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# The impact of the human resources evaluation system on skills development

**Assala Mansouria MRABENT**

PhD Student, Laboratory: LAREGE, Faculty of Management Sciences, Mohamed Ben Ahmed University of Oran2, (Algeria)

Email: [assalamera3@gmail.com](mailto:assalamera3@gmail.com)

**Tarik SALHI**

Faculty of Management Sciences, Mohamed Ben Ahmed University of Oran2, (Algeria)

Email: [salhi.tarik@gmail.com](mailto:salhi.tarik@gmail.com)

**Abstract**---Nowadays, most professionals around the world believe that the wealth of an organization resides in the quality of its Human Resources, the management of which is a major challenge. Whether it is a recruitment policy, career management or the choice of beneficiaries of training or promotion, all human resources managers face a sensitive interrogation, which is, how relevant are the methods of assessment they employ to evaluate employees. The objective of this work is to emphasize the relevance and the criteria for choosing the method of evaluating human resources in the organization and to highlight their recognition in the workplace.

**Keywords**---Assessment system, Skills development.

## 1. Introduction

Major changes are taking place in the management and structures of organizations around the world. Public administrations are not immune to this change in management practices because they are under many pressures to revise their management systems and to restructure.

In today's economic environment, all companies are faced with the need to manage their resources optimally. Thus, evaluation in these areas can have serious consequences in view of the very strong competitive climate which prevails in all sectors.

Changes in technology, finance and information are accompanied by more or less profound development within the company. A company that does not evolve at the same pace and cadence as its competitors, partners or customers will quickly find itself overwhelmed.

According to KHIAT Asiya: "the human aspect is among the pivots of the development of the organization, because change is no longer only the business of the company and society but of the behavior of men who are both the authors and the actors of change at all levels of their interaction in its dual expression intellect and affect".(Khiat, 2009)

To cope with modern developments, a company must therefore ensure that its human resources are constantly updated and advanced; Hence the policy of human resources evaluation as an essential means to ensure this updating and allow the best development of skills.

Human resources management must be part of a logic and a perspective of progress. Dynamics aimed at detecting latent or potential skills, able to assume a set of assignments and responsibilities in the organization across a more or less long horizon. (Assya Khiat, 2017)

Through the historical evolution of concepts in this context, measurement has been constantly conditioned by the nature and quality of the expected objectives and hence by the need for a more refined search for the techniques to be mastered and implemented to do so. The diversity of the concepts used, among which we retain the most commonly used, such as appraisal and evaluation, has followed the same logical tendency, to measure, estimate, evaluate the performance of the individual in the face of a task, if not to offer the ability to prognosticate the same objective in the face of future professional situations, whether they are richer or more complex.

In this vein, we can easily deduce without the slightest doubt that looking for the best result in terms of efficiency simply means aiming for the highest possible performance. The evaluation of human resources policies is an approach in favour of decision-making.

In fact, evaluation in the world of work raises two types of problems that should not be confused: The first type relates to the question of any measurement approach is exposed to error, because evaluating human characteristics presupposes a prior conceptual effort to define what is going to be measured, and the second type the ethical problems raised by evaluation. Problems that correspond to the regulations and the sector of the organization. So the problem that arises:

How can the evaluation system be improved by taking into account the tools and methods of Human Resources evaluation in force?

## II. Public Sector Evaluation System:

### II.1 The Evaluation System in the Algerian Civil Service

(journalofficiel, 2006), In the general statute of the civil service, an entire chapter is devoted to the evaluation of the Personnel (Chapter No. 4 of TITLE IV organization and career development).

Article 97 of the Decree of Ordinance No. 06-03 of 19 Jumada Ethania 1427 corresponding to 15 July 2006 on the general status of the civil service provides: "Every civil servant is subject, during his career, to a continuous and periodic evaluation intended to assess, according to appropriate methods, his professional aptitudes."

It can be inferred from this that the evaluation of personnel is mandatory and must be

Periodic and continuous, and its purpose is according to Article 98:

- **Advancement:** the passage from one level to another.
- **Promotion:** the passage from one rank to another.
- **The granting of benefits linked to performance and performance:** is mainly done through bonuses and allowances relating to each status.
- **The granting of honorary distinctions and awards:** the possibility of being rewarded with medals or ministerial certificates for the achievement of an exceptional effort that has improved the performance of the service.

