition to the information discussed earlier, Labruffe and Descamps (2013, p 04) further explain that competencies possess the following characteristics:

- They are acquired through experience and are continually updated in specific situations.

- They can be assessed and measured using tools and techniques like competency cards and assessments, applicable to each individual and job position.

- They are deeply connected to the real-world context in which they emerge and develop.

- Each Competency consists of an actual part that is put into use and a potential part that remains untapped or unexplored.

According to Le Boyer (2009, p 41), the most significant characteristic of competencies is their association with individual differences that set people apart, leading to diverse capabilities and skills based on individuals' unique traits.

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3-3 Types of Competencies: When delving into the types of competencies, various classifications exist, and one of the most notable is Dejoux's (2001), which has gained considerable consensus among researchers and serves as a fundamental framework for analysis in this domain. Dejoux classifies competencies into three categories, and G. Leboterf (2009) adds a fourth type: Strategic competencies.

– Individual Competencies:

– Collective Competencies:

– Organizational Competencies

– Strategic Competencies

3-3-1: Individual Competencies: These competencies exist at the individual level, regardless of the position, job, or profession the person holds. They can be explicit, clearly demonstrated, or implicit, underlying one's ability to handle daily work demands. According to Dejoux (2001, p 141), individual competencies encompass a set of practices and skills acquired through training and experience. Le Boyer (2009, p 48) considers them as a result of both skills and personal characteristics, which significantly influence individual competencies. Skills determine how individuals perform tasks required in their positions, while personal characteristics impact their behavior at work.

Individual competencies receive considerable attention in competency management as they form the essential building blocks of collective competencies (Retour, 2007, p 187). Often, the concept of competencies is primarily associated with individual competencies, as organizations seek individuals who possess competencies that enable them to make intuitive and intelligent decisions when dealing with various professional situations (Deboisanger, 2008, p 06). Human resource management plays a vital role in

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identifying and nurturing these competencies, which will be further elaborated on later.

3-3-2: Collective Competencies: These competencies are recognized within a work team when facing a specific situation that cannot be managed by an individual team member (Bataille, 2003, p67). They are defined as "a set of implicit practical and behavioral knowledge shared integratively among team members, or as an informal and solidarity-based exchange among members of the same team, aimed at finding solutions in recurring situations and achieving positive results accordingly" (Michaux, 2003, p54).

According to Le Boterf (2006), collective competencies possess the following characteristics:

- Collective participation of individuals in accomplishing a common task or activity.
- A relative convergence in the level of individual competencies within the same group.
- Cooperation and mutual assistance among team members.
- A shared common language within the team, which is one of the factors that identify collective competencies.
- Collective learning during work, meaning learning through experience.

Team competency is not merely an aggregation of individual competencies but is built on the duplication and synergy of these competencies. This distinction is crucial, as aggregating individual competencies results in a collection of competencies, while collective competencies emerge from the integration and synergy of individual competencies. Moreover, experience plays a vital role in the emergence and development of collective competencies, as it maintains and enhances them. Therefore, managing collective competencies involves enriching

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the competency of new team members joining the team with collective competencies, as it impacts the entire team.

Several factors have contributed to recognizing the importance of collective competencies and the need to pay attention to them, including:

- The emergence of new work organizations based on work teams.

- The diversity of cultures within organizations due to globalization, requiring attention to the strength of work teams within the organization.

- Changes in organizational structures and the strategic encouragement of human resource management towards collective work.

The shift in job functions or positions towards a collective dimension, leading to the role of collective competencies within groups or work teams (Retour, 2011, p192).

3-3-3: Organizational Competencies: they constitute the third category in Dejoux's classification , encompass a combination of skills, technology, collective learning, organizational processes, human resources, and other resources, as well as their organization and utilization (Michaux, 2005, p15).

Organizational competency pertains to an organization's capacity to respond to changes occurring in its environment. Dejoux (2001, p95) defines it as "what the organization does well." It includes the following elements, as stated by Meignant (1992, p29):

- Technical Competency: the ability to achieve outputs in the most efficient ways and methods.

- Managerial Competency: in planning, organizing, and executing tasks.

- Interpersonal Competency: at both vertical and horizontal levels.

- The collection of individual competencies possessed by the human resources.

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3-3-4: Strategic Competencies: These refer to an organization's ability to attain a competitive advantage (Condomines, 2015, p154). Also known as key competencies, they play a critical role in acquiring and maintaining a competitive advantage for an extended period, thereby ensuring a sustainable competitive edge. They possess the following characteristics, as pointed out by Joffre and Le vigoureux (2000):

– They cannot be easily imitated due to their uniqueness.

– They are implicit and complex.

Hamel and Prahalad (1990) suggest that an organization's strategic Competency lies in the way it coordinates diverse experiences in production and integrates modern technologies. Consequently, it becomes difficult to imitate because it emphasizes coordination methods. Milan (1991) further clarifies this concept by defining strategic competencies as "a coordinated set of competencies related to professions, functions, and organizational capabilities, where the coordination between them becomes a source of organizational competitiveness."

Thus, strategic competencies refer to an organization's ability to leverage its material, human, and organizational resources within a strategic field of activity. For instance, developing a new product requires the interaction of various competencies in marketing, research and development, production, and more. Therefore, strategic competencies arise from the synergy between several competencies within the scope of strategic activity.

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Summary: In this chapter, we explored the conceptual framework of competency management, beginning with the theoretical foundation of the Competency logic. We compared it with the position logic and its implications for human resource management. Furthermore, we delved into the concept of Competency, its characteristics, and the various types of competencies, including individual, collective, strategic, and organizational competencies. The emphasis on Competency logic has led organizations to prioritize acquiring, maintaining, and developing competencies, making "Competency management" a focal point of interest. As we proceed, we will delve into understanding Competency management, its areas of focus, the approach it adopts, and other relevant aspects to analyze the role of human resource management in the context of Competency management.

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Second chapter : Competency Management: Its Concept - Areas of Interest - and Pathway:

Preface: The increasing interest of organizations in developing and nurturing competencies of various types in recent years has made this focus an integral part of comprehensive strategies. Organizations rely on Competency management to acquire, develop, and retain competencies to achieve the highest levels of organizational performance. It also aims to strengthen the competitive capabilities of organizations and gain competitive advantages. Embracing Competency management entails engaging in a strategy based on analyzing competency components and utilizing them to enhance efficiency and improve performance. In this axis, we will delve into the definition of Competency management from various aspects.

1- 1 Definition of Competency Management:

Competency management aims to identify and analyze the scientific, practical, and behavioral knowledge within the organization to enhance the effectiveness of both individual employees and work teams as a whole. Its ultimate goal is to increase productivity and maximize the utilization of organizational resources (Meier, 2009, p. 122).

According to Permartin (1999), Competency management is a comprehensive strategy that encompasses a series of practices adopted by organizations to identify, assess, develop, and leverage individual and collective competencies (Retour, 2002, p. 97).

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Gilbert (1999, p. 68) views Competency management as a set of activities and practices aimed at utilizing and evaluating competencies as a crucial link between various human resource management applications.

Dejoux (1998, p. 21) defines Competency management as a collection of procedures, methods, and tools that enable organizations to acquire and organize both current and future required competencies.

LE BOULAIRE & RETOUR (2008) provide a comprehensive definition of Competency management, which links it to human resource management practices and the organization's strategy. They describe it as a set of procedures, methods, and tools that empower the organization to acquire, activate, and align individual and collective competencies in line with its objectives, strategy, structure, and culture. The term "acquisition" refers to recruitment procedures and efforts to attract candidates needed by the organization, while "activation" indicates processes that motivate individual or collective human resources. Conversely, "regulation" signifies the means employed to ensure ongoing alignment between the organization's needs and resources through training procedures, career path management, internal and external mobility processes, and competency-based performance management, among others (pp. 53-54).

In summary, Competency management allows the organization to acquire human resources with the necessary competencies at the right time to meet its evolving needs effectively (Hamish, 2022, p. 42).

1-2 Competency Management Areas of Interest:

Competency management encompasses three vital aspects:

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1. Identifying the necessary competencies for each job within the organization and defining them with utmost clarity.

2. Continuously fostering and developing competencies through appropriate resources, such as continuous training and professional growth opportunities.

3. Ongoing evaluation and measurement of competencies' utilization within the organization to attain the desired level of performance.

In light of the above, Competency management addresses competencies in three key domains (Le Boyer, 2009, p. 52):

1. Required Competencies (Compétences requises)

2. Acquired Competencies (compétences acquises

3. Actual Competencies (compétences utilisées / réelles)

The following figure provides a summary of the areas of interest in Competency management

Figure (2-1): Competency management areas of interest
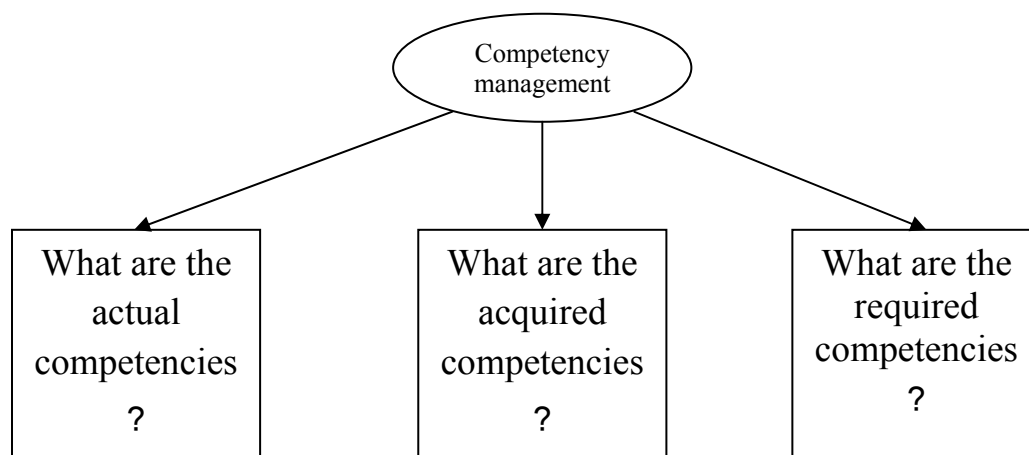
1-3 Competency Management Pathway and Its Key Activities:

The Competency management approach, encompassing the aforementioned areas, follows a structured pathway comprising the following stages:

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1. Identifying the competency needs of individuals, the organization, and its customers.

2. Determining the existing competencies within the organization, known as acquired competencies, and outlining the desired competencies for the future, referred to as required competencies.

3. Identifying the current actual competencies in use, necessitating a comprehensive performance evaluation and careful analysis of position requirements.

4. Analyzing the disparities between the required competencies and the actual competencies.

5. Implementing practices to address the disparities, such as promotion, mobility, mechanisms for managing career paths, and incorporating training and recruitment initiatives.

The Competency management pathway, based on ISO 9004, is summarized in the following textual description

Figure (2-2): Competency management path according to ISO 9004

Customer needs.	Organizational needs	individual needs

Analysis of competence needs.

Identifying current competencies.

Determining the required future competencies.

Identifying actual competencies

Analyzing Discrepancies:

Recruitment	Training	Mobility	Promotion.

Competencies development.
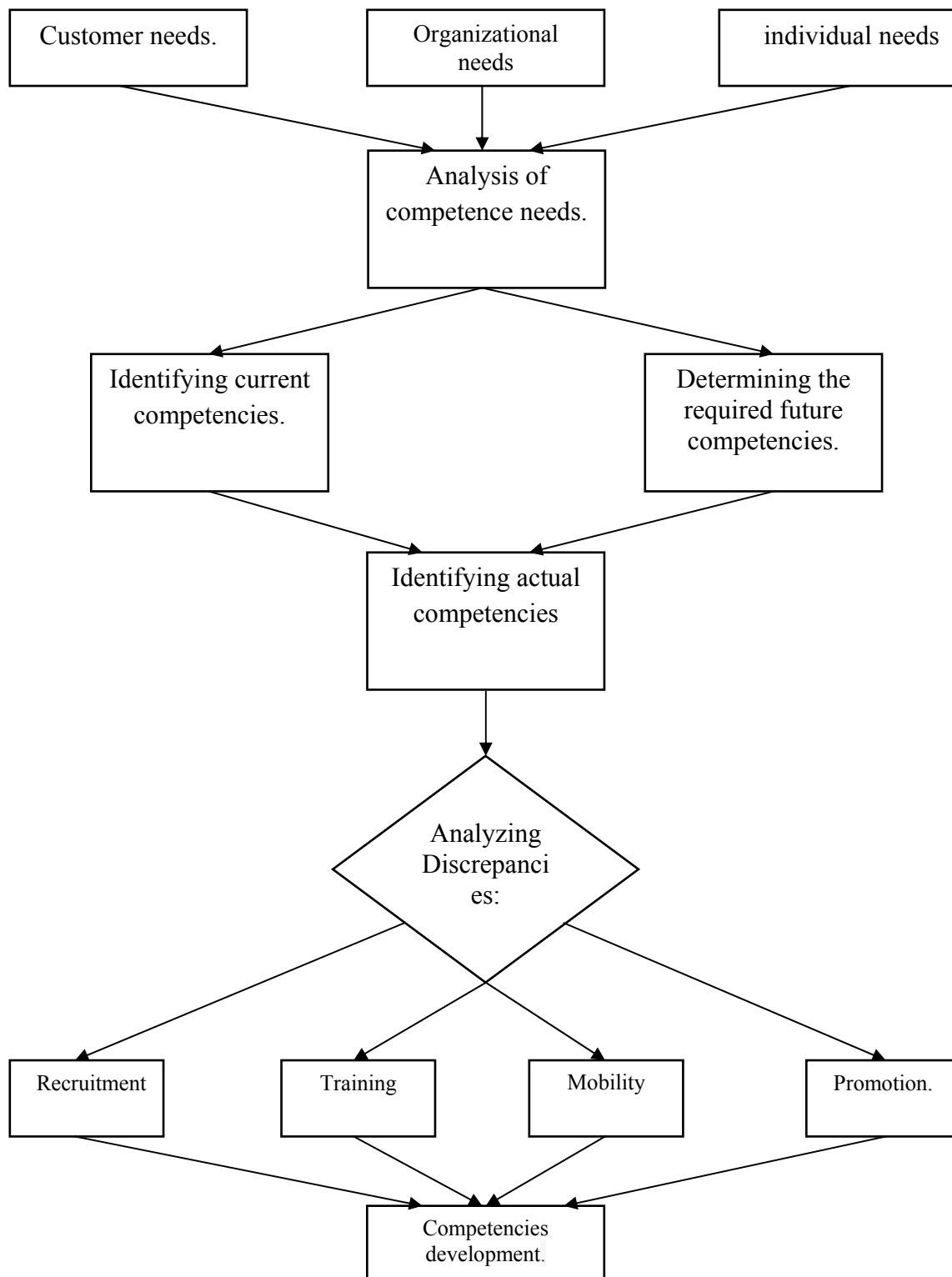
<u>Source</u> : Benjamin Chaminade, Edition AFNOR, 2005

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PEMARTIN (2005) introduced seven pivotal activities that form the backbone of Competency management, each requiring varying degrees of coordination:

1. Acquiring the necessary competencies through recruitment and external services.

2. Strengthening existing competencies, particularly through robust training initiatives.

3. Evaluating individual competencies, which may be at risk of depletion in the future, such as through retirement.

4. Identifying and announcing the required competencies, encompassing both present and future needs, and identifying those that may become obsolete.

5. Activating motivation for competencies through an effective and encouraging incentive system.

6. Maximizing the utilization of existing and available competencies.

7. Developing and nurturing competencies.

While "developing or nurturing competencies" stands as a significant and central stage in Competency management, several critical elements warrant consideration and focus within the realm of Competency management. These elements encompass:

1. Selecting appropriate methods to identify competencies among all individuals and positions within the organization.

2. Determining the actual competencies that benefit the organization and identifying latent competencies that have not been fully utilized, necessitating an effective performance evaluation system.

