EVOLUTION OF SOFT AND HARD SKILLS
BY LEVEL OF DECISION IN THE
ORGANIZATIONS

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ABSTRACT
Hard skills and soft skills arises from a learning recognized by an academic training sanctioned by diplomas. This learning is doubled by an interpersonal skills which leans on an emotional intelligence acquired during the education and during the teaching. If soft skills soft and hard skills are necessary and complementary in the practice of a profession or a function within an organization or a company, the part of the weight of each component of the two types of there skills exchange in time ... This article shows in which sense this evolution is made and why as well the recruiters as the recruits have to feel to reach there. A rebalancing of soft and hard skills has to be made by a coaching from the upstream in training to give their fruits downstream in the professional world.

Key words: Soft Skills, Hard Skills, Organizations, Morocco
1. INTRODUCTION

The hard skills (HS) are born with a learning recognized by often academic training leading to certificates, recognized certificates or diplomas ... Soft skills (SS) are skills much more directed to the interpersonal skills and which lean on an emotional intelligence gained from education and teaching as they complement the HS.

But the transformation of profiles hard in profiles hard and soft could take place either during the studies, or during the professional life.

Organizations evolve every day towards more of transversality, of internationalization, of partnerships in an open and innovative ecosystem. The interactions have became a key factor in performance. The development of soft skills is particularly important for entrepreneurs: The company's success depends at the same time on the social skills and on the know-how of the entrepreneur.

The system of command of the organization maybe classified by 4 levels of decisions: strategic, tactical, operational and of execution. The passage from a level to the other one in time, what we often qualify as "promotion of career" is made thanks to SS and at the HS. We know that both components of these skills are complementary. It is a school obvious fact and the examples are many. On the other hand, we settled the hypothesis on their evolution in time. We noticed that the weight of each of these skills varies actually in time.

Bosses' testimonies of organizations confirm this established fact and claim more balance between SS and HS in profiles of the future candidates for the recruitment to integrate their structure.

This article which bases itself on an empirical study with 262 organization Moroccans, shows this evolution.

2. LITERATURE REVIEW

We can define SS only by opposition at the HS [1]. SS is a synonym for "people skills." The term describes those personal attributes that indicate a high level of emotional intelligence. Unlike HS, which describe a person's technical skill set and ability to perform specific tasks, SS are broadly applicable across job titles and industries. It's often said that HS will get you an interview but you need SS to get -- and keep -- the job [2].

SS is a term often associated with a person's "EQ" (Emotional Intelligence Quotient), which is the cluster of personality traits that characterize one's relationships with other people. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, and leadership traits. SS contrast with HS, which are generally easily quantifiable and measurable (such as software knowledge or basic plumbing skills).

SS is a term often associated with a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, interpersonal skills, managing people, leadership, etc. that characterize relationships with other people [3]. SS contrast to HS, which are
generally easily quantifiable and measurable (e.g. software knowledge, basic plumbing skills) [3].

A person's soft skill EQ is an important part of their individual contribution to the success of an organization. Particularly those organizations dealing with customers face-to-face are generally more successful, if they train their staff to use these skills. Screening or training for personal habits or traits such as dependability and conscientiousness can yield significant return on investment for an organization [4]. For this reason, SS are increasingly sought out by employers in addition to standard qualifications [5].

Over and above academic qualifications or business acumen, 81% of business leaders have cited confidence, enthusiasm and entrepreneurial spirit as the most important characteristic they are seeking in potential new employees [6]. Despite this, many people are remarkably ill equipped to present themselves positively in the workplace, gain recognition for their achievements and influence the change agenda. Using her extraordinary system, the continuum of Interpersonal Skills, Pamela Milne shows how you can increase your impact using a step by step, pull different levers, push different buttons approach. This system will guide you to: Understand yourself and others Remove blocks which will help you achieve your goal Make rapid progress in your dealings with others Surprize yourself with your ability to influence people Save time, money and effort through your negotiation skills This tried-and-tested step-by-step approach has been developed over 20 years working with thousands of clients. Through it, you will develop skills to believe in yourself, to being able to influence others, win negotiations and become a conciliator." [6].

In management, learning takes time and the learning of the complex personal and interpersonal skills of leadership takes even more time. Statistical analysis supports the recommended methodology outlined in an important paper of Crosbie Rowena [7].

Employers often comment on the lack of good team leadership skills exhibited by newly graduated business students. While an understanding of the factors that contribute to effective communication in workplace teams does exist, are we certain that the factors influencing quality of communication between student team leaders and team members are the same as the factors influencing quality of communication in workplace teams? To investigate this issue, students were surveyed. Results indicate that student team leaders mirror workplace team leaders in all but one important factor: the use of exchange as a tactic of influence. Use of supportive influence tactics and recognition that assertive tactics are not effective was consistent with workplace team leader tactics. As with workplace team leaders, trust was an important determinant with satisfaction with the team leader’s communication. Implications and suggestions for training students to become effective team members in the work world are discussed. [8].

The HS arise from a learning recognized by an often academic training, sanctioned by certificates or recognized diplomas…

SS are skills much more directed to the interpersonal skills and which lean on an emotional intelligence acquired during the education (family, street, social and-or cultural, religious orders), and of the education where they complete hards skills. They take diverse forms:

- Personal (efficiency, reliability, identification to the company…);
- Communicational (capacity to begin a discussion, to weave a social network…)
• Interpersonal (smell of the responsibility, the team spirit, the consciousness of the hierarchy)
• Diverse (resourcefulness, pass, etc.).

Organizations are evolving every day towards greater transversality, internationalization, partnerships in an open, innovative ecosystem. The interactions have become a key factor in performance. But scientists and technicians with specialized skills, intellectually agile, often have trouble interacting with their team members, their manager or their peers. They are described as rather independent and unsociable. They are often unaware of the dynamics of interactions with others and the needs of those around them [9].

