

Optimizing Business Performance through Competency Management

Dechache Mohamed salah¹ / Faculty of Economic, Commercial and Management Sciences
– Mohamed El Bachir El Ibrahimi University, Bordj Bou Arréridj, Algeria,
mohamedsalah.dechache@univ-bba.dz

Received: 24-08-2025

Accepted: 25-12-2025

Published: 29-12-2025

Abstract:

In an increasingly competitive and rapidly changing business environment, Competency management has become a central element of human resource management, aiming to enhance both organizational performance and competitiveness. A competency is the ability to mobilize knowledge, skills, experience, and behaviors in a specific context to achieve results, and it can be individual or collective, evolving through collaboration and continuous practice. Emerging in the 1980s, the concept now encompasses organizational, territorial, and transversal competencies, including technical abilities and soft skills such as adaptability and teamwork. Performance, in turn, is multi-dimensional, measured not only through financial indicators like profit and growth but also through qualitative aspects such as innovation, knowledge, and organizational climate. It is shaped by environmental, organizational, and human factors, with leadership and HR practices playing a decisive role. Thus, effective competency management is no longer optional but a strategic necessity for ensuring both individual effectiveness and organizational success.

Keywords: *Keywords: competence; performance; competitive enterprise; capacity; efficiency.*

Jel Classification Codes : F21; F23.

Résumé :

la gestion des compétences est devenue un pilier de la gestion des ressources humaines, visant à améliorer la performance et la compétitivité des organisations ; la compétence, entendue comme la capacité à mobiliser savoirs, savoir-faire, expériences et comportements dans un contexte donné, peut être individuelle ou collective et englobe des dimensions organisationnelles, territoriales et transversales, incluant aussi bien les aptitudes techniques que les compétences relationnelles ; quant à la performance, elle est multidimensionnelle, évaluée à la fois par des indicateurs financiers (profits, croissance) et qualitatifs (innovation, climat organisationnel), et dépend de facteurs environnementaux, organisationnels et humains, ce qui fait de la gestion efficace des compétences un levier stratégique essentiel pour la réussite individuelle et organisationnelle.

Mots clés:: *compétence ; performance ; entreprise compétitive ; capacité ; efficacité.*

Jel Classification Codes : F21; F23.

¹. Dechache Mohamed salah: Mohamedsalah.dechache@univ-bba.dz

I. Introduction

Today, competency management has become widespread, and it is rare to find companies that do not claim to implement it. In some cases, it is even equated with human resource management (HRM), implying that “human resources” primarily consist of “competencies.”

Competency management serves as an operational HRM tool designed to optimize a company’s performance and competitiveness. As organizations face increasing demands for performance, competencies have become a critical and strategic asset.

A competency is developed by an individual within a specific professional context and evolves over time. It is directly linked to particular work situations or simulations and must be associated with a measurable result. Essentially, a competency represents a combination of resources mobilized to achieve performance within the organization.

From this perspective, competencies enable companies to respond effectively to change, enhance their operational capacity, and engage personnel in achieving organizational objectives. By developing employees’ skills and aligning them with the company’s mission, competencies contribute both to individual growth and organizational success.

I.1. Research Problem

In an increasingly competitive environment, organizations face the challenge of sustaining performance and long-term growth. Traditional human resource management practices often fall short in addressing the evolving demands of skills, adaptability, and innovation. The central problem is: **How can competency management be leveraged as a strategic tool to optimize both individual and organizational performance?**

I.2. Hypothesis

In today’s dynamic and competitive business environment, organizations constantly seek strategies to sustain growth and improve performance. Competency management has emerged as a strategic HR approach that aligns employees’ skills and behaviors with organizational objectives, making it a potential driver of both individual and organizational success.

–Competency management positively influences individual performance, organizational efficiency, and overall competitiveness.

In our research, we will first address competency management and its general principles, and then examine the concept of performance.

I.3. Objectives of the Study

1. To analyze the concept and principles of competency management within modern organizations.
2. To examine the relationship between competency management and

business performance.