It is therefore necessary to evaluate performance according to a reference framework that includes objective criteria that allow the reporting officer to measure this performance, without neglecting the behaviour of the civil servant during work, in this context Article 99 has determined the objective criteria to be assessed as follows:

- compliance with general and statutory obligations.
- professional competence.
- Efficiency and yield
- the manner of serving.
- The special statutes may provide for other criteria, taking into account the specificities of certain bodies.

**Art. 100** - The public institutions and administrations shall adopt, after consulting the Joint Administrative Committees and with the agreement of the central structure responsible for the civil service, methods of evaluation adapted to the nature of the activities of the services concerned.

**Art. 101** - The power of evaluation and assessment is vested in the authorized hierarchical authority.

The evaluation is periodic. It gives rise to a numerical score accompanied by a General assessment.

**Art. 102** - The numerical mark shall be communicated to the official concerned, who may contest it and refer the matter to the competent joint administrative committee, which may propose its revision. The evaluation report is placed in the employee's file.

**Art. 103** - The procedures for the application of this chapter shall be laid down by regulation.

After the theoretical study of "the policy of Human Resources evaluation ", in this part, we will see how the Ecole Supérieure de l'Economie d'Oran conducts its evaluation actions.

Like any organization that cares about its growth, the Ecole Supérieure d'Economie d'Oran undergoes transformations according to the decisions taken internally, but also according to its external environment. Its development depends above all on its ability to manage its Human Resources, to allocate them judiciously to adequate evaluations while taking into account their aspirations, skills and potential capacities and also taking into account the rules submitted by the Directorate of the Civil Service.

After conducting an interview with the Director of the Ecole Supérieur de l'Economie d'Oran as well as the Deputy Director of Personnel, Training and Cultural and Sports Activities on the evaluation system applied within the school and its impact on the development of skills, it is noted that the absence of skills development within the school is due to the fact that the evaluation system recommended by the competent bodies remains to be improved and make it more flexible and adaptable to each organizational system, because it does not allow for the rational detection of performance for the well-being of the organization and the employee, so the implementation of a system of recognition and recognition is essential. So following this observation, we adapted a working methodology in order to achieve results

Satisfactory, Based on:

- An online questionnaire with 57 responses.
- Two evaluation reference models distributed over a set of 28 Employees.

**The purpose of the questionnaire was to evaluate the performance of teachers and administrative staff by all students at the school.**

The two standards whose objective is to test the reliability and feasibility of the proposal

**Hypothesis:** Either the impact is the result and positive, or it is the opposite is therefore the result is negative.

### **III. Presentation of the Higher School of Economics of Oran:**

(Higher School of Economics, 2024)

The Higher School of Economics of Oran was born from the transformation of the preparatory school in Economics, Commercial Sciences and Management Sciences in Oran, which was created by the

Executive Decree No. 10-161 of June 28, 2010, is transformed into the "Higher School of Economics

of Oran" it is governed by the provisions of Executive Decree No. 16-176 of June 14, 2016, and that of Decree No. 17-85 of February 15, 2017.

The central mission of the Higher School of Economics of Oran is to provide higher education, scientific research and technological development in the various specialties of industrial and network economics.

The school encourages students to participate in all kinds of scientific, cultural, educational, sports and creative activities. Thus, many events are organized throughout the year:

- Conferences with renowned scientific specialists.
- Sports competitions (football, handball, cross-country, marathon, etc.)
- Cultural events (Plays, Art exhibitions, Musical performances.
- Celebration and commemoration of historical dates. Scientific competitions.
- Medical, health and other awareness days.
- Excursions and outings (Santa Cruz, Tlemcen, Ain Temouchent, etc.)

The Higher School of Economics of Oran aims to continuously develop in order to rise among the best schools and in particular by optimizing its human, administrative and pedagogical resources. Currently, the ESE has 74 ATS (Technical Agents and Services) and 74 Teachers in its staff composition.

### **III.1 The Different Structures of the Higher School of Economics of Oran:**

The different structures of the Oran School of Economics are represented under the following

Form of an organizational chart.

The Higher School of Economics of Oran is directed by a Director who has her own company

#### **- A Secretary General who is responsible for:**

- Head of the University Works Department
- Internal Security Office
- Deputy Director of Finance and Generous Resources
- Under the direction of the staff of training and cultural and sports activities.