3. Evaluating the organization's ability to acquire and attract required competencies, whether through external or internal recruitment, while

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considering the possibility of offering a competitive salary and incentive system to retain and attract talented individuals.

4. Aligning the performance evaluation system to identify training needs and recognize actual competencies before embarking on training planning.

Summary: The exploration of Competency management has provided valuable insights into its essence, distinguishing features, and key domains of interest. Additionally, we have delved into the pathway organizations adopt when embracing the strategy of Competency management, aligning with the Resources and Competency Model. It becomes apparent that Competency management intersects with human resource management, underscoring the significance of comprehending the role human resource management practices play in Competency management. Further exploration of this intricate relationship will be undertaken in the forthcoming chapters.

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Chapter three : Human Resource Management Practices within Competency Management.

Preface: In the preceding chapter , we delved into competency management as a pathway intricately intertwined with the contributions of human resource management, steering organizations towards their strategic goals. Acquiring the necessary competencies stands out as a vital aspect in this journey. In this chapter, our focus shifts to elucidating the competency management pathway and the anticipated roles of human resource management practices within it. We will explore the following elements:

1. The role of human resource management in diagnosing existing competencies.
2. The role of human resource management in determining the competencies required for organizational success.
3. The interactive roles of human resource management in fostering competency development.

Brilman (1998, p. 386) outlined the fundamental stages of competency management as follows:

- Gaining a comprehensive understanding of the human resource structure within the organization, utilizing quantitative indicators such as age distribution, wage levels, and training levels, while also considering qualitative indicators like current competencies and actual competencies through appropriate evaluation systems.

- Foreseeing future positions and roles through human resource planning and identifying the competency requirements.

- Crafting recruitment, training, and mobility plans in various forms, recognized as indispensable methods of competency management.

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Consequently, human resource management seamlessly adapts to competency management and plays a contributing role through its practices in all stages of competency management.

3- The Role of Human Resource Management in Diagnosing Current Competencies:

The identification of existing competencies within the organization serves as a critical assessment of its talent and competencies pool. This process aids in precisely determining the training needs within human resource management. To achieve these objectives, a range of methods and tools is employed, including performance evaluation methods, pre-employment tests, competency assessments (bilans de compétences in French), among others. However, the challenge lies in selecting appropriate methods and techniques capable of effectively diagnosing each type of competency, be it individual, collective, or strategic. It is of utmost importance to analyze how human resource management intervenes in managing these competencies and the extent of their involvement in this process.

1-1 Identifying Current Individual Competencies:

As per G. Le Boterf's (2010) definition, an individual's efficient performance hinges on their adept utilization of personal resources, encompassing knowledge, information, behaviors, and the support of their environment (peers, supervisors, experts). These elements collectively enable them to navigate specific professional scenarios and attain desired outcomes in terms of products and services (Le Boterf, 2010, p. 104). This comprehensive view underscores the complexity of individual competency, necessitating thorough identification and analysis.

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By examining the concept of individual competency through Le Boterf's lens, it becomes evident that identifying an individual's competency within the organizational context can be achieved by understanding their resources (knowledge and skills) and observing their behaviors through performance evaluations, utilizing various available methods. Consequently, several approaches can be employed to explore individual competencies, succinctly outlined in the following table:

Table 1: Techniques for Uncovering Individual Competencies

Modern Approaches	Traditional Approaches
The Essential Question: How does the individual perform their work? What skills do they employ? What is their behavior in the workplace?	The Essential Question: What is required for the individual to do? What are the tasks within the scope of the position?
Objective: To understand how the individual utilizes the resources they possess (skills and knowledge) in performing their work.	Objective: To describe the required tasks and components (duties) of the job
Methods Used: - Comprehensive analysis of current and required competencies using (self-assessment, interviews, direct observations, competency reference models, etc.).	Methods Used: - Job analysis, identifying core tasks and performance criteria. - Worker-focused analysis (direct observation and performance monitoring).

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- Situational or immediate analysis: In exceptional circumstances or critical incidents, it allows the discovery of skills and talents.	- Work and worker analysis by linking individual specifications to job requirements.

Source: (Condomines, et al., 2015, p150)

1-1-1 Competency Assessment for Identifying Current Competencies:

The "Competency Assessment" or "Bilan des compétences" serves to highlight the competencies individuals have acquired through years of experience and diverse training opportunities. This analysis of competencies enables the following:

- Identifying individuals' career prospects and potential for career development, facilitating salary negotiations.
- Ensuring stability in their current position.
- Creating opportunities for vertical advancement within the organization.
- Enabling personalized management of individual career paths.

The primary objective of conducting a "Competency Assessment" is to guide individuals in their career trajectories. The method involves conducting interviews between individuals undergoing competency analysis and an expert or group of experts. These interviews are designed to capture the level and components of the competencies and abilities under analysis accurately. By employing the "Competency Assessment," organizations can gain valuable insights into the human potential of individuals, thus enhancing decision-making in career management (Guérin, 2012, p. 31). This tool also proves useful in

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training engineering, helping to determine training needs by aligning them with the competency reference framework.

Competency assessment and performance evaluation cards stand as pivotal tools in identifying individual competencies, adhering to the principle of gathering data and information on current competencies, skills, and behaviors. To achieve this purpose, the following methods are employed (Le Boyer, 2009, p. 70):

• Direct Interviews with Individuals: These interviews seek to discern the skills and competencies that individuals possess and actively utilize. Proper preparation is essential for these conversations to steer towards the intended objective of understanding individuals' aspirations, priorities, and the challenges they face in achieving them.

• Team Techniques: Conducting interviews with a team of workers adds considerable value to competency assessment. It allows for a more proactive approach in expressing the reality of competencies (in their diverse types and levels) and provides the team with an opportunity to address common issues among members of the same group. Additionally, talents or potential competencies of colleagues in the workplace may be discovered, even if they are not directly participating in the assessment. Variations in self-assessment levels among individuals are a critical aspect to consider when analyzing competencies.

• Resumes Reconstruction: This method enables individuals to trace the trajectory of their competencies. Throughout this process, they become aware of the skills and talents they have acquired during their professional journey or recognize existing but underutilized skills. This information serves as a vital database for preparing the "Competency Assessment" or the so-called "Competency Passport" or "Passeport des compétences." The document

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functions as an identity card for individuals regarding their competencies and their components.

The use of the aforementioned tools for crafting competency assessments necessitates direct supervision by an individual or a specialized entity tasked with preparing and executing this critical document. This is owing to the dynamic nature of competency and the individual variances among human resources, particularly in their self-perception and assessment of their competencies. Hence, the supervising body should prioritize the quality of communication as it holds substantial importance in this context.

Furthermore, if these challenges are connected to the particular nature of the work conducted and its objectives (such as creating competency assessments to diagnose current competencies), another hurdle emerges in discerning actual competencies and latent competencies.

1-1-2: Identifying Actual and Potential Competencies:

Numerous studies have revealed that many individuals surpass the required competency level for their job while others may fall below it during task performance (Retour et Krohmer, 2006, p149). This illustrates the existence of "actual competencies," which can be ascertained through a critical Human Resource Management practice: "performance appraisal." After determining the size and nature of these actual competencies, it becomes feasible to identify the true competencies utilized by individuals. This information empowers Human Resource Management to make the following decisions:

1. Guiding career development through promotions or mobility opportunities.
2. Reordering and reclassifying employees based on their competencies.

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3. Identifying individual competencies that were previously unknown to management.

Regarding potential competencies, they are implicit proficiencies that go beyond job requirements. Uncovering these competencies contributes to creating a "database of potential competencies," which becomes the focus of "Potential Competency Management" (Retour, 2004). Thus, Human Resource Management actively participates in diagnosing individual competencies at their three levels (current, actual, and potential). In the competency paradigm, HR managers employ traditional levers, as mentioned by A. Roger (2004), which encompass recruitment, performance appraisal, incentives, and wages:

- Recruitment: Those responsible for planning and implementing recruitment consider all stages, including attraction, selection, and appointment.
- Focus on assessing the current competencies of potential candidates for employment and their ability to acquire new competencies.
- In performance appraisal: Various methods, such as annual interviews, direct observation, the 360-degree method, and others, are employed to identify current competencies. The selection and utilization of these methods aid in analyzing both current and potential competencies while also playing a crucial role in performance evaluation.

In addition to the aforementioned practices, Human Resource Management also places significant emphasis on wages and incentives, recognizing the crucial link between "competencies" and "rewards" (Marbach, 1999, p102). Rather than solely rewarding the competencies required for a specific position, the focus is on recognizing and compensating employees for their actual or current competencies. This approach has gained widespread adoption in organizations

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that follow competency-based management principles, fueling HR management's dedication to nurturing and developing both actual and potential competencies. The notion of linking pay to competencies sends a clear and powerful message from management to individuals, serving as a motivating force for employees to actively develop and enhance their competencies

1-2 Identifying Collective Competencies:

The recognition of collective competencies has been somewhat overlooked by researchers and HR professionals, who have tended to prioritize individual competencies in their analyses and management (Retour, 2002, p191). However, modern organizations have come to realize that collective competencies are born from a wealth of collective learning, drawing upon diverse and integrated resources. The performance and competitive strength of organizations heavily depend on their ability to harness and apply collective knowledge, rather than relying solely on individual expertise (LE BOTERF, 2018, p. 50). Collective competencies can be classified as follows:

- **Collective Strategic Practical Knowledge**: This form of knowledge is fundamental to the organization's profession and encompasses a multitude of competencies. It is evident that such knowledge is inherently collective, as it cannot be possessed by a single individual alone.

- **Collective Competitive Practical Knowledge**: Among collective competencies, there exists competitive knowledge that arises from the organization's collective learning and resource integration. This type of knowledge is difficult for competitors to imitate, thus becoming a source of competitive advantage. Distinguishing characteristics of collective competitive practical knowledge include: (2022 ,حميش, p155)

      - It cannot be confined to a single individual or a small team.

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- It must confer a distinct advantage to customers, making them prefer the organization's products over competitors' offerings in the market.

- It is applicable to a diverse array of products and services.

- It demands substantial investment.

- It is not easily replicated or imitated by competitors.

Due to the significance and distinct nature of collective competencies, their identification and diagnosis in an organization differ from individual competencies, lending them a unique aspect. The recognition of collective competencies involves considering four crucial elements as highlighted by Retour   (2002,   p192):

-        Shared Reference

-        Shared Language

-        Collective Memory

-        Personal Commitment

1-2-1 Common Reference: The presence of a shared heritage or common reference among individuals within a work team provides a framework for collective action. It involves coordinating individual activities based on their accumulated experiences and past data. Leplat (2000, p68) identified the characteristics of a common reference as follows:

- It has a practical nature, enabling its application to specific professional situations.
- Its purpose is to achieve common goals among team members.

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- It is subject to rapid changes and transitions, as it is closely linked to individual competencies. Whenever the composition of the team changes, the common reference undergoes modification or might disappear.
- It arises from the harmony and coherence among individual competencies within the team, making it more than just an aggregation of them.

1-2-2 Shared Language: Also known as "Practical Shared Language" according to Falzon (1991, p230), this term refers to the usage of specific vocabulary and expressions within the team or work group. It confers a distinct identity on team members, setting them apart from others and defining the collective competency they form.

1-2-3 Personal Commitment: Collective competencies are marked by a personal commitment that each team member holds towards adhering to the common reference in various work situations. This imparts a collective character to individual actions, especially in critical incidents that require quick decision-making. This feature demonstrates the initiative, responsibility, and coordination of individual competencies within the framework of collective competency.

1-2-4 Collective Memory: Primarily declarative and procedural, collective memory is rooted in past collective learning experiences. This memory plays a role in developing individual competencies within the team and reinforces the collective competency over time. These elements collectively define and shape the notion of collective competencies within the organization.

As for managing collective competencies, human resource management intervenes not only to identify them but also to develop and maximize their utilization. Among the expected outcomes of managing collective competencies are the following:

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- Improving the performance of work teams and enhancing their effectiveness.

- Achieving higher quality in teamwork.

- Expanding the scope of action within the group.

- Strengthening the organization's ability to find solutions to certain problems and challenges that individual competencies may be unable to address.

Human resource management deals with collective competencies using its practices, which act as levers for action (Retour, 2002, p193).

Firstly, in recruitment: HR seeks candidates who adopt values of teamwork and team spirit within the organization, and focuses on this aspect in the selection tests.

Secondly, in performance evaluation: Those responsible for preparing and designing evaluation forms ensure allocating a section for assessing individuals based on their spirit of cooperation, coordination, information exchange, knowledge sharing, etc.

Thirdly, regarding wages and incentives: A portion of these rewards is allocated to collective performance and appreciation of collective competencies, which encourages collaboration among team members (Avenier, 2004, p03).

1-3 Identifying Strategic Competencies:

"Strategic competencies" encompass the integration of a set of individual competencies that work in synergy and coordination to enable the organization to gain a sustainable competitive advantage. These competencies are often referred to as "key competencies" (Hamel, Prahalad, 1990). As mentioned earlier, this category of competencies extends beyond the mere aggregation of resources (material, human, and organizational) and focuses on their effective

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utilization. Thus, the concept of "strategic competency" revolves around the efficient deployment of resources and competencies to achieve a competitive advantage (Mbengue and Petit, 2001, p09).

Given the significance of strategic competencies, human resource management plays a crucial role from various perspectives, aiming to:

- Preserve the non-imitable nature of strategic competencies, as they serve as a source of competitive advantage.
- Safeguard human resources, recognizing that they constitute an integral part of strategic competencies, and ensuring the maintenance of the individual competencies that contribute to their formation.

To achieve these objectives, human resource management can adopt the following strategies, as suggested by (Retour, 2004, p17):

• Contribute to building the strategic architecture of the organization to identify and develop key competencies, utilizing suitable tools to assess the collective knowledge possessed by the organization.

• Propose and implement methods to acquire individual competencies through recruitment and development, using career management, training engineering, and motivating individuals through effective and encouraging wage and incentive policies. Additionally, consider the strategic aspect, which involves maintaining individual competencies with strategic value.

• Focus on establishing an organizational structure that promotes synergy among different competencies and fosters an environment conducive to collective learning.

• Strengthen and support management, enhancing its role within the new forms of the learning organization.

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Managing strategic competencies requires placing human resource management at the forefront of the organization's pillars. Strategic human resource management assumes significant responsibility for developing the necessary key competencies to achieve a competitive advantage (Bayad, 2001, p11).

2- The Role of Human Resource Management in Identifying Required Competencies:

The adoption of the competency approach has brought a notable shift in the focus of human resource managers. Rather than solely searching for required competencies, the emphasis now lies on activating and utilizing the existing competencies, and attracting individuals with diverse abilities and talents. This approach aligns with competency management, where organizations strive to motivate individuals to showcase the untapped potential of their competencies and encourage them to further develop their skills to meet the desired level of performance.

To accomplish this goal, human resource management employs a vital tool known as the "Competency Framework." This framework is specifically designed to identify the various required competencies at the organizational level. In this section, we will delve into the "Competency Framework," its role, uses, and highlight the challenges that may arise during its preparation. Furthermore, we will explore how human resource management can effectively utilize this framework to determine the required competencies for success within the organization.

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2-1. The Role of Competency Framework in Identifying Required Competencies:

The Competency Framework serves as a valuable reference document that identifies the presumed or essential competencies necessary for effectively carrying out tasks and activities within the organization. Its primary objective is to manage existing competencies and align them with appropriate job positions. Additionally, it outlines the desired competencies that can be achieved through focused training efforts.

