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Human Resource Dashboard conception for Managing Competency

Case Study: CRAPC

Dissertation Submitted in Partial Fulfillment of the Requirements for a Master of Management and Organizing Enterprises

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Dedication

This thesis is dedicated to my lovely and respectable parents who are the light of my eyes… my parents who supported my decision for higher education in my adorable school ESC.

To my dear brothers and lovely sisters

Also, I would like to thank all my respectable teachers, especially my two supervisors: Mr.KECHAD Rabah and Mr. GUECHTOULI Mohamed who have helped me a lot on my way to finish my thesis.

I would like to dedicate my humble work to Mr. NOUI Fethi, Mrs.Nasima, Mrs.Nedjla and all the members of CRAPC establishment those who participated in the accomplishment of this thesis.

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Abstract

This thesis investigates the importance of Human Resources dashboard elaboration for high level employees who have different types of competencies. It focuses mainly on the ways and methods used in HR dashboard elaboration. During the research study, we will see human resources as an essential function in any organization. Then, we will talk about the competence of employees and its role in the development and the performance of organization. The thesis will move to open the door to the elaboration of HR dashboard as a considerable tool to manage the employees. Finally, we will take the case of high level employees as competent HR in CRAPC establishment. In order to accomplish this work, we will introduce a questionnaire, we will use CRAPC internal documents and we will use mathematical tools to reach our aim in the attempt of elaboration an HR dashboard.

Key words: human resources, dashboard, elaboration, competency

الملخص

يهدف البحث الى التحقيق في أهمية انشاء لوحة قيادة خاصة بالموارد البشرية لفئة الموظفين أصحاب المناصب العليا في المنظمة والذين يمتلكون أنواعا مختلفة من الكفاءات. ويرتكز البحث أساسا في الطرق والمنهجيات المستعملة في انشاء لوحة قيادة الموارد البشرية.

سوف نتحدث من خلال بحثنا حول كفاءة الموظفين ودورها في أداء وتطور المنظمة. سوف نتطرق أيضا الى الدور الذي تلعبه لوحة القيادة كأداة لتسيير الموظفين. في الأخير، سنأخذ موظفي المناصب العليا في مركز البحث العلمي كعينة للدراسة.

ومن اجل انجاز هذا العمل، قمنا بتقديم استبيان وكذا استعمال الوثائق الداخلية الخاصة بالمنظمة، بالإضافة الى استعمال الوسائل الرياضية في التحليل من اجل بلوغ هدفنا.

الكلمات المفتاحية : لوحة القيادة، انشاء، الكفاءة، الموارد البشرية

Table of Content

SECTION TWO: Dashboard Elaboration

CHAPTER Three: HR Dashboard Elaboration

SECTION ONE : Case studied organization

SECTION TWO: Empirical Study

Section 3: A try to HR Dashboard Elaboration

List of Tables

List of Figures:

Abbreviation

BSC	**B**alanced **S**core **C**ard
CEO	**C**hief **E**xecutive **O**fficer
EIS	**E**xecutive **I**nformation **S**ystems
HR	**H**uman **R**esources
HRD	**H**uman **R**esource **D**evelopment
HRM	**H**uman **R**esource **M**anagement
KPI	**K**ey **P**erformance **I**ndicator
OVAR	**O**bjectives, **V**ariables of **A**ction, associated **R**esponsibilities

Appendix

- Annex 1: CRAPC Organizational Organigram

- Annex 2: CRAPC Training document

- Annex 3: Questionnaire

General

Introduction

Companies are facing numerous challenges in this 21st century, the landscape in which organizations operate and face a harsh environment. Organizations seek to succeed in this complex environment by using many ways and tools.

The most important and often the most costly part that organizations have, are their own employees. These last represent the organization's motor if it is well managed. People within any organization in order to succeed in the maximization of this resource and the decrease of cost and organizational benefits a much greater focus is given to the Human Resource Management (HRM). Nowadays, HRM has its own place in organizations, especially when the organizations have competent members those who facilitate the development and achievement of the organizational objectives. Because of the new and varied challenges that characterized the environment, the role of managers is to find solutions to ensure the organization's durability. One of these tools is the dashboard.

A dashboard is a tool used by managers to manage the organization and so to manage the people within the organization. The need to identify, develop, succession plan, improve recruitment and manage individuals is at the heart of the HRM and the use of a dashboard becomes a significant issue in recent decades. When we talk about the relation between HRM and a dashboard, we may introduce the Human Resource Dashboard as one of the tools, which is used by organizations to manage their people. There are different categories of an HR dashboard. The HR category is related to the type of workers or employees who need that dashboard, taking for example an HR dashboard for high employee level, which will take a big part in our research.

This dissertation sheds light on the way of HR dashboard elaboration in the case of high employees level who represent the competent members of the organizations. We will try to give a solution to our research problematic.

1. Research Problematic
"How can we establish HR dashboard for competent employees in order to manage them?"

In order to find the answer to this question, we have to answer first the following questions:
- What is the human resource management and its aims?

- What is competency of the employee, its types and its importance for organizations?

- What is a dashboard and an HR dashboard?

- What are the contents of a dashboard?

- What are the techniques and methods of elaborating HR dashboard?

To start answering these questions, we have proposed some hypotheses.

2. Hypotheses

-**Hypothesis1**: HR dashboard is an indispensable tool for managers to manage their employees and workers.

-**Hypothesis2**: HR dashboard facilitates the HRM at all levels and in all fields

-**Hypothesis3**: HR dashboard is an effective tool for decision makers

3. Reasons behind the Choice of the Research theme

The main reasons behind choosing this topic of research are listed below:

-First of all, to measure our personal benefits from the acquired techniques and studies in the management field at ESC school.

- The idea of the research is one of the results getting from the training period of the second year

- This research has been conducted in order to gain a deeper understanding of an HR dashboard.

- The need of this research type in management

- Aim is also to enrich the school library from this research type

4. Objectives of the Research

- To get an idea about the dashboard elaboration and use the theoretical concepts that we have learned at our school

- To shed the light on the management of high level employees and competence in general

5. Research Methodology and Tools

Conceiving and carrying out research is as much a creative process as it is a scientific one. To give answers to our questions, we have collected data from different sources. In the first stage, we concentrated on desk research. Thus, data were collected from reports, books, HRM reports published in journals, magazines and web sites related to the research topic and problem.

In the second stage, data were collected from respondents using well-structured questionnaire. We have used some IT solutions to introduce our results (EXEL- SPSS)

6. Research plan

In order to carry out any research, we need to develop a careful plan, follow a certain strategy and choose the appropriate method. Then this thesis is organized as follow:

Firstly, in the literature review, we will start with the first chapter, which consists of two sections. In the first section, we will shed the light on human resource management. While in the second section, we will talk about competency by given an overview of the impact of employees' competency in the development of an organization.

Secondly, we will present the second chapter, which is composed of two sections. The first one is devoted to give general concepts related to dashboard, while the second section sheds light on ways and methods of elaborating a dashboard.

Finally, the last chapter will be devoted to the empirical study. We will start with the first section, in which we introduce the host establishment of our research CRAPC where the research has been conducted. Thereafter, we will attempt to elaborate our HR dashboard in the case of competent employees by distribution of questionnaire to collect data from respondents, then analyzing the respondents' answers in order to accomplish the work.

Chapter I:

Human Resources and Competency

Introduction

Nowadays, the greatest concern and focus in the New Economy is on human capital, which is also considered as the foundation of value creation. This presents an interesting dilemma: we can say that the most important assets is the least understood, least prone to measurement, and the least susceptible to management, we cannot manage something that we cannot describe. Measurement is the language used to describe organizations and strategy. This means that a new science of management is needed, because in an economy where value creation is dominated and defined by human capital and other intangible assets, should be measured to improve the organization's performance and durability. So measuring our HR is an important step to manage our strategy.

In this chapter, we will treat Human Resource Management; devoted to emphasize its importance and its impact on the organization. This chapter is composed of two sections:

The first section talks about HRM, its different aims and policies, and some aspects that are related to HRM.

As in the second section, we will shed light on the term competency. Where we will give a short overview on organizations, its importance and its influence on the organizations' development and performance. Our emphasize; in this section; will be on the types of competency and their role in the organization.

SECTION ONE: Human Resource Management

In this section, we will talk about Human Resource Management in general, then we will try to give some related concepts to this term.

1.1. Human Resource Management

According to *Michael Armonstrong,* the human resource management is defined as "*strategic and coherent approach to the management of an organization's most valued assets – the people working there who individually and collectively contribute to the achievement of its objectives*"[1].

Lyle and his colleagues believed that   there are many pressures, which are taken into consideration with regard to the organization's human resources. They claim that these pressures have created a need for: "*A longer-term perspective in managing people and consideration of people as potential assets rather than merely a variable cost*". They also stated that: "*Human resource management involves all management decisions and action that affect the nature of the relationship between the organization and its employees – its human resources*"[2].

While Gennard et al. gave different definitions to the term HRM:

"*Human resource management is a distinctive approach to employment management that seeks to obtain competitive advantage through the strategic deployment of a highly committed and capable workforce, using an integrated array of cultural, structural and personnel techniques*"[3].

HRM is an "*approach to labour management which treats labour as a valued asset rather than a variable cost and which consequently investment in the labour resource through training and development and through measures designed to attract and retain a committed workforce*"[4]. Gennard believed that HRM can be regarded as a "*set of interrelated policies with an ideological and philosophical underpinning*". He suggested four aspects, which make the HRM meaningful. These aspects are:

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[1] Armonstrong. Michael (2007), *Handbook of Human Resources Management Practice: Longman press.* p 48

[2] Lyle M. Spencer, Jr.,PhD Signe M. Spencer (2008), Competence at Work Models for Superior Performance, Unique Colour Carton, New Delhi. p 43

[3] Gennard, J and Kelly, J (1994) Human resource management: the views of personnel directors, *Human Resource Management Journal,* **5**(1), p 15–32

[4] Ibid p49

1. A particular constellation of beliefs and assumptions;

2. A strategic thrust informing decisions about people management;

3. The central involvement of line managers; and

4. Reliance upon a set of 'levers' to shape the employment relationship.

1.2. Aims of Human Resource Management

According to the previous definitions of HRM, we can deduce that HRM is the process of developing employees so that they become more valuable to the organization. HRM is the management of people within an organization. So that, HRM has many aims that are described by scholars and researchers.

HRM is considered as indispensable service, which should be integrated in any organization. This idea means that each organization should have an HRM service as one of its main important components. *Ghoshal* wrote:

"An HRM service is responsible for providing a full range of services to its parent organization, which in this case was a medical center. Among the services, it was tasked with providing were staffing, position classification, employee and labor relations, training and development, processing and records, incentive awards, workers' compensation, and employee benefits and programs (e.g., transit vouchers, leave donations)" [1].

A good HRM leads to success within organization and this idea is clearly presented by *Ulrich who* saw that HRM as a key factor leads people to realize the success. The same view of *Michael Armonstrong* who stated that: *"the overall purpose of human resource management is to ensure that the organization is able to achieve success through people"*[2].

In order to realize organizational success, HRM helps organizations to pick up their opportunities. As *Ulrich* and *Lake* remarked: *"HRM systems can be the source of organizational capabilities that allow firms to learn and capitalize on new opportunities"*[3]. Specifically, HRM is concerned   with   achieving   objectives   in   the   areas   summarized   below:

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[1] Ghoshal, S and Bartlett, C A (1993) Changing the role of top management: beyond structure to process, *Harvard Business Review*, January–February, p 86–96

[2] Huselid MA, Becker BE, Ulrich D (2001), *The HR scorecard: Linking people, strategy, and performance,* Boston: Harvard Business School Press. P 56-68

[3] Ibid p 57

1.2.1. Reward management

HRM aims to enhance motivation, job engagement and commitment by introducing policies and processes that ensure that people are valued and rewarded for what they do and achieve and for the levels of skill and competence they reach. i.e. each time when the chief praises his employees, he will indirectly enhance the level of his employees' motivation.

1.2.2. Employee relations

HRM aims to create a climate where partnerships between management and employees and their trade unions can be obvious, so it realized a sort of productive and harmonious relationships, which maintain the relation between management and employees.

1.2.3. Meeting diverse needs

HRM searches and aims to enhance and develop some useful policies than implement these policies in order to balance and adapt to the stakeholders' needs. On the other hand, it aims to provide for the management of a diverse workforce, taken into consideration the differences of individual and group in employment, personal needs, work style, aspirations, and the provision of equal opportunities for all employees.

1.3. Policy Goals of HRM

The aims set out above of the HRM, and other definitions of HRM have been distilled by *Gratton* into 12 policy goals:

1. Consider managing people as assets, which lead to create the competitive advantage[1], these assets are fundamental for the organization. In other words, HRM presents people within organization as assets that should be managed to empower the organization by the creation of competitive advantage.

2. Aligning and relating HRM policies with business policies and corporate strategy[2].

3. Developing a close fit of HR policies, procedures and systems with one another, and search a coherent relation between all these aspects

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[1] presents the sum of conditions that allow a company or a country to produce a good or a service with a low price

[2] The overall direction of an organization, and the way in which its operations work together to achieve a particular goal

4. Creating a new organization which is characterized by more flexibility to be able in facing changes quickly and capable to respond effectively.

5. Encouraging team working and co-operation inside the same organization between its members.

6. Creating a philosophy belongs to the organization, and known by its customer.

7. Empowering employees and reinforcing them in order to manage their own self-development and learning.

8. It helps in developing reward strategies, which are designed to support a performance-driven culture.

9. Improving employee involvement through better internal communication, and ensure the total implication of all employees.

10. Building greater employee commitment to the organization. i.e. it helps to make a responsible employee who respects all the organization's duties and rules.

11. Increasing line management responsibility for HR policies.

12. Showing the managers' role and facilitating it, and giving the image of enablers to all managers[3].

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[3] Gratton, L and Hailey, V H (1999) The rhetoric and reality of new careers, in *Strategic Human Resource Management,* eds L Gratton, V H Hailey, P Stiles and C Truss, Oxford University Press, Oxford. P 43

1.4. HR Architecture as a Strategic Asset

HRM presents people within organization as an asset that should be well managed in order to create the competitive advantage and leads to organizational success. We can say that the focus of HR strategy is to maximize the contribution of HR toward the organization's goals such are creating a sustained competitive advantage, thereby creating value for shareholders. *Ulrich* and *Husiled* state that the foundation of a strategic HR role is the three dimensions of the "value chain" represented by the firm's HR architecture: the function, the system, and the employee behaviors.

The influence of HR on firm performance needs the analysis of multiple levels, because of that reason, *Ulrich* used the term of HR architecture to cover all the aspects of human capital inside an organization begins from the HR professionals within the HR function, to the system of HR- related policies and practices, through the competencies, motivation, and associated behaviors of the firm's employees[1] . (See figure 1)

THE HR FUNCTION	THE HR SYSTEM	EMPLOYEE BEHAVIORS
HR professionals with strategic competencies	High professional competencies	Focus on motivation and competencies

Figure 1: HR's Strategic Architecture[2].

1.4.1. The HR Function:

According to *Armonstrong*: "*HR functions are concerned with the management and development of people in organizations. They are involved in the development and implementation of HR strategies and policies and some or all of the following people management activities: organization development, human resource planning, talent management, knowledge management, recruitment and selection, learning and development, reward management, employee relations, health and safety,*

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[1] Huselid MA, Becker BE, Ulrich D (2001), *The HR scorecard: Linking people, strategy, and performance,* Boston: Harvard Business School Press. p 70-72

[2] Ibid P 71

welfare, HR administration, fulfilment of statutory requirements, equal opportunity and diversity issues, and any other matters related to the employment relationship" [1].

The function of a value- creating HR strategy is a management infrastructure that understands and can implement the firm's strategy. Huselid et al. point out that the professionals in the HR function would be expected to lead this effort by understanding that the HR has a strategic role might play in the firm. The claim that human resource management (HRM) effectiveness has two essential dimensions. The first one is technical HRM, which includes the delivery of HR basics such as recruiting, compensation, and benefits. While the second dimension is strategic HRM, which involves delivering those services in a way that directly supports the implementation of the firm's strategy.

According to *Huselid* and his colleagues, most HR managers were very proficient in the delivery of technical HRM, but they were not in the delivering strategic HRM capabilities, i.e. HR managers were particularly limited in their ability to translate the firm's strategy and operational goals into actionable HR goals, because of this we find that the HR is integrated with the whole strategy of the firm. Thus, the HR performance is measured by the financial performance taking for example cash flow per employee [2].

1.4.2. HR System:

HR system is considered as some components, which are articulated and aligned in order to see their reinforcement or conflict, taking as an example: an organization might encourage employees to work together in teams, but then provide raises based on individual contributions.

Armonstrong added: "*Human resource management operates through human resource systems that bring together in a coherent way*":

● *HR philosophies* describing and defining the set of values and guiding principles adopted

in managing people. This means that each organization should define its culture to unify people and facilitate their management.

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[1] Armonstrong. Machael (2007), *Handbook of Human Resources Management Practice: Longman press. p 55*

[2] Huselid MA, Becker BE, Ulrich D (2001), *The HR scorecard: Linking people, strategy, and performance,* Boston: Harvard Business School Press. p 74-79

● *HR strategies* defining the direction in which HRM intends to go. i.e. showing which way the HRM should follow.

● *HR policies*, which are the guidelines defining how these values, principles and the strategies should be applied and implemented in specific areas of HRM.

● *HR processes* consisting of the formal procedures and methods used to put HR strategic plans and policies into effect, and facilitate its use.

● *HR practices* comprising the informal approaches used in managing people.

● *HR programs*, which enable HR strategies, policies and practices to be implemented according to plan[1].

Guest has classified these components into three levels: the system architecture (guiding principles), policy alternatives and processes and practices[2]. The HR system is a part of HR's strategic influence, each element of the HR system is designed to maximize the overall quality of human capital throughout the organization. An HR system helps to build and maintain a stock of talented human capital.

1.4.3. Strategic Employee Behaviors:

When we talk about the strategic role of human resources, we will integrate the human behavior in the organization. We know that human beings can influence their environment through their behaviors. As an example, if the chief respects his subordinates this behavior can affect the work environment positively and motivate the subordinates to do their best.

Ulrich defines the strategic behaviors as the subset of productive behaviors that directly serve to implement the firm's strategy. These strategic behaviors will fall into two general categories:

A-Core behaviors: this category flows directly from behavioral core competencies defined by the firm. It combines all behaviors that are considered as fundamental to the success of the firm.

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[1] Armonstrong. Michael (2007), *Handbook of Human Resources Management Practice: Longman press.* p77

[2] Guest, D E (1989a) Human resource management: its implications for industrial relations, in J Storey (ed), *New Perspectives in Human Resource Management*, Routledge, London. p 133

B-Situation- specific behaviors: defined as behaviors that are essential at key points in the firm's or business unit's value chain[1].

1.5. Human Capital

As it is agreed from the researchers in this field that is extremely known that people in any organization represent the human capital of this organization. When we talk about workers, employees and decision makers who act in a specific organization, here we are talking about its human energy and assets. These assets represent the human capital of the organization. Many scientists and researchers in economics wrote about this idea and they have focused on human resources as an asset rather than a cost.

