

**Developing digital human competencies as a mechanism to
achieve the excellence performance of organizations in the light of
transformation towards a knowledge economy – Theoretical analysis –**

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Abstract:

The knowledge economy refers to a set of strategic changes in the nature of the economic environment and its organization to become more responsive and in harmony with the challenges of globalization, information and communication technology and the globalization of knowledge, which prompted institutions to pay attention to the development and evolution of their human competencies to integrate into this economy. This study aims to identify the role of developing digital human competencies in achieving excellence performance of organizations in the era of increasing innovations in the use of modern information and communication technologies and the resulting numerous applications in the field of artificial intelligence, cloud computing, robotics applications, etc.

The study concluded that digital human competencies represent the main pillar on which organizations are based in the era of digital transformation due to their knowledge, smart digital skills and behaviors that will raise the level of performance in the organization and thus achieve leadership and excellence.

Keywords: Knowledge economy; Human competencies ; Digital human competencies ; Developing digital competencies ; excellence performance.

Jel Classification Codes: D80; M54.

1. INTRODUCTION

In light of the challenges imposed by the business environment towards the transition to a knowledge economy, human resources have come to be seen as real assets and strategic capital that exceeds the value of physical capital.

This fact has made investing in competencies the optimal investment for the organization to improve its performance and thus achieve a kind of distinction over other competitors, as competition no longer depends primarily on physical forces, but has become based primarily on the efficiency of the human element, and thus competency management becomes one of the important strategic systems in human resource management to achieve a level of excellence and creativity.

This is what we will try to highlight in this study by addressing the development of human competencies with a focus on digital competencies as it tends to develop the organization's competitive capabilities and capacities through the development of its digital skills capable of making optimal use of information and communication technology technologies as one of the main pillars of the knowledge economy.

This study seeks to address an important issue, which is the search for the policy of developing digital human competencies and how organizations can adopt it to achieve excellence and bring about some kind of change and development at their level by increasing the current and future productivity of individuals and raising their abilities to accomplish tasks by improving their knowledge and digital skills, which we will try to clarify in this study, trying to answer the following question:

How can organizations seeking to integrate into the knowledge economy achieve excellence through the development of their digital human competencies?

To answer the question, we adopted the **following hypothesis:**

The digital competency development policy provides the organization with human competencies distinguished by creativity and innovation, which are the most valuable and rare competencies that modern organizations

Developing digital human competencies as a mechanism to achieve the excellence performance of organizations in the light of transformation towards a knowledge economy – Theoretical analysis –

seeking to integrate into the knowledge economy aspire to acquire and maintain in order to achieve excellence and distinction.

This study aims to clarify the importance of organizations practicing the process of developing digital human competencies and the need to adopt an effective strategy to ensure a smooth integration into the knowledge economy. Based on the idea that organizations form an influential and influential entity that is affected by its environment, it is imperative for them to guarantee themselves a place among the list of actors, and this can only be achieved by developing their capabilities and competitive energies by developing the competencies of their people and investing optimally in them in a way that enables them to achieve excellence and leadership in light of the rapid changes in the current economy in all aspects, especially technological ones, which are mainly due to the information and communication revolutions that have formed a starting point for exponential growth of many activities.

In our study, we used the descriptive method because it is consistent with this type of studies by describing the studied phenomenon and its various variables by relying on various references from books, university theses, journals... We also used the analytical method where we analyzed the digital human competency development policy in all its dimensions in order to derive the importance of its adoption by organizations in light of the shift towards the knowledge economy, and then emphasize the need to activate it and ensure its success to achieve leadership and excellence in performance.

2. Organizational performance in the context of integration into the knowledge economy

2.1. A theoretical reading of the knowledge economy:

The knowledge economy is a recent trend in the global economic vision, where knowledge is seen as the engine of the productive process and a key commodity that helps accelerate innovation and technological development. The expansion of the use of knowledge and the increasing reliance on computerization, big data analysis and automation has become a

feature of the new global economy, which has become more dependent on intellectual capital and skills and less dependent on traditional elements of production.

