

The Impact of Skills Development on Employee Performance

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Summary

The aim of this paper is to examine the importance of skills development in the process of employee performance. As part of this research, we will seek to determine the nature and extent of skills development impact in improving employee performance. This research project is one of the new themes that some researchers have started in recent years. The novelty of this theme is the inclusion of the skill development factor. This factor is likely to have a positive impact on employee motivation and performance. Some of the factors already known to have an impact on employee performance, such as motivation, career development, training, and experience, will be adopted. It is assumed that the results of this research will have a positive impact on employee performance and employee retention.

Keywords: *skills development, training, employee performance*

1. Introduction

Nowadays, the notion of competence is very widely used, both to evoke ordinary everyday activities (driving, cooking...) and to portray the "strategic" or "critical" practices that make the difference in an array of business situations (Pastré, 1999; Sanchez, 2004). In recent decades, the notion has grown considerably, in particular with the changes and progress that characterize organizations (Zarifian, 2001; Oiry, & Iribarne, 2001; Paradeise & Lichtenberger, 2001; Oiry, 2005). According to the authors, these changes, more or less brutal, have affected the perception of qualifications in favor of a greater preference not only for skilled employees (Lichtenberger, 1999) but also for their ability to acquire, diversify, improve and increase their employability (Stroobants, 1998; Tallard, 2001). Competency management is an operational HRM tool that aims to optimize employee performance. Competence has become a real problem, and the demand for performance requirements has become an essential quest. Competence is produced by an individual in a given professional situation and changes over time. Directly bearing on a particular context, competence can be observed in a work situation, in simulations and should relate an outcome to be achieved (Dejoux. C, 2013). It is a combination of resources to produce performance within the company.

To this end, for the company, competence seems to be

one of the means to face these changes, to increase its capacity and to mobilize employees to achieve objectives, thus developing their skills to accomplish their mission has become essential. When developing these skills, the company gains in performance and thus takes on added value. Then, competence is the ability to carry out the professional activities expected of a person in their capacity in an organization or in society by means of their knowledge and know-how to be implemented in a given context. Competence is a combination of knowledge, experience and behavior, practiced in a specific context. Competence means knowing how to combine and mobilize resources in a way that is relevant to the purposes of the job and taking into account the characteristics of the work situation. It is also understood as an ability to act to be competent in and for a set of professional situations. The company should put in place a vocational training plan to address all skill deficiencies and gaps. Beyond the mere development of skills, companies expect a lot from training. It should be one of the essential means to the success of modernizing actions, the implementation of an investment project, whatever its nature. This cannot be conceived without taking into account the skills of people (Lelarge. G, 2003). Skills will not only allow companies to perform in the right way, but also to do so by having an impact on employee motivation. Ensuring this impact means that HRM disposes of the right essential skills and employees will be better motivated in their job. We can then say that the survival of the company no longer depends only on the quality and quantity of production but also on the effective management of knowledge and skills. There fore, we witness the emergence of a new perspective, the one that describes the company through its skills and performance. It is under these terms that our study inscribes itself. Since its creation, management as a discipline has responded to the need for a greater organizational flexibility making companies adapt themselves to ever-increasing competitive changes. It had helped to renew the employment-training relationship and had transformed the "employee-organization" relationship into a more individualized salary relationship, while, until the early 1990s, management obeyed a much more collective outline. This latter point has particularly uncovered changes in human resources management and

new organizational, especially when it comes to project management (Merck. B, Sutter. P. E, 2009). Competency management puts the individual in to an active stance, highlighting weaknesses and valorizing improvement that touches on personality traits, the ability to set objectives, to organize one's work according to pursued goals, and to show commitment to the organization. Employees should enable the company to permanently dispose of the skills it needs to meet the expectations of its customers and to manage its operations (Peretti. J. M, 2006). Technological and informational developments have disrupted economic practices and the success of the company is now linked to its ability to adapt itself to technological and market developments. To this end, and to be competitive, a skilled and a competitive workforce is needed. With these skills, the notion of competence became an essential pillar of corporate management. Then, it can be said that survival of companies, no longer depends on the quantity and quality of production, but also on the effective management of its assets and skills. This puts company skills and performance at the center stage.