3. To identify the benefits and limitations of applying competency management as a strategic HR tool.
4. To provide recommendations for organizations aiming to optimize performance through competency-based practices.

1.4. Significance of the Study

This study is significant because it highlights competency management as a key driver of organizational success in the knowledge economy. By linking competencies to performance, the research provides insights into how companies can enhance efficiency, adaptability, and competitiveness. Furthermore, it contributes to both academic research and managerial practice by offering a framework for aligning human capital with strategic objectives.

1.5. Operational Definitions

1. Competency Management

A structured process involving identification, assessment, and deployment of employees' knowledge, skills, and behaviors aligned to organizational KRAs, aiming at sustainable competitive advantage. Implements tools, techniques, and models to leverage human/intellectual capital.(Warier, 2014, pp. 7–8).

2. Business Performance

Defined as the measurable outcomes of organizational activities, including financial indicators (profit, productivity, sales growth) and non-financial indicators (innovation, quality, customer satisfaction, and employee engagement). Refers to the combination of knowledge, skills, and attitudes that employees mobilize in a specific work situation to achieve expected results.(Spencer, 1993, p120).

3. Efficiency

The ability of an organization to optimize resources (human, financial, material, and time) to achieve maximum output with minimum input.

4. Competitiveness

The organization's capacity to sustain advantages in the market by leveraging employee competencies, innovation, and strategic human resource practices.

II.1 Competency Management

The first practices of competency management began in the 1980s in companies seeking innovation in work organization.

It was during this period that the concept of competence as a management object emerged (Fejoux, Cécile, *Gestion des compétences et GEPC*, Dunod, 2nd ed., Paris, 2013, p. 45).

In its general principles, competency management thus appears as a potential response to numerous key challenges for the future of both companies and the individuals concerned.

In practice, however, considering competence as a management object has not been without challenges. Its implementation also reveals a great diversity of approaches, as we shall now observe (Loïc Cadin et al., *Gestion des ressources humaines*, Dunod, 3rd ed., Paris, 2007, p. 184).

-Definition

In the field of human resources, competency management is defined as a set of activities aimed at optimally utilizing and developing the competencies of individuals and groups, with the objective of fulfilling the company's mission and improving employee performance (Lou Van Beirendonck, *Tous compétents – Le management des compétences dans l'entreprise*, De Boeck, Brussels, 2006, p. 19).

1.2. Advantages and Limitations of Competency Management

While GPEC (*Gestion Prévisionnelle des Emplois et des Compétences* – Strategic Workforce and Skills Planning) allows organizations to adopt a forward-looking, operationally oriented management approach, in practice it has often led to dead ends. The occupational reference frameworks used in GPEC are heavy and time-consuming to build, requiring significant energy and resources. They quickly become obsolete and require frequent updates, raising the issue of their maintenance.

Other factors—such as employee status, corporate culture, organizational structures, as well as prevailing practices and ingrained habits—can limit the flexibility of workforce management.

However, this does not mean that companies that have engaged in this approach for many years have wasted their time. On the contrary, we observe that the GPEC approach has encouraged companies to adopt shared human resource management practices and has served as a genuine introduction to more advanced approaches such as “competency management” and “management by competencies” (Cohen-Heagi Annick, *Toute la fonction ressources humaines*,

DUNOD, 2nd ed., Paris, 2010, p. 153).

II.2 General Overview of Competencies

2.1. The Concept of Competence

The notion of competence is relatively new in the vocabulary of occupational psychologists and, more broadly, in that of human resource managers. We have long spoken of aptitudes, interests, and personality traits as parameters that differentiate individuals from one another. However, increasingly, job requirements are being defined by managers in terms of competencies.

2.2. Definition of Competence

Competencies are defined as “the ability to mobilize knowledge or qualities to address a given problem” (*Breillot Jean-Marie et al., Gérer les compétences dans l’entreprise*, Éditions L’Harmattan, 1993, p. 25).