The knowledge economy is defined as an economy based on the human resource that produces, uses and disseminates knowledge and information, so that it is characterized as an economy of abundance rather than scarcity, as most resources are depleted by consumption, while knowledge is increased by use. It can also be defined as an economy based on the intellectual and creative abilities of individuals, and views the human being as a creator of knowledge. (Aqib and others, 2024, p 183)

The growth of the knowledge economy is the result of a number of factors: globalization and the great openness between markets and countries; the information revolution, which increased the dependence of production on information and knowledge; the spread of networks, including the Internet, which made the world a single village more than ever before; and demographic and social changes that led to increased demand and increased ability to use networks (Jaradat and others, 2011, p. 67). The World Bank has identified four pillars of the knowledge economy: (Al-Silmi, 2014, p p 74-75)

a- Education & Training: as trained manpower is required to create, share and utilize knowledge.

b- Information Infrastructure: the technologies required to facilitate effective communication, transfer and processing of information.

c- Economic incentive & Institutional Regime: An organizational and economic environment that allows the free flow of information, supports investment in information and communication technology, and encourages entrepreneurship is the centerpiece of the knowledge economy.

d- Innovation systems: There must be a network of research centers, universities, institutes and community groups that allow the information and communication knowledge stock to be developed, assimilated and channeled to local needs and help create new knowledge.

In the context of the knowledge economy, specialized knowledge and skills appear in the organization either as productive assets that are used to

produce goods and services or as a final product that can be sold and marketed. Therefore, it is important to develop human skills as they provide innovation and idea generation, optimize the use of information and communication technologies, and develop superior management systems that allow for excellence in organizational performance to effectively integrate into this new global economy.

2.2. The excellence performance of organization.... Concept and requirements:

In the knowledge economy, excellence performance is no longer an option for organizations, but has become an inevitability imposed by various circumstances and external forces. The concept of excellence appeared at the forefront of the developments left by the knowledge revolution, and it refers to two axial dimensions in modern management that cannot be realized without the other: (Al-Silmi, 2002, p. 12).

The first dimension reflects the real purpose of management, which is the pursuit of achieving unprecedented results to outperform those who compete with it by the logic of learning , **i.e. the pursuit of excellence.**

The second dimension refers to the fact that all the actions, decisions, systems and activities adopted by the administration must be characterized by superior quality that leaves no room for error and deviation, so that the correct actions are implemented correctly and completely the first time, **i.e. everything issued by the administration is characterized by excellence.**

excellence performance is defined as the various planned organizational efforts aimed at achieving a sustainable competitive advantage, through the organization's ability to achieve its goals through the effective use of available resources, and to make its human resources rely on creative methods in carrying out the work assigned to them.

The general meaning of excellence performance is that the organization employs the material, human and organizational capabilities and capabilities to achieve excellence in the level of performance, which makes it in a competitive position distinct from the rest of its competitors, and achieves survival and continuity. (Arqawi & Al , 2018 , p p 32-50)

The excellence performance of an organization can be expressed by a number of qualities, the most important of which are:

- Multiple skills, distinctive competencies, and the constant striving to improve performance;
- Senior management characterized by commitment, foresight, and the participation of all individuals;
- Impartial and objective evaluation of the current and future performance of the organization. (Ben Aichaoui, 2013, p 42)

The requirements for its realization can be found in the following main axes: (Gharbal, 2021/2022, p p 104-108)