The Competency Framework plays a crucial role in defining the essential competencies required for successful job performance, facilitating the development of individual skills and capabilities (Robin, 2010, p.62). Furthermore, it proves instrumental in career path management, helping in making informed decisions regarding individual transfers or promotions. The competencies outlined in the framework may already exist within the organization, but they may need to be strategically applied through promotion or transfer decisions (Perrenoud, 2001, p.123).

an example of a competency framework:

Competency Framework Example matrix			
	Level 1	**Level 2**	**Level 3**	**Level 4**
PM	PMP certified or degree in Project Management/business Min 7 years experience Successfully managed 3 projects	Program Management certificate of Master in Project Management Min 8 years experience Successfully managed 4 projects	Portfolio Management certificate or Master in Project Management Min 10 years experience Successfully managed 5 progams	Portfolio Management certificate or PHD in Project management Min 13 years experience Successfully managed 5 Programs and portfolios
Functional	Fundementals of industry, example in RTA (2)	Fundementals of industry, example in RTA (2)	Advanced level of industry shown in knowledge and years of experience in the field	Advanced level of industry shown in knowledge and years of experience in the field
Core	3 out of 6 competencies achieved via tests	4 out of 6 competencies achieved via tests and examples from work	5 out of 6 competencies achieved via tests and examples from work	6 out of 6 competencies achieved via tests and examples from work
Personal Behaviour	2 out of 5 competencies achieved + examples from work	3 out of 5 competencies achieved + 2 examples from work	4 out of 5 competencies achieved + 3 examples from work	5 out of 5 competencies achieved + 4 examples from work

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Several challenges arise when preparing a "Competency Framework," making it an ongoing topic of debate among researchers and HR managers. The main difficulties revolve around selecting the most appropriate approach to designing this document, and three main approaches have been identified:

1. The first approach considers competencies as a combination of skills and personality traits (Le Boyer, 2009). Skills refer to how individuals perform their job tasks, while personality traits influence their behavior at work. Consequently, the Competency Framework identifies both the necessary skills and personality traits.

2. The second approach emphasizes that competencies encompass theoretical, practical, and behavioral knowledge, with a particular focus on behavioral knowledge (Le Boterf, 2006). In this approach, the Competency Framework emphasizes the identification of various knowledge areas required.

3. The third approach highlights that competencies are demonstrated through activities. To identify the required competencies, the Competency Framework analyzes and studies the activities that constitute the job role (Denimal, 2004, p.13). Zarifian (2004, p.87) also supports this perspective, suggesting that competencies are evident through activities, as competency is a form of "movement," and every movement is an "activity" (Combes, 2004).

The third approach is the most commonly used in organizational practice due to its simplicity. As a result, "Job and Competency Frameworks" (Le Référentiel des emplois et des compétences) are widely employed for managing positions and competencies. Some organizations opt to combine the second and third approaches. Consequently, a "Competency Framework" is defined as a

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document aimed at identifying the theoretical, practical, and behavioral knowledge required to perform activities within current or future positions, and it may vary from one organization to another (Genestet, 2004). Each organization requires its own competency framework (Labruffe, 2013, p.06).

Regarding collective competencies and the possibility of developing a "Collective Competency Framework," there are differing opinions among researchers and experts (Retour, 2004, p.191). Some do not believe in the existence of this category of competencies and only acknowledge individual competencies (Eranchet, 2004). Others prioritize individual competencies and argue that they are suitable for creating a framework (Genestet, 2004; Combes, 2004). However, there are those who believe in the potential of creating a framework for collective competencies, although they acknowledge the challenges due to the unique nature of collective competencies (Lorino, Deneester, 2003).

Determining the required competencies using the "Competency Framework" holds great importance in Human Resource Management (HRM) as HRM actively participates in its preparation and utilizes various practices related to it. The Competency Framework serves as a valuable tool for analysis in the following areas:

1. Job development plans and career paths.
2. Identifying training needs within the training engineering process.
3. Enhancing the outcomes of the performance evaluation system.
4. Auditing recruitment.

Summary: In conclusion, the involvement of Human Resource Management in competency management begins with recognizing and accurately diagnosing current competencies across all levels and types. It then progresses to identifying

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the required competencies for various positions, both in the present and future. Subsequently, the focus shifts to competency development, which stands as the cornerstone of competency management due to its paramount significance. Thus, this aspect will be our main focus to achieve a comprehensive understanding and explore the interactive roles played by Human Resource Management practices in competency development.

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Chapter Four: Human Resource Management Practices within Competency Development.

Preface : Conducting a comprehensive competency diagnosis within an organization enables the identification of a diverse range of competencies. Precisely defining the organization's competency needs, also referred to as required competencies, plays a crucial role in determining the necessary knowledge and skills to enhance performance across various functions, activities, and tasks. Subsequently, competency development emerges as a pivotal stage in competency management. Researchers in the field of competency management acknowledge the modern organizations' pursuit of competency development aligned with strategic objectives. Human Resource Management strategies are strategically designed to actively contribute to competency development.

Given the significance of competency development in the domain of competency management, we will explore several crucial aspects, including:

1. Classical approaches to competency development.
2. Levels of competency development and the role of Human Resource Management.
3. Challenges and prospects of competency development.

Before delving into the detailed study and analysis of the aforementioned elements, let us first gain a comprehensive understanding of the nature and objectives of "competency development."

Competency development refers to a strategic set of activities aimed at nurturing and enhancing the existing competencies within an organization to achieve the following objectives (Meignant, 2000, p171):

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- Elevating the organization's competitiveness and bolstering its potential to gain a competitive advantage.

- Enhancing overall organizational performance by elevating the capabilities of individuals and work teams.

- Fostering the "competency reservoir," encompassing both "actual competencies" and "latent competencies," while exploring opportunities for their effective utilization.

Competency development is also known as "a comprehensive array of educational initiatives designed to enrich individuals' capabilities, improving their knowledge, skills, and preparedness" (Dolan, 2002, p307). In this context, competency development transcends mere training and incorporates a diverse range of programs and educational plans to elevate individuals' competencies and unearth potential growth prospects within their environment (Graham et al, 2003, p133).

Organizations employ a structured process for competency development, consisting of a series of mechanisms as outlined by Moutrifi (2021, p67):

1- Competency Specification: Various methods are utilized to analyze competencies and gather information about job functions and fields of work. These methods encompass field observations, individual and group interviews, competency questionnaires, and competency cards.

2- Competency Evaluation: This pivotal stage in competency management enables stakeholders to identify the strengths and weaknesses of available competencies within the organization. Tools employed for evaluation include annual activity interviews, field supervision, and competency references.

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3- Competency Development: Competencies are continually refined to adapt to changes in the internal or external environment. Competency-based training is one of the methods employed in this context.

4- Competency Motivation: Human resource management employs specific procedures and policies to enhance individuals' motivation effectively. Better results can be achieved by understanding individuals' unfulfilled needs and utilizing suitable means to satisfy them. Compensation and rewards are essential variables in organizational policies and strategies, as they carry clear implications, some of which relate to the high and variable costs that organizations bear, while others are related to their stability and prosperity.

Considering the diversity of available options for competency development mechanisms and the variation in competency development objectives, Ostaficzuk and Gagnon (2015, p71) have proposed three "classical approaches" to competency development:

1- The Autonomist Approach (L'approche autonomiste)
2- The Reflective Approach (L'approche réflexive)
3- The Prescriptive Approach (L'approche prescriptive)

1-1-The Autonomist Approach: The autonomist approach places the individual at the core of competency development, emphasizing their significant responsibility in fostering their capabilities and skills. Individuals are encouraged to assess their current competency level, apply them in their work, determine their professional aspirations, and readiness to advance in their career. The primary objective of this approach is to fully engage individuals in the competency development process, as it believes that individual competencies form the fundamental basis for all types and levels of competencies within the organization.

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1-2- The Reflective Approach: This approach centers on the impact of training in enhancing individuals' performance concerning their current job requirements. The primary goal of competency development in this approach is to gain control over job requirements, according to predetermined criteria. As a result, training efforts are directed towards enabling individuals to achieve the required level of performance in their current positions. Performance evaluation then focuses on assessing the training's impact on individuals' control over job requirements in their current roles.

1-3-The Prescriptive Approach: The prescriptive approach emphasizes the direction towards competency development to achieve compliance with prevailing legislative and legal frameworks. It serves as the initial incentive to mobilize efforts in various activities, such as continuous training or professional development, within a strategic perspective aiming to align with the work environment.

Despite their significance, the aforementioned approaches have faced criticism in various aspects, including the following:

- The autonomist approach places the greatest responsibility on individuals themselves, which raises questions about how the organization will reward the efforts individuals put into developing their competencies and how such rewards will be determined, given that competency development requires the involvement of multiple parties (Human Resources management, direct supervisors, colleagues, customers, and individuals themselves) in a collaborative effort.

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- The goal of development in the reflective approach, which focuses on achieving control over job performance within the boundaries of the current position, is viewed as an outdated perspective that does not fully encompass the realities of the current environment. Modern development objectives aim to "expand individuals' options," going beyond achieving work performance solely within predefined criteria.

- While legal and legislative frameworks were established to encourage organizations to invest in training, restricting the development goal solely to alignment with these frameworks may limit the organization's training policy, quality, and subsequent impacts on competency enhancement.

Although the previous approaches are still prevalent in today's organizations, they have paved the way for a harmonious perspective within the integrated approach (L'approche intégrée). This integrated approach is based on the following principles: (Gagnon et al, 2015, p72)

- Competency development aims to achieve shared goals and necessitates the active involvement of individuals, direct supervisors, and human resources management.

- Individual competency development extends beyond the confines of the current job position, seeking to enhance individuals' performance and create opportunities for their professional growth, while concurrently fulfilling the organization's quantitative and qualitative competency requirements.

- Although giving training a mandatory role in competency development is crucial to boost organizational commitment, it is essential not to solely rely on training as the sole solution for ensuring active engagement. Instead, emphasis

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should be placed on empowering individuals to shape their own professional journey, and appropriate policies and mechanisms should support this endeavor.

- The strategic dimension of competency management necessitates aligning competency development stages within this framework. Human resources management plays a pivotal role in utilizing various applications, such as training, career management, rewards and incentives, and performance evaluation, as levers for development.

Bouteiller (2012, p11) suggests that all the efforts made by human resources management, such as organized and advanced training activities to develop individuals' competencies, may not inevitably achieve the desired developmental goals. These endeavors might only result in relative improvements in controlling work performance requirements. Genuine development requires individuals' sincere will and substantial effort.

In the integrated approach mentioned above, the role of human resources management becomes evident through its active interaction and involvement in the stages or levels of competency development. These stages are integral to "competency management," a fertile ground for nurturing and developing the organization's human resources. This necessitates the organization's unwavering commitment to a comprehensive strategy that promotes competency development and clearly delineates the path to achieve this goal.

2- **Levels of Competency Development and the Role of Human Resource Management**": As per the integrated approach mentioned earlier, competency development encompasses three primary levels:

1. Analysis Level
2. Action Level
3. Results Level

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Let's delve into each level and explore the interactive roles of Human Resource Management within them, along with the challenges and obstacles hindering the path of competency development.

2-1: Analysis Level: Competency development commences with a comprehensive analysis of the organization's competencies, encompassing the following aspects:

- Diagnosing existing competencies within the organization at various levels: individual, group, and strategic.
- Identifying actual, latent, and potential competencies.
- Determining the required competencies.
- Identifying and analyzing gaps between current competencies and the required ones.
- Exploring possibilities for renewing, acquiring, or enhancing competencies.

Within this level, Human Resource Management plays vital roles by:

- Understanding individuals' professional aspirations and their willingness to develop their capabilities through activating performance evaluation mechanisms.
- Identifying potential external and internal employment opportunities to promote competency renewal.
- Highlighting the gaps between current and required competencies to identify subsequent training needs.
- Utilizing "incentives and rewards" strategically to support competency development. Human Resource Management's reward policy becomes pivotal in motivating efforts invested in competency development and ensuring the retention of valuable human resources. However, it also faces

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challenges, particularly in the competition for talents and competencies, where talent leakage may occur if the reward policy fails to retain them.

- Promotions serve as essential incentives and also fall within the purview of career management. Individuals seeking promotion actively seek opportunities to develop their competencies, expand their prospects for advancement, and enhance their future options.

The "Analysis Level" in competency development witnesses a more significant commitment from Human Resource Management, involving essential roles compared to the other two levels.

2-2: Action Level: this level represents the executive phase of "competency development," where the organization puts its focus on the mechanisms, methods, and policies related to fostering competencies. During this stage, the following actions take place:

- Defining the minimum levels of required competencies in the short term, based on job positions, with regular reviews.
- Designing and implementing suitable plans and programs aimed at acquiring knowledge and skills to promote competency development.
- Utilizing diverse training methods in various forms, as training stands as one of the fundamental pillars of development.
- Leveraging existing experiences within the organization to provide coaching and supervision.
- Involving managers and executives at different levels of responsibility in developing and executing competency enhancement plans, as this embodies one of the fundamental principles of competency management.

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2-3: Results Level: The evaluation of results marks the pinnacle of efforts made in competency development, as the concept of competency is inherently linked to the outcomes achieved. This level holds great significance, encompassing the following aspects:

- Assessing the level of acquired competencies.
- Establishing mechanisms to harness or capitalize on the acquired competencies.
- Implementing measures to retain and sustain competency within the organization.
- Determining competency requirements to enhance the organization's competitiveness.

Human Resource Management plays a vital role in overseeing the results evaluation process through the utilization of a "performance evaluation system." HR is instrumental in preserving and perpetuating competencies by implementing a well-structured rewards and incentives system and cultivating a conducive work environment. Additionally, HR leverages promotion and mobility systems within the domain of career management.

3- Challenges and Perspectives of Competency Development:

The shift from a position-based approach to a competency-based approach in strategic management literature coincided with the emergence of modern models focused on attaining competitiveness and seeking a competitive advantage. This emphasis on competency development has brought significant benefits, but it also presents a set of challenges and obstacles that require careful consideration. Some of these challenges include:

1. Difficulty in transitioning from a position-based approach to a competency-based approach, particularly for Human Resource

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Management. HR must embrace new roles and implement policies that align with competency management principles.

2. Lack of clear and precise goals for competency development, impacting the effectiveness of development plans. Objectives may vary between achieving better individual performance control, complying with legal conditions, or strategically developing competencies through competency management.

3. Uncertainty surrounding the fate of acquired competencies after development programs. It raises questions about the organization's readiness and ability to effectively utilize these competencies and align them with suitable positions.

4. The organization's ability to retain competent employees after investing in their development. This necessitates providing appropriate compensation, incentives, and improving the work environment to enhance employability and prevent talents from seeking employment opportunities elsewhere.

5. Difficulty in prioritizing collective competency development. Often, the emphasis is placed on individual competencies despite the importance of collective competencies and the need for HR to address the collective dimension in the workplace.

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Summary: In this chapter, we explored a critical aspect of competency management, which is competency development. We discussed the classical approaches and highlighted the essential role played by Human Resource Management in fostering and maintaining competencies, as well as ensuring their effective utilization. HR practices serve as valuable tools for organizations to overcome the diverse challenges they face in this process. In the following section, we will delve deeper into various HR practices that directly contribute to competency development in organizations of different kinds.

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Fifth chapter : Exploring the Role of Human Resource Management Practices in Developing Competencies:

Introduction: Modern organizations frequently encounter a variety of challenges arising from their surroundings. Consequently, they are compelled to adopt suitable management approaches to attain their goals. This concept is associated with the situational approach in human resource management, which has been extensively discussed by numerous researchers and experts in the fields of HRM and business management, including Peretti and Igalens. Within this framework, this axis will examine the following components:

1. The situational model in human resource management.
2. The key practices implemented in competency management and development.

The objective of delineating certain HRM practices is to emphasize their role in fostering development and their contributions to the competency management process.

