

THE MANAGEMENT OF HUMAN SKILLS AS A DIMENSION FOR THE STRENGTHENING OF UNIVERSITY GOVERNANCE

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Abstract

In the order of speeches, human resources are always the first asset of the university. Thus, for such a crucial resource as human resources to be properly exploited, it is worthwhile to give it the importance it deserves. However, considering the value of human resources is futile if it is not accompanied by particular attention paid to the various factors related to this dimension. This critical perception of the current state of skills governance sheds light on the field of research in Morocco by taking stock of the decisions taken in terms of skills management and the conditions required for its revitalization, to bring the Moroccan university out of the lethargy it has been facing for several decades. The human factor is the key element that can lead the university to success as it can easily lead to its failure. A good skills governance must bring to the university qualified resources, always more competent and, with knowledge of new technologies, it ensures this mission through e-recruitment and continuing professional training.

Keywords: Skills Governance, Human Resources Management, E-Recruitment, Continuing Professional Training

1. INTRODUCTION

The purpose of university governance is to provide strategic direction, to ensure that objectives are met, that risks are properly generated and that resources are used responsibly. On the matter of resources, it is well emphasized that the development of human capital in the university and institutions of higher education is a fact that does not need to be demonstrated.

In his Speech of October 10, 2014, on the occasion of the opening of the 1st session of the 4th legislative year of the 9th legislature, His Majesty the King emphasized that "human capital is Morocco's major asset in all its economic, social, political and human rights achievements, and the highest importance must continue to be given to the training and qualification of a citizen who is proud of his or her identity and open to universal values, in particular through the continuation of the reform of the Education and Training System (The Moroccan Press Agency. 2014). As a result, the governance of skills is now more important than ever for the dynamics and development of organizations. Indeed, the rapid evolution of the socio-economic environment, the competitive pressures, and the globalization of markets in the digital era and artificial intelligence impose these organizations' continuous adaptations of their competencies, as an indispensable condition, to successfully conduct their business (Alexandre L. 2017). In these adaptations, the human factor remains the hardcore, the pivotal element on which any organizational structure must act as a priority. The beginning of the 21st century is characterized by the consideration of the HRM component in public management, not only by its scope but also by the diversity of the practices implemented (Le Boterf G. 2004).

Some approaches will aim at transforming all human resources policies, others will be limited to some of these variables.

To this end, the problem revolves around the following central question:

How can we assess the competence of human capital within the University of Sultan Moulay Slimane?

To answer this problem, we will address the following research questions:

- To what extent do e-recruitment and continuing professional training improve the performance of Sultan Moulay Slimane University?
- What is the mastery rate by type of skill at Sultan Moulay Slimane University?

Our research contributes to the understanding of the organizational and functional change inherent in the culture of good governance of skills in Moroccan universities. To concretize the results, this work consists of a field study on the case of "Sultan Moulay Slimane University" and it is subdivided into two parts: The first part includes the review of related literature: the link between HRM and the governance of skills, the new practices of HRM which are e-recruitment and continuing professional training, as well as the strategic vision of the 2015-2030 education reform. The second part presents the functional assessment model and the data collection method used for the assessment of human capital competence at Sultan Moulay Slimane University, as well as the results and recommendations of our empirical study.

2. THE GOVERNANCE OF SKILLS IN THE MOROCCAN UNIVERSITY

2.1 The current context

Today, higher education in Morocco is called upon to redefine its functioning with reference to the quality assurance model to fully realize its high missions within the framework of the Strategic Vision 2015-2030 (Superior Council of Education, Training and Scientific Research, 2015). The 2015-2030 Strategic Vision recommends in the short term the implementation of an action program aimed at training and recruiting 15,000 teacher-researchers by 2030 (Madoun A. 2015), as well as a good number of administrative staff to accompany the creation of new institutions. However, it must be noted that public policy did not display a clear, coherent, and prospective action to strengthen university human capital and ensure its succession. This lack of policy is factually perceptible through at least four parameters:

- The continuous deterioration of the framing rate since the 2000 reform and even after the implementation of the vision in 2014
- The inversion of the age and grade pyramid over a decade and a half
- A low parity index despite a slight improvement
- Deterioration of the participation rate in the competition for administrative staff (more specifically the competition for technicians)