- Human resource development through a planned set of continuous training and development programs aimed at developing and improving the performance of the organization's employees, and teaching them everything new on an ongoing basis in order to help them achieve career gains and a good career future;
- Effective leadership is characterized by effective working relationships and the ability to think outside the box, as well as its interest in encouraging competition among individuals to come up with new ideas, and supporting direct communication. It has been proven that this type of leadership has a direct impact on excellence by developing the capabilities of individuals and encouraging them to create and excel;
- An integrated information system that includes mechanisms for monitoring the required information, identifying its sources and means of collection, and the rules for processing, handling, preserving and retrieving it and utilizing it to support decision-making;
- A flexible organizational structure commensurate with performance requirements and adapted to internal and external changes;
- Focusing on the customer, which has become the starting point for achieving excellence, and what is meant here is the accurate and clear identification of the customer's needs as the main driver of the organization, and a competitive advantage through which it seeks to survive and grow.

From the previous argument, we can say that the achievement of excellence performance by organizations is based on their human resources

with their outstanding competencies, which have become a source of wealth in the current knowledge economy era.

3. The theoretical grounding of digital human competencies

3.1. Basic concepts about human competencies:

The concept of human competence has evolved a lot in the last two decades, as it has become difficult to pinpoint a specific definition of it, but it can be said that it is related to work situations, meaning that competence can only be talked about in a practical context, and most definitions share three dimensions of competence: knowledge, practical knowledge (know-how), and behavioral or organizational knowledge (Soft skills), as explained by the definition of Movement of the Enterprise of France (MEDEF), which considered professional competence as a combination of knowledge, skills, experience and behaviors that are practiced in a specific framework and are observed through field work, which gives it the quality of acceptance (The validity). (MEIGNANT, 2000, p 110)

M. Parlier and P. Gilbert defined competencies as the sum of knowledge, work abilities, and organizational behaviors in relation to a goal or situation. (Dejoux, 2001, p 141)

From the above, it is clear that a competency is a combination of knowledge represented by:

a. Theoretical knowledge: A structured set of convergent and complementary information in a frame of reference that allows an organization or individual to carry out its activities in a particular context.

b. Practical knowledge (skills): It is the ability to perform a concrete action according to a predefined process or objectives. Practical knowledge is experiential and does not exclude theoretical knowledge, but does not necessarily require it.

c. Behavioral knowledge: It represents the sum total of the abilities necessary to know how to deal or move in a particular professional environment and includes behavior, identity, will, motivation, etc.

The three previous dimensions of competence come together in a dynamic coordination adapted to the requirements of a specific situation to

achieve outstanding performance, enabling us to say that the individual or organization is competent in that area.

3.2. Types of competencies:

Researchers differ in developing many classifications of competence, but the most prominent of them is the classification according to three levels, namely the individual level and corresponds to individual competencies, the collective level and corresponds to collective competencies, and the organizational level and corresponds to organizational competencies or organizational competencies, or what some call strategic or core competencies that represent competitive advantage according to the theory of resources.

a- Individual competencies: also called professional competence, which is a combination of theoretical and practical knowledge, experiences and behaviors practiced in a specific context, which can be observed during a professional situation, and the organization that possesses it is responsible for discovering, stabilizing and developing it.

In this context, some elements have been proposed that allow the definition of individual competence, including that competence has a practical advantage, is the basis of work, is a continuous construction process of a coordinated nature, is a social component, and finally, competence has an economic benefit. (Mansouri and Souleh, 2010, p p 51-52)

b- Collective competencies: Due to the nature of the organization as a structured human group with goals, and due to the collective nature of organizational activity, the analysis and identification of competencies requires going beyond the individual framework to pay attention to a higher level of collective competencies, as the latter is not a mere aggregation of individual competencies, but a unique combination of competencies, skills and abilities available to the members of the organization that exceeds the result of combining individual competencies due to the group effect resulting from the collective dynamics of the actors.