Companies have tried to improve their skills and performance through vocational education and training because in recent years they have grown aware that competence has invaded the sphere of human resources management and its place has become so important that it favors the transition from a perspective of qualifications to a perspective of competence. In this transition, the employee should now show ability and competence to succeed in a given position. When it disposes of the right skills, the company gains in performance and thus takes on added value. Competence is the ability to carry out job activities assigned to employees in their capacity as partners with the organization or society, enabling them thus to implement their know-how in a given context. In this paper, our focus is the link between competence and performance of employees. Specifically, we try to understand how to achieve individual performance through the development of both individual or collective skills. Then, our paper is structured as follows. First, we will formulate our research questions. Second, we present our research methodology and results of an empirical study conducted with several teams from a large private sector organization. Finally, we discuss the obtained results and answer our research questions.

1- Theoretical Framework.

1.1. Employment skills.

In the field of human resources, skills management is defined as the sum of actions, approaches, and tools allowing a company to acquire, stimulate and regulate the skills it needs, today and tomorrow, individually and collectively, taking into account its vocation, objectives, strategies, structure, technical resources and culture (Boulaire, M. 2014). Competence is the ability to carry out

the professional activities employees are expected to perform in an organization or in society. Alternatively, competence is all the knowledge, know-how and interpersonal skills implemented in a given context. It is located at the intersection between individuals and their capacities on the one hand, and organizational structure and activities to be carried out on the other. Managing and developing skills clearly involves differentiating the two dimensions, the individual dimension and the organizational dimension in order to better integrate them into what is known as the ability to act (J-M Riss, 1998).

For companies, competence is the sum of the assets that employees bring to their professional life: knowledge, know-how, experience and behavior in a specific job, observed and validated in a professional situation (Reynaud J-D). However, competence is called upon to achieve some objectives such as the contribution of employees to company performance, to synchronize employee behavior with new standards of action and finally to define new forms of cooperation and exchange (Cadin. L et al, 2007). The consideration of human skills leads to a new and an increasingly qualitative management of human resources. That said, human intelligence and creativity have an increasing influence on companies (Bizaguët, 1991). Through their skills, human resources have become pillars of the company's adaptation strategy (Jalbert, 1989; Farastier, 1995) and the means that guarantees competitiveness (Sparrow, 1994). In addition, the new production system economy gives a new role to the human element. This results in new human resource management strategies (Gazier, 1993). The core of these strategies is the emergence of a perspective to competence (Zarifian, 1996 and 1999). To move towards this line of thinking is to abandon the perspective of qualifications by favoring "behaviors useful to the company" over "knowledge useful to the work" (Dugue, 1994). In 2001, Zarifian suggested the "competence model" as an alternative to the Taylorian-inspired management style. In this model, companies go beyond the requirements of positions to seek the potential for individual development. Such a perspective needs companies to adopt an internal skills development process (Parlier, 1996; Held and Riss, 1998; Conjard and Devin, 2004). This represents a coherent and a proactive approach to maintaining (fighting obsolescence) and developing (potentially) staff skills (Meignant, 1997).

However, the company should ensure the development of skills over time to maintain some level of productivity. To do so, some factors have been the subject of several studies on competency development. The first is proactive, linked to the strategic objectives set by the company. As for the second, which is predominantly reactive, it is none other than the transformation of jobs resulting from changes in the socio-economic environment. In addition to these, companies assess the gaps between existing and

required skills and define strategies to reduce them. Two complementary options are available to companies to fill the gaps: individualized practices aimed at developing individual skills and relational management practices that serve to develop collective skills. Several practices can be implemented (recruitment, remuneration, training, mobility, work organization, etc.). The combination of the individual and collective skills allows for obtaining specific human resources. As long as the labor market cannot meet the specific skills needed by companies, development practices should be calibrated to the real skills needs of each company and its ability to finance these practices. There are many solutions and choices for acquiring and improving the skills at the disposal of the company, yet the purpose of skills management is to enable the development of individual skills and the sharing of these skills (Le Boterf, 2004).