1- **The Situational Model in Human Resource Management**: According to this model, human resource management plays a central role within an organization. It relies on a set of practices that revolve around two crucial elements at its core:

The first element: **The individual**, encompassing all aspects of a person. The individual is seen as a holder of various resources, which include skills, talents, values, abilities, experiences, and more.

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-The second element: **The position**, with all its necessary conditions and prerequisites for carrying out tasks and activities, along with the authority and responsibilities linked to the position within the organization.

Both the individual and the position are subject to ongoing changes. The individual's abilities, qualifications, and performance evolve over time, while the position's requirements, methods of performing tasks, and contributions to the organization's value creation also shift. Therefore, human resource management continually strives to maintain alignment between the position and its occupant to achieve the organization's objectives. As a result, organizations aim to match positions with suitable competencies while taking into account the continuous evolution of competencies and position requirements.

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1. Figure 1 5 The Situational Model for Human Resource Management

challenges

Technological
Transformations

Demographic
Growth

Social Pressures

Social
Transformations

Globalization and
Competition

Economic
Development of Laws
and Legislation

Social and Union
Context

Investors and
Stakeholders in
Society

Management Logic

Adaptation
Organizational
Personality
Mobilization
Engagement
Anticipation

Human Resource
Management
Practices

Recruitment,
Integration, and Non-
Discrimination

Social Relationships

Career Management

Occupational
Health, Safety, and
Workplace Security

Competency and
Position

Media and
Communication

Wage and
Incentive
Management

Investment in
Training and
Competency

J.M. Peretti, Gestion des ressources humaines, Vuibert, 18éme édition, 2012, p12

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Within this context, human resource management deals with various categories of individuals, including:

1. Permanent or Temporary: This classification depends on the nature of the contract between the employee and the employer, whether it is fixed-term or indefinite, in accordance with the prevailing law.

2. Executives and Control and Execution Personnel: This classification is based on the level of qualification.

3. Locals or Foreigners: This classification is based on nationality or country of origin.

4. Those Confirmed in Their Positions and Those Under Probation

The diversity in the sources, cultures, ages, and levels of individuals necessitates that the HR department continually seeks the best possible alignment to achieve the organization's objectives. It also requires ensuring the stability of these human resources to avoid disruptions resulting from the scarcity or absence of these resources at certain times. This is achieved through the application of human resource management practices.

2 - The most important practices relied upon in competency management and development:

2.1 - Job Analysis and Description:

The job is considered the smallest organizational unit within the organization. It, like other organizational elements, is influenced by various variables within its scope or contributing to its composition. A job "emerges" when there is a need for it, it grows and develops based on the role and contribution it provides, and it eventually ends or changes from one form to another due to the emergence of

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another job or a different role (which makes us discuss a part of the combination we previously talked about, which is the position). Job analysis and description serve as keys to various human resource management practices such as recruitment, training, career management, compensation, performance evaluation, and more.

The process of job analysis requires gathering a significant amount of data, information, and details about the job, how it is performed, and the conditions under which it is carried out. This information is collected based on the actual situation, not theoretical concepts. This involves using various methods and means such as observation, surveys, interviews, and investigations. Sometimes, it is necessary to compare with organizations operating in the same sector.

Job analysis and description focus on the tasks and activities included in the job, not the jobholder. Subsequently, the collected data is processed and tabulated to provide a job description. This is the second stage of the process.

In many cases, job analysis can be traced back to Taylorism in management, which involves defining the tasks and activities of the job in order to prepare the worker for performing the tasks specified in the job description. However, we can also give a strategic and dynamic dimension to this description by linking it to competency reference, transforming the job description, which provides us with the current state of the job, into a competency reference card. This involves identifying the competency goals that need to be achieved, shifting from the position logic to the competency logic.

2.2 - Recruitment:

Recruitment is the function responsible for providing the organization with various human resources and replenishing its human resource pool in terms of quantity and quality within the allocated cost or budget and in a timely manner. This function also works to bridge the gap between what the organization seeks

and what is achieved in reality (targeted competencies versus actual competencies of employees).

The recruitment process is divided into four main stages:

- Preparation for the recruitment process.
- Searching for candidates (sourcing).
- Selection.
- Onboarding, integration, and guidance.

The recruitment process begins with identifying the actual needs of the organization for human resources in terms of quantity, type, and quality, within the specified time frame. It involves considering whether to resort to internal or external resources, local or international, depending on the organization's policy in this regard and its orientations, in addition to compliance with the labor market regulations in the country where it operates and international agreements related to the organization.

This requires the HR management to have a comprehensive understanding of the labor market for the sector in which it operates. This involves knowing:

- The availability of these resources in the organization's work environment.
- The number of schools and institutions producing these resources.
- The number of graduates from these schools and institutions.
- The level of capabilities, talents, and skills possessed by these resources (if available).
- The competition for these resources among other companies.
- The degree of attraction of these resources in the market.

The recruitment process then moves on to several stages:

- Preparation for recruitment.

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- Sourcing: Attracting human resources to apply for jobs within the organization, which depends on the organization's ability to convince these human resources to work for it. This is achieved through the organization's reputation in the market, the nature of the work it conducts, the level of wages offered to employees, job stability, and the working conditions. This stage is also related to the organization's ability to communicate with the labor market and human resources through advertising, social networks, and the internet, among other means.

- Selection: This phase involves evaluating and comparing the pool of candidates (sourced individuals) for employment in the organization. It aims to ensure the presence of the required competencies in the candidates (explicit or implicit competencies). Selection is a crucial stage in recruitment.

- Onboarding, integration, and guidance: Once candidates are selected, they are appointed to their positions within the organization, and a new phase in human resource management begins. It involves the integration of the new employee into their job and gradual development to ensure their success in enhancing their performance. It represents the career management function, and it's worth noting that taking good care of new employees at the beginning of their careers is a guarantee for the natural development of their performance in the organization.

When organizations engage in competency-based logic and adopt it as a strategic model built on competency management, it directs their recruitment policy towards attracting and selecting competencies. It relies on tools used in competency management, such as competency profiles and competency references, to achieve its objectives in recruiting the required competencies for various positions.

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2.3 - Performance Appraisal:

Performance management and performance appraisal are often confused or misunderstood. Therefore, it's appropriate to clarify the difference between the two concepts. The process of performance management within an organization encompasses all efforts aimed at defining performance levels, measuring them, and rewarding employees for achieving these levels. On the other hand, performance appraisal is one of the human resource management practices that involves using various tools to identify areas of strength for encouragement and rewards, as well as areas of weakness to develop human resources' capabilities. Organizations aim to incorporate performance management as part of their human resource management strategy to achieve the following objectives:

- Define the required performance levels by studying the capabilities and competencies of human resources, as well as the development of their performance levels within a specific time frame, taking into account the material resources available within the organization and the incentives allocated for this purpose.

- Determine methods and mechanisms for rewarding outstanding performance.

- Identify ways to assist individuals in achieving excellence and good performance, while outlining intervention methods for assistance (such as supervisors helping individuals in achieving their tasks promptly and encouraging collective performance).

- Provide individuals with the necessary information directly, as performance appraisal is a communicative process between the individual and the organization through direct supervisors. It helps instill a culture of organizational justice.

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- Document performance levels and enable the HR management to formulate development policies for human resources and determine their needs accordingly.

- Link performance to compensation, as an effective way to motivate human resources to achieve good performance.

To achieve the desired goals of performance appraisal, HR management must rely on appropriate and effective systems to achieve its objectives and obtain reliable and highly credible outputs. This is essential for making informed decisions, especially regarding training, career management, incentives, and rewards, among other aspects.

2.4 - Compensation and Incentive Management:

The compensation system is one of the most important elements that frame the relationship between the employee and the organization. Economically, wages represent a cost for the organization that must be managed and controlled. For the employee, wages are the primary incentive and motivation for work. Therefore, wages and incentives can influence various behaviors, aspirations, and motivations, ultimately affecting individual performance to align with the financial return received for their skills and contributions in the job position.

Several essential factors should be considered when determining wages, including:

- The minimum national wage.

- The organization's ability to meet its commitments to employees.

- Fairness among employees.

- Consistency with wages at the industry level and at the national level.

- Agreements established by the organization with social partners.

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Wage determination starts with the analysis and description of jobs, followed by job evaluation. Job evaluation involves assessing and comparing various jobs within the organization to rank them according to their contribution to the organization's added value. There are several techniques used to determine job pay:

- Job analysis
- Ranking
- Point rating

All of this falls under the umbrella of the "wage policy," which aims to achieve balance in three dimensions:

- Financial balance for the organization.
- External competitiveness, taking into account the labor market.
- Internal equity or fairness within the organization.

Determining the outlines of wage and incentive policies in any organization is an important factor that aligns with the objectives of human resource management strategy. It allows for connecting this policy with the performance evaluation system to enhance efficiency and control competencies at various levels within the organization.

2.5 Career Management:

In the short term, career management enables individuals to explore their career paths and the requirements for progressing through these paths. This requires continuously developing competence and improving performance. In the medium and long term, career management involves charting potential career paths in the future and, therefore, working on developing competencies to align with these paths in service of the organization's goals (Manageor, 2009, p. 110).

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2.5.1 Concept of a Career and Career Management:

A career is defined as a sequential set of promotions and lateral and vertical moves that determine a series of consecutive jobs an individual holds over their working life (Abu Bakr, p. 210). The concept of a career reflects the possibility of progression and mobility in various jobs, aligning with an individual's capabilities and qualifications on one hand and job requirements and performance on the other hand (F. Verdum, 2005, p. 12). In summary, a career is a set of potential and consecutive positions that form an interconnected network, enabling individuals to utilize their skills and knowledge acquired through job progression (Mursi, p. 375).

Career management involves planning, developing, and guiding individuals' careers through two entry points: individual and organizational (Peretti, 2012) and (Maher, 2004, p. 377).

a. Individual Entry Point: Through this entry point, career management becomes the responsibility of the individual. The individual focuses on planning and developing their career autonomously based on available information about internal and external mobility possibilities, as well as the associated conditions and requirements. They also assess their current and future capabilities, then balance these aspects.

b. Organizational Entry Point: Within the human resources department, various applications and activities are leveraged to ensure alignment between the individual's current position, possible future positions, and organizational needs. The human resources department creates consistency and synergy among several practices, such as recruitment, training, job analysis, and career management.

Through these entry points, individuals can embody their career preferences. Career management serves as guidance for professional development to achieve personal and organizational goals (Peretti, 2011).

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Career management doesn't just involve changing one's current position to take on a higher-paying or more responsible role. It also means considering the need for an organized and aligned choice that matches the individual's current and future capabilities and aspirations. This is why career management is considered one of the most important practices in human resource management for developing existing competencies, and it shares responsibility with individuals in managing their career paths through:

- Announcing career paths and explaining the requirements for advancement.

- Periodically reviewing career paths in response to individuals' evolving qualifications, organizational goals, and changes in job positions.

- Assisting and encouraging direct supervisors to express individuals' job preferences.

- Creating and implementing the critical career path for each job and individual, i.e., the path that achieves the greatest benefit for the individual and the position with minimal costs and better performance (Riyadh, 2015).

2.5.2 Mechanisms of Career Management under Competency Management:

In competency management, career management is based on the concept of alignment between the following elements:

- Current competencies possessed by individuals.
- Job requirements and performance conditions.
- Organizational needs for competencies.
- Individual desires for career development.

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Figure (2-5): Career Management Determinants

```
┌──────────────┐              ┌──────────────┐
│  Position    │              │  Current     │
│ Requirements │              │ Competencies │
└──────────────┘    ╱──╲      └──────────────┘
             ╲    (Career )    ╱
              ╲   (Manageme)  ╱
               ╲  (  nt   ) ╱
                ╲  ╲──╱   ╱
┌──────────────┐           ┌──────────────┐
│ Individuals' │           │ Organizational│
│ Desires for  │           │ Human Resource│
│ Career       │           │    Needs      │
│ Development  │           │               │
└──────────────┘           └──────────────┘
```
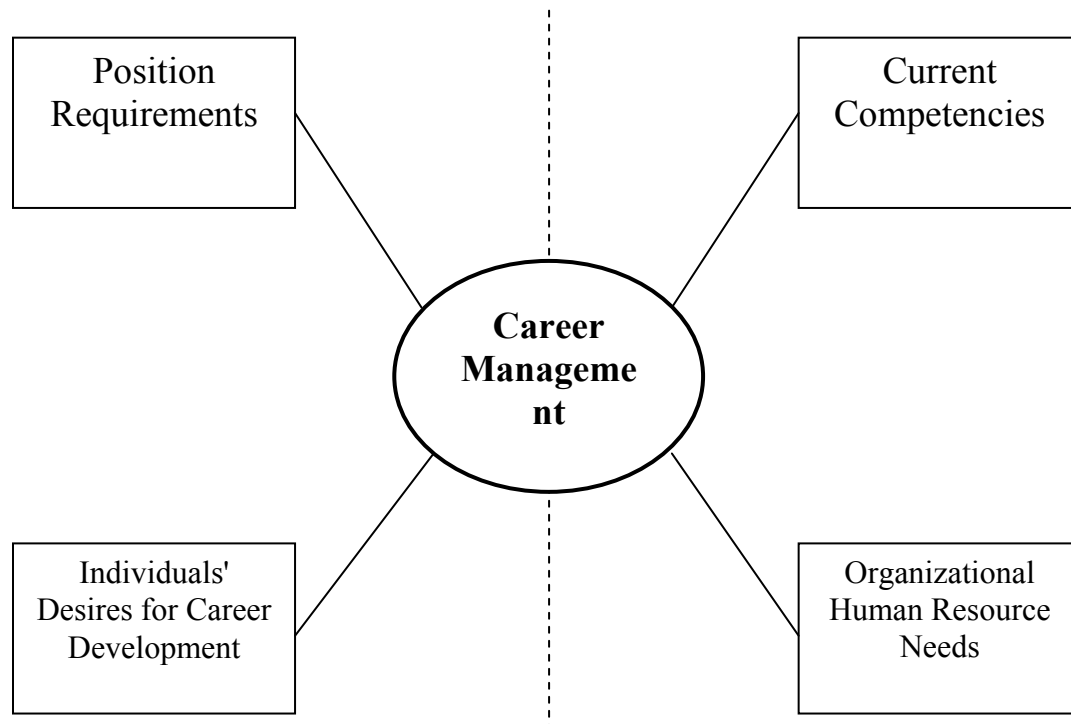
Source: Prepared by the researcher.

To analyze the aforementioned elements, several methods are employed at the level of career management, as will be presented later. It is worth noting that these determinants can also be considered useful and pivotal areas of interest in career management. This field continuously seeks to achieve a balance between human resources in terms of quantity and type, as well as current and expected positions in the medium and long term. From this concept, the proactive-estimative view has evolved, giving rise to "Predictive Management of Positions and Competencies" (GPEC).

Career management relies on a set of mechanisms, including:

1. Guidance and Integration
2. Mobility (Internal and External)

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- Redeployment

- Rotation

3. Promotion

4. Retirement: Termination of service and reintegration after retirement

Guidance and Integration: The Human Resources Department initiates the guidance process from the moment individuals join their positions. Career management supervises individuals, ensuring a continuous alignment between the individual and the job requirements. This is done by using job description cards and the results of employment tests. New employees are familiarized with the content of their job description cards. The guidance process is characterized by:

- Its connection to job analysis and description, where credibility and accuracy in job analysis and description impact the effectiveness of guidance.

- Providing essential information to new employees, such as salary, incentives, insurance, and occupational safety, among other work climate aspects.

- Identifying individuals with high qualifications and competencies that exceed the current job requirements, which may lead to future redeployment.

- Presenting career growth maps to illustrate development prospects in the current position and job progression possibilities.