The notion that people should be regarded as assets rather than variable costs, in other words, treated as human capital, was originally advanced by Guest *et al*[2].

HRM philosophy, as mentioned by Hackman et al., holds that "*human resources are valuable and a source of competitive advantage*"[3]. This means that the human resources reflect the energy of any organization since the HR represents the source of the competitive advantage.

We can deduce that people use their knowledge, abilities and skills inside their organization so that they reinforce it by creating the competitive advantage to face environment. Because of this *Armonstrong* stated that: *"People and their collective skills, abilities and experience, coupled with their ability to deploy these in the interests of the employing organization, are now recognized as making a significant contribution to organizational success and as constituting a significant source of competitive advantage"*[4].

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[1] Huselid MA, Becker BE, Ulrich D (2001), *The HR scorecard: Linking people, strategy, and performance*, Boston: Harvard Business School Press. p 98

[2] Guest, D E, Michie, J, Sheehan, M and Metochi, M (2000b) *Effective People Management: Initial Findings of the Future of Work Survey*, Chartered Institute of Personnel and Development, London. p 56

[3] Hackman, J R and Oldham, G R (1974) Motivation through the design of work: test of a theory, *Organizational Behaviour and Human performance*, **16**(2), p 250

[4] Armonstrong. Machael (2007), *Handbook of Human Resources Management Practice: Longman press. p 98*

SECTION TWO: Employee's Competency

According to *Lyle*: "*An organization's employees are its unique resource, and it is the employees' expertise, knowledge, skills and ingenuity that are central to its success*"[1]. This means that organizations have to explore Human Resource Management, which leads responsible through the many theories, debates and philosophies of people management. Introducing fundamental concepts in a clear, analytical and accessible style to define the organization's strategy and enhance the whole performance by knowing our human resources.

Knowing our human resources consists of knowing our employees as the essential part in the strategy execution, so we have to know their abilities, skills and capabilities in order to enhance the performance of the organization, and this idea is relevant with knowing the employees' competency, which plays a paramount role in achieving the organizational goals and attaining sustainable growth.

As *Delaney* said: *"An organization's success is the product of its people's competence"*[2].

Competency is a wide and vast concept, which can be defined according to different views; each view has its own angle, which sheds light on a specific idea and opinion. We will give some definitions related to this important concept.

2.1. Competency

Competencies are mainly seen as inputs. *Armonstrong* saw that: "*Any underlying characteristics required for performing a given task, activity, or role successfully can be*

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1 Lyle M. Spencer (1983), Soft Skill Competencies: Their Identification, Measurement and Development for Professional, Managerial, and Human Services Jobs, Scottish Council for Research in Education. p 480-484

[2] Delaney JT, Huseld MA (1996), *Forthcoming. Unions,* Human Resource Innovations and Organizational Outcomes. Longman. P 143

considered as competency"[1]. Therefore, competency is the sum of characteristics that make the employee or functionary able to accomplish tasks related to his work.

While *Jean et al.* defined competence as following:

"*Competence reflects the skillful application of specialized education, training and experience. This should be accompanied by a sense of responsibility and an acceptance of recognized standards*"[2].

Jean et al. added: "*competencies are generic, knowledge, motive trait, social role or a skill a person linked to superior performance on the job*", and this is the same view of *Lyle* who defined competency as: "a *set of skills, related knowledge and attributes that allow an individual to successfully perform a task or an activity within a specific function or job*" . While *Armonstrong* added: "*competence reflects the skilful application of specialized education, training and experience. This should be accompanied by a sense of responsibility and an acceptance of recognized standards*".

According to *Martin*, who defined a competency as: "*a competency is a behavior (a skill and/or ability) or set of behaviors that describes the expected performance in a particular work context. The context could be for the organization, a functional job group (e.g., accounting, human resources, operations), a job category (e.g., senior managers, middle managers, professionals), or a specific job*"[3]. Therefore, competency is the sum of skills, abilities and behaviors that are needed in particular job or work in order to realize the performance expected by the organization's responsibles.

Martin added: "*When competencies are appropriately developed, they are the standards of success for the position and the behaviors that are needed to support the strategic plan, vision, mission, and goals of the organization.*" i.e. each employee will

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[1] Armonstrong M (2000), *Performance Management: Key Strategies and Practical Guidelines,* Kogan Page, London. p 192-194

[2] Jean Britain Leslie, Maxine Dalton, Chris Ernst and Jennifer Deal. (2002), *learning behaviors, resilience and business knowledge*. Longman. p105

[3] Martin, P. (1997), *the sickening mind: Brain, behavior, immunity, and disease*. London: Harper Collins. P 34

use his competency in the position offered to him, and this helps the organization to achieve its goals defined in the strategy.

More than that, competencies will be different from one position to another, due to the needs and requirements of the position. In addition, this idea sheds the light on the recruitment politics, which seeks to recruit people according to the position requirement of competencies. We can explain this idea by an illustrated example:

Competencies are different from the other requirements one might find for a given position, such as technical skills, functional skills and knowledge, education, and experience. For example, it is one thing to recruit for a position and require five years of management experience. It is another thing to recruit for a position that requires five years of management experience leading a diverse group of people. In the second situation, the responsible would be looking for a candidate with five years of management experience coupled with a demonstrated competency of diversity.

The same idea, which is argued by *Huselid* who saw that: *"The introduction of a competency based recruitment process can help to improve workplace performance by allowing managers to assess candidates more objectively"*, he said that relying on a process, which seeks to make competence as the first condition to recruit people, helps to evaluate candidates objectively, and leads to create a good atmosphere in work, thus it enhances performance"[1].

While *Delaney* saw that competence consists of *"all work related personal attributes, knowledge, experience and skills and values that a person draws on to perform their work well"*[2].

Whereas *Lyle* met the action on a behavioral competence, which has been defined as *"an underlying characteristic of a person which results in effective and/or superior*

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[1] Huselid MA, Becker BE, Ulrich D (2001), *The HR scorecard: Linking people, strategy, and performance,* Boston: Harvard Business School Press. p 133

[2] Delaney JT, Huseld MA (1996), *Forthcoming. Unions,* Human Resource Innovations and Organizational Outcomes. p 166

performance"[1]. in other words, he means that competence is a behavioral act , which characterizes the employee so that he perform well in his work.

Moreover*, Davi* and *Zella* related the term competency with the essential behaviors that a manager should have in order to do his work effectively. They said that: *"competences refer to the things an effective manager must be able to do and the behaviors they exhibit".* furthermore, they confirmed their point of view by an explicated example:

"The assumption is that within any broad class of role such as a finance manager or a human resource manager there is some kind of gradation of competences according to the level at which the job is undertaken. The aim of the initiative was to identify these competences at the various levels and then accredit those who could demonstrate that they were competent. Managers who sought these competences and did not possess them would need training and development".

Davi and *Zella* said that competency is one of the basics point that helps to determine both remuneration and promotion, what is used by organizations that search to develop their human resources, they added:

"In practice, this is something that organizations are more interested in as a basis for determining remuneration and promotion potential and identifying where they want to direct their management development efforts"[2].

Lyle gave some concepts, which are related with competency such as performance and effectiveness. He said that: *"When thinking about competences, concepts such as performance and effectiveness are involved because competence is directly linked with effective performance in complex situations as it is thought to serve as a causal factor for*

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[1] Lyle M. Spencer (1983), Soft Skill Competencies: Their Identification, Measurement and Development for Professional, Managerial, and Human Services Jobs, Scottish Council for Research in Education.p 234

[2] *Davi* Guest and *Zella King, Management Development and Career Management*. (2008). Harvard business school press. p 245

success"[1]. In addition, competency is considered as a combination of knowledge, skills and behavior utilized to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role. While for business, competency is having personnel with the ability to execute the principles, skills, behaviors, processes and techniques needed to perform a given task, procedure or set of tasks to achieve your desired results. This means that when the organization holds employees who are capable to execute their tasks perfectly which lead to realize the organizational aims, they are competent and they have competency.

According to *Martin*: *"Competence is the ability to perform any job function according to certain standards"*[2].

While *Huselid* explains that competence is a basic person's ability in terms of knowledge, skill and attitude[3]. Furthermore, competency is the ability to add value to the business; it must focus on the processes leading from changing business conditions to achieving sustainable competitive advantage.

Guest and *Hoque* offer a definition of a competency:

"A cluster of related knowledge, skills, and attitudes that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development."[4]. While *Guilford* insisted on the term knowledge. He said that: *"Knowledge is power. Your knowledge is based on your expertise on a certain topic,*

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[1] Lyle M. Spencer (1983), Soft Skill Competencies: Their Identification, Measurement and Development for Professional, Managerial, and Human Services Jobs, Scottish Council for Research in Education, 1983. P 124-130

[2] Martin, P. (1997), *The sickening mind: Brain, behavior, immunity, and disease.* London: Harper Collins. P 145

[3] Huselid MA, Becker BE, Ulrich D (2001), *The HR scorecard: Linking people, strategy, and performance,* Boston: Harvard Business School Press. p102

[4] Guest, D E and Hoque, K (1994). "Yes, personnel management does make the difference", *Personnel Management,* November, p 40–44

system, or situation. Having more knowledge or expertise than employees enhance your charisma". Then, He added*: "Competence increases when you know something people need to know"[1]*.

After that, *he* gave his general definition of the term competence: *"Competence consists of your knowledge and capability in your field. Competence comes from lifelong learning and experience".*

So according to the previous definitions, we can deduce that a competency is bigger than a skill, includes knowledge, connects to performance, and can be improved. That is one competency when treated in isolation.

We can sum up with a definition given by HRM theorists and practitioners which came up with a rather integrated and definitive definition of the term competency as a cluster of skills and attitudes, (conveniently labeled in the industry as K, S, A i.e., Knowledge, Skill and Attitude) that:

• Affects the major part once job, i.e. it has an effect on the work which is done

• That correlates with performance on the job, i.e. the term performance goes with the term job when we talk about competency of employee.

• That can be measured against well accepted standards, i.e. we can measure competency

•That can be improved through training and development, i.e. in order to enhance the competency level we can follow training[2].

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[1] Guilford, J P (1967). *The Nature of Human Intelligence.* McGraw-Hill, New York Guion. p 59–64

[2] Huselid MA, Becker BE, Ulrich D (2001). *The HR scorecard: Linking people, strategy, and performance,* Boston: Harvard Business School Press. p 22

2.2. Components of Employee Competencies

According to Armonstrong *"Competencies are identified behaviors, knowledge, skills, and abilities that directly and positively impact on the success of employees and organizations"[1].*

As results of the previous definitions and the last citation, we can conclude that the main components of competency are:

- Behaviors
- Knowledge
- Skills
- Abilities

All these components are seen as fundamental parts to do the job, therefor they are needed by the employee in order to accomplish his/her tasks, what is confirmed by Gennard, he said that:

"Competency for a job can be defined as a set of human attributes that enable an employee to meet and exceed expectations of his internal as well as external employees. Competency may take the following forms: Knowledge, Attitude and Skill. Other characteristics of an individual includes Motives, Values and Self-concept etc. The set of human qualities and/or attributes that make a person a star performer for a particular activity defines the competency for that particular activity"[2].

2.3. Measurement of Competencies

We have mentioned before, competency is the sum of knowledge, skills and abilities. This idea opens new vision to measure competency. *Armonstrong* saw that Competencies are measurable characteristics. However, not all competencies are:

"Some competencies may be measurable, but never the less difficult to quantify. In some cases, the measure may be simply whether the characteristics exists or does not

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[1] Armonstrong. Machael (2007), *Handbook of Human Resources Management Practice: Longman press. p 121-122*
[2] Gennard, J and Kelly, J (1994) Human resource management: the views of personnel directors, *Human Resource Management Journal,* **5**(1), p 221

exist. Some competencies can be objectively measured, whereas others may only be subjectively recognized". He added:

"Effectiveness of an organization is the summation of the required competencies in the organization". Means that Competency helps in many things related to the work sequenced taking for example: selection in recruitment.

2.4. Characteristics of Competencies

Many scholars give some of the characteristics of good competencies. As *Armonstrong[1]* who holds the view that speaking about characteristics of good competencies is correlated with behaviors and personal characteristics.

The characteristics of good competencies are:

2.4.1. Manageable: Too many competencies will become confusing and inefficient, clouding rather than clarifying an organization's priorities. He means that, a competent person can add the ambiguity to the organization's priorities.

2.4.2. Defined Behaviorally: Competencies should be described in terms of specific, observable behaviors. More than that, we can say that these behaviors are the sum of personal characteristics such as Skills, Knowledge, attitudes as *Armonstrong* adds: "*A competency is described in terms of key behaviors that enable recognition of that competency at the work place. Competencies are always behavior specific and other personal characteristics*".

2.4.3. Independent: Important behaviors should be included in just one, not multiple, competencies. i.e., we find the main behaviors in one person, and we call him a competent.

2.4.4. Comprehensive: No important behaviors should be excluded. i.e., each important behavior could not be totally absent.

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[1] Armonstrong. Machael (2007), *Handbook of Human Resources Management Practice: Longman press*. p 104

2.4.5. Accessible: Competencies are written and communicated is clear, understandable and useful to those outside of the HR world. i.e., competencies are obvious and known by the HR.

2.4.6. Current: Competencies should be up-to-date, and reviewed regularly to keep pace with industry and company changes. i.e., competencies should be renewable and actual to suit the immediate changes coming from inside or outside the organization.

2.4.7. Compatible: Competencies should "fit in" with a company's vision, values and culture. i.e., competencies should respect all the organizational aspects and ideas.

2.5. Classification of Competencies

 Researchers in HR studies tried to give a unify classification to competencies.

Satish divided competencies into three categories: organizational competency, managerial competency, and individual competency. He defined individual competency as list of behavioral characteristics related to job tasks[1].

The same view of *Armonstrong*, who gave a classification to the competencies. He said that:

"*Competencies can be broadly classified into three categories namely: organizational competencies, job related competencies, and personal*"[2].

2.5.1. Organizational Competencies

Organizational competencies are unique factors that make an organization competitive. *Satish* said that: "*authors in this area recommend that organizations focus their efforts on their organizational competencies and outsource other activities. Organizational competencies cannot be outsourced—no matter how much money is available—because they are fundamental to the organization and its success*".

According to *Lyle*: organizational competencies:

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[1] Satish, Kumar. *Competency Management through OD Interventions. IOSR.* 2011.p48
[2] Armonstrong. Machael (2007), *Handbook of Human Resources Management Practice: Longman press.* p155-156

• Provide potential access to a wide variety of markets.

• Make a significant contribution to perceived customer benefits of the end product.

• Are difficult for competitors to imitate[1].

The organizations need to focus their efforts in the area of their competencies and strengthen them and outsource the other activities. This is very important as these competencies are fundamental to the success of the organization.

Furthermore, *Satish* defined the organizational competencies are an essential part which the organization can rely on. He added:

"Organizational competencies are based upon ―the type of company one wants to be reflecting the type of people and behaviors that are valued. This type of core competency is often designed personally by the CEO and/or selects top executives. Organizational competencies are the unique factors that make an organization competitive"[2].

2.5.2. Job Related Competencies

Job competencies are ones related to do a job or to achieve certain tasks. According to *Armonstrong* who said that:

"Job related competencies are those competencies which are required for performing a specific job. These are the competencies someone must demonstrate to be effective in his job/role, task or duty. Thus these competencies are job or role specific and vary from job to job. These competencies are organization specific as roles and responsibilities may vary from organization to organization even though the job title may be the same".

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[1] Lyle M. Spencer, Jr.,PhD Signe M. Spencer (2008), Competence at Work Models for Superior Performance, Unique Colour Carton, New Delhi. p 60-62

[2] Armonstrong. Machael (2007), *Handbook of Human Resources Management Practice: Longman press.* p 158-159.

Because of this, job related competencies may become the criteria for most of the HR functions like selection, Training and development, performance appraisal, compensation etc.

Whereas *Satish* labeled this type of competencies by functional competencies, he said that:

"This type of competencies used in performance management is functional competencies, or those that pertain to a particular job function. These competencies are rarely defined at an enterprise level, but rather are created at the department level since they often take the form of specific skills and are best managed at a group or functional level"[1].

2.5.3. Personal Competencies

This type of competencies is related to individual, *Armonstrong* saw that: *"personal competencies are aspects of an individual they include the abilities of individuals to perform the activities within an occupation or function to the standard expected in employment"*. It includes the various behavioral competencies apart from the knowledge and skill level of an individual. He added that these competencies include:

• Personal competencies like developing oneself, taking initiative, delivering results, showing commitment, and adaptability.

• Interpersonal competencies such as relationship building, advising, team orientation, service orientation, cultural awareness, communication, and openness.

• Information oriented competencies like strategic thinking, business understanding, conceptualizing, innovation, processing, analyzing and comprehending.

• Management competencies such as leadership, directing, building teams, facilitating performance, motivating, guiding people, and transferring knowledge

While *Satish* called this type of competencies by Leadership competencies, because he saw that the individual who has this type is a leader. He pointed this idea:

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[1] Satish, Kumar. *Competency Management through OD Interventions. IOSR.* 2011.p49

"*Leadership competencies are those which are used to assess an individual's ability and skills to be a leader or manager. These are usually a unique set of competencies only applied to people with a certain level or certain potential***"**[1]. Satish gave some example of competencies that may be included like:

• Execution

• Energy

• Strategic decision-making

• Communication

2.6. Benefits of Competencies

In a competency-based system, both the employer and the employee benefit. This is a result of establishing a transparent blueprint for recruitment, Job expectations, job performances evaluation and advancement path. Personal judgment and subjectivity are minimized, creating a more positive work environment and a stronger relationship, between employee and employer.

Some good results of competency:

• Reduction in staff turnover, recruitment costs, training costs, etc

• Improvement in productivity, performance, training and development

• Reliable and consistence performance data across cultures and geographic borders

• Delivery of comprehensive training & development plans

• Creation of training & development processes that identify and deliver the most effective sessions

• Identify employee's capabilities for an organization's future needs

• Analyzing capability gaps.

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[1]Satish, Kumar. *Competency Management through OD Interventions. IOSR.* 2011.p48

Armonstrong added: "*Competencies help to improve the individual performance, by modeling the behaviors that make high performing employees successful in their jobs. In this way, we can use competencies to further professional development. These competencies help lay out a road map to superior performance, but they do not ensure it. Only the personal commitment to excellence, motivation, and actual consistent performance determines the performance level. Ideally, competencies can help fix the attention on key business goals and values, such as improved customer service. Competencies can help to be more flexible in meeting various work requirements. Applying the competencies at work will help us to become more creative in meeting job demands and allow us to quickly adapt to changes at work. Finally, competencies encourage teamwork by promoting cooperation and sharing*"[1].