1.2. Work performance

According to Charles-Pauvers et al (2007) and Borman and Motowidlo (1993), previous studies suggest that there is no disagreement on the measurement of performance and that most research suffers from a lack of an accurate operationalization of the very concept of individual performance at work (cited by A VIGAN et al ,2014). For Campbell (1990, p.704), individual work performance is defined as "a set of behaviors or actions that are relevant to an organization's objectives and can be measured in terms of skill level and contributions to objectives". For Motowidlo (2003, p.39), it is "the total value expected by the organization of episodes of discreet behavior that an individual shows over a given period of time". Performance refers not only to the execution of the job description, but also includes behaviors that are not explicitly required to positively contribute to the job and organizational objectives (Motowidlo et al., 1997; Motowidlo, 2003). However, there would be a general factor with a shared variance among all facets of performance (Viswesvaran & Ones, 2000; Jean-Simon Leclerc et al, 2014). According to Katz (1964), there is a wide range of human behavior that should be reduced to a limited number of predictable models. The author suggests that the assigned roles should be completed and should meet a minimum level of quantity and quality of performance. Productivity depends on the quantity and quality of work that an individual or a group provides in the execution of prescribed tasks. The roles assigned to an employee are defined upstream by an organizational protocol and/or by management. Campell et al (1990) suggest that work performance is based on two fundamental dimensions. The first is made up of components specific to a particular job. It is a function of the different skills or abilities specific to a given task. The second includes components defined and measured in the same way for any work, which are referred to as non-work

specific factors. It represents much more than a specific task or technical competence. It includes behaviors such as: self-development, contribution to teamwork, support for organizational norms and practices, and perseverance in the face of difficulties (Jean-Marie Peretti et al, 2008). Borman and Motowidlo (1997) define task performance as the efficiency with which the employee performs activities that contribute to the technical core of the organization, either directly by implementing part of the company's technological process or indirectly by using the materials or services the company provides. O'Reilly and Chatman (1986) describe task performance as behaviors that are recognized by formal reward systems and are part of the requirements specified in the job description (Jean-Marie Peretti et al, 2008). Reward systems are seen as mechanisms through which the organization communicates the importance or eminence of these roles (Jean-Marie Peretti et al, 2008). Work performance is defined as performance of the task, i.e. efficiency in the execution of activities that contribute to the technical core of the organization (Campbell et al. 1990) and contextual performance that results in a contribution to the maintenance and enrichment of the social and psychological context that supports the performance of the task (Organ, 1977, Jean-Marie Peretti et al., 2008).

1.3. The effect of skills development on employee performance.

In the literature, the concept of competence is often confused with that of performance (Brunet, Savoie, & Schaffer, 2008; Hollins, 1993; Medley, 1977; Odden, 2004; Van Der Schaaf, Stokking, & Verloop, 2003, Alina N. Stamate et al, 2015). Several authors have tried to clear the distinction between the two notions, but the general conclusion is that competence can only be inferred, while performance can be observed and even measured (Eraut, 1998; Stamate et al, 2015). Competence refers to what the person knows and can do in ideal situations, while performance refers to what is currently done in the current context (Messick, 1984; Stamate et al, 2015). Performance accesses and uses competency structures and may be "contaminated" by emotional, motivational, cognitive or work environment factors. Therefore, competency cannot be assessed by performance because of personal traits or situational factors that can affect behaviors, unless it is calibrated by some parameters such as effectiveness, reproducibility and consistency (Nagels, 2009; Stamate et al, 2015). The issue of the relationship between skills development and employee performance has taken many forms in the relevant literature. With regard to the direction of the relationship, few panel studies have been conducted, despite the relevance of the panel method to validate this type of question. This method involves measuring the independent variable and the dependent variable in a concomitant and predictive manner. In this