- Utilizing performance evaluation results in the early years of employment and comparing them with job analysis and description cards to identify discrepancies between actual and required performance, leading to appropriate actions like training needs, promotion opportunities, or redeployment.

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Integration complements guidance by acquainting new employees with various organizational departments and the nature of each department's activities, focusing on areas that intersect with their position or job function. This satisfies the newcomers' psychological need for recognition and respect, contributing to job satisfaction at the beginning of their professional journey.

Mobility (Internal and External): Career management heavily relies on the possibility of mobility, both internal and external. External mobility can be desired and requested (resignation), imposed (layoffs, dismissals, or the end of a fixed-term employment contract), or negotiated (termination after an agreement or goal achievement).

Internal mobility includes:

- Vertical movement (upward): This typically occurs through promotion to a higher-level position and requires the individual to possess the necessary qualifications and competencies. This is a form of mobility, not the reverse.

- Vertical movement (downward): A decline in the organizational hierarchy is usually avoided by HR managers, who prefer parting ways with an employee (as allowed by the legal relationship between the employee and employer) rather than demoting them to a lower-level position. However, downward mobility may be considered when there is a significant gap between the required competencies and the individual's current capabilities, especially if the job evolves rapidly or to a degree that exceeds the employee's development.

- Geographic mobility: Involves changing the workplace (city, region, or country), including international relocation.

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- Functional mobility: Requires a fundamental change in job function, necessitating the acquisition of new competencies through appropriate training programs.

- Horizontal mobility: In this form of mobility, the difficulties arising from change are usually not related to hierarchical advancement or decline. Horizontal mobility tends to increase during organizational transformations.

Promotion*:* Promotion is one of the tools for filling job positions and is one of the most important mechanisms in individual career management. Through promotion, an employee is assigned a vacant position at a higher level on the job scale than their current position. Typically, this comes with an increase in duties, responsibilities, and both material and moral benefits (Ahmed Maher, p. 387). Therefore, it can be considered one aspect of rewards because it carries an incentive in terms of salary and contributes to the following goals of promotion:

- Optimizing the use of individuals, utilizing their skills and abilities, and achieving a suitable match between job requirements and the qualifications of those who occupy them.

- Providing individuals with opportunities to fulfill their ambitions by reaching higher ranks, thereby enhancing job satisfaction.

- Placing individuals in a continuous competitive state to improve performance and continue developing competencies.

- Deepening loyalty among individuals through the appreciation offered by promotion.

J.M. Peretti distinguishes between two policies of promotion:

A. **Random Promotion:** This type of promotion can exist at any hierarchical level due to the need to fill a position in the short term, often because suitable

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evaluation tools are absent. Generally, this type of direct random promotion yields negative results.

B. **Organized Promotion :** This type of promotion is based on the estimative management of positions and competencies and relies on a performance evaluation system. It requires making assessments or predictions and studying the potential effects of promotion. It also relies on the utilization of performance evaluation results in cases of delegation in the position before proposing promotion. The importance of a performance evaluation system is evident in the contrast between the first and second policies.

Furthermore, there are four types of promotion:

- **Promotion within the Category:** This involves a change in the position, grade, and qualification within the same category.
- **Promotion between Categories** This means a change in category, gaining control over employees, and receiving guidance for control.
- **Pay Promotion:** This falls under wage allocation policies and does not affect the position or the factor it corresponds to.
- **Collective Promotion:** This includes all individuals working in a single work team or category and usually results from changes in collective agreements.

Retirement *:* Retirement marks the end of the legal duration of an employee's professional life, and it is one of their most significant rights as long as this duration is completed and the conditions set by the applicable law are met. These conditions may vary from one country to another. From the perspective of human resource management, retirement signifies the vacancy of a position and the loss of a portion of the organization's competencies and institutional memory. This comes after years of accumulating experiences and developing competencies.

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In this context, HR departments take responsibility for retirement cases and carefully consider them from the following perspectives:

- How to benefit from the experiences of retirees, as allowed by the law, through short-term employment contracts, part-time work, or by offering financial incentives through negotiations to extend their employment.

- Considering the utilization of the retiree pool in training to mentor new employees, ensuring the transfer of knowledge and experience from one generation to another.

2.6 Training as a Core Function for Competency Development:

Training has gained significant importance in the lives of organizations and individuals alike. For organizations, training is considered one of the functions of human resource management, expected to develop individuals' competencies to improve their performance and effectiveness in achieving the organization's goals. On an individual level, training helps in enhancing one's skills and capabilities to better handle job requirements, opening up avenues for career advancement and future choices, especially in the face of rapid changes in the job market, such as the emergence of new forms of work like remote work. Additionally, the emergence of new professions and the disappearance of old ones have led individuals to focus more on continuous training to develop their skills and acquire new competencies, particularly given the availability and diversity of training opportunities worldwide. Therefore, it has been said that the strategy of education and training in the 21st century is to equip learners with skills related to how to learn so that individuals can continually teach themselves. In the context of competency management, training has expanded its scope due to its strong and direct connection to competency development, in coordination and synergy with other functions in human resource management,

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in order to develop, preserve, and ensure the usability of human resources, as well as to achieve greater flexibility and better performance (Zarrifian, 1999).

2.6.1 Discussing the Relationship Between Training and Development:

Training is a sub-specialization within the field of human resource management that focuses on developing human competencies by enhancing knowledge, skills, and attitudes. This helps individuals perform their current and future jobs more effectively. The close association of training with development is often emphasized, as training is one of the practices of human resource management aimed at developing human resources. Its goal is to provide individuals with knowledge, skills, and positive attitudes to improve their performance. It is evident that training targets the following elements: (Scarne, 2009, p. 32)

- **Knowledge:** This includes theoretical intellectual frameworks, such as the organization's goals, functions, and policies, as well as current laws and regulations.
- **Skills:** These relate to job-related skills, communication skills, and managerial skills like planning, organizing, coordinating, and decision-making.
- **Attitudes:** These aim to develop positive attitudes towards work, motivation, team spirit, collaboration, organizational loyalty, and discipline.

Therefore, the primary objectives of training are developmental. Researchers distinguish between the concepts of training and development, with the understanding that training serves development. Development consists of a set of activities aimed at helping individuals grow and progress in their careers to take on new roles and responsibilities, as well as expanding their future choices. Training is a fundamental component of this developmental process. The

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difference between training and development lies in various aspects, summarized in the following table (E. Sikula, 1995):

Table (3-1): Differences Between Training and Education

Development	Training	Criteria for Discrimination
Managers	Non-Trainees	Categories of Participants
Intellectual and Theoretical Concepts	Technical and Mechanical Process	Content
General Knowledge	Job-Related Objectives	Objectives
Long-Term	Short-Term	Timeframe

Source: Al-Skarneh; 2009, p. 33

Based on the criteria set by E. Sikula (1995), which include "participant categories," training domains, objectives, and the timeframe, it appears that development is broader and more comprehensive than training in terms of objectives. Development aims to achieve general knowledge and systematic thinking. On the other hand, training objectives are related to a specific profession or job, which is why the timeframe for training is shorter compared to development. Additionally, the scope of training is limited to technical and mechanical activities, while development encompasses a wide range of theoretical and intellectual concepts. Regarding participants, according to Sikula

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(1995), those who are not trained individuals, particularly managers, are involved in development.

Therefore, training can be considered a part of development, and both benefit both individuals and organizations. However, training, as a function of human resource management, adheres to the following principles (Abu al-Nasr, 2007, p. 256):

1. Continuity Principle: Training is continuous and lifelong, accompanying individuals throughout their careers, starting before their professional life begins and continuing throughout their professional journey as they progress through different job levels.

2. Sequential Experiences Principle: Training focuses on the continuous development of an individual's skills and qualifications to match the requirements of their current position. The primary goal of training is to enhance current job performance.

3. Progression and Inclusivity Principle: Training programs provide fundamental knowledge before skills and gradually cover all areas of expertise and all levels. Coordination and organization in training program planning ensure equity in allocating training efforts.

4. Goal Specification Principle: Training goals must be clearly and precisely defined to evaluate the effectiveness and progress of the training process.

5. Realism Principle: Training takes into account the actual needs of the organization and individuals, aligning with their current capabilities and knowledge.

6. Participation in the Training Process: In critical stages of training, such as needs assessment, goal setting, and evaluation, participation should be expanded to include executive personnel, trainees, and training supervisors.

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7. Transferability of Knowledge to Practical Work: Effective mechanisms should be in place to ensure the application of knowledge gained through training to an individual's specific job, including selecting the appropriate time and place.

8. Reverse Processes: Feedback and assessment mechanisms are essential in evaluating the impact of training on individuals, allowing for continuous improvement and quality enhancement in training processes.

2-6-2 The importance of training and its place in human resource

management are significant in today's rapidly changing work environments. According to Dayan (2007), continuous training is expected to achieve the most important goal of developing competencies, which is controlling the requirements of both current and future job positions. Training objectives can be made more ambitious, such as changing careers, acquiring new certifications, gaining recognition for higher qualifications, or obtaining significant financial benefits. Therefore, training is closely related to continuous career development for individuals.

Training, in its various forms and levels, has evolved in recent decades due to increasing interest and the enormous and continuous changes in work systems. It has become a vital necessity to cope with and adapt to these changes. The importance of training can be summarized as follows (Mourad, 1999):

1. Improved Job Performance: Training leads to better job performance, increased productivity, and reduced costs.

2. Enhanced Consumer Satisfaction: By improving the quality of services and products, training helps satisfy consumer needs.

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3. Effective Use of Modern Technology: Training ensures that employees are proficient in using the latest technology.

4. Complementing Formal Education: While education provides the foundation for individual competencies, training allows for continuous development throughout one's career.

5. Community Development: Training contributes to the development of knowledge and skills for individuals and groups within the community.

The function of training has undergone significant development over sequential time periods. Researchers in human resource management unanimously recognize the importance of training for individuals, managers, and organizations as a whole. Training is expected to achieve the following objectives (Pennaforte, 2012):

For Organizations:

- Some organizations view training as a cost that affects their budget negatively, and management continuously seeks ways to control these costs. There may be some hesitation or reluctance when designing training programs in this category.

- Others view training more positively and consider it a response to legal requirements and compliance. Today's labor laws emphasize the mandatory nature of training and provide specific mechanisms to encourage organizations to prioritize it.

- The third category of organizations sees training as an investment. They implement policies aimed at developing competencies because these competencies are a source of value. Thus, they take great care in nurturing them to reap positive results in terms of performance, productivity, and innovation (Becker, 2002).

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The differences in perspectives among the three categories mentioned above determine the most important part of human resource management strategy from one organization to another. In general, what organizations expect from training can be summarized in the following elements (Pottiez, 2012, p233):

1. Adaptation to Organizational Culture: Management desires training policies that are aligned with the prevailing organizational culture to avoid issues that may arise when training policies do not align with the organizational culture.

2. Alignment with Professions and Jobs: Organizations expect training to serve the existing professions and jobs within the organization. They are often concerned that training programs may deviate from the content of these professions and jobs, fearing the loss of investments in training.

3. Adaptation to Changes: Some organizations rely on training to manage change effectively and adapt to various types of change.

4. Career Mobility and Development: Training prepares future competencies capable of assuming higher positions in promotions or lateral movements. Training programs help individuals integrate quickly into new roles and control the requirements of these new positions.

5. Improving Individual Performance and, consequently, Product Quality.

6. Anticipating Competency Needs in line with the strategic vision that characterizes training according to the competency logic.

Regarding individuals, the most important concern related to training is its "utility." Individuals seek to match their competency portfolio with the skills required in the job market, so they accept more training to enhance their adaptability to rapid and continuous changes in the job market. Besides "utility," individuals also turn to training for the following reasons:

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1. Developing Competencies and Expanding Knowledge: Through interactions with experts and learning different methods or techniques for task execution.

2. Enhancing Organizational Behavior: As behavioral expectations, particularly managerial behavior, become more complex, individuals seek to develop their behavior, which is now referred to as "behavior management."

3. Career Development: Individuals aim to develop their careers through promotions, increased wages and benefits, and strengthening their qualifications through lengthy training programs.

4. Integration: Individuals look at training as an assisting and supportive function during the integration phase into a new position or organization through internships and training programs designed for this purpose.

Regarding those responsible for training, they work on balancing the needs of individuals with the expectations of management. To achieve this, they focus on improving their performance as training supervisors, considering the challenges they face, including:

1. Difficulty Measuring the Return on Investment in Training Using Reliable Indicators.

2. Responsibility for Implementing Human Resource Strategies and Training Policies in the programs and training plans they develop.

3. Training their field assistants.

4. Emphasizing "Competency Development" and making it the primary goal of the organization's training policy.

2-6-3 Competency Development in Training Engineering: According to Le Boterf (1990), training engineering is a "coherent set of methodological activities for designing and implementing training systems." It can be defined as

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follows: "Training engineering is a coherent set of activities aimed at controlling the necessary data for designing, implementing, and evaluating training within the organization with the goal of increasing the return on investment and maximizing the effectiveness of training efforts." Linking training with engineering has enhanced the effectiveness of training systems through the use of new tools, based on an effective toolbox used in training engineering (Legoffe, 1999).

2-6-3-1 Additions brought by training engineering to support competency development: The emergence of "training engineering" in the 1990s marked a qualitative and creative leap in the history of training function, especially regarding its role in competency development. The integration of this function into the organization's strategy, which is the core idea of training engineering, has allowed each organization to be considered a creative entity in training. Any organization that has an integrated view of training and strategy can materialize it at the level of the training path, its objectives, and tools (Brochier, 1998).

Brochier (1998, p. 44) presents three creative levels in training engineering, as follows:

- At the Mobility Level: Innovations in Mobilization.
- At the Anticipation Level: Innovations in Anticipation.
- At the Accompaniment Level: Innovations in Accompaniment.

Bochier (1998) summarized his idea in the following table:

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Table (3-5): Levels of Creativity in Training Engineering.

The Level of Creativity in Support	The Level of Creativity in Anticipation	The Level of Creativity in Mobility	
Training engineering accompanies the restructuring of work groups, allowing for the emergence of new collective competencies.	Training engineering is based on the logic of anticipation in the evolution of positions and the consequent development of current competencies.	Mobility often involves collective transfer procedures, which may occur within the framework of restructuring and the emergence of new job positions.	The Concept
Training operations are considered supportive and are designated for a specific sample of individuals who are selected, and training programs are tailored for them.	Training operations are considered open to individuals but directed and adapted to the requirements of position development and current competency levels.	Short-term training operations are typically directed towards a group of individuals to prepare them for internal mobility.	The Political Dimensions (Relevant Categories)
The content of the training includes technical and complex materials related to new work situations.	The content of training goes beyond the requirements of the current position because it aims to control new requirements on individuals.	Linking training to current and future work situations. Creating situations for collective thinking during training by presenting problems and finding solutions.	The Nature of Training in Work Situations
Internal mobility is organized according to the training operations carried out, and individuals are rewarded with promotions or financial incentives in return for their participation and commitment to training.	Individuals expect promotion to more significant positions or a reconsideration of their classification based on what is available in the applicable laws.	Designing and implementing operations aimed at redefining internal mobility, as it allows for the development of individuals' career paths, with a focus on two fundamental aspects: - Involving individuals - Multiplicity of roles	The Relationship Between Training and Position Management

Source: Brochier, 1998, p. 47

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The table and information provided highlight the new additions introduced by Training Engineering at various levels:

1. **At the Level of Mobility (Les innovations de mobilisation):** Training Engineering serves internal mobility by designing and implementing short training programs, usually to prepare individuals for their near future after the move. These programs employ a practical approach in training, involving individuals in different work situations and encouraging them to find appropriate solutions.