2.7. Models of Competencies

The models of competencies are behavioral and functional competencies. Means that some models are related to the behaviors and personal characteristics, whereas others are related to the function or the job itself. *Armonstrong*[2] illustrated these main models as following:

7.1. Creativity: Creativity is the act of turning new and imaginative ideas into reality. Creativity is a crucial part of the innovation equation. Creativity is a core competency for leaders and managers and one of the best ways to set your company apart from the competition.

Corporate Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. This idea is confirmed by *Lyle* when he said: *"creativity is being resourceful and imaginative. It is the ability to generate new ideas to solve old or new problems"*[3] .

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[1] Armonstrong. Machael (2007), *Handbook of Human Resources Management Practice: Longman press.* p 162-164

[3] Lyle M. Spencer, Jr.,PhD Signe M. Spencer (2008), Competence at Work Models for Superior Performance, Unique Colour Carton, New Delhi. p 144

Lyle added: *"Being creative is taking old ideas, new ideas, and imagination and creating a combination that solves a problem. It consists of taking thoughts or ideas that may seem unrelated and formulating a creative solution. Everyone has access to the same information, but creativity blooms when people see, organize, or combine the information in new ways"*[1].

2.7.2. Self-confidence: Self-confidence is extremely important in almost every aspect of our lives. Self-confidence is considered one of the most influential motivators and regulators of behavior in people's everyday lives. It also associated with the life of an employee because self-confidence can contribute to the determination of an employee to increase the productivity of a company.

2.7.3. Teamwork: Teamwork is used as the most popular and effective way of improving organizational health. This has resulted in the recognition that people are the most important resource in an organization. Using their knowledge and experience in the most productive way leads to quality improvements in products and services. Teamwork also can benefit the organization and the members of the teams. However, commitment and a good infrastructure are needed for consciously develop teamwork.

2.7.4. Influence: Influencing is the ability to affect and influence others is often the number one competency in helping, service, managerial and leadership roles. Influence as a competency is the ability to persuade or convince others to support an idea, agenda or direction. It involves taking a variety of actions to influence others including establishing credibility or using data to directly persuade or address a person's issues or concerns. Learning to increase the ability to impact and influence others can make a big difference to your career success.

2.7.5. Problem Solving: Problem solving is the most basic and most important human mental activity. HR professionals are hired to supervise a particular aspect of an organization, and problem solving is an important part of this responsibility. Often the most creative HR professionals make the most effective problem solvers. These HR

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[1] Lyle M. Spencer (1983), Soft Skill Competencies: Their Identification, Measurement and Development for Professional, Managerial, and Human Services Jobs, Scottish Council for Research in Education. P 486

professionals have mastered the art of recognizing problems and tackling them, logically and creatively, before they get blown out of proportion. Problem solving itself can create further problems, depending on the methods used, and so the HR professional must tread carefully. Here the HR professional's responsibility is immense. Human resources professionals must aid their team members in developing their own problem-solving abilities.

2.7.6. Inter personal Skills: Interpersonal skills are the life skills that use every day to communicate and interact with other people, individually and in groups. Interpersonal skills include not only how the people communicate with others, but also the confidence, and the ability to listen and understand. Problem solving, decision making and personal stress management are also considered interpersonal skills.

2.7.7. Business Knowledge: It represents the ability to understand business including the market and its segments, the products and services offered, the customers and their business and business model itself, value creation as opposed to cost effective HR. It happens when HR managers demonstrate their understanding of business while designing and delivering HR system and process. All business decisions have people issues and it is important that HR professional provides appropriate input to evaluate the implications of such issues.

2.7.8. Change Management: Change management refers to the ability to diagnose design and deliver change processes for organization's culture transformation. The key message for HR manager is that winning organization differ from losing ones only in their ability to respond to the pace of change. Any change in system, policies and processes has to have people acceptability for them to be successful. HR has a crucial role in preparing people for the change, educating them of the advantage and implication of a new system and clarifying issues that may arise in the implementations and competencies building.

2.7.9. Execution Excellence: It refers to the ability to consistently deliver on time on commitments to internal and external customers. HR system and policies that inhibit speed in the organization will be eliminated. In the process HR staff necessary to administer and audit those system will be eliminated. HR professional must begin to

question and change the basic premises and assumptions on which organizations must exist[1].

2.7.10. Personal Credibility: Personal credibility refers to demonstrate high integrity in personal and professional transaction with others. As a key competence for HR managers personal credibility is of paramount importance as it earns trust and respect of people they work with be it superior peers and juniors.

2.7.11. Relationship Management: It refers to the ability to develop effective relationship with internal and external forums. As organizations are often described as a network of roles-conflicts is an integral part of the organization. Since these are people sensitive issues, right mix of behavioral and functional skill are required to address these conflicts tactfully. Relationship management no wonder becomes focused area of HR and HR professional need to acquire an expertise in these areas for an effective interface with internal and external environment.

2.8. Dimensions of Competency

According to *Armonstrong*, *"the concept of competency includes all aspects of work performance and not only task skills"*[2]. The assessment of competency should involve a demonstration of competence in all of the dimensions of the competency, and *Armonstrong* confirms this when he gave a general definition to the term assessment, he said that: *"Assessment: It is the process of collecting evidence to measure competence of a worker's performance. This is to judge the competency against a pre-determined standard and to identify areas that need to be strengthened, modified, or improved"*

Whereas he added that the dimensions of competency including Task skills, Task management skills, Contingency management skills, Job/role environment skills and Transfer skills.

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[1] Ibid. p 98

[2] Armonstrong. Michael (2007), *Handbook of Human Resources Management Practice: Longman press.* p 97

2.8.1. Task Skills: Undertaking the specific task/s required to complete a work activity to the required standard. This means being able to perform the individual actions as well as the whole task. i.e., each employee should be able to do his task perfectly.

2.8.2. Task Management Skills: Managing a number of different tasks to complete a whole work activity. This means working efficiently to meet deadlines, handle a sequence of interrelated tasks, and progress smoothly between tasks. i.e., complete tasks at the right time and ensure the coherence between tasks.

2.8.3. Contingency Management Skills: Responding to problems and irregularities when undertaking a work activity, such as: Breakdowns, Changes in routine, Unexpected or a typical results or outcomes and Difficult or dissatisfied clients. i.e., being able to solve unexpected problems

2.8.4. Job Role/Environment Skills: Dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: Working with others, interacting with clients and suppliers, complying with standard operating procedures and Observing enterprise policy and procedures. i.e., respect the whole rules imposed by the internal and external environment.

Conclusion

This chapter clarifies both of the two concepts: human resource management and competency, according to researchers and scholars in the field, we have introduced some literature definitions and some aspects related to the topic. The first section introduces human resources as an important element in any organization that should be capitalized in order to benefits from the human energy. Then, the second section gives insights about competency, its types, dimensions, models and its benefits. We can deduce that competence is crucial element in any organization. This last, should take into consideration the importance of its competence workers and employees as a successful base in the fundamental aim of the organization and should consider them as the main factor to reach the organizational objectives. Following the idea of "what is measured is well managed", organization find themselves searching for techniques and tools to manage its HR, and that is the idea which will be treated in the next chapter.

Chapter II:

Dashboard Concept and Elaboration

Introduction

The human capital represents a crucial element in the organization's development. The human capital has a great relation with the Human Resources Management, because the idea of "a good management leads to a high level of effectiveness and competitiveness", which ensure a durability to the organization.

The first aim of any organization is to improve the quality and effectiveness of its humanitarian action, and to treat people affected by crisis. To realize this aim, the organization used many tools such as dashboard, which is designed to help organization assessing and improving their people management systems and practices. The dashboard facilitates the management of HR, especially those employees and workers who are competent; the organization relies on the dashboard of HR to achieve its main objectives toward its HR.

This chapter consists of two sections:

The first section gives general information about dashboard, while the second one talks about dashboard elaboration.

SECTION ONE: General Concepts Related to Dashboards

This section seeks to shed the light on the main concepts, meaning and definition related to the term dashboard.

1.1. Historical Context

1.1.1. Executive Dashboards

Although dashboards have long been a fixture in automobiles and other vehicles, business, government, and non-profit organizations have only recently adopted the concept. The trend started among executives who became interested with the idea of having an "executive dashboard" with which to drive their companies from their boardroom perches. These Executive Information Systems (EIS) actually date back to the 1980s, but they never gained much traction, because the systems were geared to so few people in each company and were built on mainframes or minicomputers that made them costly to customize and maintain. In the past 20 years, information technology has advanced at a rapid clip. *Huselid* saw that mainframes and minicomputers largely gave way to client/server systems, which in turn were supplanted by the web as the preeminent platform for running applications and delivering information. Along the way, the economy turned global, squeezing revenues and profits and increasing competition for ever-more demanding customers. Executives responded by reengineering processes, improving quality, and cutting costs, but these efforts have only provided short-term relief, not lasting value[1].

1.1.2. Convergence:

During the 1990s, organizations began experimenting with ways to give business users direct and timely access to critical information, an emerging field known as business intelligence. At the same time, executives started turning to new performance management disciplines, such as Balanced Scorecards, Six Sigma, Economic Value Add, and Activity-Based Costing, to harness the power of information to optimize performance and deliver greater value to the business.

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[1] Huselid MA, Becker BE, Ulrich D (2001), *The HR scorecard: Linking people, strategy, and performance,* Boston: Harvard Business School Press. p 81

These initiatives convinced many executives that they could gain lasting competitive advantage by empowering employees to work proactively and make better decisions by giving them relevant, actionable information. Essentially, executives recognized that the EIS of the 1980s was a good idea but too narrowly focused; everyone, not just executives, needed an EIS.

Fortunately, executives did not have to wait long for a solution. At the dawn of the 21st century, business intelligence converged with performance management to create the dashboard [1].

1.1.3. Definition of Dashboard:

The right information at the right time is needed by managers, executives and decision makers because it makes them able to manage their company's performance and activities. These needs to information and data is considered as a part of Business Performance Management. While the gathering of this data is considered as a part of Business Intelligence. After the completion of gathering and processing, data needs to be presented in order to facilitate to managers decision making so they can act on it accordingly. Egan saw that in order to get a visual presentation to data, dashboards are considered as tools of Business Intelligence and Business Performance Management, which serve the visual presentation [2].

First of all, we can say that a dashboard is a visual presentation which communicates the key evidence for progress on the level of the effectiveness of an organization, in relation to the achievement of its main strategic and operational objectives.

we have mentioned before, dashboard is a visual presentation. According to the definition given by *CHS Alliance 2016*:

"*A dashboard is a visual presentation which communicates the key evidence for progress on the level of organizational effectiveness, in relation to achieving a set of strategic and operational objectives. The dashboard illustrates a number of data sets, often no more than six, in a summarized graphics format which enables analysis of key questions in support of management decision making*"[3].

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[1] Wayne W. Eckerson: What Are Performance Dashboards? Article

[2] Egan, G (1995) A clear path to peak performance, *People Management*, 18 May, p 34–37

[3] http://www.chsalliance.org/resources consulted on 17-04-2017.

Dashboards are visual tools and display mechanisms used to present corporate performance data and measure it against certain targets.

According to *Armonstrong*: "*Dashboard enables the manager to identify problem areas, investigate the circumstances and initiate action*"[1].

The dashboard illustrates a number of data sets, often no more than six, by the use of a summarized graphics format, which helps analysis of key questions during management decision-making, based on the principle that "*what gets measured, gets managed*".

According to Kaplan: "*A dashboard is a visual display of the most important information needed to achieve one or more objectives, consolidated and arranged on a single screen so the information can be monitored at a glance*" [2].

Another, more interesting definition is the one given by *Eckerson*:

"*A performance dashboard is a multilayered application built on a business intelligence and data integration infrastructure that enables organizations to measure, monitor, and manage business performance more effectively*"[3].

Another definition is the one given by *Johnson* and *Scholes*:

"*A dashboard is a single screen user interface consists of a static structure, which makes information available at the right time using indicators*"[4].

We can say that dashboard provides a rich user interface, which shows and displays the information in a graphical form using a variety of elements including charts, tables and gauges. The purpose behind using these elements is to reduce the time spent on analyzing the data, which enables manager to take his business decision-making process.

Mainly mid and high level executives have access to Dashboards, in the current business practice because dashboard serves as a means of monitoring and/or control for higher level employees in order to enhance and improve business performance overall.

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[1] Armonstrong. Machael (2007), *Handbook of Human Resources Management Practice: Longman press.* p85

[2] Kaplan, R S and Norton, D P (1992) The balanced scorecard – measures that drive performance, *Harvard Business Review.* January/February, p 71–79

[3] Wayne W. Eckerson: What Are Performance Dashboards? Article

[4] Johnson, G and Scholes, K (1993) *Exploring Corporate Strategy*, Prentice Hall, Hemel Hempstead. P 132

1.2. Types of dashboards

Even if future users have a clear idea on their information needs and consultants have experience in creating the right Dashboard for the type of user, it can take a lot of refining before the right information is displayed in the right way.

The information that is displayed and in what way, depends on the type of dashboard.

Dashboards can serve different users. Staff needs to act on different information then managers or executives. There is a distinction in three types of dashboards.

According to *Eckerson* there are three types of dashboards: operational, tactical and strategic dashboards [1].

1.2.1. Operational Dashboards

This type of dashboards are used to display and show detailed information to front-line workers and their supervisors. Monitor core operational processes is the metrics used in Operational Dashboards and these kinds of metrics are often updated on an intra-day basis.

1.2.2. Tactical Dashboards

This type of dashboards are used by managers and business analysts to display the performance of projects and planning rather than processes. The metrics are updated daily or weekly and are more summarized.

1.2.3. Strategic Dashboards

This type of dashboards are used by company leaders to monitor corporate performance against strategic objectives.

Strategic Dashboards are often implemented using concepts like Balanced Scorecard (BSC) or Six Sigma. The metrics are often updated weekly or monthly.

According to Johnson and Scholes: the strategic dashboard is at the heart of the performance management system for the following reasons:

  • It is a powerful tool for bringing the structure of the business into line with the strategic objectives;

  • Cross-cutting by nature, it encourages sharing and collective intelligence in organizations, which all too often operate in isolation;

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[1] Wayne W. Eckerson: What Are Performance Dashboards? (2010) Article

• Offering a concise overview, it allows a hierarchical interpretation of performance and provides targeted access to further information[1].

The existence of different types of dashboards means that there is a focus in different tasks. The following table shows the main differences between the three types of dashboards given by *Eckerson*

	Operational	**Tactical**	**strategic**
Purpose	Control operations	Optimize processes	Manage strategy
scope	Operational	Departmental	Enterprise
Users	Staff +	Managers +	Executives +
Primary activity	Act	Analyze	Review
Focus	Current	Past	Future
Data refresh	Daily/Intraday	Daily/Weekly	Monthly/Quarterly
Information	Detailed	Detailed/Summary	Summary
Architecture	Core systems	Data warehouse	Excel or data mart
Metrics	Drivers	Drivers/Outcomes	Outcomes
" Looks like a … "	Dashboard	Metrics Portal	Scorecard

Table 1: Main characteristics of performance dashboard, adapted from *Eckerson*[2].

Eckerson gave an important remark about these dashboards, he argued that we can have different versions of different types of dashboards, but they represent the same information because he saw that: even if each dashboard might serve its own purpose, it is

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[1] Johnson, G and Scholes, K (1993) *Exploring Corporate Strategy*, Prentice Hall, Hemel Hempstead. P 134-136

2 Ibid p 137

important that metrics have the same definition, and all the data which is shared in a common infrastructure is used.

The majority of collected information about the business activity is fluctuating, thus it can be found in the previsions and forecasts that are made by both of decision makers and managers. The results will be inaccurate forecasts while managers expect a certain number of hours to be spent on a project or on a business activity, but at the end of the month this number is higher. Normally, forecasts and prevision should be close to reality in order to get right and objective results concerning the business. Because of this, managers should preserve information presenting in the dashboards by the use of a same definition of metrics.

1.3. Difference Between Dashboard and Balanced Score Card

	Score Card	**Dashboard**
Purpose	Charts progress	Measure performance
Users	Executives, managers	Supervisors, analysts
Updates	Periodic snapshots	Right-time feeds
Data	Summaries	Events
Display	Visual graphs, text comments	Visual graphs, raw data

Table 2: Comparison of dashboard and scorecard approach. **Source**: *Wayne W. Eckerson [1]*

1.4. Purposes and Characteristics of Dashboards

Kaplan and Norton precise the main four purposes that characterize a dashboard:

• First of all, enforce consistency: the dashboard helps to make all the business units and departments in consistence using measures and measurement procedures.

• Second, monitoring performance: is the continued process of checking the metrics, which represent an indicator of performance, each time we take some corrective actions when needed

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[1]Wayne W. Eckerson: What Are Performance Dashboards? Article (2006)

- Third, Plan: a dashboard can be also used to plan the organization's strategy by choosing the most appropriate decisions, or simulate different scenarios by the use of what-if analysis.

- finally, communicate: the dashboard facilitates the communication of the performance to different stakeholders and gives information about the organization's activity progress[1].

1.5. Dashboard Content

Each dashboard has its components that characterized it from other dashboards, but the majority of dashboards have some similar content. According to *Huselid* et al.:
A dashboard includes a focused selection of indicators to provide periodic snapshots of the organization's overall progress in relation to past results and future goals[2] .this idea can be reinforced by the following quotation:

"*Good dashboards are based on measureable and quantifiable metrics. This means your dashboard metrics should be objective – such as increasing market share – rather than subjective – such as implementing a new marketing campaign*"[3].

Dashboards primarily include:

- **Metrics**: Usually performance data such as Revenues, Commissions and Open Orders, and metrics should be in "SMART" form:

- **"SMART" indicators:**

An indicator is a tool to measure the achievement of an objective; or a resource mobilized; or an output accomplished, or an effect obtained; or a context variable (economic, social or environmental). Indicators must be **Simple** and **Specific** so that stakeholders adopt them easily.

They must be **Measurable** so that changes in the indicator can be evaluated with sufficient accuracy without necessarily relying on accounting data.
They must also be **Achievable**, in other words realistic and linked to the management cycle to cover the allocation of the underlying resources. Someone must be **Responsible** for them and they must be **Time-bound**[4]**.**

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[1] Kaplan, R S and Norton, D P (1992) The balanced scorecard – measures that drive performance, *Harvard Business Review.* January/February, p 71–79

[2] Huselid, M A, Jackson, S E, Schuler, R S (1997) Technical and strategic human resource management, *Academy of Management Journal*, **40**(1) p171–188
[3] http://www.achieveit.dashboard/HR. consulted on 20-04-2017.
[4] http://www.enrd.europa.eu/org .HR.   consulted on 22-04-2017.

While *Johnson* added Good metrics permits ongoing evaluation of performance and a mean to forecast the future[1].

- **Key Performance Indicators (KPIs):** Metrics tied to corporate targets or industry benchmarks such as On-Time Delivery percent, Plant Utilization, Order fill rate and so on. According to the definition given by *Eckerson:*

"A KPI is a metric measuring how well the organization or an individual performs an operational, tactical or strategic activity that is critical for the current and future success of the organization"[2].

KPIs are performance metrics that are assessed and analyzed in relation to organization, team, department, project or activity. They are evaluated over a specified time period in relation to previously identified standards or targets. They are linked to strategy and performance [3].