Competence can be understood from the perspective of knowledge, professional behavior, work experience, or the problem-solving process implemented during action. It is a combination of knowledge (*savoir*), know-how (*savoir-faire*), and interpersonal skills (*savoir-être*) that an individual mobilizes simultaneously from these different sources (*Cohen-Heagi Annick, Toute la fonction ressources humaines*, DUNOD, 2nd ed., Paris, 2010, p. 150).

In the corporate context, competence represents the sum of an employee’s acquired abilities applied in professional life; it is the combination of knowledge, know-how, experience, and behavior exercised in a specific role, and it is observable and verifiable in a professional situation (*Peretti Jean-Marie, FAQ ressources humaines*, DUNOD, Paris, 2006, p. 108).

Competence is thus defined as a set of knowledge, skills, and interpersonal attributes that are applied in the performance of a specific job or occupation, within a given work situation. It is not established a priori but rather results from the action itself in which the individual is engaged. It is a combination of knowledge, skills, experience, and attitudes exercised in a concrete work situation (*Ceteau Jean-Pierre, Gestion des ressources humaines – Principes généraux et cas pratiques*, 4th ed., Armand Colin, Paris, 2002, p. 71).

1.1. The Emergence of Competence

Competence refers to notions such as know-how, abilities, skills, qualifications, and activities.

According to *Peretti, Jean-Marie, Ressources humaines*, Vuibert, 11th ed., 2009, p. 154, the seven main characteristics of competence are:

- Competence is a performance in context.
- Competence is contingent, contextualized to a specific goal.
- Competence is constructed over time.
- Competence is an attribute of the individual.
- Competence must be recognized and validated by others.

- Competence has a permanent character if it is continuously applied.
- Competence is transferable within a learning process.

2. Objectives of Competence

Competence is mobilized in management to serve three main types of objectives:

1. **Rethinking employee contribution to performance** – It is no longer sufficient to simply “hold a position” based on diplomas and/or past experience aligned with the job requirements.
2. **Aligning employee behavior with new performance standards** – Competence helps organizations manage employee behavior to align with evolving norms and contribute to performance.
3. **Encouraging cooperation and exchange** – Beyond acting as a form of pressure on individuals, competence also fosters new forms of collaboration, where the traditional notion of a job merely defined individual requirements in a prescriptive framework (*Cadin, Loïc et al., Gestion des ressources humaines – Pratiques et éléments de théorie*, DUNOD, 3rd ed., Paris, 2007, p. 179).

3. The Competence Logic for the Company

1. **Strategy** – Competence forms part of the company’s strategy, as new competencies provide competitive advantages over rivals.
2. **Work organization** – Work organization relies on the notion of competence, balancing acquired and required competencies. Tasks and missions are assigned according to the available skills of each individual.
3. **Management** – Managers are tasked with guiding their teams toward optimal mission outcomes. This includes identifying the competencies of team members to assign them appropriately.

4. Core Elements of Competence

According to the triptych (*savoir, savoir-faire, savoir-être*) described by Baraka Toolah Amina, *Valider les acquis et les compétences en entreprise*, INSEP Éditions, Paris, 2002, p. 28:

- **Savoir (Knowledge):** General, scientific, technical, and technological knowledge.
- **Savoir-faire (Know-how):** The ability to apply skills and methods to successfully complete an activity, ensuring quality work.
- **Savoir-être (Interpersonal skills):** The ability to display behaviors adapted to work situations; this includes all personal characteristics.

5. Individual and Collective Competence

5.1. Individual Competence

Individual competence corresponds to the combination of knowledge, know-how, and interpersonal skills applied in the performance of a specific job or profession, in a given activity context. It refers to an employee's ability to mobilize technical and relational skills, together with theoretical knowledge, to achieve the expected results (*Guillot-Soulez Chloé, La gestion des ressources humaines*, Gualino Lextenso Éditions, 2nd ed., 2004–2005, p. 106; *Dejoux, Cécile, Gestion des compétences et GPEC*, DUNOD, 2nd ed., Paris, 2013, p. 10).