Among the outstanding measures in the management of human resources concerning teachers' researchers, there was the operation of voluntary departures in 2005 (Ministry of Modernization of Public Sectors, Kingdom of Morocco. 2005) barely 4 years after the reform by the charter of 2000 (National Instance for the Evaluation of the Education, Training and Scientific Research System. 2015), the operation of transformation of the administrative posts having a doctorate in a post of teacher-researcher, and the introduction of the operations of recruitment by contracting doctoral students with the starting of the vision. Knowing that these last two operations do not take place anymore in the university (Oukerzaz H. 2022), it is necessary to note that in the long term, the most important factor of success rests on what has been perhaps neglected until now, namely: the recruitment and the continuous professional training.

2.2 The link between the governance of university skills and human resources management

According to Mohamed Aboussalah, Director of Higher Education and Pedagogical Development of the Ministry of Higher Education, Scientific Research and Continuing Training (MSEFRFC, 2014), with regard to the axis relating to the development of university governance This plan aims at several changes through 9 projects including the modification of the law 01-00 and the establishment of the National Agency for Evaluation and Quality Assurance of Higher Education and Scientific Research, and the operationalization of its missions (MESRSFC, 2015) (Elhissi Y., Melliani H. and Hachimi H. 2022). The figure below shows the 9 projects related to Governance development:



Figure 1: Governance Development Projects. (Mr ABOUSSALAH, 2016)

As part of the governance of skills, this plan provides for the planning of needs and the improvement of human resources management in the sector. Several measures have been put in place, including:

- Identification of the problems related to administrative and pedagogical framing and the deficit in human resources in the universities,
- Carrying out a study to determine the precise needs of professors' researchers and administrative staff, particularly in the promising specialties,
- Estimate the annual needs to proceed to the replacement of the retirements, improve the level of supervision, face the increase of students, and create new establishments.

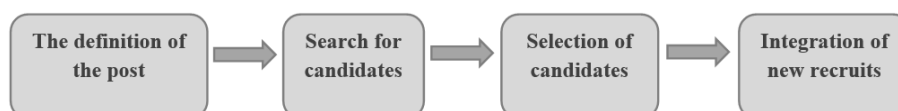
Human resources management can no longer be considered a way to translate the university's objectives into action. It is increasingly called on to ensure good governance with respect to all the university's stakeholders, as well as a rapid capacity to adapt to environmental changes.

Whether it is in terms of efficiency and effectiveness at work, qualifications, motivation, availability, complementarity, or conflict of interest. Human resource management and the proper application of governance are considered critical factors in achieving organizational objectives. Therefore, to achieve organizational success, performance, and satisfaction, there must be complementarity between human resource management and university governance.

2.3 E-Recruitment

Recruitment is an essential part of skills governance and can be defined as "the process of seeking out the right talent and getting them to apply for jobs in the organization" (Sinha V. and Thaly P. 2013). To avoid recruitment failures, universities and higher education institutions are trying to improve the profiling of successful candidates and are trying to solve the problems related to the retention of applicants for certain competitions, particularly those for technicians and administrators. Indeed, identifying, attracting, and recruiting the right talent is a key success factor in any talent management strategy (Gallardo-Gallardo E., & Thunnissen M. 2016). According to Armstrong, talent can be defined as the totality of an employee's abilities, including attributes such as skills, knowledge, experience, intelligence, and character (Armstrong M. 2006).

In the same vein, the performance of a university relies heavily on the quality of its human resources management, which evolves through the identification and attraction of new quality employees from the recruitment process (Barber A. E. 1998). Boudi and Qachar affirm that the human resource function has become a true business partner and is an indispensable partner in strategic decisions (Boudi Y. & Qachar A. 2018). Recruitment is therefore the first step in a comprehensive approach to skills management. Peretti divides the recruitment activity into 4 steps (Peretti J-M. 2004):



In recent years, recruitment has changed dramatically, both internationally and in Morocco, not only due to the widespread use of the internet but also due to the increasing implementation of new technologies (software and recruitment platforms) in the workplace.