way, it becomes possible to test the reciprocal influence of variables of interest by controlling the base level of the dependent variable. Despite the use of such a method, causal inferences cannot be validated. However, its plausibility has increased by eliminating some alternative explanations (Zapf, Dormann & Frese, 1996, Jean-Simon Leclerc et al, 2014). Most of empirical studies consider and document the direction of this relationship in a way skills development leads to performance. Using a variety of competency and performance indicators, research tends to support this direction. However, competent, i. e. constantly trained personnel, will be able to meet the challenges of competitiveness. The workforce is therefore the company's main driving force. As Tom Peter (1998) points out, to succeed today, the same rule should be applied to staff (Boudjemil . A,2004). The rule is to invest equally or even more in improving the technical and managerial qualities of staff by improving the relative qualities (compared to competition) of the company's products and services. The skills will not only allow the work to be done in the right way, but also to be done in a way that has an impact on individual and organizational performance. Having an impact on individual performance means that HRMs with the right essential skills will perform better in their function, while these skills will also have an impact on organizational performance. The link between competence and performance is possible to establish. Empirical studies have also validated this link. Indeed, some competences can help to predict individual and organizational performance.

Bearing on the above, we formulate the following research questions:

- Research question 1: Which categories of individuals are affected by skills development?
- Research question 2: Is training an important tool for developing employees' skills?
- Research question 3: What are the reasons for making employees more efficient?

These research questions will serve as our guidelines for the exploratory study we conducted with a major company.

2. Empirical Study

In this section, we present our research methodology and the instruments we used. We will describe the research design we adopted to identify some organizational and individual factors that can have an effect on employee performance. We now detail the sample, data collection methods and analysis procedure.

2.1. Sample and data collection

Research methods are the cornerstone of any scientific research. It is "an integrated set of procedures aimed at producing scientific truth" (Durand J.P, Robert. W,1994). Therefore, to conduct our study in the field, the use of the qualitative method is the most appropriate given the nature

of the objectives targeted by our study. As a reminder, our objectives are to understand and analyze skills development and its impact on employee performance. The qualitative research method is "a research strategy using several data collection techniques and qualitative analysis in order to clarify, understand a human and a social phenomenon" (Mucchielli A.2004). As noted above, we opted for the qualitative method in the form of an interview. The interview is a "technique used in qualitative studies. ... is based on an open discussion between the interviewer and the interviewee" (Bertier. N. 2002). Interviewing is a direct scientific investigation technique of individuals, but also, in some cases, of groups. The interview is a technique that allowed us to come into oral and direct contact with the company's employees. In order to give the interviewees certain freedom, the semi-directive interview is used. The latter "is based on an interview guide consisting of different question themes", with open-ended questions formulated to answer our main research questions. These semi-directive interviews allowed us to collect rich data, as they give respondents freedom to express themselves and allow us to intervene in a way that would give us more details and data. Our instrument was administered to a sample of employees working for a large company., in collaboration with its General Management. The sample consists of twelve people, 4 women and 8 men. Their positions in the company vary from managers, executives, technicians, administrative staff to laborers. We chose these professionals because they are concerned with skills development and represent the parent population in terms of status, years of experience and expertise. These people are recognized as excellent professionals by the general management. We conducted 12 semi-directive interviews at the respondents' workplaces with the support of an interview guide. Respondents were informed of the confidentiality and anonymity of their responses. However, we expected, at one time or another, during the interviews, that they would adopt a "social desirability" behavior (Lemaine, 1965 cited by Pascal Martin, 2014). For us, we took the time necessary to ask and deepen the interviews, in order to obtain responses that reflect their way of thinking as faithfully as possible. To facilitate the synthesis and analysis of qualitative data, we transcribed the interviews and processed them with a thematic content analysis (Point et Retour, 2009; Thiéart, 2006 cited by Pascal Martin, 2014).