In addition, these metrics and KPIs are usually available at various levels such as corporate, geography, business unit, customer and material.

Performance analytics fall into any one of the following major categories:

-Industry specific: These are metrics and KPIs specific to your industry; example Return on Ad Spend (ROAS) in the travel industry

-**World class**: These analytics apply to all industries; Example Inventory turns

-Company specific: These are unique to your company

- **information**: Whereas, when we talk about the information included in the dashboard, we can present three layers of information. A dashboard has the ability to display the data in different ways. Usually this starts with a graphical representation, and the dashboard provides the possibility to 'drill-down' and view more detailed information. *Eckerson* talks about three layers (or views) of information;

- graphical metrics view

- multidimensional view

- detailed or operational view.

- **Color:** dashboards get lit up with color like an over-dressed Christmas tree.

The color is applied indiscriminately and adds little to the meaning of the dashboard.

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[1] Johnson, G and Scholes, K (1993) *Exploring Corporate Strategy*, Prentice Hall, Hemel Hempstead. P 156-158

[2] Eckerson. Wayne W : What Are Performance Dashboards? Article
[3] http://www.chsalliance.org consulted in 17-04-2017.

Appropriate use of color requires restraint. We have to add color where it conveys useful information.

- using graphs and pictographs.

1.6. Benefits Behind Using Dashboard

The reason so many organizations are implementing dashboards is a practical one: They offer a panoply of benefits to everyone in an organization, from executives to managers to staff. Here is a condensed list of benefits:

-Communicate and refine strategy.

-Increase visibility.

-Increase coordination.

-Increase motivation.

-Give a consistent view of the business.

-Reduce costs and redundancy, and empower users.

-Deliver actionable information.

Furthermore, *Lin Zhu* saw that the importance of dashboard is:

-The dashboard approach emphasizes helping managers and analysts track and analyze departmental processes and activities to manage a department's performance.

-It focuses on the monitoring and analytical functionality other than on management.

-It displays data on a really- time or right-time basis as required by analysts, front-line staff, and supervisors

-The rich visualization of data displayed in a dashboard enables users to explore information and identify trends or patterns to pinpoint the root causes of problems or issues as displayed Dashboards can serve many purposes. Take a moment to consider what you want to get out of your dashboard. Check the top three reasons below.

- Help management define what is important

- Educate people in the organization about the things that matter

- Set goals and expectations for specific individuals or groups

-Help executives sleep at night because they know what is going on

-Encourage specific actions in a timely manner

-Highlight exceptions and provide alerts when problems occur

-Communicate progress and success

-Provide a common interface for interacting with and analyzing important business Data[1] .

What never changes is good dashboards focus on the most important information and communicate this information clearly and concisely.

In short, dashboards deliver the right information to the right users at the right time to optimize decisions, enhance efficiency, and accelerate bottom-line results

1.7. Choose the Right Type of Dashboard: Techniques for Building Effective Performance Dashboard by *Gerald J Kopeck*

Type	Audience	Key Features
Strategic	Senior Executive Team	-Analytics and alerts are focused on corporate, business units, key customers and product lines -KPIs often included for strategic initiatives -Evaluation period is typically weekly or monthly
Tactical	Departmental Heads	-KPIs measured against planned performance of departmental/major business process, e.g. Procurement - Early warning indicators for timely intervention -Drill down capability for exception analysis -Evaluation period daily or weekly
Operanal	functional area user	-Analytics measured against planned performance of key functional area, e.g. Production Line - Users can create Ad-hoc metrics for their area - Drill down reports for exception analysis -Evaluation period daily, per shift or real-time

Table 3: Choose the Right Dashboard[1] / **Source**: By Gerald

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[1] http://www.info.juiceanalytics/juice.dashboard consulted on 15-04-2017

1.8. Relation Between Performance and Dashboard

The term performance is usually related with dashboard. Many authors and scientific researchers correlate the two terms. *Eckerson* introduced what he defined as performance dashboard. *Eckerson* said:

"In short, what organizations really need is a performance dashboard that translates the organization's strategy into objectives, metrics, initiatives, and tasks customized to each group and individual in the organization. A performance dashboard is really a performance management system. It communicates strategic objectives and enables business people to measure, monitor, and manage the key activities and processes needed to achieve their goals. To work this magic, a performance dashboard provides three main sets of functionality, which I will describe in more detail later"[2].

A performance dashboard lets business people:

-**Monitor** critical business processes and activities using metrics of business performance that trigger alerts when potential problems arise.

-**Analyze** the root cause of problems by exploring relevant and timely information from multiple perspectives and at various levels of detail.

-**Manage** people and processes to improve decisions, optimize performance, and steer the organization in the right direction.

Furthermore, *Kaplan* said: *"once your performance measurement system is up and running, your dashboards will become your organization's primary tools for reviewing data and drawing conclusions. The purpose of any dashboard is to provide a snapshot of your organization's progress on its way to its vision of success"[3].*

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[1] Gerald, J Kopeck, K (1998) How to Build an Effective Dashboards?, management journal, p 56

[2] Eckerson. Wayne W : What Are Performance Dashboards? Article

[3] Kaplan, R S and Norton, D P (1992) The balanced scorecard – measures that drive performance, *Harvard Business Review*. January/February, p 71–79

SECTION TWO: Dashboard Elaboration

The HR function, like all "management activities" within a private or public organization, needs to have measurement tools in place in order to provide department heads with answers to several questions.

The questions asked by the department heads regarding the human resources are generally the following ones:

-How much is absenteeism costing us?

-In what ways are training activities improving the effectiveness of our staff?

-How good are our HR processes (recruitment, training, remuneration, skills management, etc.)?

-Does the staff adhere to the objectives?

-What should we do to reduce employee turnover?

-How can the HR team contribute to value creation within our organization?

In order to answer all these questions related to HR function, HR dashboard facilitates this task to us and depicts an image, which explains all ambiguities.

2.1. Human Resources Dashboard

The Human Resources Dashboard provides a summary of several key metrics categorized to represent the pillars of the People Practices Strategy.

An HR dashboard identifies key human capital trends in an organization which the Chief Executive Officer (CEO) and leadership team need to understand and monitor closely. Those trends should be reported.

According to CIPD Human capital describes the value of people at work and their collective knowledge, skills, abilities and capacity to develop and innovate. Human capital reporting aims to provide quantitative, as well as qualitative, data on a range of measures

(such as labour turnover or employee engagement levels) to help identify which sort of HR or management interventions will drive business performance [1].

2.1.2. Human Resources Dashboard Metrics:

- **Recruitment Metrics:** The goal is to obtain the maximum number of suitable candidates whilst spending the minimum amount of resources. Recruitment activity can be measured in terms of the quantitative values of time and cost.

Example of metrics: Number of candidates for a post; number of candidates per recruitment source; number of candidates satisfying the requirements of the offer; number of days between the drafting of the employment advertisement and its publication; number of days between that publication and the reception of 80%, 90% or 100% of CVs; number of candidates screened/number of candidates interviewed; % of candidates retained; mean analysis time per candidate; total number of interviews per post; total recruitment time; mean interview duration; % of posts filled; % increase in workforce; staff turnover after six months; etc.

- **The Remuneration Metrics:** This must assist evaluation and improve the efficiency of remuneration management. The goal of remuneration management is to understand which combination of remuneration elements enable optimum achievement of the objectives set out by department heads.

Example of metrics: Total wage bill; annual wage/ turnover; mean annual salary; amount paid for overtime; variable remuneration/total remuneration; mean variable remuneration/mean annual salary; annual amount of dividends paid to personnel; % of employment offers refused due to remuneration being judged insufficient; % of personnel leaving the company due to a higher salary offer; etc.

- **The HR costs:** This concerns recruiting, training, administering remunerations, evaluations, career management, maintaining social dialogue, maintaining or improving industrial relations and any other HR activity involving expenditure. This is the set of costs that must be measured by this dashboard.

Example of metrics: Recruitment costs (advertising costs and/or agency costs and/or recruitment fair costs and/or personal reference costs…); average recruitment cost; cost of

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[1] http://www.cipd.co.uk/hr-resources/factsheets/human-capital.aspx consulted on 23-04-2017

medical examinations; cost of absenteeism per employee; cost of departures; cost of replacements; etc.

- **The Training Metrics:** This should allow measurement of the four stages of training processes: identification of training needs, design of the training program, performance and evaluation of the training.

Example of metrics: Time dedicated to identifying training needs; time dedicated to devising the training programme; perceived usefulness of the training/time dedicated (to identification and/or design); number of training days (total, average per employee); average duration of a training course; total number of individuals trained per year; rate of participation in a training course; ratio of internal training courses/total number of training courses; satisfaction with the contents of the training course; satisfaction with the trainer; etc…[1]

2.2. Dashboard Elaboration Methods

Françoise et al, describe the way of dashboard elaboration. First, dashboard needs an important reflection phase, because it must reflect the organization's strategy. In the other hand, it uses financial indicators. Dashboard elaboration must be a part of organization's strategy. Then, it must be included in cost center or profit center:

a.   Define the objectives according to the organization's strategy: in order to reach this step, we have to elaborate an organizational chart of management in general, concerning responsibilities and intervention domains and fields of each manager. Then, we can deduct quantitative and qualitative organizational objectives. Obviously, when we talk about qualitative objective, we can say that they are very difficult to be measurable. Taking for example, employee's satisfaction measurement, which needs a whole study using satisfaction surveys conducted with a representative employees' sample. In order to come back to the organizational objectives determination, it is necessary to clarify organizational missions and objectives, by an interactive approach, where the person who is in charge to elaborate a dashboard, must meet the operational staff. This means that, dashboard system can face some faults during the execution inside the organization, on the other hand, these faults lead to some change needs.

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[1] http//:www.Klipfolio.HR dashboard/D.content. consulted on 19-04-2017

b.   Identify the Key Success Factors that are relevant to the unit: an organization, In its business plan, needs to show it will be better than competitors, and the "key success factors" is a part of this plan, which determine the factors that will lead to success. In order to get the list of key success factors, we have to isolate two different approaches:

• A qualify historical approach, which consists of analyzing the past and previous results, and define the main causes of dysfunction.

• Another approach, which consists of analyzing the organizational process and identifying all weaknesses in the different tasks, which can cause gaps in relation to forecasted results.

C.   Define performance indicators from the key success factors:

For the sake of getting a qualitative performance indicator, this last should follow the anglo-saxon expression "SMART", an acronym means: Specific, Measurable, Achievable, Realistic/Relevant and Time bound[1].

SMART is an abbreviation for the five conditions of a good KPI, illustrated by Kaplan, and Norton:

Specific: it has to be clear what the KPI exactly measures. There has to be one widely-accepted definition of the KPI to make sure that the different users interpret it the same way and, as a result, come to the same and right conclusions which they can act on.

Measurable: the KPI has to be measurable to define a standard, budget or norm, to make it possible to measure the actual value and to make the actual value comparable to the budgeted value.

Achievable: every KPI has to be measurable to define a standard value for it. It is really important for the acceptance of KPI's and Performance Management in general within the organization that this norm is achievable. Nothing is more discouraging than striving for a global that you will never obtain.

Realistic and Relevant: the KPI must be realistic so that we can realize it. In the other hand, the KPI must give more insight in the performance of the organization, in the obtaining its strategy. If a KPI is not measuring a part of the strategy, acting on it does not affect the organizations' performance. Therefore, an irrelevant KPI is useless.

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[1] Françoise Giraud, Philippe Zarlowski, Olivier Saulpic, Marie-Anne Lorain, François Fourcade, Jeremy Morales. 2011 Pearson Education France.Fundamentals of Management Control, p 122-134

Time-bounded: it is important to express the value of the KPI in time. Every KPI only has a meaning if one knows the time dimension in which it is realized. The realization and standardization of the KPI therefore has to be time phased [1].

These criteria are necessary, but not sufficient because the indicator should be easy to understand and it should be easy to build. In order to be efficacious, it is important that a KPI be:

-Easy with a low cost in collecting. Both cost and length of gathering/ acquiring information are taken into consideration.

-Reliable on the performance level, i.e. there is no critics and it should give exact results during calculation.

- It should be understood by all. Absolutely, the indicator must have a clear definition and easy to be understand by its users. Simply because when the indicator has some complex methods of calculation may present ambiguity to its users.

- Indicators must not be numerous. In order to ensure the strategy implementation, it is obligatory to choose a limit number of indicators. Have many indicators leads to waste the energy and giving attention to points that are not very important to realize the strategy.

d. structure and give a design to the dashboard: nowadays, there is an attention has been paid to how to design dashboards. Because structure helps you start on designing your dashboard, including what form it should take, how to design for audience understanding, and what navigation, interactions, and capabilities will make your dashboard useful and engaging and use best practices for charting and data presentation[2].

Giving a design to the dashboard is presented by dashboard-building solutions. We have to pay attention to the dashboard content that we have already mention in the previous chapter.

We can introduce the following diagram to illustrate the dashboard construction:

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[1] Kaplan, R S and Norton, D P (1992) The balanced scorecard – measures that drive performance, *Harvard Business Review*. January/February, p 91

[2] http://www.info.juiceanalytics/juice.dashboard consulted on 15-04-2017

- organization's strategy

- department/ unit objectives

- identify the key success factors

- identify the performance indicators

- give a design and strucure to the dashboard
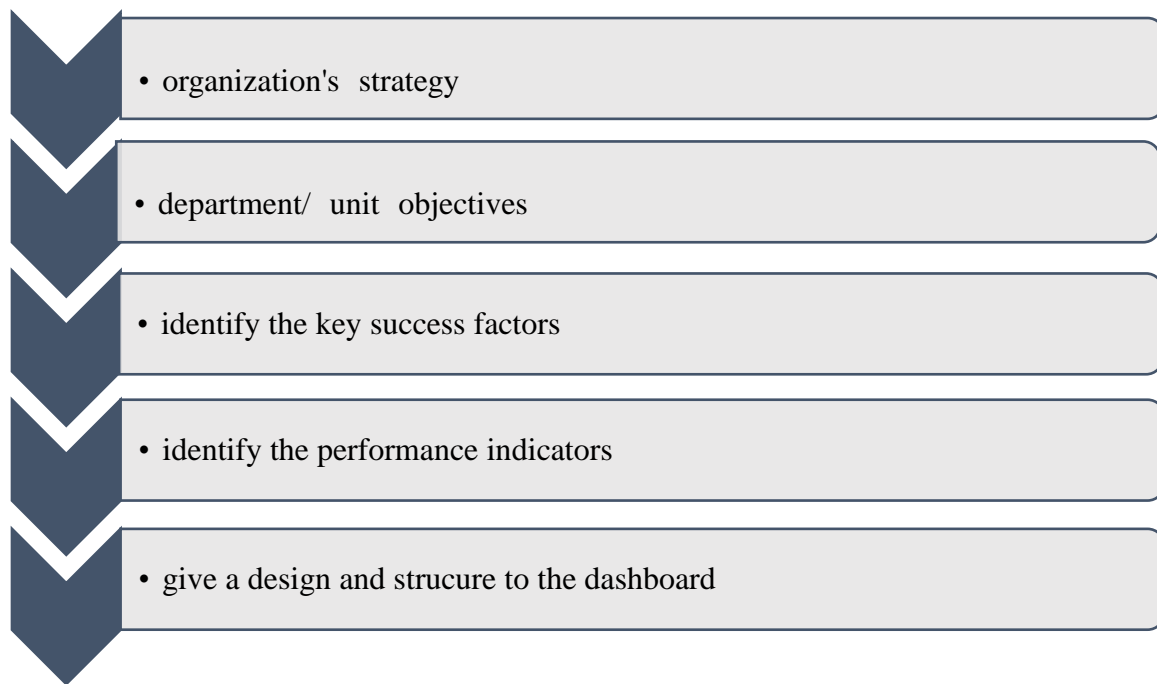
Figure 2: diagram of dashboard construction[1]

Source: By the Student

According to the writers and researchers in management control, there are two main methods that are used in dashboard elaboration: JENUS and OVAR methods. In our research, we will introduce one of them, which is the "OVAR" method.

2.2.1. OVAR Method

According to Françoise et al, OVAR is an acronym which abbreviate the following words:
Objectives, **V**ariables of **A**ction, associated **R**esponsibilities. OVAR is a progressive construction approach, which is structured with a "tableau de bord" as in French. The OVAR method provides indicators deployment not only to the use of managers, but also in decentralized levels[2]

The OVAR method is elaborated by the pedagogical group of management control department of HEC Paris. This method consists of moving from a high hierarchical level to a low hierarchical level following the organizational chart. We will define the organization's missions and objectives starting from the high level, then we will precise the variables of action that correspond to this level in order to help us in realizing the objectives. Finally, all these objectives and variables of action are presented/ transformed to performance indicators.

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[1] Presented by us

[2] Françoise Giraud, Philippe Zarlowski, Olivier Saulpic, Marie-Anne Lorain, François Fourcade, Jeremy Morales. 2011 Pearson Education France – Fundamentals of Management Control, p136

We have to take into consideration that each variable of action identifies one or more responsible.

OVAR method leads to the redeployment of strategic objectives in the operational level.

In order to elaborate a dashboard in organization's unit, the OVAR method provides, as a first step, an application of the same principles of organization's general or global dashboard, but at the level of the concerned unit:

   - Missions and objectives (O) of the unit must be defined and presented in indicators of results;

   - Variables of Action (VA) of the unit, which help to reach these results must be clarified and they are measured by specific indicators. Variables of action are the "Main Roads" that lead to the results, they also present the "Action Levers" that one responsible may have to reach his objectives.

Variables of action have two main characteristics:

• They must not be numerous, because the responsible action must focus on a small number of causes that are related to the important effect. this principle is the fruit of the Law of Pareto (the 80/ 20 rule, which states that, for many events, roughly 80% of the effects come from 20% of the causes).

• The responsible must master the variables of action, i.e. he must have an ability to execute his action so that he influences the variable.

-Responsibilities analyses (R) lead to identify the concerned or non-concerned units by the objectives and variables of action in the global level in general. This link is not immediate. The OVAR grill is considered as a support to this analysis.

	Objective 1	Objective 2	Objective 3	Concerned Responsibilities		
				Unit n 1	Unit n 2	Unit n3
Variable 1	X		X	X		
Variable 2		X			X	X
Variable 3	X				X	
Variable 4			X	X	X	X

Figure 3: developed version of OVAR Grill[1]

From the previous figure, we can note the contribution of each unit in objectives and variables of action. When we define, the objectives related to the units, than it can be possible to identify the variables of action. The unit's dashboard contains indicators that are related to its objectives and its variables of action.

The following diagram represent the OVAR deployment:

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[1] Kaplan, R S and Norton, D P (1992) The balanced scorecard – measures that drive performance, *Harvard Business Review*. January/February, p 93

Department

Objectives and missions

Variables of action

Responsibilities

Unit1	Unit 2	Unit 3
Objectives/Missions 1	Objectives/Missions 2	Objectives/Missions 3
Variables of action	Variables of action	Variables of action
Responsibilities	Responsibilities	Responsibilities

Figure 4: OVAR redeployment[1]

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[1] Elaborated by the student

2.3. Dashboard Model

Traditional dashboard focuses almost exclusively on defining the right success metrics, then piecing together a bunch of charts and gauges on a single page. Traditional dashboards search to give raw information regardless to its impact on the final receiver or user.