The concept of individual competence emerged primarily in the 1980s in the fields of human resource management and the sociology of work, with the development of the “competence logic.” A substantial theoretical and empirical body of work now exists on this topic internationally (*Retour, Didier et al., Gestion des compétences : Nouvelles relations, nouvelles dimensions*, Vuibert, 2009, p. 59).

Individual competence develops from qualifications, which result from initial education (validated by diplomas) and operational know-how acquired during professional experience (*Potocki-Malicet, Danielle, Éléments de sociologie du travail et de l'organisation*, Éditions Économica, Paris, 1997, p. 97). It involves using both theoretical knowledge and practical know-how to master a professional situation and produce expected results. However, competence also includes attitudes and behaviors—such as adaptability, responsiveness, communication skills, teamwork ability, willingness to learn—that enable the effective application of knowledge in a professional context.

5.2. Collective Competence

Collective competence develops within project teams established to respond to strategic decisions and, subsequently, through new work organization models that promote group collaboration.

The collective competence of an organization is more than the sum of individual competencies—it is a synergistic multiplication of them. If the competence of even one team member is lacking, the overall performance of the team may be severely compromised. This integration of competencies occurs through a shared culture and collective organizational know-how (*Jean Peul, Jués, Gestion des ressources humaines – Principes et points clés*, Éditions Ellipses, Paris, 2002, p. 77).

Collective competence can represent the company's core activity, especially when the organization sells a collective know-how. While participants contribute

their own individual competencies, the interactions, pre-existing relationships, motivations, and personal objectives within the group give rise to unique collective competencies (Dejoux, Cécile, *Gestion des compétences et GPEC*, DUNOD, 2nd ed., Paris, 2013, p. 22).

Organizational, Territorial, and Transversal Competencies

1.1. Organizational Competencies

The convergence between HRM and strategy in the 1980s provided fertile ground for the emergence of the concept of organizational competence. Business leaders began to develop their companies based on internal resources and core business, rather than positioning themselves solely in relation to the market.

Organizational competence mobilizes and combines financial, technical, and intangible resources in order to develop the firm's activities (Dejoux Cécile, *Ibid*, p. 24).

1.2. Territorial Competencies

Territorial competence refers to taking into account the local labor market and pooling physical and material resources, based primarily on cooperation capabilities between private organizations, public bodies, and the state (Guillot-Soulez Chloé, *La gestion des ressources humaines*, Lextenso Éditions, 2nd ed., 2004–2005, p. 107). This concept has become increasingly prominent in both discourse and practice.

1.3. Transversal Competencies

Transversal competencies enable individuals to perform their jobs effectively in an open environment—what are classically referred to as behavioral competencies or “human qualities.” These can be categorized as follows:

- Job-related soft skills: autonomy, professional conscientiousness, creativity, organization, rigor, etc.
- Relational soft skills: good presentation, diplomacy, discretion, listening skills, teamwork, interpersonal skills.
- “Support” know-how: adaptation to IT tools, client advisory skills, responsiveness to client needs, commercial or negotiation skills.
- Facilitation/communication know-how: organizational aptitude, ability to lead, communicate, gather information, and work in teams.

III. The Concept of Performance

III.1. Definition

Performance measures the results of an individual's activity in a given position. It is linked to abilities, competencies, work organization, methods, relationships, and the climate of the workgroup. Companies are often presented through their turnover alone, overlooking the fact that their primary capital is their *competence capital*: the original idea for a product or service, the expertise of technicians, the daily operational skills of employees, and the organization's research and innovation capacities.

In simplified terms, a company can be seen as a transformer of materials, energy, and information into products and services—where competencies are the essential element. Companies are becoming increasingly aware of the link between competencies and performance.