2. **At the Level of Anticipation (Les innovations d'anticipation):** In Training Engineering, there is a significant focus on preparing individuals for promotions, job changes, and adapting to the requirements of future positions proactively. Training programs are considered and open to a large number of individuals, with an emphasis on adapting them to the requirements of future positions and their current competencies. This proactive approach instills greater confidence in individuals regarding their future careers.

3. **At the Level of Support (Les innovations d'accompagnement):** Training Engineering accompanies individuals throughout their professional lives, impacting workgroups in a way that may lead to the emergence of new collective competencies. Training processes are directed at a specific sample of individuals and target them with specialized programs featuring complex technical and practical content, especially after their promotion to new positions.

In addition to these levels, there are four types of Training Engineering, as outlined by Viallet in 1987:

- **Designing a Comprehensive System for Training Professionals in Various Job Positions:** This type focuses on creating a complete system aimed at training professionals for different job positions.

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- **Continuous Training System within the Organization Covering All Functions:** This type involves the continuous training of all employees in the organization, covering every function.

- **Rehabilitation of Training Programs or Reviving Training Plans:** This type focuses on rehabilitating training programs or reinvigorating training plans that may suffer from deficiencies or a lack of effectiveness.

- **Creating a Work Environment as an Educational and Pedagogical Environment:** This type aims to transform the workplace into an educational and pedagogical environment.

Organizations that adopt the competency approach require a focus on quality and creativity in all human resource management practices. Training Engineering plays a crucial role in enhancing competency portfolios, continuous development, improving usability, facilitating job mobility, and promoting career advancement within the organization's strategy built around competency development. Viallet, 1987, p. 19.

2.6.3.3 The "Training Engineering Path"

The "Training Engineering Path" consists of a series of stages, summarized by Ardouin (2005) in the following diagram:

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┌─────────────────────────────┐
│  Studying strategic and      │
│  political objectives.        │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  The technical and            │
│  organizational               │
│  analysis of work.            │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Measuring deviations         │
│  between the required         │
│  competencies and the         │
│  actual ones (identifying     │
│  training needs).             │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Designing the training       │
│  project                      │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Implementing the training    │
│  project.                     │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Evaluating the results       │
│  (training impact).           │
└─────────────────────────────┘
```

The figure above summarizes the stages of training engineering, and some additional comments on it can be made as follows:

- To begin with, it is essential to start with the actual analysis of work, both in its technical and organizational aspects, in line with the goals of the training policy and strategy.

- Measuring deviations between the required and actual competencies initially on a group level, within the work team, and then on an individual level.

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- Designing individual or group training projects with the primary aim of acquiring the required competencies.

- Identifying the various employees participating in the training.

- Implementing training programs in successive stages, striving to provide suitable conditions as much as possible.

- Evaluating the results after implementing the programs, as competence is directly linked to performance, so measuring the outcomes is crucial.

3-2-2-1 Determining and Analyzing Training Needs: Identifying training needs is the first stage in training engineering. It involves gathering and analyzing information about the nature of work in various positions within the organization, the conditions under which the work is performed, and the objectives of the work. These findings are then compared to the actual performance results. In this stage, it's essential to consider the key elements contributing to performance, which include:

- The individual: who is at the center of the training process. It's crucial to know their abilities and skills and assess any deficiencies in comparison to the job's requirements. This involves tracking performance evaluation results over a specific period.

- The immediate supervisor: who provides feedback and records observations during annual performance evaluations.

- The HR department: which has insights into the available capabilities, the organization's future directions, and the abilities of its employees.

- The job and its performance requirements.

- Environmental variables, including competition and training methods used by competitors.

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- The trainer: who is an additional participant in identifying trainees' deficiencies and aims to address them within the objectives assigned to them by the organization.

Figure (3-3) Sources of Training Needs
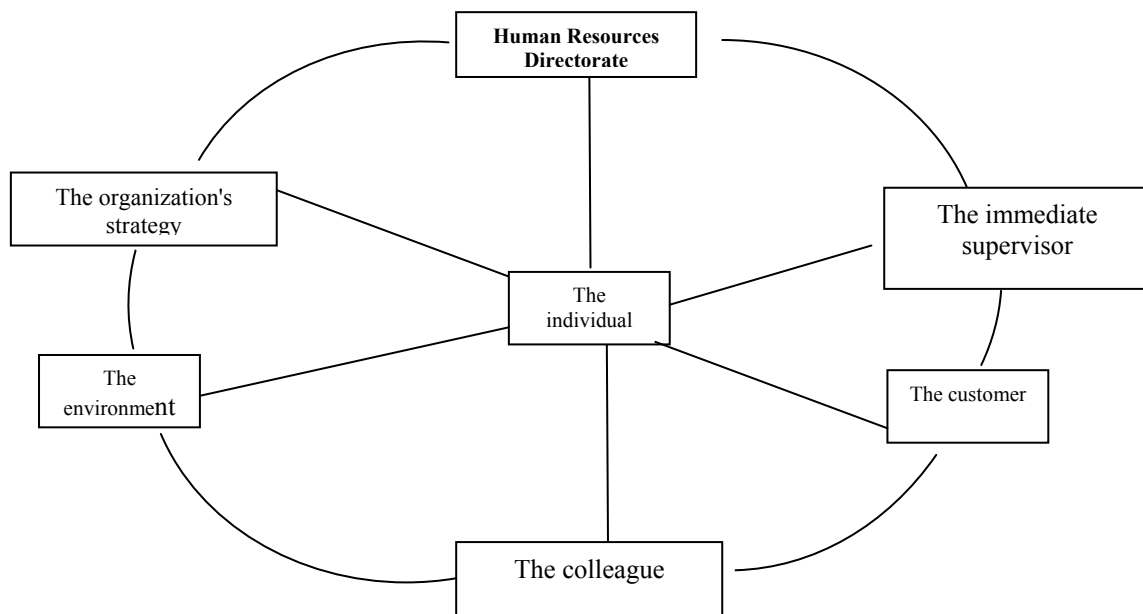
Individuals serve as a source of information regarding training needs through their recognition of deficiencies or the inability to reach the required performance levels. They may also express a desire to acquire new competencies for career advancement or to qualify for higher positions.

The second source of training needs is colleagues at work who hold the same position or rank and have continuous interaction with the individual. They can observe performance deficiencies and suggest training to improve it.

The third source is the immediate supervisor, responsible for the individual's performance and the first-level manager of the work unit. They continuously evaluate the individual's performance, compare it with the desired level of performance (i.e., benchmark performance), and consider the requirements of

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the position and the conditions under which work is performed. They also rely on competency frameworks to assess performance.

The fourth source is the Human Resources Department and the Training Department, responsible for developing policies and programs related to HR management. These departments have knowledge of the competencies required for various positions within the organization.

The fifth source is the organization's strategy, which determines the fundamental role of various subsystems within the organization. HR management plays a crucial role in implementing this strategy, and the training policy should align with it to enable the organization to meet future challenges.

The sixth source is the external environment, which can open up new opportunities for individuals and drive them to seek training to meet these requirements. It can also influence HR management to enhance the technical level of work.

The seventh source is customer requirements and feedback, whether internal or external customers.

Training needs can be categorized into three types: personal needs, individual needs, and collective needs. Personal needs are related to individual aspirations for learning beyond their current job. Individual needs pertain to the specific training needs of an individual in their current or future position. Collective needs target a group of individuals who exhibit performance deficiencies in a collective setting. The table below provides more information on the types of training needs and the methods used to identify them:

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Who is responsible for the process?	Who initiates training?	What are the methods for collecting information?	Types of Training Needs:
The immediate supervisor	The organization	Group interviews Questionnaires when preparing training plans within the unit	Collective needs related to the operational goals of the unit.
The immediate supervisor	The organization	Individual interviews	Individual needs related to the current or future position.
The	The	Interviews to	Personal needs related

Table (3-7): Types of Training Needs, Their Sources, and Collection Methods

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individual and the Human Resources department	organization or the individual	identify hidden competencies of individuals	to career development or job changes
The Training department	The organization	Inquiries from the Training Directorate	Personal needs unrelated to the organization's economic goals but linked to social objectives.
The individual	The individual	No regular determination for these needs.	Personal needs unrelated to the organization's goals.

The source: Soyer; 2004; p27

Determining training needs involves the participation of various parties, known as sources of needs, and there is coordination among these sources. Effective communication is established to gather as much relevant data as possible for the training process. Other human resource management practices, such as job analysis and performance evaluation, are also relied upon. Job descriptions and performance evaluation forms are used to identify training needs in various positions. Once training needs are identified, the next phase of training engineering begins.

3-2-2-2 Designing and Building Training Plans: This phase starts by ensuring that individuals are ready to engage in the training process. Then, the training program is designed and built in a way that considers the coherence between its units and defines priorities, conditions, requirements, and necessary resources for its implementation. The design process goes through several steps, which can be illustrated as follows:

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Figure (3-4): Steps in Designing the Training Program

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┌──────────────────────────────────────────────────────────────┐
│   ┌──────────┐      ┌─────────────┐       ┌──────────────┐    │
│   │ The      │──────│ The         │───────│ The          │    │
│   │ customers│      │ organization│       │ Environment  │    │
│   │          │      │ strategy.   │       │ and          │    │
│   │          │      │             │       │ Competition  │    │
│   └──────────┘      └─────────────┘       └──────────────┘    │
│  ┌────────┐ ┌────────┐ ┌──────────────┐ ┌──────────────────┐  │
│  │ The    │─│ The    │─│ The direct   │─│ The Human        │  │
│  │ colleagu│ │individu│ │ supervisor.  │ │ Resources Dept.  │  │
│  └────────┘ └────────┘ └──────────────┘ └──────────────────┘  │
└──────────────────────────────────────────────────────────────┘
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Identifying Training Needs.

Collective Needs — **Job-Related Individual Needs** — **Personal Needs**

Training Directorate

The responsibility of the individual

The group training plan

A special program

Monitoring, execution, and evaluation by the Training Directorate

Individual self-monitoring

Meeting training needs and improving performance

As it appears in the figure above, the design of the training plan follows these steps:

1. Collect various information related to training needs and classify them into three categories:

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- Personal needs of individuals: These are not related to the organization's job requirements but reflect individuals' aspirations and ambitions to expand their skills or knowledge, often unrelated to their current job.

- Individual needs related to current or future positions: These needs are linked to improving performance and mastering job requirements. Individuals may seek training to advance their careers or handle new responsibilities.

- Collective needs: These are specific to work teams or groups within the organization. They often arise when the organization launches new projects or undergoes restructuring, necessitating appropriate training.

2. Accurately determine training needs and categorize them to prepare tender documents during the design phase. The training plan includes the following elements:

   - Training topic or subject matter.

   - Identifying performance gaps and how to address them through training programs.

   - Setting clear objectives for the training programs based on the required knowledge, skills, and behaviors.

   - Allocating the necessary resources and estimating the budget.

   - Identifying the target group of trainees and creating a list of individuals within that group.

   - Determining the time and location that best suits the training.

   - Choosing the type of training that aligns with the set objectives and identified training needs.

   - Specifying the competence criteria required for the training team (instructors).

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- Establishing appropriate evaluation criteria for training programs during and after their implementation.

3-2-2-3 Training Plan Executing: In the execution phase of the training plan, preparing clear tender documents based on the identified training needs is crucial to achieving the organization's training objectives. These documents help answer important questions:What are the training needs? What are the priorities of the HR department in addressing these needs? Where, how, and at what cost can training programs be conducted? Who will be responsible for delivering the training?

By addressing these questions, the HR department can outline the essential elements of its training program. Quality is a primary focus during this phase, aiming to meet the expectations of the trainees, who are the individuals undergoing training. The execution phase involves several steps:

- Selection of the training team, whether internal or external, based on criteria such as quality and cost.
- Distributing the implementation of the training program over weeks or months to facilitate monitoring by the HR department.
- Addressing any issues or deviations that may arise during implementation.
- Preparing periodic reports on training progress, including financial aspects, to be sent to the financial departments for budget monitoring.

Various methods can be used to execute training programs, including:

- Lectures: Suitable for delivering specific information or facts, often involving a large number of trainees. The trainer primarily presents information, and trainees engage by listening and absorbing the content.
- Workshops: Typically centered around a specific topic or problem, involving both experts who discuss their perspectives and trainees with

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practical needs related to the topic. Trainees can ask questions and participate actively.

- Field Visits: Enabling trainees to visit actual work sites, providing practical exposure to real-world situations, complementing theoretical training.

- Practical Demonstrations: These involve practical presentations by either trainees themselves or experienced colleagues, demonstrating how to perform tasks or apply specific concepts in real-life situations.

The choice of methods depends on the training objectives and available resources. After the execution phase, the final step in the training process is evaluation, which involves assessing the results and impact of the training program.

3-2-2-4 Training Plan Evaluation: The role of evaluation in the field of training engineering is to assess the effectiveness of programs designed and implemented by the Human Resources Directorate. This is done with the aim of developing the capabilities and competencies of the human resources and to determine the extent to which these programs align with the set objectives and identify any observed discrepancies. Additionally, it aims to determine the return on investment in training (Tawfik, 2011, p. 120). Experts and researchers have unanimously recognized the importance and difficulty of the evaluation process.

Evaluation doesn't simply stop at identifying weaknesses or negative aspects in program implementation; it also involves making important decisions. J.M. Deketel described training evaluation as examining the alignment of measures and actions taken in the design and execution of training with predefined objectives, with the purpose of making appropriate decisions (Parmentier, 2008,

p. 197). Therefore, evaluation must lead to decisions that can enhance performance in the field of training engineering as a whole.

Given the significance of the evaluation phase, those overseeing it must define its goals and levels, and answer the important question of what and how to evaluate. In 1959, D. Kirkpatrick established a classic framework for training evaluation that remained prevalent for many years (Pottiez, 2011, p. 357). He proposed four levels of evaluation:

1. Reaction Level: Assessing trainees' opinions.

2. Learning Level: Evaluating what trainees have acquired.

3. Behavior Level: Evaluating the transfer of acquired knowledge and skills to the workplace.

4. Results Level: Measuring the impact of training programs on the organization's performance, which represents the ultimate training goals.

A new perspective emerged through R. Sainsaulieu in 1974, highlighting the significant impact of training that is worthy of evaluation. It relates to the role of training in changing the professional identity of individuals (Pottiez, 2011, p. 358). Le Boterf (1990) adopted this idea and developed it within the framework of training engineering. He proposed three levels for evaluating the effects of training efforts:

1. Abilities and knowledge acquired during and after training.

2. Professional behavior of individuals in work situations.

3. Organizational performance through quantitative results.

Le Boterf believes that training can change individuals' behavior in work situations for the better, leading to improved team performance. In addition to these levels, there is the foundational level of evaluating acquired knowledge and skills after training. The most important level for senior management in the organization is the results level, which is related to evaluating the return on investment in training by using quantitative indicators such as production

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volume, work hours, task completion deadlines, output volume, and more. Le Boterf also emphasizes the role of direct supervisors, or executives, in the evaluation process at all levels because of their proximity to individuals. They also play a role in evaluating the effects of training.

Table (3-8): Training Evaluation Timeline

Training Program				
After	In the end	during	before	Evaluation Elements:
			X	Needs
			X	Resources
		X	X	Required Conditions
		X		Objectives
	X	X		Expectations
	X	X		Satisfaction
X		X		Achievements
		X		Relationships
X	X	X		Effectiveness
X	X			Knowledge Transfer
X				Competencies

The source: Parmentier, 2008, p. 204.

Within this dynamic analysis of the various time stages of training evaluation, we can distinguish between immediate evaluation (Evaluation à chaud) and

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post-training evaluation (Evaluation à froid). Immediate evaluation focuses on the individual undergoing the training to determine their satisfaction with the conditions surrounding the training process. This type of evaluation takes place immediately after the training. It also assesses training topics, methods, and the timing and location of the training. Typically, written surveys are used to gather feedback from trainees.

On the other hand, post-training evaluation occurs after trainees return to their workplaces. The responsibility for this evaluation is assigned to the direct supervisor, who continuously assesses the impact of training efforts on the behavior and competence of individuals. Post-training evaluation is crucial because it is directly related to evaluating the impact of training on individuals' competence and performance.

One of the main challenges in the training evaluation process has been defining clear criteria to refer to during this stage of the training journey. This challenge has been overcome in training engineering by assigning clear references as defined by G. Le Boterf, including:

1. Job and position references within the organization: These are defined through job description cards that classify current job positions within the organization. They specify the job requirements, conditions for performing the job, and detailed tasks assigned to the position. Additionally, they consider potential future job positions.

2. Competency references: These define the competencies required for various job positions within the organization. They are used to assess individual performance and to determine training needs. Competency references are also used in training evaluation.

3. Utilization references: These represent quantitative results that individuals and work groups are required to achieve within specific timeframes and

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conditions. They include factors such as required production volume, work hours, absenteeism, and workplace accidents.

4. Training references: These are determined through the practical, scientific, and pedagogical objectives of the training program, which are clearly defined during the training program's design phase. They are reviewed and verified during implementation and are naturally referred to in training evaluation.

Summary: In this discussion, we explored the roles played by human resource management practices in competency management, with a specific focus on competency development. We emphasized the importance of these practices and highlighted that integration and coordination among them enhance their effectiveness, ensuring the achievement of optimal results through a structural approach to strategic human resource management. Training, which develops competencies, and career path management, which prepares the conditions for using the developed competencies, were discussed as critical practices. Additionally, compensation systems, incentives, performance evaluation, and job analysis and description were highlighted as supportive and crucial practices in competency development and building individuals' career futures in alignment with the organization's needs and goals.

Strategic human resource management has seen a qualitative leap in competency management, utilizing new techniques and tools that have improved the performance of human resource management practices under the structural approach. In the next segment, we will delve into competency and position appraisal management as an essential tool that embodies the logic of competency in human resource management.

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The Sixth chapter : Proactive Management of Positions and Competencies - GPEC as a Vital Tool in Competence Management

Introduction: Strategic human resource management distinguishes itself by incorporating a proactive dimension into human resource management, ensuring coherence between the "needs" of positions and professions on one hand, and the "resources" carried by individuals and existing competencies on the other. To achieve this, various tools and means are employed, with one of the most crucial being "Proactive Management of Positions and Competencies" or "GPEC." The added value of GPEC lies in its simultaneous consideration of both quantitative and qualitative aspects.

Quantitatively, attention is given to studying professions and positions, anticipating their growth, stability, or decline in the next three years, and identifying the quantitative needs of suitable human resources during this period. On the qualitative level, GPEC focuses on current and required competencies that align with the organization's strategy (Dejoux, 2013, p:44). This axis will delve into GPEC as a significant tool in strategic human resource management, directing various human resource management practices to manage competencies in harmony with the organization's strategic objectives (Ledoux, 2016, p13).

This chapter covers the following elements:

1. Definition of Proactive Management of Positions and Competencies
2. Evolution of Models for Proactive Management of Positions and Competencies
3. Path of Proactive Management of Positions and Competencies
4. Objectives and Tools of Proactive Management of Positions and Competencies

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5. Fundamental Principles in Building Proactive Management of Positions and Competencies

6. Prospects and Challenges in the Implementation of Proactive Management of Positions and Competencies.

1. Definition of Proactive Management of Positions and Competencies:

The primary objective of Proactive Management of Positions and Competencies (GPEC) is to embody a logic of four dimensions: prediction, proactivity, anticipation, and strategic vision (Bernier, 2008). This aims to reduce discrepancies between the organization's human resource needs and the available resources in terms of quantity and type within a clear strategy with its core focus on "competence management." Based on this, GPEC can be defined as follows:

"It involves developing a set of plans and overseeing their implementation to control the balance between the organization's quantitative and qualitative human resource needs on one hand, and the existing resources, taking into account the strategic plan of the organization or at least the goals clearly defined in the medium term" (Dejoux, 2004, p:38).

Matignon considers it as "a set of practices aimed at designing and implementing preventive and proactive measures for difficulties in achieving the quantitative balance of positions and competencies at both individual and collective levels" (Matignon, 2011, p:08). It is also described as "a set of methods and techniques that monitor developments in the organization's functions in response to its strategy, using a series of measures focused on developing individuals' skills in line with job requirements" (Citeau, 1998, 9:16).

(Amari, Yakhlef, 2013, p. 10) views Proactive Management of Positions and Competencies as "a forward-looking process through which the organization

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seeks to ensure control over its current and future functions and competencies. It involves evaluative activities for human resource management," GPEC.

According to (Boyer et Equilibey, 2003), it is "the process of seeking the necessary ways to adapt the current human resources of the organization to its strategies and future goals."

2. Evolution of Models for Proactive Management of Positions and Competencies:

Examining the evolution of the GPEC model over time allows insight into the expanding scope of its interests. (Dietrich et Pigeyre, 2011) explained the evolution of the GPEC model, and the following table summarizes the development of models for Proactive Management of Positions and Competencies over different time periods:

Proactive Management Table for Human Resources (2-6): Evolution of Models According to (Dietrich et Pigeyre, 2011)

2000years	1990years	Years 1980	Years (1965-1975)	
Organization-Network L'entreprise-réseau	New focus on the organization's original profession (mergers, expansions, organization-network)	Flexible institutions	Large organizations, diverse activities	**Organizational Models**
Lack of economic stability, globalization	Lack of stability, economic globalization	Layoffs crises	Growth, full operation	**Environment**

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Competence and Mobility Management	Competence and Performance Management	Proactive and Preventive Work Management	Individual Proactive Management	**Proactive Management Models**
Professions/Competencies	Competencies/Activities	Individuals/	Individuals/Career Paths	**Analysis Axis**
Individuals' employability	Competencies	Model Positions	Position	**Key Concepts**
Competency and profession benchmarks.	Competency frameworks, annual performance evaluation interviews	Job cards, identification of sensitive positions	Simulation models and research for optimization	**The distinctive tools and methods**

) Dietrich et Pigeyre, 2011, p :63(source :

And it is evident through this table that Proactive Management of Human Resources, according to (Dietrich et Pigeyre, 2011), has evolved from the 1960s until the early 21st century. It progressed from individual Proactive Management to Proactive and Preventive Work Management, then to Competence and Performance Management. Finally, it shifted towards Competence and Mobility Management within Proactive Management of Positions and Competencies.

As for (Gilbert.P, 2003, p:38), he identified the developments in Proactive Management of Positions and Competencies in four fundamental stages, summarized in the following table:

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Table (2-7): Evolution of Models for Proactive Management of Positions and Competencies

Distinctive Methods	Theory/Base	Main Objectives	Job Situation	oncept
Transition and Optimization Models	Scientific Management	Quantity adjustment	Full utilization	Individual Proactive Management
Plans for Career Path Management	Human Relations School	Linking job satisfaction and effectiveness	Full utilization	Career Proactive Management
Job Cards	Citizen Enterprise	Crisis avoidance	Job crisis	Job Proactive Management
Competency Frameworks	Flexible Production Models	Development of individual employability	Job crisis	Competence Proactive Management

Source : Gilbert.P, 2003, p38

The essential characteristics of each model can be highlighted according to the aforementioned stages (Lahoul, 2008, p.14):

1. **Individual Proactive Management (1960s):** Developed during a period marked by the dominance of scientific foundations, the emergence of operations research, and the evolution of information technology. It focused on studying common aspects of workforce development (demographic aspects, entry and exit into the labor market).

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2. **Career Proactive Management (1970s):** This era witnessed the Human Relations School gaining attention. Various methods were employed to identify and plan suitable career paths for individuals. Criticisms included the model's exclusive focus on the individual.

3. **Job Proactive Management (1980s):** Emerged due to labor market imbalances, increased unemployment rates, and layoff crises. This model, emphasizing jobs descriptively more than predictively, became less suitable with the onset of globalization, intense competition, and the need for change management.

4. **Competence Proactive Management (1990s):** This model arose with the increasing need to connect quantitative and qualitative aspects in human resource management. It aligns with individualistic approaches in human resource management and reinforces competency logic. The focus shifted to job content rather than its size, aiming to manage possibilities related to activity content, identifying areas of individual mobility, and potential developments in their career paths.

5. **Proactive Management of Positions and Competencies (GPEC):** In the first decade of the 21st century, the concept of "Proactive Management of Positions and Competencies" crystallized. It reflects the proactive, preventive, and appreciative approach to human resource management. According to (Dietrich et Pigeyre, 2011, p.64), it is a step in human resource engineering aiming to consider individuals as "human resources" aligned with the organization's ambitions, capable of gaining and maintaining a competitive advantage.

3. Career Path of Proactive Management of Positions and Competencies:
Proactive Management of Positions and Competencies takes into account the evolution of professions, jobs, and the qualifications required for them. It works on developing individuals' competencies to respond to these changes in the

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medium term. This happens through interconnected stages summarized by Mallet (1991) in a path starting from recognizing current resources and jobs, then identifying future resources and jobs. The plan is as follows

Figure (2-14): GPEC Diagram According to Mallet 1991
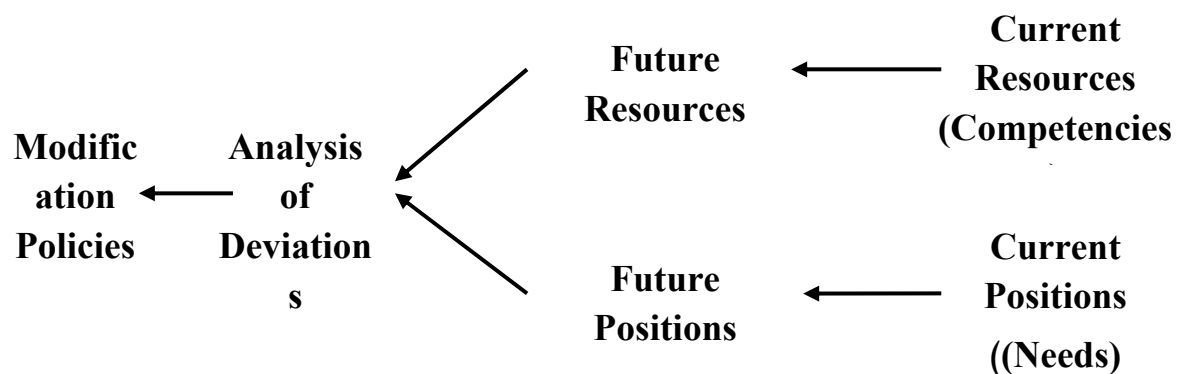
Source: Houessou, 2015, p. 61

Based on this, the application of position and competency management involves adopting several stages, as follows (Meignant, 2000, p. 119):

1. **Stage of Strategic Study and Analysis:** This involves adhering to the organization's strategy to understand and define the development aspects of competencies and job positions.

2. **Identification of Current Resources (Competencies) and Positions:** This stage focuses on determining the current competencies and job positions within the organization.

3. **Estimation of Future Resources and Positions:** Future competencies and job positions are assessed during this stage.

4. **Analysis of Differences or Deviations:** The discrepancies or gaps between current and estimated resources and needs are analyzed.

5. **Development of Modification Policies:** Policies are formulated to address the gaps and adapt to quantitative and qualitative developments in the medium term (3 to 5 years).

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Figure (2-15): The Path of Appraisal Management for Positions and Competencies