This kind of dashboards oblige their user to search for useful information by consulting documents and data. The main objective of dashboard is to gain time and not to waste it in searching for information included in documents and data, but use information to act. So, there is a direct link between efficaciousness and readability.
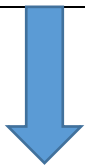
Claude and *Sabine* gave a general view, dashboard consists of four zones, which reflect and summarize the organization's strategy[1]. Dashboards can be presented according to the following model:

A dashboard modal with four zones:
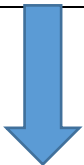
1) Indicators
2) Results
3) Objectives
4) Deviation/ error

Table 4 : Dashboard model

Dashboard			
Indicators	Results	Objective	Deviation
-Rubric 1 -Rubric 2 -Rubric 3 Rubric 4 Indicator 2			

Economic Parameters Zone   Results Zone   Objectives Zone   Deviation Zone

Source: CLAUDE and SABINE, (S): p. 557[1] .

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[1] Kaplan, R S and Norton, D P (1992) The balanced scorecard – measures that drive performance, *Harvard Business Review.* January/February, p 99-102
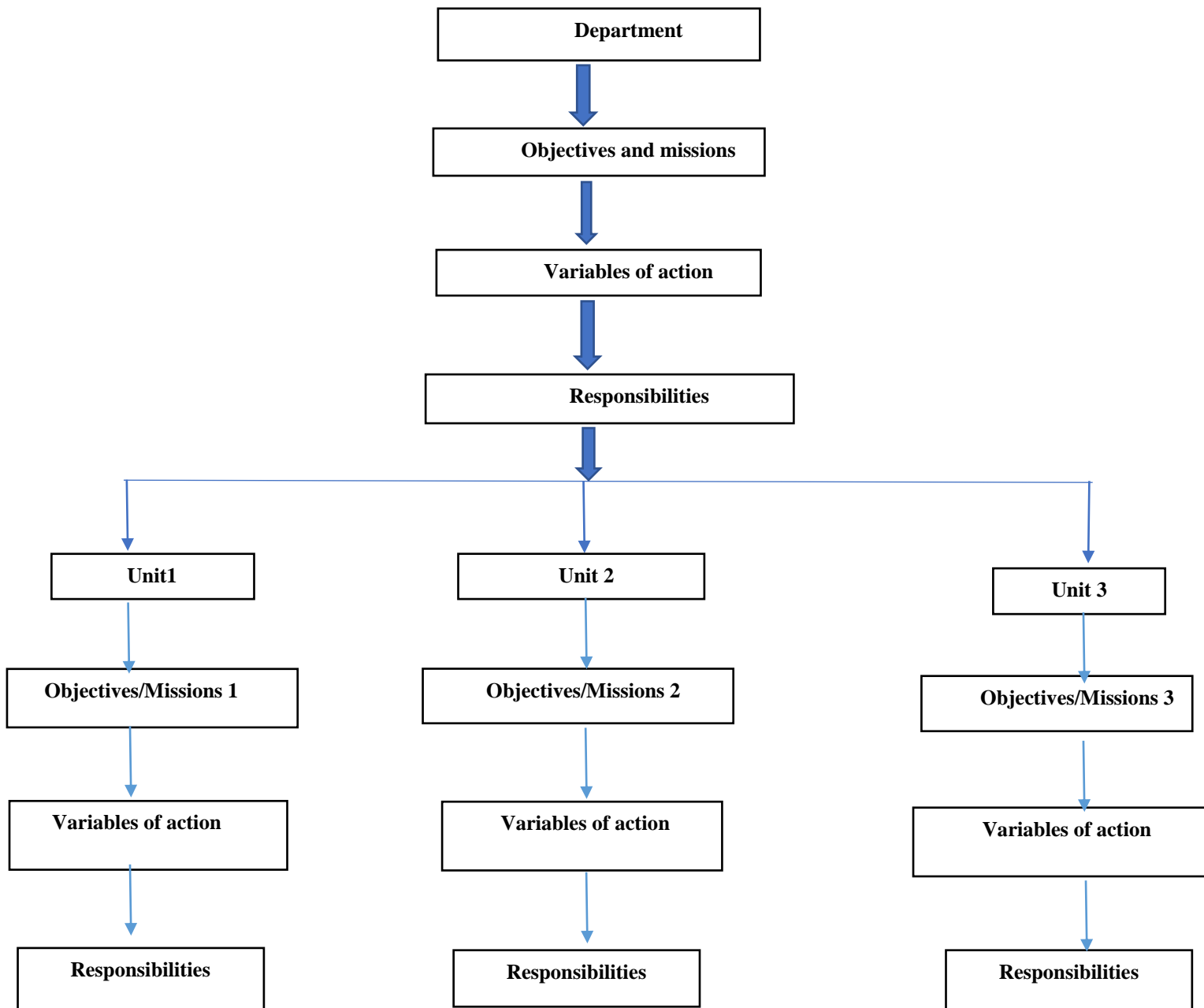
- **Economic Parameters Zone**: consists of different indicators that are obtained during dashboard's design and they seem important according to the decision makers.

- **Results Zone**: these results can be presented periodically or in cumulated way.

The results concern all quantitative and qualitative information related to organization's/ unit's activities.

- **Objectives Zone:** all the chosen objectives, for the specific period, appear in this zone. Objectives are presented under the same choices of the results.

- **Deviation Zone:** deviations and errors are presented either in absolute value or relative.

Conclusion

In this chapter introduced and defined the term dashboard. Firstly, it clarified the emergence of the term dashboard in the historical overview related to the study. Then, it defined the term by giving a collection of different authors followed by explanations, clarification and comments made by others. Moreover, this chapter presented the way of a dashboard's elaboration. As a result, dashboard is an important tool, which is used by organization to facilitate its role and to give managers more information before, during and after the decision-making. The elaboration of a dashboard needs the interaction between different elements as it has been presented in this chapter.

The next chapter; which is the practical one; is a try to elaborate an HR dashboard for the top management employees, which represent the competence employees in CRAPC establishment.

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[1] Claude, K. Sabine, (S). Model pour les tableaux de bord, (1998) edited by DUNOD, 2nd edition, Paris. p. 557.

Chapter III:

HR Dashboard Elaboration

Introduction

After presenting a review of literature relevant to the topic of research and literature definitions to the different aspects related to the Human Resources Management, Competency, dashboard and its elaboration in the theoretical part. In order to complete this research study now, we can introduce our practical part. This chapter is composed of three sections:

- Section one: general presentation of the organization where we carry out our training period.

- Section two: the analysis and interpretation of the responses of the respondents by using a questionnaire, and using mathematical tools to discuss the results.

- Section three: this section is specifically devoted to show our a try to elaborate and produce HR dashboard on the light of research's results, along with sum up of all the findings, proposals, suggestions and final conclusions of the study. Some proposed ideas in respect to further research is also listed here in.

SECTION ONE: Case studied organization

1.1. Introduction of case studied organization: CRAPC

In this section, the case study organization is presented. The context is important, because it is relevant to have some information about the organization in which our research has been conducted.

1.1.1. Introduction of the organization

According to the historical information provided in the organization profile on their website, CRAPC was created 25 years ago (1992) as a result of an executive decree named by Ministry of Higher Education and Scientific Research. CRAPC is a public establishment with scientific character, which aims mainly to realize programs of scientific researches and technologic development. CRAPC is related to General Directorate of Scientific Research and Technologic development. Before some decades, the center had not a formal and juridical status. Nowadays, CRAPC is considered as a scientific association, a place where the brilliants researchers of physics- chemistry domain meet in order to discuss, and benefit from their researches, also they exchange their knowledge and their research technics. In 1992, Mr.Brahim Youcef MEKLATI and Mr. Moulai Hacen GUERMOUCHE had initiated and be the founders of the center under the status of a public establishment with scientific and technologic character agreed by the state, and make it known by public. Three years later, in 1995, CRAPC was the first in permanent researchers' employment. In 2002, the center has launched many announcements to recruit researchers and it has the opportunity to increase an important number of researchers.

The first aim behind the activity of the center is to create new methods in physico-chemistry analysis, and to enhance new applied chemistry protocols.

Nowadays, the ambitious center continues its development by adopting an extended strategy which consists of creating (4) four research units in physic-chemistry analysis (URAPC). These units are subdivided in (17) seventeen plateau technics in physic-

chemistry analysis (PTAPC) implanted in the national territory inside certain national universities.

This new strategy aimed to develop the physic- chemistry analysis domain and ameliorate the social-economic sector, industrial, and laboratories relevant to Algerian universities. The center looked for specialized in complexes analyses, which need high technologic equipment manipulated by a technical staff. In addition, we can say that the CRAPC seeks to develop the productivity capacity and the commercialization of sensitive products such as pharmaceutics. CRAPC has another aim, which consists of valorize local aromatic plants, using the Algerian materials in environment domain, monitoring and controlling the medicines fabricating, protecting natural resources, and stopping the pollution factors i.e. fight against pollution of environmental matrices (water, air, soil). CRAPC is charged to realize qualitative and quantitative analyses of vegetal resources in arid and non-arid regions.

Finally, CRAPC presents a competent staff to participate in ameliorating technics of analyses, and gives new methods of analyses.

1.1.2. Statutory Designation

Centre de Recherche Scientifique et Technique en Analyses Physio-Chimiques (CRAPC). Technical and Scientific Research Center in Physio-Chemical Analyses CRAPC

1.1.3. Decree of Creation

Executive Decree n° 92-214 of May 23,1993, modified and completed by executive Decree n° 03-459 of Shawwal 1424, corresponding to December 1st, 2003.

1.1.4. Status

Public Establishment with Scientific and Technologic Character. The center is managed by Dr Bachari Khaldoun, Research Director.

1.1.5. Main Tasks

-Analytical innovation for preparing tomorrow's methods.

-Highlight the transfer of analytical Know-how to the economic sector, according to the requirements in emergence.

-Achievement of scientific research programs and technological development in the physio-chemical analysis field.

-Constitute a pole of competence, reference and scientific expertise for the socio-economic sector in the field of physic-chemical analysis.

-Contribute to the development of analytical technics and equipments.

-Propose improvements of research technics and training sessions for sectors, which have their own potential of analysis.

-Contribute to the establishment of regional research centers in physic-chemical analysis

-Job creation at different grades.

1.1.6. Impacts on national socio-economic, scientific and technological development

-Sensitive products production capacity and marketing development in particular the agricultural products and pharmaceuticals.

-Natural products valorization.

-Control of drug manufacturing.

-Protection of natural resources (such as water, indispensable element in any policy of sustainable economic development).

-Fight against pollution of environmental matrices (water, air, soil).

1.1.7. Joint services

-CRAPC- Universities.

-Technical platforms of physic-chemical analyses.

1.1.8. The new strategy

In accordance with the quinquennial law N° 98-11 of the 22nd August 1998 modified and completed carrying orientation and program law of quinquennial projection for scientific research and technological development and in order to meet growing needs of industrial world and national university's laboratories in the physical- chemical analysis domain, the CRAPC gas been charged by the General Direction of Scientific Research and Technological Development (DGRSDT), under the Ministry of Higher Education and Scientific Research supervision (MESRS), with the mission of setting up three regional research units in Physical-Chemical Analysis (URAPC), with seventeen (17) technical plateaus physico -chemical analysis (PTAPC) implemented within national universities.

The accomplishment of PTAPC, each one with equipments of high and advanced technology, will enable to respond to industrial requests as well as simple analyses from university of state laboratories, which are related to them. Thereby, an adapted and skilled technical personal, and a maintenance of the equipments should be continuously ensured. In any case, the provision service will be adapted to customer need (quote, response within the allotted time, quality approaches ISO 9001, ISO 17025, Good Laboratory Practice, Confidentiality….).

1.1.9. Missions

The center of research has many missions:

- Unify necessary elements in identification of research projects in entrepreneurship even the data using to program, to execute and to evaluate these projects.

- Transfer the analytic Knows-how toward the economic sector in adequate to the emergence needs.

- Constitute a competence pole, with scientific expert.

- Participation in development and amelioration of new methods of sampling, extraction and analysis.

- Impulsion, favoring the assimilation, mastering the scientific and technologic progress, also the technologic innovation.

- Ensure the scientific and technologic awareness in relation to its subject.

- Collecting, treatment of scientific and technical information, ensuring its conservation and diffusion.

- Ensuring continued training, recycling and perfection of research personnel.

- Valorization of research results especially in their diffusion, exploitation and use.

- Contributing in training WITH and FOR research.

SECTION TWO: Empirical Study

2.1. Sample Framework

For this study, a multistage sampling technique was used. In the first stage, all the researchers of CRAPC Establishment are taken for the study. In the second stage, we chose one of the research units in physic-chemistry analysis, since it presents a competent staff to participate in ameliorating techniques of analyses, and gives new methods of analyses, and we need this competent staff as high-level employees were chosen (top management) as the sample population in CRAPC establishment.

In the third stage, the target respondents of the selected employees were chosen by applying the sampling method. We chose ten percent from the total researchers' sum (total sum is 75 researchers and in order to reach ten percent, we took out of 16 CRAPC researchers were survey).

With the support of a questionnaire, information was collected from the selected respondents. At the end of data collection, it was found that six (6) questionnaires were found either missing or unfilled. These questionnaires were deducted from the actual sample and the effective sample for the study was restricted to 10 CRAPC researchers who present high-level employees in CRAPC Establishment.

The overall response rate was thus 100 percent, which was considered satisfactory for subsequent analysis.

2.1.1. Data Collection

The data collection for the study was conducted in two stages. In the first stage, we concentrated on desk research. Thus, data were collected from CRAPC reports, books, HRM reports published in journals, magazines and web sites related to the research topic and problem.

In the second stage, data were collected from the respondents using a questionnaire.

2.1.2. Data Collection Period

Data were collected for the period 4-11-2016 to 4-6-2017. The various sources of data were the different books related to HRM and competence, internal documents of CRAPC Establishment and the websites.

2.1.3. Delimitation of the sample of the study

Because of time constraint, we have limited our elaboration of dashboard that is concentrated only with high level employees management, which seeks to manage the competent employees in CRAPC Establishment, even if our choice was not random, simply because CRAPC really needs an HR Dashboard concerning its competent employees, in order to facilitate the first aim of CRAPC in managing its researches, since it is a center of research, and to realize a certain level of efficaciousness.

2.2. Techniques Used in Collecting Data

In our research, we have used different data collection techniques:

2.2.1. Using Available Information

According to *Chaleuvong "Usually there is a large amount of data that has already been collected by others, although it may not necessarily have been analyzed or published. Locating these sources and retrieving the information is a good starting point in any data collection effort"[1].*

It is the literature study that we explore these areas to get to a general overview of current knowledge. It is realized by two levels:

1) A review of literature with respect to the topic of the study: specialized books, articles, universities topics and theses.

2) Study of documents related to the CRAPC Establishment: this level of data collection, is oriented to the research of all definitions elements, knowledge, and analyze the organization's activities.

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[1] http://scholarsmine.mst.edu/masters_theses Chaleuvong, Kongmany: *Data Collection* Techniques (consulted on 10-05-2017)
[2] Ibid (consulted on 10-05-2017)

2.2.2. Observation

"Observation is a technique that involves systematically selecting, watching and recording   behavior and characteristics of living beings, objects or phenomena"[2]. Observation of human behavior is a much-used data collection technique. In our research, we watch the situation, openly and concealed, we pay attention to all real organizations' practices and its members, but we do not participate. We take notes during the training period in the host organization.

2.2.3. Questioning

Is a kind of interview, which represents data-collection technique that involves oral or written questioning of respondents, either individually or as a group. In our research, we have used a questionnaire for collecting information from the researchers of CRAPC Establishment.

"The questionnaire is   a research instrument   consisting   of   a   series of questions and   other   prompts   for   the   purpose   of   gathering information from respondents. It is often designed for statistical analysis of the responses"[1].

In our research, we have used an internal questionnaire, which is given to researchers of CRAPC who introduce the high-level employees in this establishment.

2.3. Sample Description

Our target population is the researchers of CRAPC Establishment, since they present the high level employees in CRAPC, and they are competent. Also, they present people who are directly concerned with our survey.

As CRAPC is an establishment of research, it can be considered a home of competent employees like researchers, since they have knowledge, skills and abilities.

In this research; and for the aim of achieving our survey; we have limited our sample by only choosing the CRAPC researchers of BOUSMAIL center.

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[1] http://scholarsmine.mst.edu/masters_theses (consulted on 10-05-2017)

2.4. Sample Size

CRAPC establishment has 75 researchers, we have limited the number of respondents, by proposing 16 questionnaires, 6 of them are either unfilled or missing, while the rest are completed, we consider them as 100 percent of the response rate.

2.5. Questionnaire Structure and Distribution

2.5.1. Definition and presentation of the distributed questionnaire

As we have mentioned before, our survey aims to gather information from researchers of chemistry and physics analyses in CRAPC Establishment. The questionnaire is distributed in the research center.

2.5.2. Questionnaire structure:

The questionnaire that we have distributed, is structured as following (see appendix)

- Introduction at the beginning of the questionnaire, in order to give a general idea about the research subject. It contains three main parts:
    - The first one, is about the target respondents
    - The second is about the purpose behind this questionnaire
    - the third talks about the confidentiality of all responses

- Questionnaire structure in logical order, going from the simple to complex, and containing (24) questions which is mixed with open-ended to ask the respondent to formulate his own answer and closed-ended questions to give the respondent the right to pick an answer from a given number of options.

2.5.3. Questions forms:

Questions are formulated in this survey with different forms:

- Dichotomous, where the respondent has two options
- Nominal-polytomous, where the respondent has more than two unordered options

- Ordinal-polytomous, where the respondent has more than two ordered options
- (Bounded) Continuous, where the respondent is presented with a continuous scale

2.5.4. Research conduct:

In order to collect the maximum amount of data from our respondents, we gave respondents the chance to take these questionnaires at a convenient time and think about the answers at their own pace. Then, we come back and take their answers to analyze them carefully to achieve our survey.

2.5.5. Method of Questionnaire Treatment:

- The used tools are : SPSS software and EXCEL.
- Individual treatment of questions, which help us knowing the frequency.

2.6. Results

Out of 16 distributed questionnaires, 10 of them are perfectly complete, while the others are either unfilled or missing. (see appendix N:2)

First of all, we will start with general information about the members of our sample (sex, age group, qualification, designation, mode of entry to current designation and experience period, which presents queries related to job profile of the CRAPC employees.

Part One: General information

The questions used in this part demand from the participants to give general information about them, and this is by putting a cross or ticking a box.

Question 1: sex

The following table gives the details about sex of the respondents

gender	frequency	percentage
MALE	6	40
FEMALE	4	60
Total	10	100

Table 5: Gender of the respondents

The researchers surveyed were 60% male and the remaining were female (40%)

Question 2: To which age group do you belong?