Performance is a measurable result, often expressed in figures (e.g., turnover, profit, sales). For decades, performance has been at the heart of management research. Many studies have examined how contextual variables—such as strategy, structure, or perceived environmental uncertainty—along with varying sophistication of management systems, interact to affect company performance.

Historically, performance has been studied primarily from a financial perspective, but as businesses operate in increasingly complex environments, success is no longer solely about profit growth or return on investment. Performance has become multi-criteria, requiring multi-dimensional measurement. Before discussing measurement, however, it is essential to distinguish between *measures* and *determinants* of performance.

III. 2. Determinants of Organizational Performance

Many authors group performance determinants into three categories: environmental, organizational, and human factors.

III.2.1. Environmental Determinants

The nature of competitive systems influences how performance can be achieved.

- Concentrated systems follow a logic of volume and experience effects.
- Fragmented systems allow for differentiation strategies.
- Specialized systems can accommodate both volume and differentiation strategies.
- Deadlocked competitive systems do not allow companies to reach high performance levels, regardless of strategy.

3.2.2. Organizational Determinants

From literature analysis, Barabel (*Barabel M., 1999, Activités quotidiennes, caractéristiques et performances des PDG des grandes entreprises*, Doctoral thesis, Université Paris Dauphine) identified seven variables with significant impact:

- Organizational structure;
- Company strategy;
- Competitive position within the sector (relative market share);
- Company size;
- Company culture;
- Company history;
- Capital structure.

III.2.3. Human Determinants

Two main human factors are often cited: the CEO and the management team. In this research, we aim to verify the relevance of these findings for SMEs, where these two factors largely determine whether mobilizing HR practices are implemented or not.

III.4. The Three Logics of Performance

Performance relates to the objectives set, the results obtained, and the actions taken to achieve those results with given resources. It is a composite, multi-dimensional concept that can be approached from three logics: relevance, effectiveness, and efficiency.

Challenge	Objectives	Funding for actions	Actions	Results
Relevance	Coherence	Implementation	Impact	
Effectiveness	Efficiency			

Source: Ph. Giardin et al., *Indicateurs et tableaux de bord*, Lavoisier, 2005, p. 5

III.4.1. Logic of Relevance

Relevance is the alignment between objectives and resources. No performance can be expected without first setting realistic objectives in light of available resources.

III.4.2. Logic of Effectiveness

Effectiveness is the ability to achieve objectives, measured by the results obtained compared to the goals set—100% being when the objective is exceeded.

III.4.3. Logic of Efficiency

Efficiency measures the relationship between resources used and results obtained: Are the results sufficient given the resources deployed? Efficiency is often evaluated during the operational phase of production systems.

The key differentiator of high-performing companies is, above all, their people—their enthusiasm, creativity, and commitment. Everything else can be purchased, learned, or copied. Only a constantly trained and competent workforce can meet the challenges of competitiveness.

IV. Statistics on Competency Management, Training, and Skill Development

	Statistic / Result	Reference
1	Companies that provide advanced training programs see up to 218% higher revenue per employee compared to companies without formal training.	«Top Employee Training Statistics of 2025», eLearning Industry
2	Organizations offering appropriate training report employees are 17% more productive and 21% more profitable .	Same as above, eLearning Industry
3	Around 70–77% of organizations offer e-Learning or digital training programs to employees.	“Workplace Training and Development Statistics 2025”, Market.biz
4	Companies investing in employee development achieve 24% higher profit margins than those that do not invest in training.	ROI study on training investment, SupplyGem
5	Approximately 84% of employees in high-performing organizations receive the training they need, compared to much lower percentages in low-performing companies.	“Employee Training Statistics”, Build Empire
6	Investment in employee training correlates positively with employee retention — companies adopting professional development reduce turnover.	“Corporate Training Industry Statistics 2025”, Gitnux
7	Training improves employee performance in terms of efficiency, quality, and error reduction , leading to better overall organizational outcomes.	Training ROI analysis, AWFI