This technological innovation (E-Recruitment) improves the recruitment process and allows universities and higher education institutions to save money, update job offers and their status at any time, shorten the recruitment cycle, identify, and select the best knowledge and potential from a wider range of candidates and offers the university the possibility to improve its image and profile (Anad J. & Chitra D.S. 2016).

2.4 Continuing professional training

Continuing training is considered in our analysis as a factor that, like labor and capital, enters the performance function of the university. It can also help the university to avoid optional recruitment by ensuring that existing employees can adapt to the progress of the activity department. From the perspective that learning new skills must become a lifelong process. The permanent training and qualification of functionaries are becoming a necessity and a must for the better performance of all universities. Universities today increasingly share the conviction that the quality and competence of their staff, at any level, are essential and primary factors for success. However, the reality is that the chances of accessing continuing training are dependent on the hierarchy of diplomas. The higher the degree, the greater the probability of access to training (Meignant, A. 2006). The success of a training policy depends on the effectiveness of its system and its practices. The practices are the ways of doing things (the operational implementation) that the university can use to carry out all the activities of the training system, to obtain the best-expected results. According to Meignant, there are four pillars that represent the practices of this system (Hanchane S & Lambert M. 2003):

- Collection and analysis of training needs
- Design of the specifications
- The realization of the training plan
- Monitoring, evaluation, and effects of the training system

In the case of Sultan Moulay Slimane University, the need for training is through the request of the functionaries, which shows a strategy well adapted to their requirements. Or it is the university that proceeds to the realization of a program offering a wide choice of training in line with the needs and challenges of the sector. The training is done externally by resorting to private organizations, and it is at the level of the training center within the presidency of the university where the training cycles are organized. The administration distributes evaluations at the end of each training session so that participants can evaluate the content of the training as well as the trainers and allow the training department to improve the next training sessions. In the case of Sultan Moulay Slimane University, training certificates are also issued.

3. RESEARCH METHODOLOGY AND ANALYSIS OF RESULTS

3.1 The Evaluation of Human Capital Skills

Competency assessment is a fundamental task since it involves evaluating the competence of individuals to certify that they can practice their profession independently and according to established criteria. In our study, we are going to use the MEF model (functional evaluation model), which contains four axes:

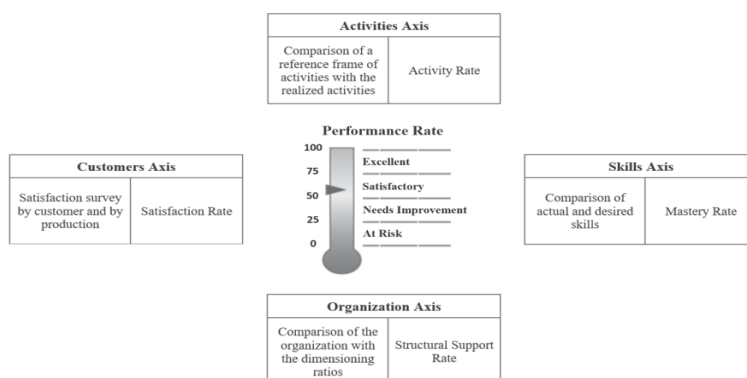


Figure 2: The structure and operation of the MEF (Autissier V. & Delaye V. 2008)

In this article, we will focus on the skills axis. This axis qualitatively evaluates human resources through the competencies that must be known and mastered by the people who occupy the function. The required skills are of three types:

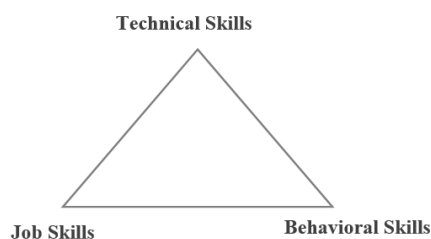


Figure 3: The three functional skills (Moumen K. 2017)

- Technical skills, which list all the know-how related to a specific task in a specific field (they are sometimes called "functional skills" because they represent the professional fundamentals of the function occupied. These skills can be associated with prospective skills that allow for the evolution and improvement of practices).
- Behavioral skills, whose objective is to test the relational skills of individuals and to highlight those that are the most discriminating in the context of their activity.
- Cognitive skills related to the intelligence of the job, which ensure the knowledge and understanding of the position held and the strategy of the University in our case.