#### **- Two Head of Department:**

1. A Head of Department who is under the supervision of the Head of Department of the preparatory class training.
2. A head of department who is responsible for:
  - Director of the laboratory or research units.
  - Head of the Department of Postgraduate Education and Scientific Research Activities.
  - Head of the second cycle class.

#### **- Director of the library who is responsible for:**

- Head of the reception and orientation department.
- Head of the Bibliographic Research Department.
- Head of the Acquisition and Processing Department.

#### **- Three Deputy Directors:**

- Deputy Director in charge of teaching, diplomas and training in the Cotentine.

- Deputy Director in charge of Doctoral Training, Scientific Research and Technological Development and Innovation and the Promotion of Entrepreneurship.
- Deputy Director in charge of information and communication and external relations.
- **23 Heads of department.**

### **III.2. The Sub-Directorate for Personnel, Training and Cultural and Sports**

#### **Activities:**

The Sub-Directorate of Personnel, Training and Cultural and Sports Activities aims to contribute to the definition of the practices and strategy of the Ecole Supérieure de L'Economie. And the latter's Human Resources policy is organized as follows:

- Legal Affairs and Litigation Department.
- Cultural and Sports Activities Department.
- Service of technical administrative staff and service agents.
- Teaching staff service.

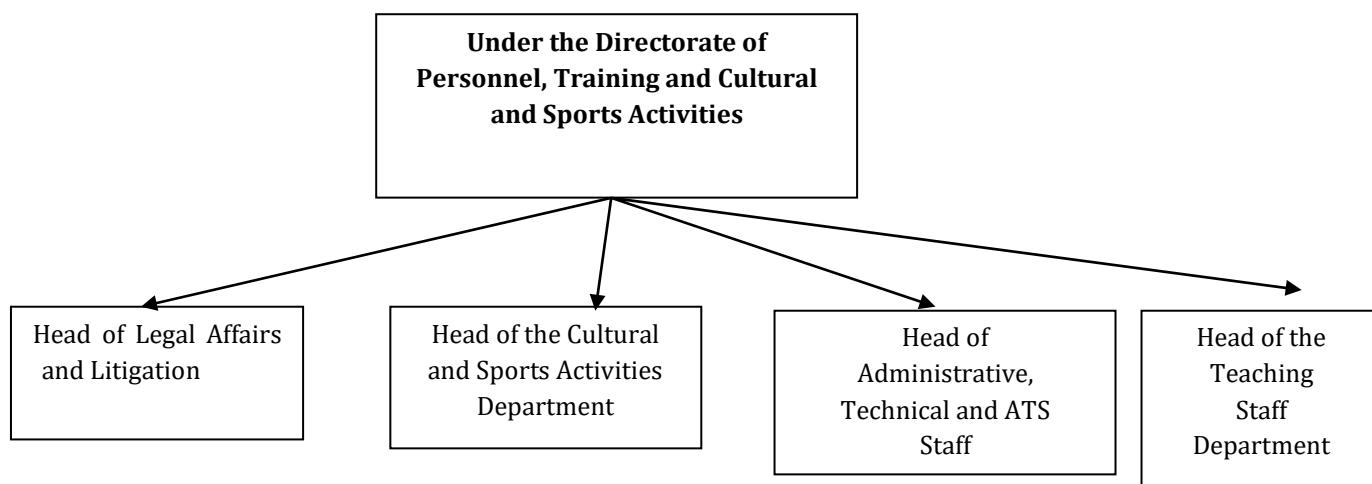


Figure n°01: Presentation of the Sub-Directorate for Personnel, Training and Cultural and sports activities:

*Source: ESE internal document*

### **III.3 The Sub-Directorate of Personnel, Training and Cultural and Sports Activities has the following main missions:**

- The study and coordination of the needs of the administrative and technical staff of the Ecole Supérieure de l'Economie.
- Leading the effort to enhance and develop the human potential of the Ecole Supérieure de l'Economie.
- Administrative management of staff, recruitment and training within the framework of approved budgets.

- The preparation and follow-up of staff declarations of a social nature.
- Monitoring the application of the legislation in force in terms of personnel management.
- Ensure a good management of the cultural and sports activities organized within the School.