Table 6 shows the age group of the respondents

Age group	frequency	percentage
20- 29	0	0%
30-39	9	90%
40-49	0	0%
49-50	1	10%
60 and above	0	0%

Table 6: respondents' age group

From the previous table, we note that the majority of CRAPC researchers belong to the 30-39 age group with 90 percent, while just one of the respondents researchers belongs to the 49-50 age group. Which means that the majority of them are young researchers. The table depicts that 0 percent represents the remaining age groups.

Question 3: What is your highest qualification?

This question is about the highest qualification of the participants. When we talk about qualification, we mean the educational level of the respondents; since education is the basis of knowledge. The following graph shows the educational qualification of the respondents:
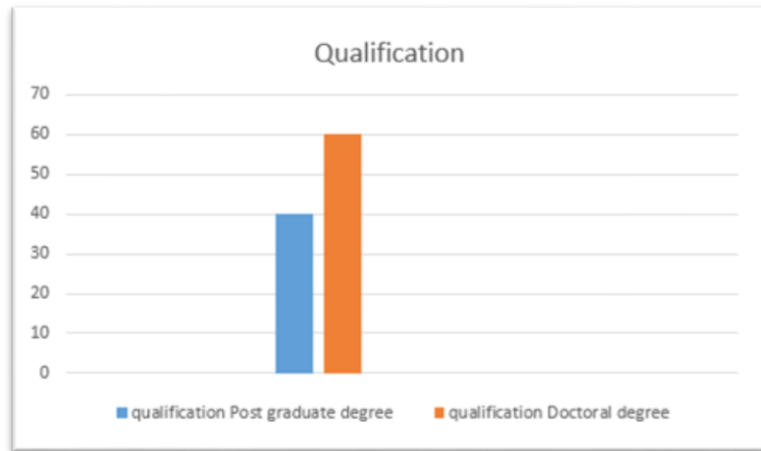
Figure 5: Qualification

From the previous graph, among 10 of the researchers surveyed, 40 percent are postgraduates and 60 percent have doctoral degree. The CRAPC researchers have a high educational qualification. Therefore, we can deduce that they have knowledge, which is related to their job, and knowledge is one of the components of competency.

Question 4: What is your degree?

This question aims to determine the designation and the assignment of the respondents in CRAPC. This question facilitates the classification of the respondents according to their position in CRAPC establishment.

The following table shows the respondents' designation

Variables	Frequency	Percentage
Employee on fixed term contracts	6	60.0
Contractors	4	40.0
Temporary employees	0	0
Part time employees	0	0
Total	10	100.0

Table 7: Degree

We can deduce from the above table that out of the respondents surveyed, 60 percent of the respondents are employees on fixed term contracts, while the remaining, which is 40 percent of respondents are contractors. Whereas 0 is the percentage of the other designation: temporary employees and part time employees. The answers to this question item revealed that these results may reflect that CRAPC researchers have a certain stability in their work, and it may be confirmed when we notice that both of "temporary and part time employees" represent 0 percent in term of designation in CRAPC.

Question 5: what is your mode of entry to the current designation?

The following table shows the entry levels of the employees to their present positions:

	Frequency	Pourcentage
Direct	9	90.0
Promotion	1	10.0
Total	10	100.0

Table 8: Mode of entry to the current designation

The previous table indicates that the majority of surveyed respondents, with 90 percent of the interviewees entered into the current designation through direct recruitment, while 10 percent were through promotions. This results show that the majority of CRAPC researchers get their current designation directly with their educational degree.

Question 6: determine your experiences in CRAPC establishment (in Years)?
The aim behind this question is to know the amount of experience in CRAPC establishment. Since experience helps in increasing competence. As *Armonstrong* said:

"Competence increases through experience gathered at work. The more professional experience one gets the better in disposing tasks"[1].

The participants' responses to this question yield the results displayed in the following table that

shows the experience gained by the CRAPC researchers:

Experience in years	Frequency	Percentage
Less than a year	1	10.0
1 year	2	20.0
3 months	1	10.0
3 years	1	10.0
5 years	3	30.0
a quarter of the year	1	10.0
More than 6 years	1	10.0
Total	10	100.0

Table 9 : Experience.

According to the results obtained, among 10 respondents, 30 percent have 5 years work experience in CRAPC establishment, 10 percent have more than 6 years of work experience, while 10 percent have 3 years experience and 20 percent have 1 year experience. The remaining respondents have a work experience less than 1 year. Experience has its own effects on the workers' competency since it helps them to increase their level of competency. A worker with 3 years experience may has a level of competency higher than another worker with 1 year experience.

Part 2: This part seeks to define the main type of competency the employee/ functionary has.

Question 7: Which type of competency do you have?

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[1] Armonstrong. Machael (2007), *Handbook of Human Ressoursce Management Practice: logman pres.* P62

To gain deeper insights into the answers generated by this question, the answers to this question are analysed according to what we have treated in the theoretical part concerning types of competency. The results achieved are displayed in the following tables:

	Frequency	Percentage
YES	4	40.0
NO	6	60.0
Total	10	100.0

Table 10: Managerial competency

The previous table shows that 40 percent of the respondents have managerial competency while 60 percent have not. The managerial competency represents the sum of competencies offered by workers to their organization by which the organization use them to strengthen and outsource the other activities. This is very important, as these competencies are considered as fundamental to the success of the organization.

	Frequency	Percentage
YES	2	20.0
NO	8	80.0
Total	10	100.0

Table 11: Behavioral competency

The previous table shows that only 20 percent of the respondents in CRAPC establishment have behavioral competency, while the remaining which represents the majority with 80 percent have not. This type of competencies is related to individual i.e., it is personal and it belongs to the worker himself. In this aspect, we can illustrate some examples of behavioral competency such as developing oneself, taking initiative, delivering results, showing commitment and adaptability…etc.

	Frequency	Percentage
YES	7	70.0
NO	3	30.0
Total	10	100.0

Table 12: Technical competency

The previous table shows that 70 percent of the respondents have technical competency whereas 30 percent have not. Technical competency represents job competencies, which are related to do a job or to achieve certain tasks such as: roles and responsibilities related to a certain task.

We can illustrate the three types of competency with the following graph:
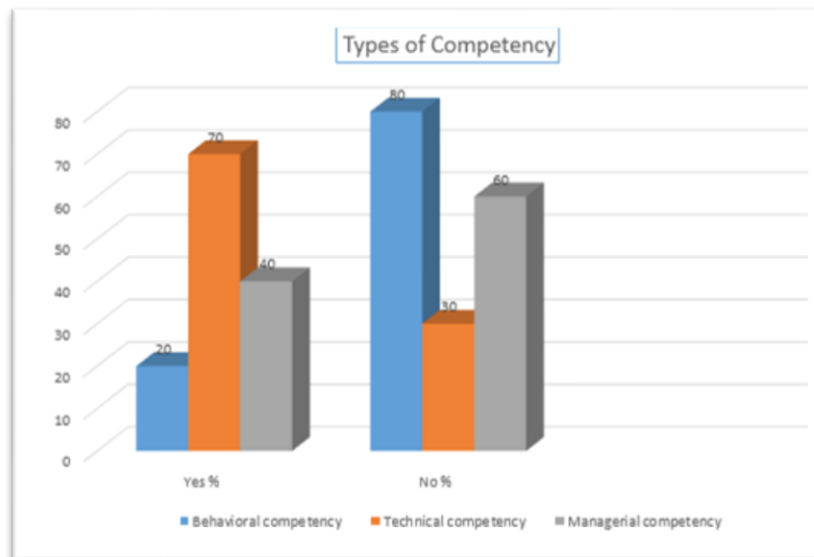
Figure 6: Types of Competency

Question 8, 9, 10 and 11: this series of questions are asked for the purpose to know the type of competency that CRAPC takes into account and considers it the most important in dealing with its employees.

Question 8: Is the selection procedure based on the candidate's competency?

The selection procedure is based on the candidate's competency

40%

60%

- Strongly agree
- Agree
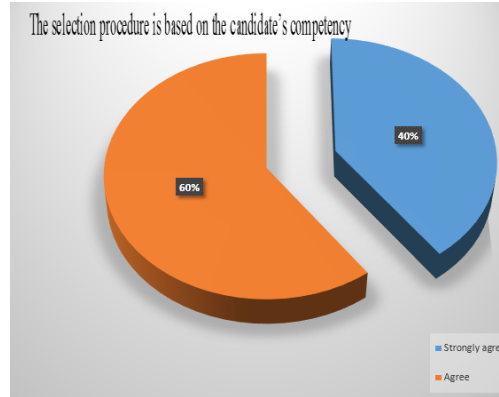
Figure 7: selection procedure and competency

The replies given by the respondents to this question as shown in the previous graph, which shows that the highest rate 60 percent of the respondents agreed that CRAPC relies on the candidate's competency in its selection procedure. This means that candidate's competency is one of the most important condition in the selection procedure.

On the contrary, 40 percent of participants argued that selection procedure does not base on candidate's competency. We think that CRAPC has its own selection procedure since the majority of respondents have the doctoral degree so it is obvious that CRAPC searches for the candidate's competency.

Question 9: Do the organization analyze the behavioral competency of the employees during the selection procedure?

This question aims to clarify whether CRAPC takes into consideration the behavioral competency of the employees during the selection procedure or not. As we have mentioned before that behavioral competency is the one related to the individual himself such as taking initiatives. The following graph represents the respondents' answers:
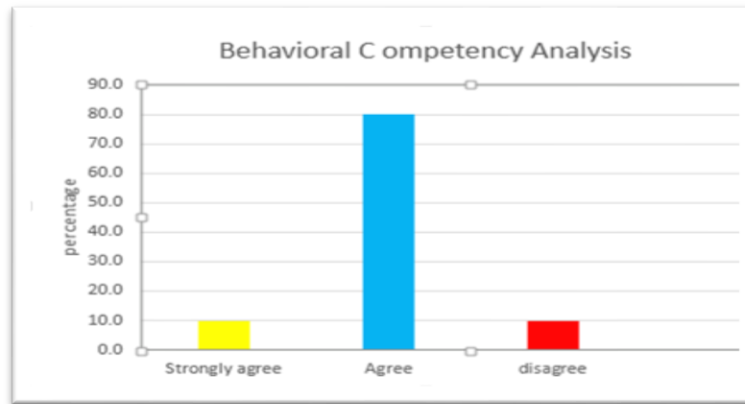
Figure 8: Behavioral Competency Analysis

The previous graph shows that according to 80 percent of respondents are agreed with the statement "The organization analyzes the behavioral competency of the employees during the selection procedure" and 10 percent are strongly agree. While 10 percent are disagree. The replies given by the respondents, as shown in the previous graph, allow to the conclusion that CRAPC relies on behavioral competency in the procedure selection as one of the important element to choose the candidate of the position. Once more, we say that the results of 10 percent of respondents who answered with "strongly agree" confirm the idea that behavioral competency is taken into account during the procedure selection.

Question 10: does the promotion of the employees based on the competency level?

This question item aims at confirming the idea of whether CRAPC relies on the competency level to promote its employees or not. The answer to this question will help us to understand more about the CRAPC perception of its promotion system and the importance of the competency level to promote employees in CRAPC.

The following graph illustrates the results obtained:
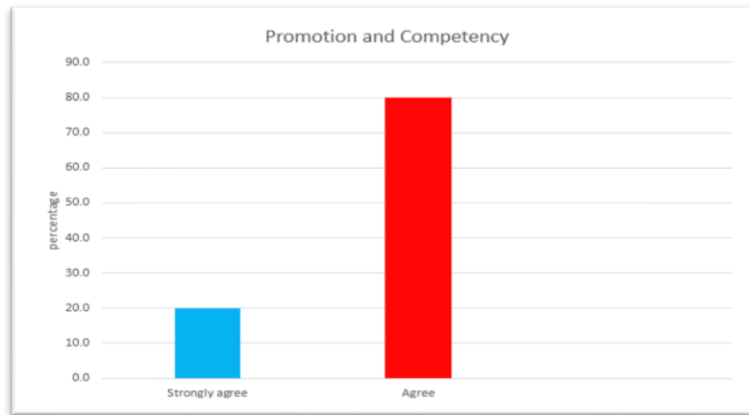
Figure 9: Promotion and Competency

According to the respondents, 80 percent of the interviewees agree with the statement "The promotion of the employees based on the competency level" and 20 percent are strongly agree.

The results yielded by this question indicates that CRAPC depends on the competency level in order to promote its employees. This means that CRAPC gives a great importance to the competency level during promotion.

Question 11: do you think that behavioral competency- i.e the ability to take initiatives,- ability to take risks at work... is considered as a component in the system of evaluating performances ?

This question aims to highlight (clear out) the relationship between the appraisal system on the one hand and behavioral competency in CRAPC. The obtained results are presented in the following graph:
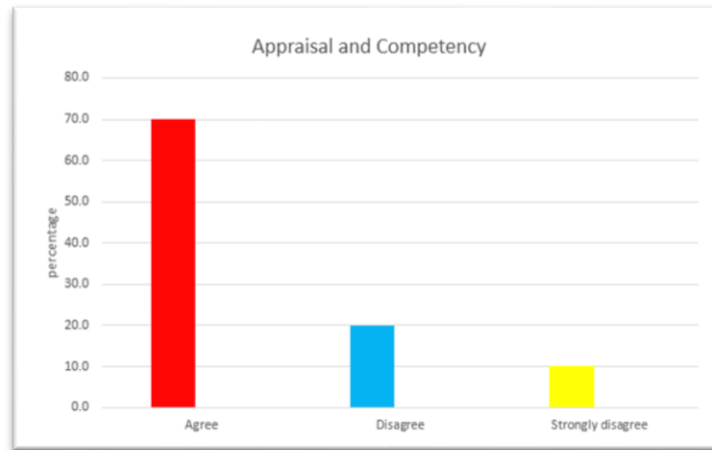
Figure 10: Appraisal and Competency

The graph gives information about the appraisal system in CRAPC establishment. 70 percent of the respondents agree that the behavioral competency as one component in the performance appraisal system and10 percent are strongly agree with the statement. While the rest of the respondents who present 10 percent are strongly disagree. We think that CRAPC establishment makes a connection between behavioral competency and its appraisal system in order to motivate employees.

Part Three

this part aims to gather information on employee satisfaction. We will focus on how employees feel about their job description, position within the establishment, relationships with colleagues and superiors, opportunities, actual and future intensions, and overall satisfaction.

The questions in this part are about the employee's experience working for the establishment. The part starts and ends with some questions about satisfaction with various aspects of work and contains other questions about how employees think and feel about the establishment.

Question 12:

 - Are you satisfied with the working environment of the organization, with your colleagues and your superior?

 -If Yes/No, specify the reason.

This question searches to clarify whether employees are satisfied with the work environment or not in general. We think that satisfaction is one factor of motivation,

which can increase the competency of the employee. The following table presents the respondents answers

Answers	Frequency	Percentage
YES	6	60.0
NO	4	40.0
Total	10	100.0

Table 13: work environment/ colleague satisfaction

As indicated in the previous table, among 60 percent of the surveyed respondents express their satisfaction about both work environment and colleagues. This question is asked for the sake of getting information about the CRAPC employee's satisfaction in his work and with his co -workers and colleagues. However, 40 percent of the surveyed respondents are not satisfied with their work environment.

We can illustrate the previous table with the following graph:
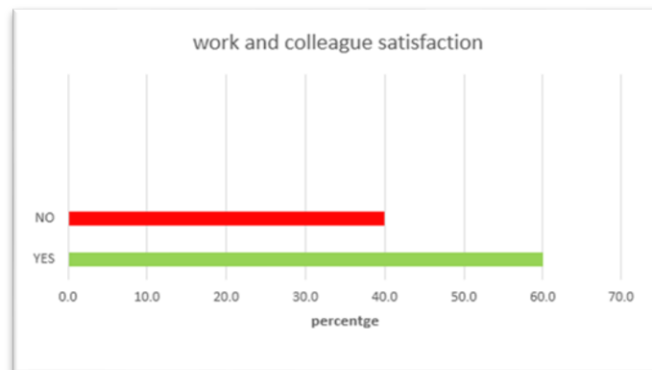
Figure 11: work and colleague satisfaction

When we asked the interviewees to justify their answers, they gave us many reasons:

First of all, they argued that satisfaction with the work environment in CRAPC is related to many causes, especially causes related to the culture as one of the respondent answered *"we have the same culture: employees like their coworkers and find commonalities among their peers and superiors"* , and all positive answers were going on the same path, another interviewee added that: "*because the major part of my colleagues was with me in the university, so the interaction was not difficult"* and also *" because there is a certain conviviality"*, while others saw that there coworkers behaviors are good and they help them also they feel that they are members of CRAPC, and they live inside the organization as family. So, they are totally satisfied with the work environment.

In contrast, some interviewees have a difference view, i.e. they are not satisfied with the work environment because of lack of communication, and the absence of a real strategy and planning toward future workers.

Question 13:

-Are you satisfied and fully involved with your current job in the organization?

-If Yes/No, specify the reason

This question is somehow specific since it searches to know the degree of satisfaction of the employee with his current job. The next table shows the respondents replies:

Answers	Frequency	Percentage
YES	9	90.0
NO	1	10.0
Total	10	100.0

Table 14: Involvement with the current job

The previous table depicts that 90 percent of CRAPC researchers are satisfied and fully involved with their current job of the organization. Whereas, the remaining are not. We can illustrate the previous table with the following graph:
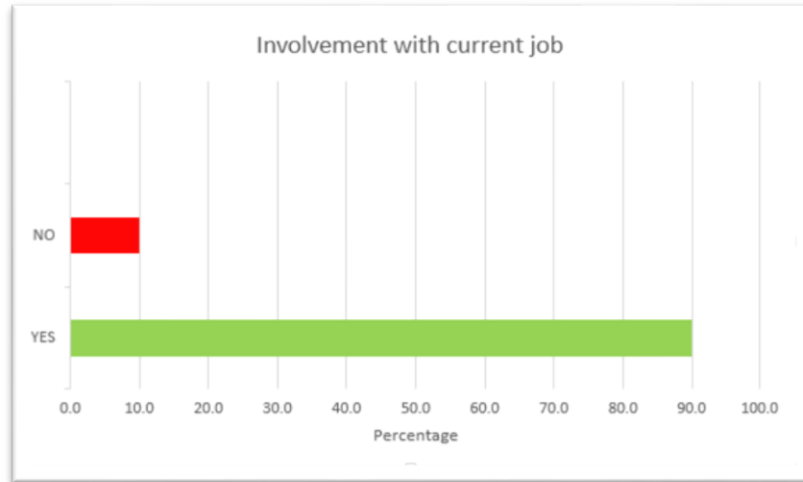
Figure 12: Involvement with the current job

When we asked them about the reasons behind their satisfaction, they gave us many causes, mainly related to the coherence between the job profile and the employee's competencies, as respondents said:

"*My job is coherent with my competencies*" and "*the projects launch in my organization are perfectly coherent with my study and my competence*". While others said that they like their job, and there is always new things in their job, other respondent added: "*my work is interesting since I am a researcher, so I have always new things to do and show, I always have new ideas, there is innovation*"

The same view is confirmed when another interviewee said that: "*I feel myself familiar with my work environment*" and "*I have an experience of 5 years*" , while others related this satisfaction and involvement because of the absence of work stress in CRAPC and the appreciation gained from their environment, one of them said: "*there is low stress in my current job since I am appreciated*"

While unsatisfaction is related to the lack of organization and the lack of elements for experiment. Our suggestions to CRAPC is to search some solutions to the unsatisfied employees in order to benefits from their competencies.