	Statistic / Result	Reference
8	About 59% of employees link their performance improvement directly to receiving training opportunities.	“Employee Training Statistics 2025”, eLearning Industry

Source: Prepared by the researcher based on multiple studies

According to the data in the table, companies with comprehensive training programs generate higher income per employee :

1. Companies with Comprehensive Training Programs Earn Higher Income:

The data shows that companies offering comprehensive training programs generate **218% higher income per employee** compared to those without formalized training programs. This percentage highlights the significant financial advantage that comes with investing in employee training. Training not only improves employee performance but directly impacts the company's profitability. Thus, companies that invest in training their employees tend to outperform their competitors in the market.

2. Training Improves Productivity and Profitability:

According to the data, organizations that provide appropriate training to their employees report that they are **17% more productive** and **21% more profitable** when properly trained. This establishes a clear connection between training and enhanced organizational performance. Well-trained employees are more efficient in completing tasks, leading to improved productivity. Furthermore, employees with better skills contribute directly to the company's bottom line, increasing profitability.

3. Training Improves Job Performance:

The data shows that **59%** of employees believe training directly improves their job performance. This indicates that the majority of employees recognize the positive impact that training has on their skills and daily tasks. Training helps them handle work challenges more effectively, thereby enhancing their efficiency and effectiveness at work.

4. Training Enhances Job Engagement:

It is notable that **92%** of employees report that workplace training positively impacts their job engagement. This high percentage indicates that training does more than just improve skills; it also boosts motivation and involvement. Employees who feel that their employer is investing in their development are more likely to be engaged and committed to their work.

5. Global Corporate Training Market Value:

The global corporate training market was valued at approximately **USD 370 billion** in recent years. This large market size reflects the growing importance of training and workforce development worldwide. The substantial market value shows that training is increasingly seen as a key factor for success in the modern business world, with companies and governments recognizing the importance of

continually developing their workforce.

6. Training Expenditure Per Employee:

On average, companies spend around **USD 1,282 per employee annually** on training. This expenditure highlights the financial commitment that organizations make towards employee development. It underscores the idea that training is a necessary investment to improve employee skills and ensure that they are up-to-date with the latest trends and knowledge required for success in their roles.

7. Investment in Digital Learning Platforms:

According to the report, **75%** of organizations plan to increase their investment in digital learning platforms over the next year. This shows the increasing shift towards digital learning. Digital platforms provide employees with more flexible and efficient learning opportunities, allowing them to access training materials anytime and anywhere, making training more adaptable to employee needs.

8. Use of Mobile and Online Learning:

The data indicates that around **68%** of companies use some form of mobile or online learning in their corporate training programs. This reflects the strong trend towards digital and mobile learning, which offers employees greater flexibility to learn at their own pace and convenience. This shift highlights the importance of accessible and adaptable training solutions in today's workforce.

9. Increased Retention with eLearning:

The report reveals that eLearning can increase retention rates to **25%–60%**, compared to **8%–10%** under traditional training methods. This emphasizes the effectiveness of eLearning in helping employees retain what they have learned. Interactive and engaging eLearning methods prove far more effective than traditional classroom training in ensuring that employees remember and apply new knowledge.

10. Online Training Reduces Training Time:

Finally, the data shows that online training reduces training time by **40%–60%**, while also improving performance and retention. This feature makes online training an attractive option for many companies, as it allows them to reduce the time spent on training while maintaining or even improving the effectiveness of the learning process. Faster training also enables employees to get back to their work more quickly, thereby enhancing overall productivity.

These analyses demonstrate the significant benefits of training in improving both individual and organizational performance. By investing in comprehensive training programs, companies can enhance productivity, profitability, and employee engagement. The shift towards digital learning platforms and eLearning further reflects the trend toward more flexible and effective training methods. Overall, training has become an essential tool for workforce



development and a key driver of success in an ever-changing work environmen

The statistics clearly demonstrate that competency management and employee training are **key drivers of organizational performance**. Companies that invest in training see higher productivity, increased revenue, and greater profitability. Training programs also enhance employee engagement, improve retention, and reduce operational errors. The widespread adoption of e-Learning shows the importance of digital skill development and workforce adaptability in today's rapidly changing business environment. However, the fact that a significant proportion of employees (around 59%) still feel under-supported highlights the need for continuous investment in competency management.