A number of dimensions of collective competencies have been identified, mainly summarized as follows:

Developing digital human competencies as a mechanism to achieve the excellence performance of organizations in the light of transformation towards a knowledge economy – Theoretical analysis –

- **Synergy (La synergie):** Strong interactions between group members;
- **Solidarity (La solidarité):** Connects each individual to the network of cooperation that exists within the team;
- **Apprenticeship (L'apprentissage):** Determines the qualification capacity of the group and is based on the type of organization that prevails;
- **Collective operational image (L'image operative collective):** Indicates the existence of a common sameness of activity or action.

(Thabti and Ben Abbou, 2009, p p 129-130)

So we can say that collective competencies are the sum total of the tools individuals have available to work collectively, namely the skills everyone shares, the communication networks that coordinate activities, and the collective memories that allow for coordinated decision-making.

c- Strategic Competencies: A competency is strategic if it is a necessary variable for an organization's adaptation and success, conditional on its ability to exploit and develop indigenous internal resources. (Boukelkoul, 2004, p 207)

The conceptualization of strategic competence refers to an organization's capabilities multiplied by resources, in the form of collective learning within the organization. (Coté & Malo, 2002, p 100)

Researchers offer three hypotheses through which an organization can learn about its strategic competencies: (Srivastava & Divya, 2000, p 90)

- Strategic competence enables entry into large and diverse markets;
- Strategic competence should create a significant contribution to the product;
- Strategic competence should be difficult to imitate by competitors.

3.3 Digital human competencies.... Strategic competencies required in the knowledge economy

The rapid developments in information and communication technologies in recent years have led to fundamental changes in the nature of work, making it imperative for organizations to have digital competencies that possess the knowledge, skills, and behaviors needed to participate in the knowledge society.

According to the European Commission, digital competencies are the confident, decisive and responsible use of digital technology for learning, working and participating in society. They include data and information literacy, communication and collaboration, digital content creation, digital security, intellectual property issues, problem solving and critical thinking. (Jorge-Vazquez & Al, 2021, p p 1-15)

It is also defined as a type of multidimensional competencies, related to the ability of workers to possess the skills and abilities that enable them to search for information, obtain and process it using Information and Communication Technology to transform it into knowledge, and at the same time the ability to communicate this information using various technological and digital support means, provided that the behaviors are characterized by responsibility, respect for established standards, use of these tools for information and learning, issue resolution and communication. (Flores-Lueg & Al, 2019, p p 151-171)

From the above, it can be said that digital competencies reflect individuals' knowledge, skills and abilities to use Information and Communication Technology and digital media critically, collaboratively and creatively to achieve their personal and professional goals and support organizational effectiveness.

The International Telecommunication Union (ITU) Digital Skills Toolkit has divided the levels of digital skills into three categories ranging from basic to intermediate to advanced, and the following is a brief explanation of these levels: (International Telecommunication Union, 2018, p p 6-7)

a- Basic digital skills: These are the skills needed to perform basic tasks that enable us to function at the minimum required level. They include hardware, such as using a keyboard; software, such as word processing and file management in computers and privacy settings in mobile phones; and basic online operations, such as using email, searching, or filling out an online form. These skills enable an individual to interact with others and access various government, commercial and financial services.

b- Intermediate digital skills: These relate to the use of digital technologies in more useful and meaningful ways, including the ability to critically evaluate technology or create content. Because they include the skills needed to perform work-related tasks such as desktop publishing, digital graphic design, and digital marketing, they allow for job creation, reflecting their importance in the era of knowledge and digital transformation. These skills are scalable to accommodate technological developments and are subject to change and evolution.

c- Advanced digital skills: These are the skills needed by specialists in ICT professions such as computer programming and network management. Like intermediate skills, advanced skills continue to grow due to increased demand globally, especially in the fields of artificial intelligence, big data, cyber security, digital entrepreneurship, the Internet of Things, and virtual reality. In general, individuals acquire digital skills through advanced formal education, as well as other methods such as coding boot camps or online training.