Question 14: This question is about pay satisfaction, it is composed of two sub-questions **a** and **b**:

14. a- Does your salary reflect the amount of work you do in your organization?

- If Yes/No, specify the reason

the aim of this question is to know the satisfaction of CRAPC employees with their salaries.

The following table shows the respondents' answers about their degree of acceptance of salary:

Answers	Frequency	Percentage
YES	7	70.0
NO	3	30.0
Total	10	100.0

Table 15: salary satisfaction

According to respondents, 70 percent are satisfied with their salary, whereas 30 percent are not.

The following graph illustrates the percentage of CRAPC researchers' answers:

Figure 13: Salary Satisfaction

Regarding the researchers' opinion, 70 percent of CRAPC respondents are satisfied with the amount of salary they get, and they consider it reasonable. The majority of them stated their reason that the salary they get reflects the amount of their works and efforts in CRAPC, some of them added: "*I get what I deserve as a counter part of my work*" and "*it is adequate with the amount of efforts that I give*". While 30 percent are totally unsatisfied, they see that the amount of salary they get is not reasonable neither with their educational and competency level, nor with the efforts they offered to CRAPC. The following statements are some of the unsatisfied respondents with the salary given to them:

- *"because the workload is currently very heavy"*

- *"I deserve more than what I get as a salary"*

- *"problem of economic inflation, prices constantly raising"*

- *"we are highly educated persons, so a little more consideration will be very welcome"*

- *"we work 7 hours a day, 5days a week, we don't have neither a canteen nor transport facilities, we have only one month leave per year, it is not reasonable"*

14-b- Do you think that CRAPC have an appropriate salary scale?

-If Yes/No, specify the reason

This question is too direct since it searches to clarify the opinions of CRAPC workers about the appropriateness of their organization's salary scale.

The following table shows the answers of CRAPC researchers concerning what they perceive about the salary scale:

Answers	Frequency	Percentage
YES	7	70.0
NO	3	30.0
Total	10	100.0

Table 16: organization and salary scale

The previous table depicts that 70 percent of respondents are with the idea that CRAPC establishment follows an appropriate salary scale, while 30 percent are against. The following graph reflects the respondents' answers:
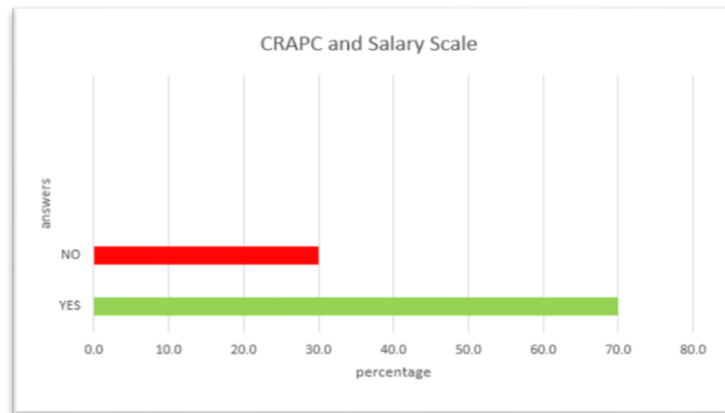
Figure 14: CRAPC and Salary Scale

According to respondents' opinions, they saw that the salary scale is correctly done. They added *"excepting category salary scale is in function of the team leader and division's head".*

The respondents researchers see that CRAPC has an appropriate salary scale because *"everywhere the work carried out is based on competence and performance".* While some of them some are against. They stated their opinion: *"the salary is not adequate with the amount of their efforts, so the salary scale is not correctly done".*

Question 15: What do you think about retirement (age, opportunities …etc)?

The question is about CRAPC employees' opinions and attitudes for their coming retirement.

This question is asked in order to know how the researchers of CRAPC perceive and think about the retirement, especially about age and opportunities given.
Different visions and opinions are shared, still the main important are those that related to age and salary. The following table illustrates the researchers' opinions:

Answers	Frequency	Percentage
65 years is a good age for retirement, but the salary is somehow less	1	10.0
age is adequate	2	20.0
age is adequate, but retirement salary not	1	10.0
I have not yet thaught about it	2	20.0
it is correct	4	40.0
Total	10	100.0

Table 17: opinions about retirement

From the results of the previous table, we can say that according to the respondents, the retirement age, which is 65 is adequate, while the salary of retirement is not. While 20 percent of the respondents do not think about retirement yet. We think that retirement in CRAPC is appropriate for a researcher in order to benefit more from his work.

Question 16: satisfaction on the applied promotion system

Question 16 consists of series of sub-questions aimed to know the perception of CRAPC researchers about promotion, and their level of satisfaction.

16-a- Does current job offer you the right professional development opportunities to be effective in your role?

The following table shows the achieved results:

Answers	Frequency	Percentage
Strongly agree	2	20.0
Agree	7	70.0
Disagree	1	10.0
Total	10	100.0

Table 18: current job and professional development opportunities

The table shows that 70 percent of the respondents agree with the statement *"My current job offers me the right professional development opportunities to be effective in my role"* and 20 percent totally agree. While the remaining, which represents 10 percent disagree.

The following graph illustrates the previous table:
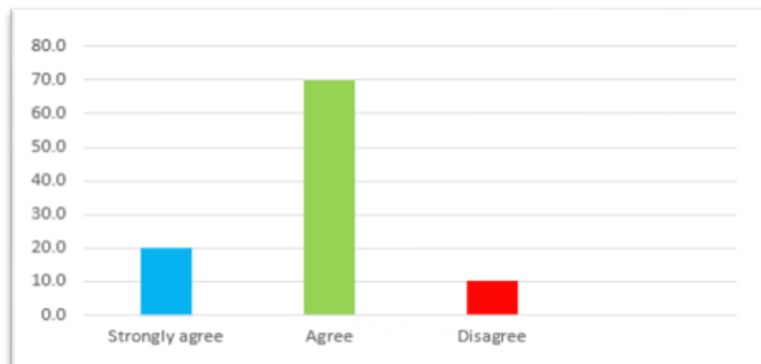
Figure 15: Current Job and Professional Development

16- b- Does your organization give you opportunities to take higher level job?
The following table exhibits the obtained results:

	Frequency	Percentage
Strongly agree	1	10.0
Agree	5	50.0
Disagree	4	40.0
Total	10	100.0

Table 19: CRAPC and opportunities for higher level job.

The previous table shows the percentages given by the respondents concerning their perception about the opportunities offered by CRAPC to facilitate to the employees, especially CRAPC researchers to join high level job position. 50 percent of the respondents agree with the statement "Organization gives me opportunities join in handle higher level job" and 10 percent strongly agree. While 40 percent totally disagree. The following graph illustrates the table's results:
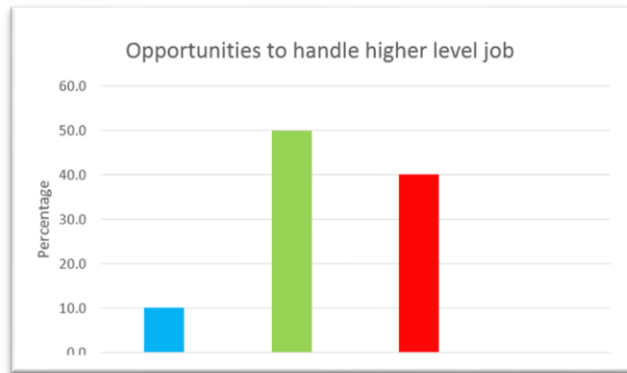
Figure 16: Opportunities to join higher level job

16-c- Does organization give you adequate opportunities to learn and to grow? The following table shows the conducted results:

	Frequency	Percentage
Strongly agree	1	10.0
Agree	8	80.0
Disagree	1	10.0
Total	10	100.0

Table 20: Organization gives opportunities to learn and growth**.**

The table shows that 80 percent of the respondents agree that CRAPC gives them adequate opportunities to learn and growth, and 10 percent strongly agree, where 10 percent disagree.

The following graph depicts the same results:
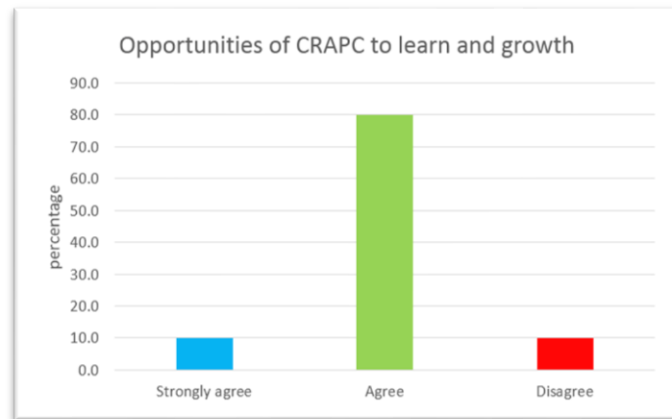
Figure 17: learn and growth

16-d- Are there many opportunities to get work more developed (in CRAPC)?

This question seeks to know the opinions of CRAPC researchers about opportunities given by the establishment to enhance their capacities and to encourage their advancement.

The following table is a copy of the respondents' answers:

Answers	Frequency	Percentage
Strongly agree	1	10.0
Agree	6	60.0
Disagree	3	30.0
Total	10	100

Table 21: opportunities to advance in CRAPC

Sixty percent among the answers given by respondents, see that CRAPC gives them plenty opportunities to advance in the establishment and 10 percent strongly agree with the   statement. While 30 percent disagree, they see there is not plenty opportunities in CRAPC. We think that giving more opportunities to CRAPC employees will help them to use their capacities and their competencies so that the organization can benefit from their work. The following graph summarizes the content previous table:
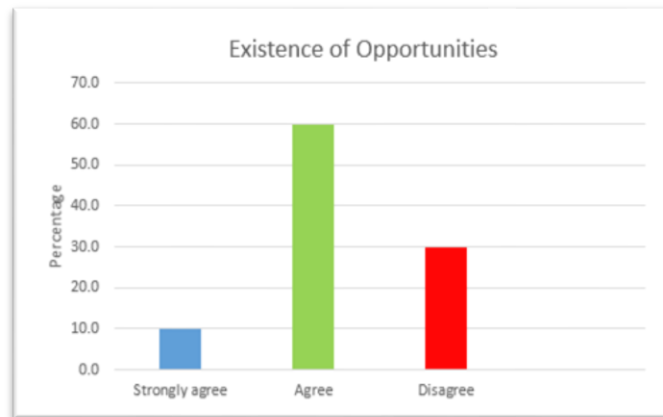
Figure 18: CRAPC opportunities

Question 17:

   - Are you satisfied with motivation you get from your superiors and from your work environment?

  - If Yes/No, specify the reason

The objective of asking this question is to get information on motivation, especially on that offered by superiors and the one obtained through relationships in the environment at work. The following table expresses the respondents' answers:

Answers	Frequency	Percentage
Yes	6	60.0
No	4	40.0
Total	10	100.0

Table 22: motivation gotten from your superiors and work environment

The table shows the percentages given by the respondents. According to the researchers, 60 percent of them say that they get motivation from both superiors and work environment. While 40 percent said NO, i.e., they see that they do not get motivation from their superiors and work environment. The following graph illustrates the respondents' answers:
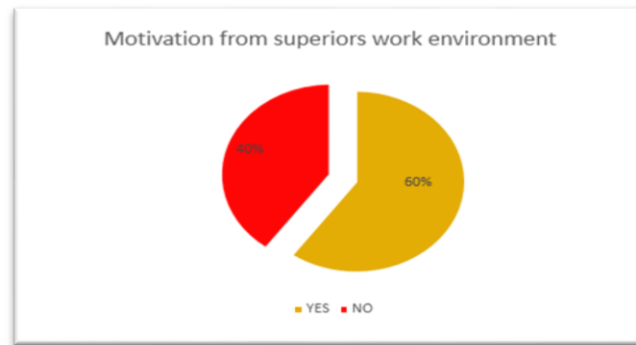
Figure 19: Motivation from superiors and work environment

When we searched for the reasons behind the respondents' answers, we gathered different reasons. The following answers were the main reasons given by researchers: The main cause researchers state is that they feel themselves very familiar with the work environment and very used to it, as one of them said: "*currently everything is fine*", they see that, since superiors praise their work regularly, they are motivated, they added: "*superiors praise effective workers regularly and that encourage us to give our best*" and "*our superiors give us full control of our tasks with great trust, so we have to honor them*" and "*superiors are so kind with us*". While some researchers related their motivation to the communication; they see that when their superiors get along with them

and ask about them, one of them said: "*superiors have clear communication with us*" and "*there is no limits between me and my superiors, superiors do not see me as inferior*". In contrast, some researchers confuted what their coworkers said before, they said that there is a lack of communication with their superiors, and this makes them demotivated, as one of them said: " I am demotivated because of lack of communication" while other added: "*there is no communication between us*" and "*I feel that there is certain limits between me and my superiors*".

Therefore, motivation is of a great importance to clearly reflects employees' competency, and strongly enhance employees' performance.

Question 18:

   - Have you any intention to change and leave your establishment?

   - If Yes/No, specify the reason

The aim behind this question is to detect the future intention of CRAPC's researchers towards their jobs' stability in their current organization .

The following table shows the results of the respondents' answers:

Answers	Frequency	Percentage
Yes	2	20.0
No	8	80.0
Total	10	100.0

Table 23: intention toward establishment

The tables shows that 80 percent of CRAPC researchers hold an intention to change their establishment, whereas 20 percent do not have the intention to change CRAPC.

The next graph well represents an image on the percentage of respondents' answers:
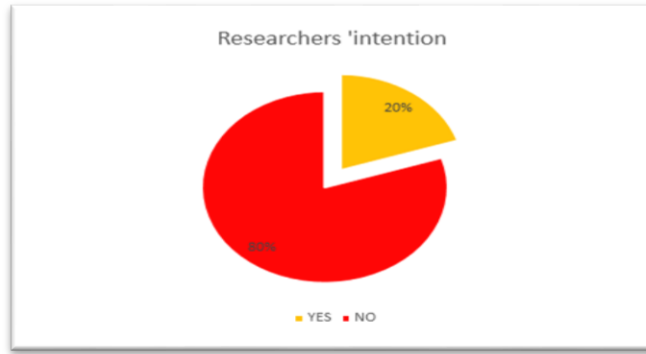
Figure 20: Researchers' intention toward CRAPC

we have collected many causes which stand behind these answers. First of all, researchers who chose staying in CRAPC, they stated that: "CRAPC gives them what they look for and they like working in this establishment" and that they feel happy in CRAPC. which is confirmed by one respondent trough his following statement: "*CRAPC is my best organization*" and "*I feel safe in CRAPC*". While other respondents have different view, they are totally against the idea of staying in CRAPC, they gave us many reasons, still the one related mainly to new opportunities, i.e., researchers want more opportunities especially creating a good work environment as one researcher put it: "*if we had a good environment and opportunities to work, we can stay and give more*" and other added: "*if I find another establishment which offers more than CRAPC I will not hesitate to leave*"

Question 19, 20, 21, 22, 23, 24:

These series of questions try to explain the training process Which CRAPC applied and its benefits.

Question 19: Is there a training department or service in CRAPC establishment?

Answers	Frequency	Percentage
Yes	10	100.0
Total	10	100.0

Table 24: training department/ service in CRAPC establishment

This question is an introductive one, which helped us to move on and ask questions related to training per see. As we have consulted internal documents (organigram and internal chart). All the respondents answered that there is a training service in CRAPC. (See appendix)

Question 20: How CRAPC identifies training needs?

According to the respondents, CRAPC starts with training planning. Each service in CRAPC establishment gives its needs for training depending on its aims and future plans, by asking employees' needs and looking for gaps in the employee's work. Respondents confirmed this idea, one of them said: "*regarding the need of the center, what are the service shortages strongly needed in the projects, CRAPC identifies the training needs*"

Question 21: Which type of training is given to CRAPC employee?

     a. On job training   **b**. Off job training

The following two tables show the results of this question:

Answers	Frequency	Percentage
Yes	10	100.0
Total	10	100.0

Table25 : On job training

From the above table, we can say that CRAPC relies on "on job training" i.e. training inside the establishment and during the work.

Answers	Frequency	Percentage
Yes	4	40.0
No	6	60.0
Total	10	100.0

Table 26 : Off job training

According to 40 percent of respondents, CRAPC relies also on "off job training". While 70 percent say that there is not off job training in CRAPC, and this answer reflects the idea that those researchers do not perceive any training out CRAPC. We think that CRAPC creates an appropriate atmosphere to researchers in order to benefit from their competency.

Question 22: Does CRAPC conduct any evaluation to determine the effectiveness of the training received?

This question aims to know the degree of benefits from the training received by using an evaluation.

The next table shows the results:

Answers	Frequency	Percentage
Yes	7	70.0
No	3	30.0
Total	10	100.0

Table 27: training evaluation

According to the interviewees' answers, 70 percent said that CRAPC conducts an evaluation after training in order to determine the effectiveness of the training received. While 30 percent said the contrary and this related to employees who did not have any training in CRAPC. Thus, we think that the use an evaluated system to determine the effectiveness of the received training in CRAPC, reflects the awareness of the organization about the importance of training on employees' competency.

The following graph illustrates the researchers' answers:

Figure 21: the existence of training evaluation in CRAPC establishment

According to internal document we have consulted (see the appendix), CRAPC conducts an evaluation to know the benefits of training that CRAPC researchers gain. The document contains information about both trainee and trainer, the aim behind questioning trainees about their training, which is to ameliorate and boost the training quality, than the theme of training and series of questions included trainee's motivation, satisfaction and suggestions for the future training.

Question 23: How employees are elected to go on training courses?

a. Selected to go on training course   **b**. Mandatory training course

Asked researchers on the method of election, said that it is not mandatory or obligatory, researchers are elected to training courses by selecting them to go on the course according to the employee's needs.

Answers	Frequency	Percentage
Selected to go on training course	10	100.0
Total	10	100.0

Table28: How employees are elected to go on training courses?

Question 24: What are the training benefits?

This question shows researchers' knowledge and awareness about the benefits gaining from training.

The researchers give the following statements:

- Acquire new knowledge and learn how to apply and invest it in projects

- Be in touch with all the latest technologies and developments

- Develop knowledge; meet other people from other organization all over the world, overcome new technologies

- Gain competency

- Gain more knowledge and learn from other experience

- Keep up with all new changes

- Maintain knowledge and skills

- Put new skills in practice

- Satisfies the future needs of CRAPC

2.6.2. Questionnaire general results

From the questionnaire analyses, we can deduce that CRAPC researchers hold different types of competencies, mainly technical and behavioral; they are generally satisfied with their work environment, which means that they are motivated too, especially with their salaries. CRAPC researchers are aware about training benefits, and they participate in both on and off job training.