```
                    ┌─────────────┐
                    │    The      │
                    │  Strategy:  │
                    └──────┬──────┘
                           ⇓
        ┌──────────────────┴──────────────────┐
        │                                      │
┌───────────────┐                    ┌───────────────┐
│ Current Needs │                    │ Estimation of │
│   (Current    │                    │ Future Needs  │
│  Positions)   │                    │               │
└───────┬───────┘                    └───────┬───────┘
        ↕                                     ↕
┌───────────────┐                    ┌───────────────┐
│    Current    │                    │ Estimation of │
│   Resources   │                    │    Future     │
│   (Current    │                    │   Resources   │
└───────┬───────┘                    └───────┬───────┘
        │         ┌───────────────┐          │
        └────────→│ Extraction of │←─────────┘
                  │  Deviations   │
                  └───────┬───────┘
                          ⇓
                  ┌───────────────┐
                  │ Adjustment  – │
                  │   Policies:   │
                  │  Training   – │
                  │  Mobility   – │
                  │ Recruitment – │
                  └───────────────┘
```
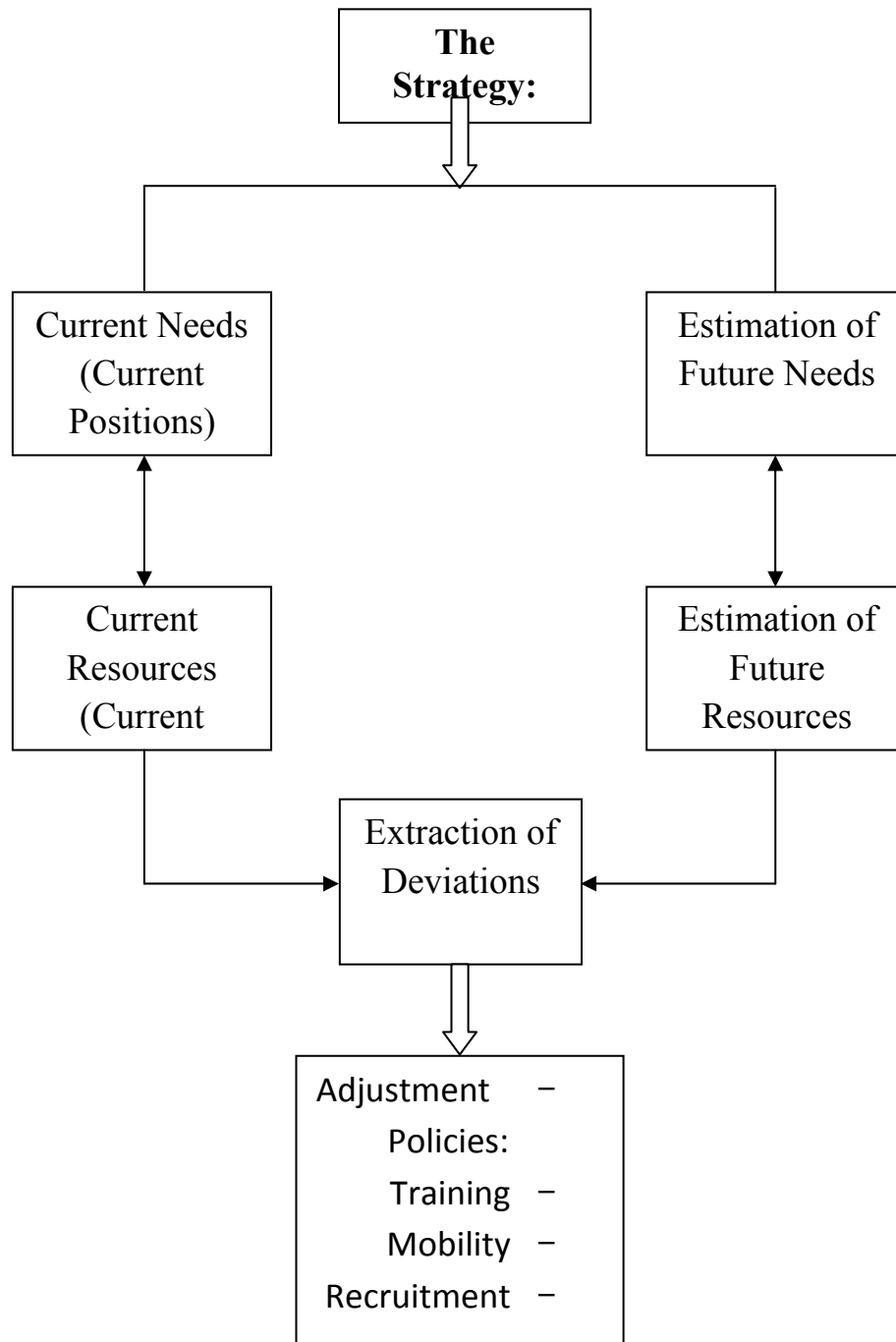
Source : Meignant.A, 2000, p :121

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In the same context, (Dejoux, 2004, p: 43) presented a different perspective on the subject of "GPEC" than many previous research studies, considering the career management path for positions and competencies to include the following stages: the study stage, the action stage, and finally, the evaluation stage:

A. Study Stage: This involves referring to the organization's strategy to identify key aspects such as expected developments in market shares, product development and innovation, searching for new clients and suppliers, all of which require new employment needs and types of competencies. This stage also requires diagnosing the current situation of jobs in terms of their quantity and nature, as well as the existing acquired competencies. This detailed description of current human resources—with a strategic perspective—enables the creation of job and profession profiles linked to current competencies. Jobs are classified into:

- New Jobs: Newly created positions requiring new competencies.
- Sensitive Jobs: Positions essential due to their value and importance, subject to adjustments in the medium term.
- Less Sensitive Jobs: Homogeneous and interchangeable roles necessary for the operation of the work system, subject to adjustment as needed.
- Redundant Jobs: Positions expected to be eliminated in the medium term. Jobs are arranged based on their current or future contribution to achieving added value for the organization. Regarding competencies, the existing ones are analyzed using the organization's methods based on technological and economic levels and market competition. Then, the required competencies are identified, aligning with the evolving recruitment needs of the organization.

B. Action Stage: This is the stage of preparing and implementing appropriate action plans to adjust the discrepancies between the current and required jobs

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and competencies. This involves utilizing available means and applying the following steps:

- Evaluating competencies using various methods such as annual interviews, job profiles during recruitment, and integrating new individuals.

- Developing competencies by leveraging competency assessments and frameworks, the right to continuous training, training to control job requirements, professionalism, and more.

-

  Recognition of competencies through performance evaluation interviews, internal and external mobility management, valuing the roles of individuals with experience and high competencies in training, and most importantly, establishing an effective reward system.

- Transformation of core competencies into a capital of investable and transferable competencies.

C. Evaluation Stage: Dejoux (2004) emphasizes the importance of evaluating and reviewing the implemented plans according to the achieved objectives, as previously defined in the first stage of the "Career Management for Positions and Competencies" path. This stage involves executives, individuals, HR management personnel responsible for training, career path management, recruitment, and others.

The primary goal of career management for positions and competencies is to "place the right person in the right position at the right time" or, more precisely, "the necessary competence in the appropriate position." Additionally, it aims to achieve other crucial goals, including:

4. Objectives of Career Management for Positions and Competencies and Its Tools: Organizations adopting career management for positions and competencies aspire to achieve the following goals through it:

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- Reduce disparities between current and future needs and resources.

- Anticipate the evolution of jobs and competencies in the work environment, expanding career choices for individuals.

- Develop collective competencies and value their role.

- Retain the best competencies and optimally manage their career paths (Ben Brika, 2008).

The most important goal expected to be achieved through GPEC is to achieve balance in human resource management and ensure its optimal use within the organization's strategy. To realize these goals, the implementation of the GPEC path requires the use of a variety of tools in different stages, summarized in the following table:

Table (2-8): Tools for Job and Competency Appraisal

Tool Classification	Objectives	Tools Used
I. Tools Used for Diagnosis (Constat)	Providing an overview of competencies and functions	Distribution of individuals based on positions, age, qualifications, and training level
II. Tools Used for Simulation	Allows for possible projections to adjust deviations	- Age pyramid - Seniority pyramid - Retirement and early retirement - Seniority in the position
III. Tools Used to Identify Job Needs and Understand Job Dynamics	Providing a card for individuals by profession in the appropriate number and required competence	- Job card - Reference for professions and jobs
IV. Tools Used to Ensure	Aim to identify individuals'	- Annual interviews - Training

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Tool Classification	Objectives	Tools Used
the Qualitative Development of Resources	preferences and assess their capabilities	plans - Competency balance - Competency reference

Source : LE CEDIP (centre d'évaluation de documentation et d'innovation pédagogiques) Ministère Français de l'équipement, des transports et du logement (site web consulté le : 10/02/2015)

Table (8-2) classifies the tools used in career management for positions and competencies according to their areas of use. The diagnosis aims to form an understanding of the current competencies and positions, requiring the use of information about positions and the distribution of individuals based on age, qualifications, and training levels existing in the organization. This information can be obtained from human resource diagrams and dashboards within the organization.

In the simulation stage, those responsible for designing and implementing GPEC are concerned with information enabling them to make possible projections based on expectations for the future and the medium term. Therefore, tools such as age pyramids, seniority pyramids, data on retirement and early retirement, and information about seniority in positions are used.

To determine job needs and understand their dynamics, career management for positions and competencies utilizes job cards, competency references, and references for professions and positions. These tools allow for creating cards for the professions and positions required in the organization in the coming period, specifying the required number and suitable competencies.

To ensure the qualitative development of human resources and understand individuals' preferences and evaluate their capabilities, annual interviews, training plans, competency assessments, and competency references are used.

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The use of these tools within career management for positions and competencies is part of the coordination among various human resource management applications, such as job analysis and description, recruitment, training, and performance evaluation.
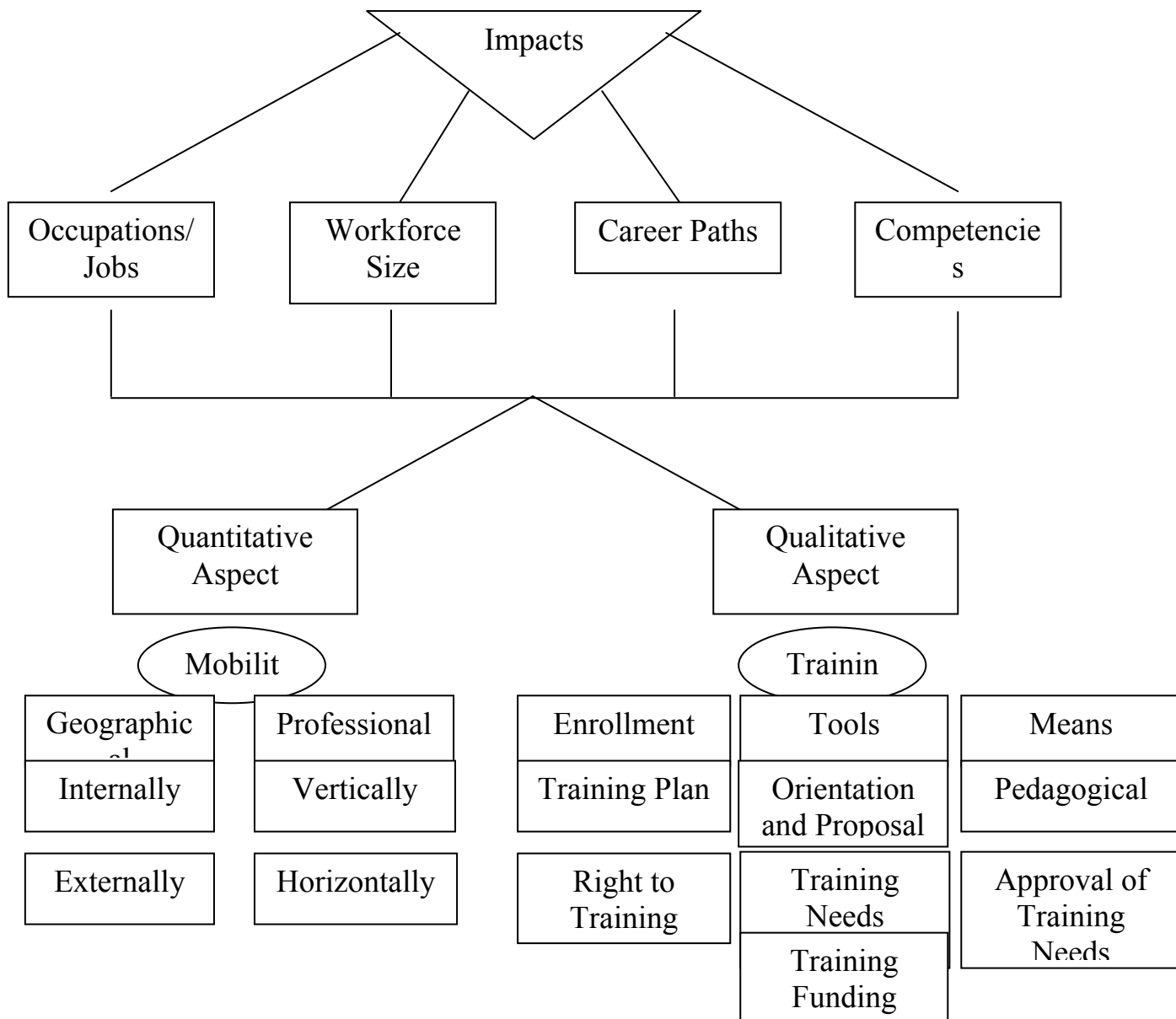
5. Fundamental Principles in Building Career Management for Positions and Competencies: Bernier and Grésillon (2014) mentioned four foundations for building GPEC:

- Organizational strategy.
- The effects of strategy.
- Mobility and its role in managing career paths.
- Training in the service of GPEC.

The researchers presented an illustrative diagram (Figure 2-16) to highlight these foundations, emphasizing the importance of strategy as it determines choices and directions in the medium term to anticipate changes in the environment. Strategy influences four important elements: competencies, individuals' career paths, workforce size, and the evolution of professions and positions in the organization.

Adopting GPEC as a tool in the hands of human resource management allows for developing individuals' competencies and career paths simultaneously. The integration of various mechanisms of career path management and available training plans in career management for positions and competencies makes it achieve synergy and harmony with human resource management practices. This alignment is also consistent with the organization's strategy. Therefore, GPEC embodies the integrative approach between human resource management practices according to the ideas of Davis (2005), Huslid (1995), and Macdduffie (1995).

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The Figure (2-16): Foundations of GPEC Building