#### **IV. Methods and Materials:**

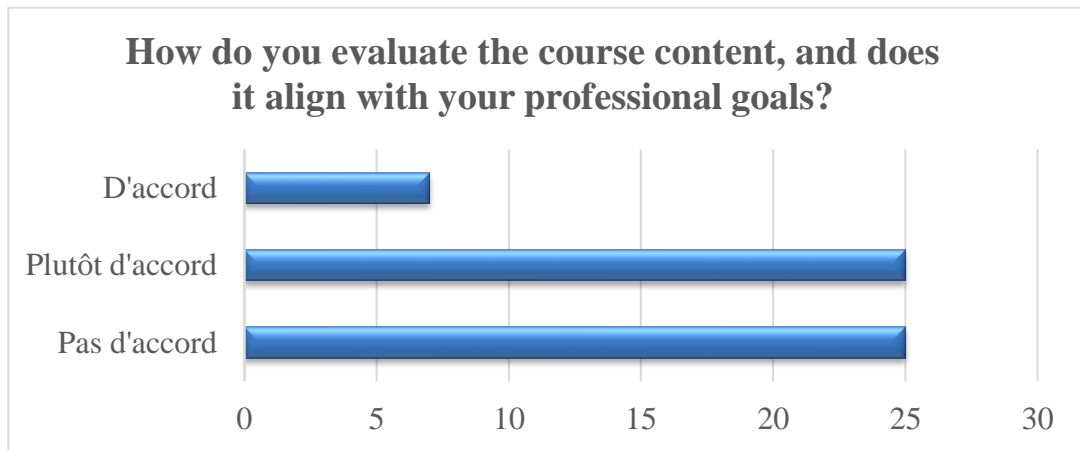
After conducting an interview with the Director of the Ecole Supérieur de l'Economie d'Oran as well as the Deputy Director of Personnel, Training and Cultural and Sports Activities on the evaluation system applied within the school and its impact on the development of skills, it is noted that the absence of skills development within the school is due to the fact that the evaluation system recommended by the competent bodies remains to be improved and make it more flexible and adaptable to each organizational system, because it does not allow for the rational detection of performance for the well-being of the organization and the employee, so the implementation of a system of recognition and recognition is essential. Based on: An online questionnaire with a response count of 57 Responses. Two models of evaluation framework distributed over a set of 28 Employees. The purpose of the questionnaire was to evaluate the performance of teachers and administrative staff by all students at the school. The two standards whose objective is to test the reliability and feasibility of the proposal.

#### **Initial Reflection:**

- **Issue:** Does the current evaluation system have an impact on the development of competencies within the institution?
- **Hypothesis:** Either the impact is the result and positive, or the opposite is therefore the result is negative.
- **Data analysis Result and Solution:** Propose adequate solutions with the legislation or circumvent them in an intelligent way or try to encourage the competent bodies to make the laws more flexible.

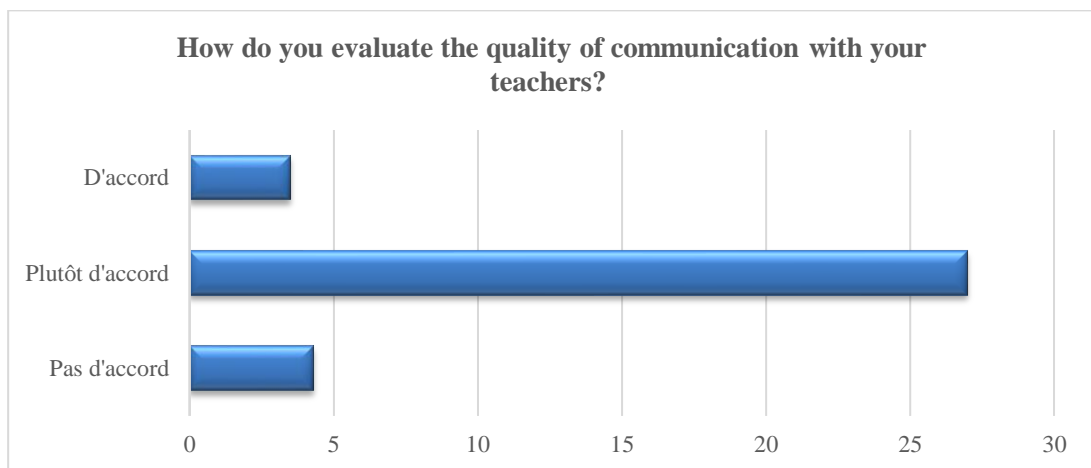
#### **V. Results and Discussion:**

After determining the initial methodology and to strengthen the study, an online evaluation questionnaire was also established for all the students of the school: The questions were rather indirect, the aim of which was to evaluate: The performance of the teachers, and the administrative staff and therefore the questionnaire collected *57 responses in 72 hours* *The results obtained are as follows:*