2.2. The results

After processing the content of the respondents' verbatim output, we were able to distinguish two themes: the main determinants of employee competence and the reasons behind making employees more efficient.

2.2.1. The main determinants of competence

The term competence covers many dimensions. For example, Anglo-Saxons often use the term knowledge or ability to define all the knowledge needed by a profession (Stone et al., 2000; Pierre-Laurent Bescos, 2002). Therefore, we refer to competence as the theoretical knowledge acquired during training in a university or business school, and we further distinguish between basic and continuous training. Moreover, for skills acquisitions, we distinguish between basic acquisitions during primary training and adaptation (or updates) during continuous training (Peretti, 1999, p. 106; Pierre-Laurent Bescos, 2002). In addition to this theoretical knowledge, there is also the know-how which is the acquisition of skills through experience (Peretti, 1999, p. 184; Pierre-Laurent Bescos, 2002). Experience is defined by seniority, the different held positions or titles. Finally, life skills relate to behavior in which both innate and acquired knowledge plays a role, without really being able to disentangle the respective contributions of these two components. For example, teamwork or team leadership skills seem to fall into this category. We have also identified know-how as highlighted by Martory and Crozet (1998, p. 17) cited by (Pierre-Laurent Bescos, 2002) as offering progress possibilities in a profession or possibilities to move to other professions.

Excerpts from respondents' verbatim output:

- "*[...] academic competence represents a solid basis for adjusting a possible competence[...]*".

- "*[...] competence is ability and know-how. For him, the acquisition of skills will be most effective through promotion and by occupying a position that reflects the skills[...]*".

- "*[...] competence is a combination of knowledge, know-how, experience and attitudes used in a concrete work situation, any company should rely on new productions that promote intangible investment[...]*".

- "*[...] Competence is knowledge, know-how and interpersonal skills and it deserves a lot of attention and to develop it, training is needed [...]*"

Adequate training ensures the competence needed to master a real profession. Rewards then promote loyalty when employees are given visibility on their professional development. Aware of the opportunities offered by training, the company has set up a real professional career path through initial and continuous training. The concept of competence now occupies a central place in the field of training. Such an orientation partly bears on the current evolution of traditional and knowledge appropriation

Gender	Age	Seniority	Function
M	45	10	Senior executive
M	40	8	Executive
M	50	11	Senior executive
F	36	7	Manager
F	38	7	Executive
M	35	6	Laborer
F	39	6	Administrative staff
M	34	6	Technician
F	47	9	Manager
M	34	6	Laborer
M	55	12	Senior executive
M	40	7	Executive

Table 1: Sample

models. Competence is a strategic factor to production, as such it creates competitive advantage. However, there are many business leaders who are unhesitant to reduce training budgets, because they believe that these are luxury expenses, in no way considered as strategic investments. However, it is clear that training has a direct impact on the acquisition and development of skills, as one could not imagine a growth in skills from scratch. To be effective, training should follow an educational process that begins with the triggering of interest in learning and leads to continuous improvement in the field. Indeed, the manager should approve how successful the training activities and how cost-effective have been, in money and in time. However, it is important also to highlight the gaps between operational objectives and the skills needed in view of making sure that the planned training can contribute to filling the gaps. Training is an important tool at the company's disposal to bridge the gap between the current and the desired competitive level. To this end, the GPEC helps to better identify gaps in skills thanks to a diagnosis of the former. These quantitative and qualitative gaps represent opportunities for training. According to our results, most interviewees indicated that academic or vocational training plays a very important role in the acquisition of new skills. However, academic training lays the theoretical knowledge and the transition from theory to practice takes place within the company.