The performance rate is a percentage measure that allows us to qualify the skill analyzed by distinguishing four typical situations as shown in the barometer below:



Figure 4: Performance Rate Barometer (Daanoue R. and Ait Lhassan I. 2016)

- The "Excellent" situation is characterized by a performance rate of over 75%. The person completes all the required tasks with a good command of all skills.
- The "Satisfactory" situation, with a performance rate ranging from 50% to 75%. The person is average everywhere, doing what is asked of him/her. However, he/she does not show innovation and does not seek to improve.
- The "Needs Improvement" situation illustrates a performance rate between 25% and 50%. Some points of the analysis reveal serious problems, which require corrective actions as soon as possible.
- The "At Risk" situation is determined by a performance rate below 25%. This is an emergency situation because errors detrimental to the university can be made.

3.2 Data Collection Method

A field study was established at the University Sultan Moulay Slimane now present in all provinces of the region Beni Mellal-Khenifra (Morocco); this study aims to assess the skills of the human capital of the University. The evaluation grid was sent to the 12 institutions of higher education and to the Presidency of the University Sultan Moulay Slimane (Sultan Moulay Slimane University. 2019). The functionaries must mention their state of knowledge and mastery of each of the skills by ticking one of the boxes of the table in the evaluation grid. The number of points obtained leads to calculating a rate of mastery by categories of skills and an overall mastery rate. The possible answers are different according to the type of skills, but their value is identical with four levels of evaluation as shown in the following table.

Table 1: Rating of the different types of skills (Le Goff J. & Bensebaa F. 2009)

Technical Skills	Behavioral Skills	Job Skills	Points
I mastered	I mastered	I know and I use	1
I practice	I can handle it	I know but I don't always take it into account	2
I know	I have difficulty	I know a little	3
I don't know	I can't do it	I don't know	4

The mastery rate is calculated as follows: the sum of the points for the different affirmations, divided by the number of affirmations and multiplied by 100 for a percentage display.

3.3 Analysis of the results

The evaluation grid was sent to the 12 institutions of higher education and to the presidency of the University Sultan Moulay Slimane. The number of responses obtained is counted as follows:

Institutions	Number of answers
Presidency	24
Faculty of Letters and Human Sciences (Beni Mellal)	68
Faculty of Sciences and Techniques (Beni Mellal)	87
Polydisciplinary Faculty (Beni Mellal)	56
Polydisciplinary Faculty (Khouribga)	27
Faculty of Economics and Management (Beni Mellal)	25
National School of Commerce and Management (Beni Mellal)	23
National School of Applied Sciences (Beni Mellal)	26
National School of Applied Sciences (Khouribga)	34
Higher School of Education and Training (Beni Mellal)	17
Higher School of Technology (Beni Mellal)	26
Higher School of Technology (Fquih Ben Salah)	11
Higher School of Technology (Khenifra)	18
Total	442

- We notice that the Faculty of Letters and Human Sciences (Beni Mellal) and the Faculty of Sciences and Techniques (Beni Mellal) and the Polydisciplinary Faculty (Beni Mellal) are those that show the highest response rates; this is normal since they are the oldest faculties. Therefore, they have a greater number of professors and administrative staff.
- On the other hand, the Higher School of Technology of Fquih Ben Salah and Khenifra are those that show the minimum number of responses.

Mastery rate of technical skills

Institutions	Mastery rate of technical skills
Presidency	77%
Faculty of Letters and Human Sciences (Beni Mellal)	50%
Faculty of Sciences and Techniques (Beni Mellal)	78%
Polydisciplinary Faculty (Beni Mellal)	69%
Polydisciplinary Faculty (Khouribga)	60%
Faculty of Economics and Management (Beni Mellal)	70%
National School of Commerce and Management (Beni Mellal)	71%
National School of Applied Sciences (Beni Mellal)	67%
National School of Applied Sciences (Khouribga)	76%
Higher School of Education and Training (Beni Mellal)	69%
Higher School of Technology (Beni Mellal)	63%
Higher School of Technology (Fquih Ben Salah)	52%
Higher School of Technology (Khenifra)	53%

Concerning the performance rate in technical skills and referring to the performance rate barometer (figure 5):

10 institutions among 13 their situations are "satisfactory" with a performance rate ranging from 50% to 75%.