Section 3: A try to HR Dashboard Elaboration

HR dashboard elaboration, and research findings presentation, on the one side, suggestions and general conclusion on the other side, will make the main parts of this section. Some suggestions with respect to further research is also listed here in.

First of all, in order to elaborate our HR dashboard which is related to high level employees presented by CRAPC researchers, we will follow the general method cited in chapter two, which is very close to OVAR method:

3.1. Clarify HR department missions

In order to improve CRAPC researchers' level and to further develop their competencies, the HR department looks for a new ways to manage researchers' work and career, by ensuring their total satisfaction, eliminating all possibly encountered hurdles for a better smooth and straightforward careers management, by ensuring their total satisfaction, which can facilitate HR task of superiors.

3.2. Define HR department objectives

According to the survey, the objectives of CRAPC HR department are as follows:

- Create a good atmosphere for CRAPC researchers, to give their best so that they boost the organization's performance

- Ensure the researchers' satisfaction especially inside CRAPC establishment

- Manage their training on/off CRAPC, and ensure that they gain from training courses.

- Facilitate the management of the high level employees, which represents the top management (example: selection, recruitment, promotion and retirement…etc)

3.3. Identify Key Success Factors

The key success factors represent the variables of action, which can lead the establishment either to achieve success or may unfortunately fail in realizing those planned objectives.

3.4. The Choice of Indicators

We have to define the indicators that represent and express the key success factors. Which are already defined. We must respect the conditions of a good indicator (SMART condition), because good indicator permits ongoing evaluation of performance

and a mean to forecast the future (as we have mentioned before in the theoretical part in chapter two)

We will try to sum up main steps of dashboard elaboration in the following table:

Unit's objectives	Key success factors	Indicators
- make the recruitment conditions very clear to the candidates	- competency of the Employee - clarify the conditions of the post	- experience (academic or work experience by years)
- Ensure employee satisfaction	-salary and fringe benefits	-ratio of stability in the work= Nbre of resignation per year (staff turnover)
- improve and develop the employee level	- rely and count on training	-Ratio of employees get training= number of trainee/ employees' total number
-identify retirement politicies	-clarify the main retirement needs	- age of retirement

Table29: an attempt of CRAPC HR dashboard elaboration

Note: there are many indicators, but we should follow the condition of the indicators number, which normally should not exceed six.

3.5. Definition of dashboard edition frequency

In order to follow, control and monitor changes in high level employees' careers and take necessary corrective actions, the dashboard will generally be edited each month.

3.6. Dashboard Design

Out of our training period spent in HR CRAPC department a number of results have been yield, which then should be stated and summarized as follows:

- A well-organized classification and use of the available information in HR department must be rationally and constantly carried out, since it contains an important number of data especially on recruitment, retirement and training. Which implies that information should be presented in simple ways to facilitate the role of managers and decision makers.

-Make an automated calculation for the indicators so that HR department can introduce

corrective actions and follow the improvement and development of its employees

- Indicators analysis, must be constantly and repeatedly carried out to enable HR superiors to follow and up-date then forecast and predict the future.

From the previous analyses of questionnaire results, an HR dashboard using the OVAR method can be deduced:

Indicators	Objective	Realization	Deviation	Completion Rate
- experience (academic or work experience by years)	100	100	0	100/100= 1
-ratio of stability in the work= Nbre of resignation per year (staff turnover)	90	80	10	80/90= 0.88 (88%)
-Ratio of employees get training= number of trainee/ employees' total number	80 for both on/off job training	1) on job: 100 2) off job: 40	1) 20 2) (-40)	1) 100/80= 1.25 (125%) 2) (-40)/80=(-0.5) (-50%)
- Age of retirement	100	100	0	1

Table 30: HR dashboard using OVAR method (elaborated by the student)

Note: The data is derived from both: questionnaire results and internal documents of the host establishment (appendix N: 3)

The table above expresses the general information that we should have in our HR dashboard of competences.

- Completion rate = realization/ objective

If we search to ameliorate our HR dashboard, we may present it as the following:

Unit: HR department		Months			
		January		February	
		objtv	realz	objtv	realz
General information about the employee	-total employees' number (total number of researchers)= 75 employee -total work hour (per day)= 7 hours -Diploma				
competency	-type of competency: • Managerial • Technical • Behavioral -years of experience: -diploma				
training	-total number of hours: -average per employee: -completion rate:				
retirement	-age: researcher who has 65 and above				

Table 31: a simple representative modal of our HR Dashboard for CRAPC researchers. (elaborated by the student).

Note: any IT solution or simple applet in order to facilitate our work, especially in the use of the dashboard data (using; as an example; Excel)

If we want to consult the general information zone, we find general information about each employee, starting from his/her first/family name, age, situation, married or not and so on. Each zone shows its proper data and information.

We may also get some descriptive graphs that explain the whole situation of a particular zone. The following examples are graphs related to a particular zone:

Age	high level EMP		Qualified EMPL	non Qualified EMP
-20	0	O	6	18
20/29	2	11	28	52
30/39	6	14	39	88
40/49	20	13	33	75
50/59	12	17	28	20
60 et plus	2	5	10	1

Table 32: high employees' age (from CRAPC)

We can find the previous table in both retirement zone and general information about employees. The red color in age category reflects the retirement age, and this gives extra information to the decision maker to know about the employees going to retire. This table is illustrated also in a descriptive graph:
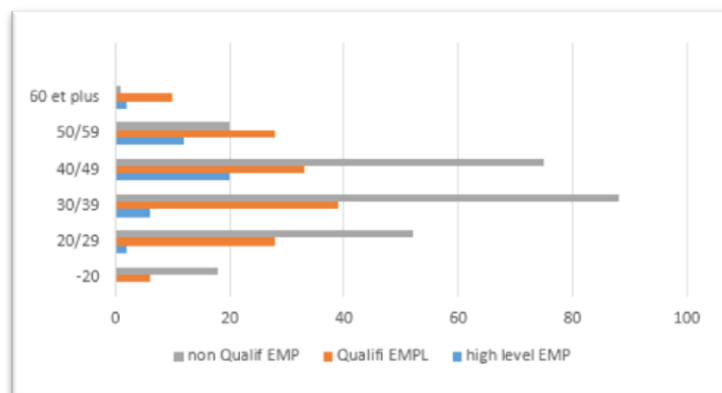
Figure 22: age description
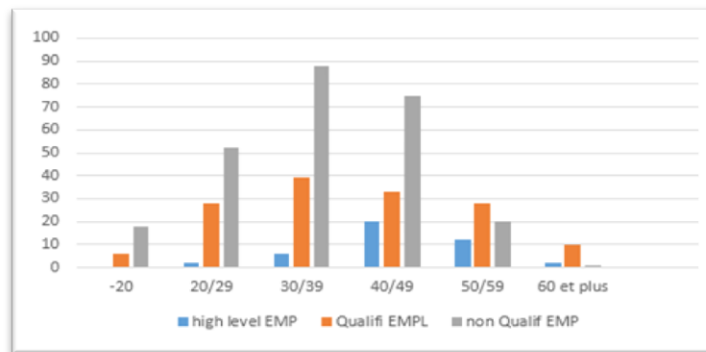
Figure 23: age description histogram

While the following table depicts more information about the employees who are going to retire and those who are going to resign. The table shows also the establishment needs of high employees (researchers):

	high level EMP	EMP	Qualified EMP	non Qualified EMP
retirement	8	10	15	28
resignation	2	2	6	20
total	10	12	21	48
Needs	45	70	95	190
deviation	13	22	28+	16+

Table 33: employees going to retire

If a decision maker sees the red color, he can easily deduce the employees who are going to retire and know even more information such as the employees who have resigned, so that he/she can predict their needs and prevent to fall in any unfortunate possible shortage.

The HR dashboard shows also information on competencies, its types and its management. The next table should well exhibit the idea:

	Real	Desired
ensure circulation of information	⬇ 3	⬆ 5
managing and pursuing	➡ 4	➡ 4
analysis	⬇ 3	⬆ 5
responsability	➡ 4	⬆ 5
objective	⬆ 5	⬇ 3

Table 34: competency managing

The previous table shows some skills that a competent employee should have, (according to CRAPC), and the differences between desired skills and actual ones, in other words, between what an employee has as skills in reality and what he desired to have. We can use colored arrows to show the change between what is existed in reality and what is desired. The yellow arrow reflects the stability, i.e. there is no change, while the red reflects a decrease and the green reflects an increase.

The following Rosace graph largely explains and illustrates the previous points:

Note: a rosace graph is only used for competency study):
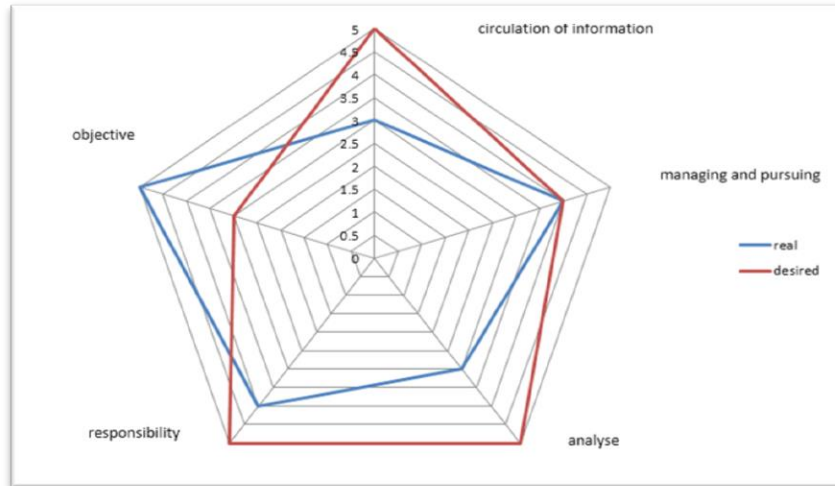
Figure 24: Rosace for managing the employees' competency (from CRAPC)

The previous figure "Rosace" is devoted to present the main dimensions for managing employees' competency in CRAPC. There are two main axes, the red one represents the desired values, whereas the blue represents the existing real values.

3.7. Suggestions

Throughout this research carried in CRAPC, some suggestions can be proposed:

- CRAPC should elaborate an HR dashboard to facilitate more its management, even if CRAPC has a good team manager;

- CRAPC should look up on the intentions of its employees since they are the main keys of its success;

- create a favorable work environment for non-convinced employees, and look for solutions to their problems.

Conclusion

The research carried out in CRAPC during three months training period can objectively be regarded as a fruitful experience and a positive attempt to know how to elaborate an HR dashboard, and how to use it and rely on it in the management of high level employees careers. Based on the literature review showed in the theoretical part, and after interviewing a sample of sixteen high level employees using a questionnaire composed of twenty four questions after passing all the obtained answers through an analysis, results are gathered and assembled to enable us to come up with our final work which is a try to produce an HR dashboard for managers to use an HR deciders to rely on. The research is supported by complementary elements in dashboard elaboration such as using graphs and colors.

From the previous chapter, the importance of HR dashboard for managers' work, is highly considered as a mean of uncountable benefits since it summarizes important information easy to use, especially with managing careers of competent employees as a unique scarce capital. This idea confirms the first hypothesis which is *HR dashboard is an indispensable tool for managers to manage their employees and workers*.

HR Dashboard facilitates getting right information on the right time, especially about human resources, so that managers can take appropriate decisions. As a result, the two hypotheses: *HR dashboard facilitates the HRM at all levels and in all fields* and *HR dashboard is an effective tool for decision makers* are confirmed.

General

Conclusion

General Conclusion

An organization is made up of a number of people who strive to achieve the organization's goals. This concept aptly applies when we talk about human resource management, which have a significant bearing on the profitability, efficiency and overall organizational

effectiveness.

In order to get a good management, managers look for solution to make such type of synergy inside their organizations and to facilitate their role, and to reach their main objectives. In order to do so, managers choose dashboards as an effective tool to improve the organizational performance. Therefore, HR dashboards can be regarded as an effective managerial mechanism, upon which decision makers can rely and yield very appropriate managerial decisions.

This dissertation sheds the light on dashboard elaboration, its methods and its content. We have take CRAPC establishment as an example for our study.

Our research has been limited because of many raisons such as the category of the respondents since they are researchers and they have not time. Finally, we can just say that our research is an attempt work to elaborate a dashboard.

This research was conducted in CRAPC establishment. Firstly, in the literature review, we have started with the first chapter, which consists of two sections. In the first section, we focused on human resource management. While in the second section, we have talked about competency by given an overview of the impact of employees' competency in the development of an organization.

Secondly, we presented the second chapter, which is composed of two sections. The first one is devoted to give general concepts related to dashboard, while the second section sheds light on ways and methods of elaborating a dashboard.

Finally, the last chapter was devoted to the empirical study.It started with the first section, in which we have introduced the host establishment of our research CRAPC where the research has been conducted. Thereafter, we gave an attempt to elaborate our HR dashboard in the case of competent employees by distribution of questionnaire to

collect data from respondents, then analyzing the respondents' answers in order to accomplish the work.

We hope that our work will be a motivating factor to inspire other researches in the future.

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Appendix n°1 :

L'organigramme général

Filiale commercial

Conseil d'administration — **Directeur du CRAPC** — Conseil scientifiaue

Plate forme Technologique

Valorisation des plantes aromatiques et médicinales

Sidi Abdallah

PTAPC Centre

Bejaïa

Boumerdes

BebEzzouar

Blida

Chalef

Unité Centre :

Analyse et développement technologique en environnement

Sidi Abdallah

Secrétaire général

Directeur adjoint

PLTAPC Est

Guelma

Batna

Constantine

Sétif

Jijel

Unité Est :

Annaba

Départements

Suivi des activités de recherche en analyses physico-chimique

Département

Relations extérieures et valorisation des résultats de la recherche

Division : Chimie des Matériaux

S E R V I C E   E N   C O M M U N

PLTAP Ouest

Mostaganem

Oran Es-senia

Oran -USTOMB

Tlemcen

Unité Ouest :

Sidi Bel Abbes

Service Personnel et Formation

Service Equipement Scientifique et Techniques

Service Relations Extérieures et Communication

Division : Chimie de l'environnement

Service Gestion des Moyens Généraux

Service Assurance Qualité

Service Valorisation des Résultats de la Recherche

Division : Produits Naturels et Science des Aliments

PTAPC Sud

Djelfa

Laghouat

Biskra

Unité Sud :

Ouargla

Service Budget et comptabilité

Service Suivi des Gestion des Projets de Recherche

Service Documentation Scientifique et Technique

Division : Santé

Service Sureté Interne

Appendix N 2

QUESTIONNAIRE

Target respondents: To be completed by high level employees and functionaries in CRAPC establishment

Purpose: The information gathered through this questionnaire will be used as a part of empirical research into attempting to HR dashboard elaboration in managing competent and high level employees in CRAPC establishment. The research is conducted for the completion of master 2 research (for ESC school - management and enterprise organization)

Confidentiality: Please note that the responses you provide are completely anonymous and confidential. The research outcome and report will not include reference to any individuals.

SECTION ONE:

General Information about the employee/ functionary profile

1. Sex: Male☐   Female ☐

2. To which age group do you belong?

a. 20-29 ☐   **c**. 40-49 ☐   **e**. 60 and Above ☐

b. 30-39 ☐   **d**. 50-59 ☐

3. What is your qualification?

a. Diploma   ☐   **c**. Post graduate degree ☐

b. Graduate degree   ☐   **d**. Doctoral degree   ☐

4. What is your position?

a. Employees on fixed term contracts   ☐   **c**. Contractors   ☐

b. Temporary employees   ☐   **d**. Part time employees☐

5. What is your mode of entry to the current designation?:

Direct ☐   Promotion☐   Any ☐ other

6. Determine your experiences in CRAPC establishment (in Years)?

SECTION TWO:

This section seeks to define the main type of competency the employee/ functionary has.

7. Which type of competency do you have?

a. Managerial competency ☐   **b**. Behavioral competency ☐   **c**. Technical competency ☐

Please indicate the degree level which you perceive in the following statements by tick √ in the appropriate column of questions 8, 9, 10 and 11

Qust. no	Questions	Strongly agree	Agree	Disagree	Strongly disagree
8	The selection procedure is based on the candidate's competency				
9	The organization analyzes the behavioral competency of the employees during the selection procedure				
10	The promotion of the employees based on the competency level				
11	Behavioral competency as a one component in the performance appraisal system				

SECTION THREE:

In this section, we will gather information on employee satisfaction. We will focus on how employees feel about their job description, position within the establishment, relationships with colleagues and superiors, opportunities, actual and future intensions, and overall satisfaction.

We will ask questions about your experience working for the establishment. It starts and ends with some questions about your satisfaction with various aspects of work and contains other questions about how you think and feel about the establishment. Thank you for sharing your opinions.

12. Are you satisfied with the working environment of the organization, with your colleagues and your superior?

   Yes ☐   No ☐

If Yes/No, specify the reason

……………………………………..…………………………………………………………………………………………

………………………………………………………………………………………… ………………………

………………………………………………………..…………………………………………………………………………

……

13. Are you satisfied and fully involved with your current job of the organization?   Yes ☐   No ☐

If Yes/No, specify the reason

………..

………..………

………..

14. About pay satisfaction :

a. Does your salary reflect the amount of work you do in your organization?

Yes☐   No☐

If Yes/No, specify the reason

……

……

b. Do you think that CRAPC have an appropriate salary scale?

Yes☐   No☐

If Yes/No, specify the reason

……

……

……

……

15. What do you think about retirement (age, opportunities …etc)

……

……

……

……

………..

16. About promotion satisfaction

Please indicate the degree level which you perceive in the following statements by tick √ in the appropriate column

Question	statements	Strongly agree	Agree	Disagree	Strongly disagree
a	My current job offers me the right professional development opportunities to be effective in my role.				
b	Organization gives me opportunities join in handle higher level job.				
c	Organization gives me adequate opportunities to learn and growth.				
d	There are plenty of opportunities to advance here.				

17. Are you satisfied with motivation you get from your superiors and from your work environment?   Yes☐   No☐

If Yes/No, specify the reason

……
………...………………………………………………………………………………………………………..
………

18. have you any intention to change and leave your establishment?

Yes☐   No☐

If Yes/No, specify the reason

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SECTION FOUR: this section focuses on training

19. Is training department/ service present in CRAPC establishment?

Yes☐   No☐

20. How CRAPC identifies training needs?

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………
………

21. Which type of training is given to CRAPC employee?

a.On job training☐   **b**. Off job training ☐

22. Does CRAPC conduct any evaluation to determine the effectiveness of the training received?

Yes☐   No☐

23. How employees are elected to go on training courses?

a. Selected to go on training course ☐   **b**. Mandatory training course ☐

24. What are the training benefits?

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