Excerpts from the respondents' verbatim output:

- "*[...] repetitive training transfers knowledge that builds competence[...]*"

- "*[...] academic training produces skills through theoretical knowledge and on-the-job training. It refers to educational means offered to employees, so that they can develop their synergies, their behavior and their skills at work[...]*".

- "*[...] academic training promotes skills of managers because it provides them with new procedures and new techniques and methods to be followed in the execution*

of their tasks[...]".

- *"[...] academic training is very important for skills development and performance improvement [...]"*

- *"[...] The usefulness of training is to improve, strengthen, enrich, and develop skills, it is also to anticipate the future, and adapt to change[...]"*.

- *"[...] Training allows managers to be in continuous improvement, it allows them to achieve the company's general and strategic objectives[...]"*.

Training is a real social development issue as it displaces individuals from their culture, networks and social systems. It amounts to developing skills in line with the company's economic objectives. It also helps to ensuring that employees' skills and knowledge match and to improve the status of employees through promotions. In a rapidly changing environment, a company that learns faster than others gains a decisive competitive advantage (Argyris. C and A. Schön. D, 2001). To train, learn, constantly rethink its ways of doing things, to get employees to exchange their best practices, to monitor and introduce new practices are undisputable ways to stay in the economic race, even more to grow and make a difference in increasingly competitive markets.

Excerpts from the respondents' verbatim output:

- *"[...] The best way to keep up with technological, organizational and market developments[...]"*.

- *"[...] Increase "competence capital" and thus gain more value in the labor market[...]"*.

- *"[...] To be more comfortable in work by better mastering it[...]"*.

- *"[...] Enjoy an enriching experience by discovering new ways of doing and seeing by sharing knowledge with peers[...]"*.

- *"[...] Bring in new ideas, methods and techniques and thus innovate and stay one step ahead[...]"*.

- *"[...] Enable each employee to better master the skills of their profession and thus be more comfortable in their work, more confident, more motivated[...]"*.

- *"[...] To share skills and ways of doing things among employees and thus create a more united working group[...]"*.

- *"[...] Recognize the value of human resources by providing opportunities for everyone to develop and progress[...]"*.

- *"[...] Authenticate the skills of employees, "qualify" them and thus guarantee customers a proof on the quality of our human resources[...]"*.

2.2.2.2. The reasons making employees more efficient?

According to A. Bourignon (1996), using an etymological and a semantic analysis, three meanings are articulated around the word performance: "1°) performance is a success. Performance does not exist in itself; it is a function of the representation of success,

which varies according to companies and actors. 2°) performance is the result of the action, ex post evaluation of the results obtained 3°) performance is action, read as the process that leads to success ". Under these representations, "performance does not lack benchmarks on which to base itself: economic (profitability, productivity), legal (legal compliance, solvency), organizational (competence, coherence, efficiency) or social (synergy, involvement, employee satisfaction, development of potential, quality of life at work)". (Louart, 1996; Boulaire, M. 2014). For example, we can "restrict HR performance to social issues or act on such issues by adapting them to strategy (according to a reasoning of dependent adjustment) or by considering that employees are active resources who, through conflict or cooperation, influence strategic choices" (Louart, 1996; Boulaire, M. 2014). Below, we will examine the used performance measurement tools. Competence is a construct that explains individual differences in performance. It manifests itself during actions and analyzing these actions we will be able to infer the underlying competence. Thus, competence promotes mobility within the company and opens up career opportunities outside the company. A competence-promoting system is also beneficial as it allows professional projects to be carried out, qualification to be improved, and efforts to be better recognized and rewarded unlike in the current classification systems, which tend to place a higher value on seniority, diploma or position. Within the framework of skills management, possibly promoted by an individualization of salaries, the employee can therefore evaluate their performance, assess the results of their work and their added value.