In addition to the Presidency, two other institutions have an "excellent" situation with a performance rate above 75%, this is logical since the Faculty of Science and Techniques (Beni Mellal) and the National School of Applied Sciences (Khouribga) are the institutions that offer purely scientific and technical training which obliges the professors and administrators to update their skills to master and be up to date with the new tools and platforms used

Overall, we can say that the establishments under the Sultan Moulay Slimane University, master in a satisfactory way the functional skills which include:

• Ms Office (Word, Excel, Outlook, PowerPoint, One Note, Access)	• E-learning tools (Moodle/Teams)
• Ability to use the digital space of the human resources	• Good analytical ability
• Ability to use the e-recruitment platform	• Ability to use the digital order office
• Ability to use the Webeep-USMS Finance platform	• Knowledge and use of different types of information technology equipment
• Good writing ability	• Language skills (French/English)

Mastery rate of behavioral skills

Institutions	Mastery rate of behavioral skills
Presidency	85%
Faculty of Letters and Human Sciences (Beni Mellal)	78%
Faculty of Sciences and Techniques (Beni Mellal)	82%
Polydisciplinary Faculty (Beni Mellal)	70%
Polydisciplinary Faculty (Khouribga)	55%
Faculty of Economics and Management (Beni Mellal)	79%
National School of Commerce and Management (Beni Mellal)	77%
National School of Applied Sciences (Beni Mellal)	75%
National School of Applied Sciences (Khouribga)	78%
Higher School of Education and Training (Beni Mellal)	77%
Higher School of Technology (Beni Mellal)	70%
Higher School of Technology (Fquih Ben Salah)	65%
Higher School of Technology (Khenifra)	61%

Regarding the performance rate in behavioral skills and referring to the performance rate barometer (figure 5):

- 8 institutions out of 13 their situation is "excellent" with a performance rate above 75%. The other 5 institutions are "satisfactory" with a performance rate ranging from 50% to 75%.

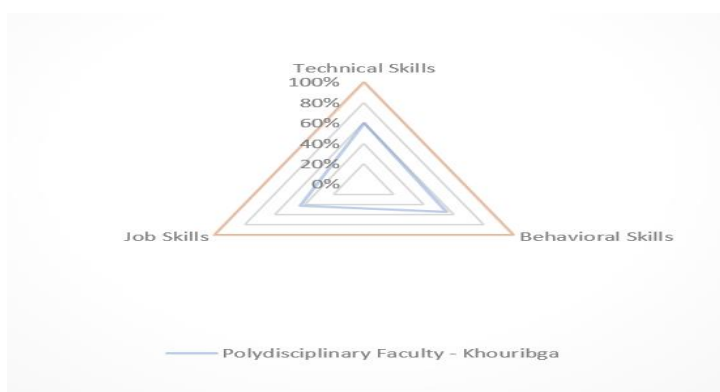
Behavioral competencies refer to the non-technical side of a job and are usually acquired and developed through life experience. As expected, in our university context, the performance rate

in behavioral skills is more than satisfactory in all institutions under Sultan Moulay Slimane University, these behavioral skills include:

▪ Rigor in work	▪ Knowledge and respect of the rules
▪ Capacity for abstraction and logic	▪ Ability to take initiative / creativity
▪ Ability to get organized and prioritize tasks	▪ The ability to work under pressure and manage stress
▪ Sense of responsibility / reliability	▪ Good Relationship
▪ Teamwork	▪ Ability to update knowledge

The university environment and the daily contact with students, push the administrative and professorial staff to develop their human and relational qualities, this is visible since most behavioral performance rates are higher than 70%.

Nevertheless, we notice that the Poly disciplinary Faculty (Khouribga) is the institution that displays the minimum rate in terms of behavioral skills, namely 55%. Although this rate is higher than the average, this reduction is justified by the large number of claims received in the schooling service.