It is observed that technological advancement in our current era is progressing at a rapid pace; artificial intelligence, machine learning and other digital technologies have changed the ways of communication, work and decision-making, making it necessary for workers to acquire new competencies, most importantly digital competencies that enable them to use technology efficiently and effectively to search and operate data, transform it into information and then knowledge, create, develop and protect digital content, and create digital communication channels to share that content to achieve collaboration and enhance the performance of the organization. This argument leads us to examine the policy of developing digital human competencies as it plays a role in ensuring effective integration into the new global economy.

4. A conceptual vision for the excellence of organizational performance through a digital competency development policy

Competencies take their meaning from continuous development, as they must be developed in order to allow them to interact with the

organization's internal and external stakeholders or participate in its changes.(MEIGNANT, 2000, p 38) The development of competencies, especially digital competencies, has become strategically important, as they offer the potential to occupy new positions in the market, as digital competencies represent a competitive advantage in the new global economy, and have become the real treasury of every organization operating in a knowledge-intensive environment.

4.1 Developing human competencies as an approach to organizational performance excellence

Developing human competencies is the set of activities designed to optimize the use and development of individuals and groups in order to achieve the organization's mission and improve the performance of individuals, such as career development, training, recruitment, motivation and other activities to improve the performance of the organization.

It also refers to efforts to improve the ability of individuals to handle multiple tasks and increase their talents beyond those required by their current jobs. Development benefits both the organization and the individual. Experienced and capable workers and managers can improve an organization's competitiveness and ability to adapt to changes in the environment, while through development they can improve their competencies and morale.

Therefore, competency development is not only a new technique such as training that the organization undertakes in order to obtain useful qualifications, but it is an attitude or behavior that the organization must adopt in order to strengthen its competencies and discover the potential for development, thereby enhancing its performance and ensuring excellence and leadership.

The development process targets all types of competencies within the organization; individual or collective; and generally seeks to:

(Qadeed, 2022, p p 272-273)

- Increase the current and future productivity of individuals;

Developing digital human competencies as a mechanism to achieve the excellence performance of organizations in the light of transformation towards a knowledge economy – Theoretical analysis –

- Improving the overall performance of the organization by improving the performance of individuals and gaining a competitive advantage over competitors;
- Discovering hidden competencies and preparing them for future positions to avoid the collision with rapid environmental changes;
- Motivating individuals and providing intrinsic motivation to work in all circumstances, and pushing them to learn and adapt to all situations;
- Teaching individuals, especially managers, how to make sound and accurate strategic decisions and avoid costly mistakes by adopting specific training methods, as well as minimizing work accidents, and getting closer to the customer by establishing extraordinary relationships with them.

The need for organizations to develop their human competencies emerges today due to several factors, including the following:

(Thabti and Ben Abbou, 2009, p 217)

- The importance of competencies as a key productive resource is highlighted by the emergence of new forms of work based on knowledge, experience and skill, making labor productivity not only related to material investment and labor force, but also increasingly dependent on intangible resources, which turns knowledge and competence into strategic resources for productivity;
- In a highly volatile, rapidly changing and ambiguous environment, it has become imperative for an organization to have the ability to react quickly, and to achieve this, it must rely first and foremost on competencies and knowledge;
- In a context characterized by unprecedented information overload, managers need a high degree of skills in analyzing and processing data to make the right decisions;
- A competency development policy enables the creation of a new organizational culture characterized by a desire for continuous learning, sharing information and knowledge, and spontaneous cooperation and coordination among individuals belonging to the organization or at least to the same group.

It is clear that enhancing the competitiveness of organizations and increasing their ability to excel in their performance is based on the human resource with competencies capable of innovation and development, especially in the knowledge economy, and the best way for organizations to enable this is to invest in the development of their workers' skills in a way that makes them core competencies capable of achieving excellence.