**Source:** Survey results

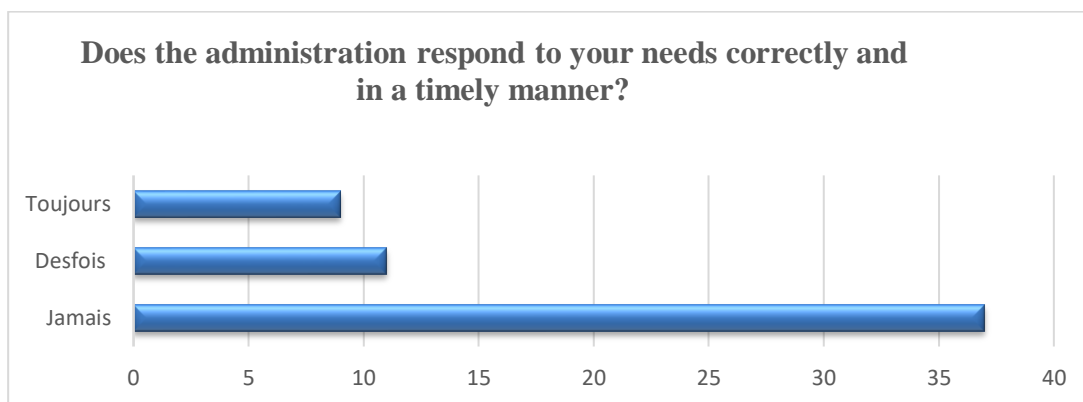
Out of the 57 responses, we had a balance (25 students) between disagree and rather agree, so following its we can see that the courses do not meet the professional orientation.



**Source:** Survey results

According to the results of the survey 27 out of 57 students rate communication with their teachers rather agree so communication between student teachers is good but we need to improve it.





**Source:** Survey results

37 Students find that the administration never meets their needs, especially not in time, which is a fairly large number compared to our survey sample

### **Analysis and Diagnosis:**

#### **- Human Resources Evaluation at Higher School of Economics of Oran**

The evaluation of employees involves first a judgment on their performance and then a judgment on their behavior. This evaluation is an activity of human resources management that consists of making a global and objective judgment of an employee as to the performance of his or her tasks during a given period in an organization, based on explicit criteria and established standards.

But the Ecole Supérieure d'Economie is subject to rules that do not allow it to evaluate its employees with performance, The evaluation is done systematically following a model that allows them to determine the performance bonus the evaluation system is recommended by the rules established by the civil service so automatically the result is not satisfactory because the current evaluation sheet does not allow to objectively evaluate an employee, it ignores a very important criterion which is related to the employee's behaviour (interpersonal skills).

#### **-How is Performance measured at the Higher School of Economics of Oran**

A bonus that remunerates performance called "performance bonus" is awarded quarterly to the employees of the establishment, it is from 0 to 30% of the salary, its amount depends on the performance of each employee. But after an interview with the employees of the Ecole Supérieure de l'Economie d'Oran, we found that there is a central tendency in the evaluation of performance (everyone has the same performance bonus), but this seems to be accepted by the majority of employees given the lack of a reliable performance evaluation system.

### **Evaluation Criteria:**

The purpose of an evaluation within the school makes it possible to identify a performance bonus, we take as an example the teacher performance evaluation grid, this assessment is based on a range of the following criteria:

- Respect for the Teaching Work Schedules entrusted to him (8/100).
- Compliance with the deadlines for the completion of the educational program (8/100).
- Effective participation in the work of educational and scientific bodies (8/100).
- Effective participation in student assessment activities (8/100).
- Use of new technologies in educational activities and research (8/100).

### **-The Constraints of the Current System**

An organization that does not evaluate its human resources, it will not necessarily be able to set up an effective career management policy, the human aspect within an organization, we take as an example our case which is the Ecole Supérieure de l'Economie, if the personnel sub-directorate does not evaluate these employees once a year, it will not be able to measure the development of skills and therefore will not be able to detect the training needs. notes that the absence of an evaluation system is considered an obstacle to the advancement of the organization in relation to the effectiveness and efficiency of its Human Resources.