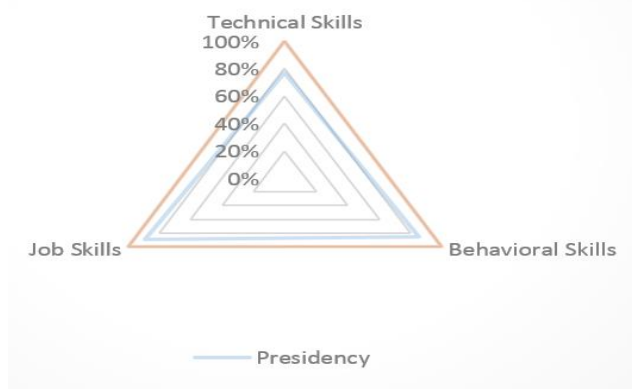


Mastery rate of job skills

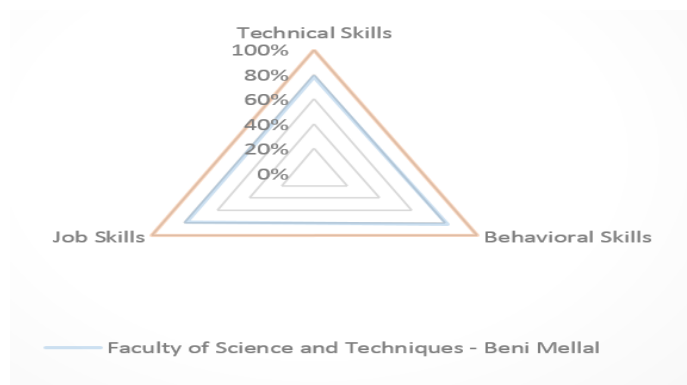
Institutions	Mastery rate of job skills
Presidency	89%
Faculty of Letters and Human Sciences (Beni Mellal)	71%
Faculty of Sciences and Techniques (Beni Mellal)	79%
Polydisciplinary Faculty (Beni Mellal)	65%
Polydisciplinary Faculty (Khouribga)	43%
Faculty of Economics and Management (Beni Mellal)	64%
National School of Commerce and Management (Beni Mellal)	53%
National School of Applied Sciences (Beni Mellal)	55%
National School of Applied Sciences (Khouribga)	62%
Higher School of Education and Training (Beni Mellal)	50%
Higher School of Technology (Beni Mellal)	46%
Higher School of Technology (Fquih Ben Salah)	31%
Higher School of Technology (Khenifra)	25%

Regarding the performance rate in terms of job skills and referring to the performance rate barometer (figure 5):

1. We note that only 2 institutions among 13 have an "excellent" situation:



- a) The Presidency of the University with a rate of 89%. Indeed, the presidency is the core of the University's decision-making; this ensures knowledge of the specificities of the University for almost all the functionaries who work there.



- b) The Faculty of Science and Technics (Beni Mellal) with a rate of 79%, this faculty is among the oldest of the University, in addition to that it is considered the best organized in the services within the deanship, as well as the departments, and it has the largest number of functionaries. And for its performance to last, all the staff members, whether they are the oldest or the newest recruits, feel obliged to know the organization and functioning of the University; hence the 79% professional competence rate.
2. 7 out of 13 establishments have a "satisfactory" situation with a performance rate ranging from 50% to 71%.
 3. 4 out of 13 establishments have a "needs improvement" situation with a performance rate ranging from 25% to 46%:
 - a) The Polydisciplinary Faculty (Khouribga) has problems with its different services as mentioned before.

- b) The Higher School of Technology of Beni Mellal and Fquih Ben Salah as well as that of Khenifra, are new establishments and their functionaries are almost all new recruits, which explains this decrease in the rate. We also notice that the HST of Khenifra and Fquih Ben Salah have the lowest rates close to the situation "at risk" this can be explained by the existence of the majority of establishments in the city of Beni Mellal city where is also the Prescience which makes them closer to the decisions of the University, unlike the other two establishments which are in the cities of Khenifra and Fquih Ben Salah city.