4.2. Philosophy of the organization's digital human competencies development policy:

The process of building and developing digital competencies capable of achieving outstanding performance for organizations that seek to adapt and adjust to the new global economy, characterized by tremendous development in Information and Communication Technology and digital technologies, requires the development of digital skills according to each area of digital competencies: (Potemkin & Rasskazova, 2020, p p 6-7)

- **The first area: Data literacy:** This is the ability of workers to read, understand, create, manipulate, store, assess the validity and reliability of data, and communicate it as understandable information in a digital work environment.
- **The second area: Creating digital content:** This domain is concerned with the ability of workers to create and edit digital content in multiple formats, and the ability to improve the quality of information and content to develop digital content, in addition to understanding copyright and licensing for data, information, and digital content.
- **The third area: Computer literacy:** This domain relates to the ability of workers to use computers and related technology efficiently and effectively, in addition to diagnosing and solving technical issues that arise during work.
- **The fourth area: Communication and Collaboration in the digital environment:** The ability of employees to use digital communication channels to communicate and collaborate internally with their colleagues and superiors, and externally with individuals and stakeholders in dealing with the organization.

Developing digital human competencies as a mechanism to achieve the excellence performance of organizations in the light of transformation towards a knowledge economy – Theoretical analysis –

- **The fifth area: Digital security:** the ability of employees to protect their information, identities, devices and digital assets of their organizations.
- **The sixth area: Unconventional and critical thinking:** This domain relates to the skills of identifying needs, selecting the necessary digital tools and technologies to address them, finding appropriate technological solutions using creative thinking, exploiting different technical opportunities, recognizing different technological trends, and using a situational approach to respond promptly to changes in business conditions.

The development of digital competencies enhances the ability of individuals to manage stress and pressure, improves their performance and effectiveness, and increases their loyalty. This is reflected at the organizational level, as the possession of these competencies by individuals positively affects the success and effectiveness of organizations, as well as their excellence and competitiveness.

As for the process of developing digital competencies in the organization, it does not deviate from the general context of developing human competencies, which takes place in three sequential and successive stages, forming a vicious circle, according to researcher “Simon L. Dolan”; at the end of each stage, we move on to the next stage, and at the end of the third stage, we go back to the first stage. These stages can be explained as follows: (Simon L. Dolan, 2008, p. 262)

- **The first stage: Identification of competency needs:** A general analysis is carried out based on organizational objectives, with analysis of task-related needs, human resource expectations and demographics, as well as development objectives.
- **The second stage: is the development and implementation of competency development programs:** This stage involves defining the content of the development program and the various parties involved, identifying the appropriate conditions, techniques and methods for conducting development activities, as well as providing the necessary leadership to oversee the implementation of those activities.

- The third stage: Evaluating the competency development process:

This entails defining the evaluation criteria and developing the appropriate tools, then evaluating the training and those responsible for the training process, and evaluating the knowledge transfer process.

The process of developing digital human competencies occurs according to the previous stages, only the activities and programs are specialized in developing the digital skills of workers at all operational, tactical and strategic levels in a way that allows them to increase their level of innovation, improve their operational efficiency, enable them to make effective decisions and enhance customer satisfaction, which reflects positively on the flexibility and sustainability of the organization due to the better use of its resources.

4.3. Challenges of Developing Digital Human Competencies :

The process of developing digital competencies in the light of the knowledge economy faces many obstacles and difficulties, some of which are self-inflicted by the human resource itself, while others are beyond its scope, and the following is a brief presentation of the most important of these challenges:

a- Material Challenges: Limited financial allocations for training workers in the field of information and communication technology; lack of financial resources to provide infrastructure for purchasing hardware and application programs, establishing sites and connecting networks; the high cost of operation and maintenance of computers and their applications, and the shortage of skilled labor.

b- Technical challenges: the high cost of training and system development in light of the lack of expertise and consulting houses; the lack of international specifications and standards for the information technology tools used; the lack of sufficient knowledge to manage the risks of using these advanced technologies; the fear of customers of the negative effects of modern technology on their interests and the consequent shortage of labor and low incentives.