So, following this observation, we propose a new evaluation system based on the Evaluation of Performance and Behaviors.

### **-Discussion of the Results**

We started from the principle of the importance of Human Resources within the organization Human Resources Management has demonstrated the human value it is the capital of the organization, we cannot ignore our base whatever the field of the organization or its character we always consider the human as an indispensable resource but this resource is difficult to manage because we manage human beings, different characters, different cultures and customs but the common point between them is the need for appreciation and recognition.

### **Raising awareness among public institutions about the modernization of the civil service and increasing performance:**

Public institutions are now more than ever faced with the obligation to improve their methods in order to increase the quality of their services and their performance, in this sense it is necessary to rely on a management based on the development of human resources and their skills. But in order to do so, it is necessary to diagnose the existing problems and obstacles before proceeding with new reforms. Based on this study and the survey carried out in the field, we were able to note the following findings:

- Failure to define the objectives assigned to each Agent.
- Vague evaluation criteria.

- Absence of measurement indices.
- Lack of an evaluation interview. Central tendency in scoring.
- The evaluation meets an administrative requirement related only to promotion, not involvement in terms of promotion, training, career management.

Another problem was raised during the interviews with the various staff employees, and that is the implementing texts, but this does not prevent a lot of work from being done while waiting for the clarification of the implementing texts and within the framework of current laws. In order to improve the current situation, it is necessary for public administrations to develop their performance through a dynamic human resources policy and to try to:

- Maintain the conditions for a genuine social dialogue with staff representatives.
- Benefit from a positive image thanks to a socially responsible HR policy: respect for the candidate and fairness in recruitment, management and career management method promoting staff stability.
- Develop the quality of the personnel administrative management system.
- Motivate and mobilize all staff around a unifying project.
- Valuing employees as individuals and their initiatives by the leader.

### **Skills Development through the Implementation of an Evaluation System:**

#### **- Assessment Guide:**

The evaluation guide explains the evaluation system proposed for a new management method to develop skills within the Higher School of Economics of Oran, and since it is a new system introduced, the evaluation guide aims to define the evaluation system, and emphasize the actors and criteria of the evaluation grid.

#### **-Scorecard**

This sheet is in the form of a grid based on behavioral and performance criteria, the rating is on a scale of 1 to 5 of satisfactory, rather satisfactory and satisfactory steps, as well as a track reserved for the development and planning of an action plan.

-

### **Evaluation Guide**

#### **Introduction:**

Recruiting, selecting, evaluating, orienting, are all acts which, if they are part of policies with a collective dimension, relate first and foremost to an individual relationship. Each time, it is a question of selecting and recruiting this future employee, evaluating and guiding this current employee.

Human resources assessment consists of a set of systemic procedures designed to assess the qualifications and merits of the members of the organisation. This

definition focuses primarily on the qualifications and merits accorded to the individual in the organization.

The aim of setting up an evaluation system within Higher School of Economics of Oran aims to consist and increase the responsibilities of an employee, to associate his objectives with the objectives of the organization and also to develop human skills, or even to grant them a reward.

**What is the purpose of evaluation?:** (Belaid, 2009)

Respond to employees' wishes (know what we think of them and know the prospects for development)

- Make management responsible (avoid discretionary behaviour).
- Facilitate staff management.
- Foster communication (superior and subordinate dialogue).
- Serve as a benchmark for salary increases.
- Provide data for training (collection of needs and wishes).
- The establishment of a progress plan for the coming period.

**The characteristics of a good evaluation:\_(Jean-Claude.Bernatchez., 2020)**

A good evaluation system should have several characteristics such as:

**Validity:** Is the essential characteristic of a good evaluation. A measurement instrument is valid when it measures exactly what they are measuring, and it does it well, so to determine the validity of a performance evaluation system we have to compare the results obtained after the evaluation of each individual with the objective reality (the actual performance of the individual), but this is rare because if we have the actual performance we will not need the evaluation system

**Fidelity:** Is an index of validity. The fidelity of an instrument that always gives the same results when used several times to measure the same thing

**Discriminative sensitivity or finesse:** The sensitivity of an evaluation method is also an essential quality that will allow the subjects to be classified in a discriminating way. In other words, the method used must make it possible to make a real distinction between the subjects. This notion of sensitivity concerns not only quantitative data, the numerical results of the test. But also qualitative such as those obtained, for example from an interview guide.