Excerpts from the respondents' verbatim output:

- *"[...] is still learning[...] and continues to grow in knowledge that will allow us to perform better and help others[...]"*.

- *"[...] Competence will make it possible to achieve this and achieve good results[...]"*.

- *"[...] collective competence is a source of value for the individual, the group and the organization[...]"*.

- *"[...] performance is born in recognizing others' positions and helps to anticipate things[...]"*.

- *"[...] what makes performance is really a common project and the feeling of gradually participating in it[...]"*.

- *"[...] The relationship between performance and competence: performance consists in achieving defined results, competence relates to the ability to carry out activities to achieve one's objectives, it then becomes the essence of performance[...]"*.

- *"[...] there is an interaction between performance and competence, performance is the perfect mastery of competence[...]"*.

- *"[...] concerning the relationship between competence and performance it is a matter of time, with competence*

one can improve performance in a record time [...]"

3. Discussion

Although subject to various interpretations, competence is believed by most practitioners as a management tool, a source of efficiency and performance. Omnipresent, its conception changes with evolution, hence the multiplicity of interpretations. Indeed, competitiveness is becoming stronger, bringing with it the inevitable need for performance, innovation and optimal efficiency of both tangible and intangible resources. Knowledge of actors becomes a capital worth investment. Employees' professionalism is directly linked to the ability to cope with uncertainty. In this regard, it is appropriate to take into account not only the acquisition of knowledge, but above all its allocation, which allows for adaptation to professional situations. Then, today the company is no longer considered a simple business portfolio to be managed but as a portfolio of skills to be developed. Indeed, competence is inseparable from action, apprehended through activity, and therefore it can be defined as the competence to act. It only bears on the goal pursued by the action. Moreover, the concept involves dynamically allocating knowledge, behavior, types of reasoning, interpersonal abilities in line with a goal in a given situation. Transition to competence can only be made if the individual uses all the knowledge taught in a relevant way and at the appropriate time in a given work situation. It is therefore action that reflects competence. It seems that management does not present competence as a formal management tool, but it nevertheless seems to use it as an informal management tool. Training represents a managerial dynamic aimed at making the organization more efficient, by transferring knowledge acquired through training across trainees and the other members of the team. Training improves the organization and coordination of tasks by increasing the knowledge that agents have of their environment. It therefore represents an intangible investment under the examined conditions.

For academic training, these latter produces skills for managers because it gives them new procedures and new techniques and methods to follow during the execution of their tasks. It aims at adapting employees to specific tasks and changes of the job. For the company, vocational training, in its most advanced form, aims to develop the professional skills of its staff. It contributes to their learning and allows them the possibility to explore all their abilities to better energize their social sphere. Training is the best way to promote the individual and collective skills of the organization. In recent years, training has helped to achieve major changes in training needs. Among the most important, it is probably "lifelong learning" that represents the greatest challenge. Such an orientation has created new challenges for employees to improve their employability

and for companies to develop the fundamental skills that fuel their competitive advantages.