c- The challenge of the qualified human element: this refers to components, as training components to enhance their technical skills and

Developing digital human competencies as a mechanism to achieve the excellence performance of organizations in the light of transformation towards a knowledge economy – Theoretical analysis –

learn how to apply digital skills has become one of the most important challenges for the success of any initiative or strategy to build digital competencies.

d- The challenge of digital infrastructure: The process of building digital competencies requires the development and improvement of an integrated communication network that is ready to use and absorb the huge amount of information, in addition to digital technology, including automated equipment, equipment and systems for individual and institutional use on the widest possible scale.

e- Relevant curricula: To ensure that the adopted curricula, whether from an existing source or developed within the organization, include the necessary competencies and tasks required now and in the future, it is necessary to periodically evaluate the training materials included in them to ensure that they meet the needs of the twenty-first century. (Zeitoun, 2002, p. 66)

f- Innovation (research and development): An effective system of business linkages needs to be developed with academic and other institutions that can keep up with the growing knowledge revolution, absorb it and adapt it to local needs; (Al-Agha, 2013, p p 37-62)

g- Digital culture: Organizations in the knowledge era are required to establish a digital culture that qualifies them to benefit from the services of the digital environment. According to UNESCO, digital culture is defined as the ability to access, understand, integrate, manage, communicate and produce new information safely and appropriately through digital technologies. (Warkh and Mahajabi, June 2024, p 265)

5. CONCLUSION

Competencies have become the differentiator between organizations, and no matter how diverse the sources of competence, the human element remains behind them, which has forced organizations to adopt a development policy for their various human competencies to occupy the place of leadership and excellence.

Many researchers today have concluded that the strategic outlook is considered one of the most important factors in the success of organizations, and the gradual reliance on the abilities and competencies of individuals in the field of management has enabled organizations to strengthen their competitive position, so the fields of research in strategy changed in the 1990s and tended to consider that organizations in which there are always appropriate and diverse activities in human resource management are the same organizations whose leaders prefer human competencies in their strategic outlook.

According to this perspective, the excellence of the performance of organizations and their success in integrating into the knowledge economy is related to their ability to build human competencies, especially digital ones, because the transition to the knowledge economy requires the need to rely on information and communication technology; by adopting an effective development policy for this type of competencies, which has proven its ability to place the organization at the core of managerial and organizational competence, which makes it achieve excellence and superiority over other organizations.

Based on the findings, we have formulated the following recommendations:

- Investing in digital infrastructure to address disparities in access to existing and emerging technologies and to leverage their utilization ;
- Activating the strategy of developing digital human competencies through collaboration, encouraging the exchange of experiences and information, participating in the creation of an integrated digital environment, and adopting a collective system aimed at achieving common goals (organizational and individual);
- Providing a regulatory and legislative framework for digital competencies that includes incentives to encourage workers, departments and organizations to acquire and develop the necessary digital skills, and an incentive structure that encourages investment in the digital economy with the participation of workers in it;

Developing digital human competencies as a mechanism to achieve the excellence performance of organizations in the light of transformation towards a knowledge economy – Theoretical analysis –

- Developing human competencies by granting responsibility to managers along the organizational ladder and autonomy to all employees in the organization, which contributes to creating competitive capabilities and thus achieving leadership and excellence;
- Developing a permanent and continuous education, training and qualification policy, especially in the digital field, and deepening research opportunities within the institution in line with the knowledge economy, as well as establishing an effective institutional relationship between the university and training system and economic institutions, so that the outputs of the university and training centers are in line with the requirements of the labor market;
- Quantitative expansion of the digital competency development strategy in the institution, in terms of its coverage of all organizational levels, spreading longitudinally to include all functions and departments, and broadly to touch all the scientific qualifications of the organization's human resources;
- Strengthening cooperation among various entities, including public-private partnerships, to support and develop the digital infrastructure.

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