**Evaluate what:**

1. Individual performance results.
2. Collective performance results.
3. The Individual.
4. Potential.
5. The collective.

**The Components of the Evaluation:**

1. **The aim:** for what? (sanctioning the present, preparing for the future)
2. **The object:** to appreciate what? (behaviors, results, potential, person, collective...)
3. **Actors:** who likes whom? (role n+1, role n+2)

4. **The procedure:** how to do it? (what medium, what calendar, which recipients)

**The Components of the Scorecard:**

1. *The first part:* Consists of defining the profile of the assessee as well as his or her personal information (position, department).
2. *The second part:* Serves to clearly define the evaluation criteria according to the evaluator in order to provide assessments on performance (mastery of knowledge, quality of work and adaptation to new ways of working) as well as on behavior (attendance, respect for norms and rules, sharing).
3. *The third component:* This component is composed of the evaluation results, the notices of decision made on the evaluated. Each evaluation of an employee has three comments: An opinion of the evaluator, the comment of the evaluation and the comment of the sub-directorate of personnel and cultural and sports activities

**CLOAKROOM:**

Scale: three levels of evaluation are proposed:

- Not satisfactory: choose a grade between 1 or 2.
- Satisfactory: choose a score between 3 or 4.
- Very satisfactory: give a score of 5.

Comments: The "Comments" boxes must be filled in, subject to rejection by the HR Structures

Eligibility Conditions: The evaluated person who has a score between [50- 60] points, and has no rating of "not satisfactory" is eligible for a reward.



**People's Democratic Republic of Algeria**  
Ministry of Higher Education and Higher School of Economics of Oran  
Personnel Service Ref /SP

**Scorecard (proposed)**

**I. Personal Information:**

-Name and surname:

-Function:

-Service:

-Year:

**II. Evaluation Grid:**

**III. A. Performance:**

<b>Evaluation Criteria</b>	<b>Rating/5</b>	<b>Reviewer's comments</b>
Master all Knowledge and Skills technical requirements for his position.		
Produce the Quality of work required		
Produce one work from quality by respecting the deadlines imported.		
Know, respect and apply all procedures, rules and standards related to his/her position of work.		
Improving one's professional practices, looking for new ways of working.		
Immediately and effectively apply new ways of working decided by hierarchy.		
<b>Total Obtained</b>		

<b>Evaluation criteria</b>	<b>Rating/5</b>	<b>Reviewer's comments</b>
Always be on time and rarely absent (attendance.)		
Be available when needed and willing for difficult work.		
Gets personally involved and join strongly in his work.		
Demonstrate a strong entrepreneurial spirit help cooperation and solidarity with its Employees.		
Do report useful information to their superiors, shares information in its team.		
Encourage and sensitize colleagues to respect the rules.		
Take the initiative, and act effectively.		
<b>Total Obtained</b>		

<b>Highlights</b>	<b>Areas for improvement</b>

## **VI. Conclusion**

The assessment of human competence leads us today to affirm that the employee is the first resource of the Organization, unlike in the periods when he was considered a mere tool of production. This is all the more the case with the advent of human resources management within the organization. However, it is not enough to consider employers as available resources within the organization, it is also necessary to ensure that they are assigned to positions that correspond to their behaviors, skills, performance. Where from the importance of human resources evaluation within organizations, because through this human resources activity that we can ensure the adequacy of the man position.

The results obtained show that the evaluation criteria are not written in such a way as to be able to identify each position, in different organizations. This is explained by the fact that the regulations made by the management of the civil service ignore the internal environment from each organization.

The results of our analysis have therefore led us to propose an improvement of the human resources evaluation system within the organization, first by involving the Personnel Sub-Directorate and some employees in the definition of the evaluation criteria, by setting up an evaluation system for administrators, and then, by using the results of the evaluation in order to meet the needs of employees.

However, in terms of perspectives, this thesis has allowed us to acquire the necessary bases for a broadening of the spatial and temporal field for a possible subsequent study whose main objective will be to determine the main axes of a human resources management based on the development of skills, and to propose a system of evaluation of skills specific to public administrations.

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