Overall, we can say that 9 institutions under the University Sultan Moulay Slimane, master satisfactorily to excellent the job skills that include:

▪ Knowledge of the University strategy	▪ Knowledge of the major projects
▪ Knowledge of the University's services	▪ Knowledge of the University's missions
▪ Knowledge of the University's partners	▪ Knowledge of the University's customers
▪ Knowledge of the organization and functioning of the University	▪ Knowledge of regional policies related to the University
▪ Knowledge of the I&T environment of the University	▪ Knowledge of the history, culture, and value system of the University

The other 4 institutions are in the "needs improvement" situation which illustrates a performance rate between 25% and 50%. Some skills of the analysis show serious problems, which require corrective actions as soon as possible.

Overall mastery rate

The skill mastery rates obtained for the three types of skills are then averaged to get an overall rate, as shown in the following chart:

Institutions	Overall mastery rate
Presidency	83,67%
Faculty of Letters and Human Sciences (Beni Mellal)	66,33%
Faculty of Sciences and Techniques (Beni Mellal)	79,67%
Polydisciplinary Faculty (Beni Mellal)	68%
Polydisciplinary Faculty (Khouribga)	52,67%
Faculty of Economics and Management (Beni Mellal)	71%
National School of Commerce and Management (Beni Mellal)	67%
National School of Applied Sciences (Beni Mellal)	65,67%
National School of Applied Sciences (Khouribga)	72%
Higher School of Education and Training (Beni Mellal)	65,33%
Higher School of Technology (Beni Mellal)	59,67%
Higher School of Technology (Fquih Ben Salah)	49,33%
Higher School of Technology (Khenifra)	46,33%

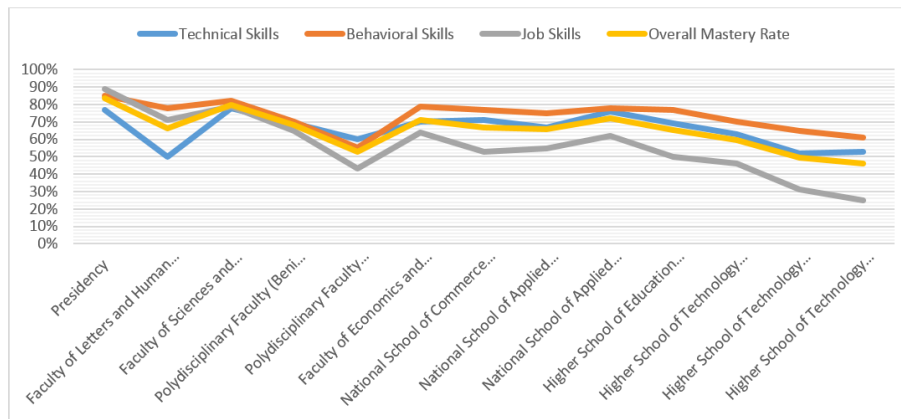


Figure 5: Summary of mastery rates

The graphical representations in Figure N°5 allow us to discern the strengths and weaknesses of the various skill categories, and thus orient recruitment and training actions to correct any drift.

4. CONCLUSION

The great challenge for the skills governance within Sultan Moulay Slimane University is to search and retain key talents in terms of human resources. The first research question shows the crucial role of e-recruitment and continuing professional training, these two practices are essential pillars for good skills governance within the University, and we tried to highlight their importance in the first part of our research. There is a need to continuously measure the skills of functionaries by collecting data and developing indicators to measure a wide range of data points. The ability to develop the appropriate recruitment and training measures depends in large part on using such data to identify gaps and set targets. This will be explored in the next work by following our survey of Sultan Moulay Slimane University functionaries.

To conclude, the governance of university skills is by nature the means of execution of the university's policy. It allows to satisfy the needs of the users (university professors and administrative staff), make higher education institutions dynamic and flexible, credible in the eyes of investors, is attentive to the needs of students, and provides support for the development of government policies. Strengthening the governance of skills takes time and government commitment, which can sometimes be difficult depending on the country. Decisions about skills governance (or any other public action) are fundamentally linked to funding issues.

However, political calls to invest in skills and skills development are constantly threatened to be superseded by more urgent and short-term exigencies.

To address these challenges, we recommend:

- Provide adequate resources by setting long-term budgetary goals
- Drawing on multiple funding sources while being mindful of equity

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