V.Conclusion

Competencies not only ensure the effective fulfillment of professional responsibilities but also shape both individual achievements and organizational success. At the personal level, core competencies enhance employees' ability to perform tasks more efficiently. At the organizational level, they contribute to stronger overall outcomes and long-term sustainability.

The relationship between competence and performance has been consistently confirmed both theoretically and empirically. Most definitions of competence inherently link it to performance, and research evidence shows that specific competencies can reliably predict workplace results. For example, a study on European managers indicated that the development of selected competencies accounted for **40% of future high performance**, highlighting the strategic importance of competency development for improving employee effectiveness and organizational competitiveness.

This study confirms that competencies are central to business performance. However, the challenge lies not only in defining competencies but also in implementing them effectively across diverse organizational contexts. Future research should investigate how competency management can be adapted to emerging markets, such as Algeria, where the competitive environment is rapidly evolving.

VI. References:

1. Books

2. Baraka Toolah, A. (2002). *Validating skills and competencies in the enterprise*. Paris: INSEP Éditions.
3. Breillot, J. M., et al. (1993). *Managing competencies in the enterprise*. Paris: L'Harmattan.
4. Cohen-Heagi, A. (2010). *All human resources functions (2nd ed.)*. Paris: Dunod.
5. Dejoux, C. (2001). *Competencies at the heart of the enterprise*. Paris: Éditions d'Organisation.
6. Fejoux, C. (2013). *Competency management and GEPC (2nd ed.)*. Paris: Dunod.
7. Pichault, F., & Nizet, J. (2000). *Human resource management practices: Contingent and political approaches*. Paris: Seuil.
8. Guillot-Soulez, C. (2004–2005). *Human resource management (2nd ed.)*. Paris: Gualino Lextenso Éditions.
9. Le Boterf, G. (2003). *Building individual and collective competencies*. Paris: Éditions d'Organisation.
10. Le Boterf, G. (2000). *Competency engineering*. Paris: Éditions d'Organisation.
11. Lévy-Leboyer, C. (1999). *Competency management*. Paris: Éditions d'Organisation.
12. Cadi, L., et al. (2007). *Human resource management (3rd ed.)*. Paris: Dunod.
13. Van Beirendonck, L. (2006). *All competent: Competency management in the enterprise*. Brussels: De Boeck.
14. Peretti, J. M. (2006). *FAQ human resources*. Paris: Dunod.
15. Spencer, L. M., & Spencer, S. M. (1993). *Competence at work: Models for superior performance*. New York: John Wiley & Sons.

2. Articles & Theses

16. Barbel, M. (1999). *Daily activities, characteristics and performance of CEOs of large enterprises (Doctoral thesis in Management Sciences)*. Paris Dauphine University.

17. Kammoun, S. (2004). *Core competencies of innovative firms: Modeling the choice to innovate in the French industry*, (Note No. 389). Toulouse: LIRHE.
18. Koenig, G. (1994). *Organizational learning: Identifying the places*. *Revue Française de Gestion*.
19. Leroy, F. (1998). *Organizational learning and strategy*. In Laroche, H. (Ed.).
20. Nioche, J.-P. (Ed.). (2000). *Rethinking strategy: Foundations and perspectives*. Paris: Vuibert.
21. Warier, S. (2014). *Competency management – The conceptual framework*.
22. McClelland, D. C. (1973). **Testing for competence rather than for “intelligence.”** *American Psychologist*, 28(1), 1–14. <https://doi.org/10.1037/h0034092>
23. Boyatzis, R. E. (1982). *The competent manager: A model for effective performance*. New York: John Wiley & Sons.