```
                          ┌──────────────┐
                          │   Impacts    │
                          └──────────────┘

┌─────────────┐   ┌─────────────┐   ┌─────────────┐   ┌─────────────┐
│ Occupations/│   │  Workforce  │   │ Career Paths│   │Competencies │
│    Jobs     │   │    Size     │   │             │   │             │
└─────────────┘   └─────────────┘   └─────────────┘   └─────────────┘

        ┌──────────────┐              ┌──────────────┐
        │ Quantitative │              │ Qualitative  │
        │    Aspect    │              │    Aspect    │
        └──────────────┘              └──────────────┘

           (Mobilit)                      (Trainin)
```

Geographical	Professional		Enrollment	Tools	Means
Internally	Vertically		Training Plan	Orientation and Proposal	Pedagogical
Externally	Horizontally		Right to Training	Training Needs	Approval of Training Needs
				Training Funding	

Source : Bérnier et Grésillon, 2014, p :19

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Building and adopting position and competency management (GPEC) can only be effective within a strategy that prioritizes it. Emphasis is placed on training and managing career paths in adjustment policies, and the following is expected in the context of GPEC:

Regarding training, since the primary goal is to develop competencies, it cannot be overlooked for achieving alignment between jobs and competencies. Within GPEC, training is utilized in adjustment procedures to enhance individuals' performance, keeping them efficiently engaged in the organization. However, it might also offer them opportunities to join other organizations, posing a challenge for human resource management as invested competencies may leave the organization (Bernier, 2008). Some researchers suggest returning to the classical view that links training to job needs or the current position at a minimum (Peretti, 2012). This helps avoid the departure of competencies through connections between training, salaries, rewards, and promotions.

Additionally, training contributes to addressing workforce surplus issues (Ledoux, 2016, p26). Individuals, after undergoing specific training programs like transformative training, can transition to new professions instead of being laid off, especially in cases of surplus or abandoning certain professions within the organization.

The role of career path management within position and competency management can be summarized through the use of career path management mechanisms as adjustment tools in position and competency management. These mechanisms include:

- **Promotion:** Utilized as an adjustment measure to cover gaps in positions requiring experience or seniority. It also facilitates the replacement of retirees, linking effort in competency development through training to promotion, acting as a motivator for individuals with high competencies to stay in the organization.

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- **Transfer:** Moving employees from one position or unit to another is among the possible solutions to overcome surplus in the first position and shortages in the second. Transfer can also be used to meet an individual's preference for job satisfaction or to improve alignment between an individual's qualifications and the position they hold.

- **Job Rotation:** Primarily aims at equipping employees with the ability to work in multiple positions, achieving greater flexibility in work. It is also a training method and a preparatory tool for promotion.

- **Retirement and Layoffs:** Retirement involves vacating job positions, and if retirements occur in sensitive positions, retirees can be compensated either by appointing them to the position or through promotion or redirection. Early retirement is encouraged by the organization to dispose of surplus, following prevailing laws. Layoffs are proposed solutions for surplus situations and are imposed by the organization's economic circumstances, incurring financial burdens and potentially harming the organization's reputation.

In addition to the aforementioned mechanisms for addressing disparities within position and competency management, human resource management also deals with other practices such as recruitment. This involves seeking new vitality and filling quantitative and qualitative needs by selecting new individuals to cover various job requirements in accordance with the organization's rules.

6. **Prospects for Position and Competency Management and Challenges in Implementation:**

With the strategic management trend in human resources towards individualization, GPEC is also moving towards overall dominance of the individual aspect. This shift towards individualization is not new or alien to GPEC as a tool in the hands of human resource management within the nature of

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predictive position and competency management. GPEC is characterized by two fundamental aspects (Ledoux, 2016, p68):

1. **Collective Aspect:** This aims to monitor the evolution of professions, jobs, and competencies. It identifies procedures and methods to proactively facilitate the adjustment process between the "needs/resources" dualism.

2. **Individual Aspect:** This aims to enhance the development of individual capabilities, promote individual competency development, and improve the employability of each individual within the organization within the framework of their career path (Rouilleault, 2007). Literature in strategic human resource management is increasingly focusing on the individual dimension, potentially leading to the emergence of a new model for predictive human resource management centered around the individual.

As for the practical challenges that may hinder the path of GPEC, the most important ones include:

- **Considerable Cost:** The substantial cost of designing, implementing, and monitoring a position and competency management project.

- **Establishment of an HR Information System:** The need for an information system for human resources that supports position and competency management.

- **Internal Communication Activation:** The importance of activating internal communication to accompany various stages of position and competency management.

Since position and competency management primarily rely on human resource management practices, these practices must be at the required level in terms of using control tools for competency management. There should be coordination and synergy between these practices.

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A variety of human resource management practices are employed within the framework of position and competency management. These practices are policies to adjust deviations resulting from comparing the organization's future human resource needs with the available internal resources and the external labor market. Decisions are made at the human resource management department to address deviations. Most decisions at the adjustment policy level relate to training and career path management. This underscores the important role these functions play in supporting position and competency management, in addition to other functions such as recruitment, performance evaluation, wages, and incentives.

In summary, position and competency management is a tool used by organizations today to control future job requirements. It is applied at the human resource management level through a combination of practices aimed at managing competencies in a way that aligns with the organization's needs. It operates within a clear strategy that defines the organization's future goals regarding human resources. Therefore, it is a strategic tool that allows the clear delineation of career paths for individuals, revealing new, modified, or eliminated positions. GPEC embodies the logic of competency in strategic human resource management, relying on competency development and performance improvement while anticipating the developments that characterize the economic, strategic, and technological environment of organizations.

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