Our results indicate that there is a positive relationship between skills development and work performance. When an employee shows more competence in their work, they translate that into better performance. In his study of performance, Campbell (1990: 40) argues that "performance is what the organization recruits an individual to do and do well". The author defines performance as actions or behaviors under the control of the individual, which contributes to the objectives of the organization, and which can be measured by the individual's competence (Saoussany. A, Asbayou. M., 2018). The results show that competence is a well-defined behavior adopted by the employee to properly execute a task with the aim of achieving a good work result. Work performance is defined as the total value expected by the organization in terms of discrete behavioral episodes that an individual shows over a given period of time" (Motowildo, 2003: 39; Saoussany. A, Asbayou. M., 2018). We can therefore conclude that performance represents all behaviors (employment competence) of individuals aimed at improving efficiency at work over periods of time (Saoussany. A, Asbayou. M., 2018). Then, competence is a basic determinant with other factors, such as effort and the nature of working conditions, that improves work performance. Competence includes knowledge, skills and employees' tacit knowledge. While effort is the degree of motivation that the employee puts forward to complete the work, the nature of working conditions is the degree of adapting these conditions to facilitate employee's performance (Rubina et al. 2008; Saoussany. A, Asbayou.M., 2018). Since the business environment is constantly changing and success depends on the changing needs of all stakeholders, performance measurement therefore seems difficult. The company should assess performance from an external point of view by interacting with the different stakeholders. These measures should be used in a way that allows for developing skills that will be valued in the future. This can be done through a continuous cycle of innovation and learning (Saoussany. A, Asbayou.M., 2018). In fact, this is the essential and final objective of a good performance measurement system (Kanji, 2002; Saoussany. A, Asbayou.M., 2018). In this regard, effective management depends on objective measurement of performance and outputs. The first condition for improving, and ultimately achieving, organizational excellence is to develop and implement a performance measurement system (Kanji, 2002; Saoussany. A, Asbayou.M., 2018). In recent decades, several measures of work performance have been used (Campbell et al., 1990, Viswesvaran et al., 1996, Saoussany. A, Asbayou.M., 2018). Of these, we mention rating scales, job knowledge tests, practical job samples and archival records which have been used to assess job performance (Campbell et al.,

1990, Saoussany. A, Asbayou. M., 2018). Equally, of these measurement options, performance ratings (e.g., peer and supervisor's reviews) are the most common means of measuring work performance (Viswesvaran et al., 1996, Saoussany. A, Asbayou.M., 2018). Often, "objective" criteria such as sales figures and production records are required. However, even these criteria involve subjective judgments (Campbell, 1990) and are therefore not perfect like other performance measures. Individual work performance is a latent construct that cannot be measured directly. Thus, developing indicators based on the above-mentioned dimensions will be effective in measuring work performance (Saoussany. A, Asbayou.M., 2018).

Conclusion

This study aimed to investigate and clarify the links between two key concepts in HRM: skill development and employee performance. Our analysis of the literature on the subject (s) leads us to conclude that the articulation between these two concepts is both necessary and delicate, in the sense that the notions remain in construction and debate in the literature and literature, that their relationships are more complex than they seem. In this article, we offer a global reflection of the link between skill development and employee performance. And above all, we recognize the complementarity between these two key concepts of HRM. A promising avenue of research would be to better understand how to complement and combine skill development and employee performance, by studying in more detail a level of articulation (theoretical, practical or critical). The purpose of this article is precisely to allow future theoretical developments, but also to offer employers and employees a presentation of the links and the various levers of action that will facilitate the difficult joint management of skills and employee performance. We have tried to show that the concept of competence is one of the factors contributing to the management of human resources, a management that allows companies to have a staff that meets the needs of the company. Indeed, the management of skills plays an important role in companies because it is a lever of performance, it can cope with the adaptation to change in the company. This study shows that the management of skills within companies is a source of human resources qualification that will be available to the company in the medium and long term, its primary function is to acquire skills enhancements, relevant behaviors, c is through these elements that they contribute to make the company more competitive and efficient. We can say that the notion of competence refers not only to the knowledge of the individual, but also to the experiences and attitudes of the individual, through his knowledge, skills and know-how. Companies are then called upon to adapt to changes in the environment in terms of performance and they must be more interested in the need

to integrate all means that can enhance the practice of skills management such as training courses. all kinds, seminars, coaching. The management of skills is one of the activities of human resources management, it is defined as a set of activities designed to exploit, develop optimally the skills of individuals and groups, in order to achieve the mission of the company and improve the performance of employees. However, this notion of skills development still requires further research in order to specify the content and the conditions of exercise. Finally, we can conclude that skills management has a positive impact on employee performance and must be integrated and developed in companies so that they can become competitive and face competition and improve the performance of employees and even employees. the company.

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