Carl and Suzanne Cohen, in a book on the managerial skills of researchers are wondering: Is the scientific career that promotes or is it science that attracts those who already tend to have these "arrogant and antisocial behavior?" characteristics? Nevertheless, they argue that scientists have good coping skills and learning and can develop their SS [10].

3. THE LEVELS OF DECISION IN ORGANIZATIONS
The System of command of the organization maybe classified by levels (N) of decisions:

![Figure 1 Model of level of decision](image)

N 1: The strategic level (long term)
Strategic decisions are long-term in their impact. They affect and shape the direction of the whole business. They are generally made by senior managers.

Its decisions concern the choice of products to be manufactured, techniques to use the markets to conquer or objectives to reach.

Example: Launching a new product

N 2: the tactical level (medium term)
Its decisions of optimization define a better way to go "one best way" to reach the goals. Tactical decisions help to implement the strategy. They are usually made by middle management.

Example: choice of the new product (composition, shape, schedule of launch)

N 3. The operational level (short term)
Operate regulations not to deviate from the way defined at the strategic level. Operational decisions are mainly routine and may be taken by middle or junior managers.
Example: purchase of the materials necessary for the manufacturing of the product and the tests in laboratory.

N 4. Runlevel or Implementing Decisions (day-to-day)
Implementing Decisions relate to the day-to-day running of the business.
It is a question of realizing the operations involved by the defined way.
Example: make the product, transport, sell...

Let us summarize for the case of the launch of a new product:

The development of SS is particularly important for entrepreneurs: The success of the company depends on both the life skills and expertise of the manager. As explained in the book D. Bellahsen and Mr. Granger, everyone can succeed as an entrepreneur, out of condition and know whether surround. The enthusiasm of the manager will be unifying and motivating source of energy and results for the company. His audacity, his determination, his ability to take risks, adapt to the changing environment, interacting with customers, suppliers, financiers, network, are all important SS to launch, advance and succeed [11].

After recalling shown these basic notions, we must put them in line with the evolution over time of the career of a young recruit among the various levels of decision within the company. The study will allow us to analyze it.

<table>
<thead>
<tr>
<th>Level</th>
<th>Hierarchy</th>
<th>Language</th>
<th>Duration</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strategic</td>
<td>Executive management</td>
<td>Non-specialized</td>
<td>Long term</td>
<td>To launch a new product</td>
</tr>
<tr>
<td>2. Tactical</td>
<td>Supervisor-Engineering</td>
<td>Of planning</td>
<td>Middle term</td>
<td>Identification of the need, definition of the product, the schedule of the launch</td>
</tr>
<tr>
<td>3. Operational</td>
<td>Middle manager</td>
<td>Technical</td>
<td>Short-term</td>
<td>Studies-ground, sample, questionnaire, logistics, laboratory</td>
</tr>
<tr>
<td>4. Execution</td>
<td>Workers, employees</td>
<td>Everyday</td>
<td>Day to day</td>
<td>Manufacture, transport, sale</td>
</tr>
</tbody>
</table>

4. EMPIRICAL STUDY

4.1. Objectivities
Locate the part of SS and HS in career within the company.

4.2. Research hypotheses
We know that both components of the skills are complementary. It is a school obvious fact and the examples are many. On the other hand, we settled the hypothesis that each of both component (soft and hard) evolves but not in same proportion ...

4.3. Variables to be studied
We selected three variables to analyze the evolution of SS and HS in the company:

- The length of service in the company;
- The responsibility assumed within the company;
- The part of SS and HS.
4.4. Research Methodology

To examine the importance of SS for organizations (companies, governments and other institutions); we conducted a study between January and February 2016 with 262 Moroccan organizations ranging from companies to some state institutions such as ministries, Parliament, the Councils of State, chambers of commerce, industry, and services . etc. This study was conducted through physical contribution of our doctoral students in Information System and our ENSEM engineering students (one hundred between Electrical Engineering and Computer Engineering). The sample was constructed by the quota method. Criteria: size, sector (according to the nomenclature of the HCP, Functions). Treatment Sphinx and Excel.

We asked the bosses as well as the senior officials (CEOs, Marketing directors, Technical directors, Financial Directors, Human resources Managers, among others) to give a rate from 1 to 20 according to the importance of HS and of SS over a period of 6 years within their organizations.

We opted for a qualitative study with two open questions:

- Appreciation of the SS and of HS in the daily life in a company;
- Responsibilities assumed in time within the company (the same company or another company).

And quantitative by two closed questions:

- Seniority in the company;
- University education
- Estimation of the part in percentage of each components of two skills in time.

The balanced responses concerning the companies which establish the main part of our sample (70 %) were the following:

4.5. Results and analysis

Dans un premier temps nous avons relevé que le poids des SS et des HS varie en fonction des 10 fonctions clés des entreprises :

| Table 2 Content and part of the SS and HS by Department over a period of 5 years |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|---------------|---------------|
| Function (in alphabetical order)              | Essential Component HS                          | Essential Component SS                          | Part of HS    | Part of SS    |
| Accounting-finance                           | Accounting scriptures, Position papers.         | Monitoring of operations, research accounting documents, choice of investments ... | 32%           | 68%           |
| Commercial-Marketing                         | Market research, segmentation, distribution network, merchandising. | Negotiation, after sales service ... | 21%           | 79%           |
| Computer-DSI                                 | Conception, prioritization, Syntax, computer Programming, Development, applications. | Adaptation, monitoring, constant ... | 66%           | 34%           |
| DRH                                          | Grid and rating criteria, the Staff Regulations. | Recruitment, behavior, discipline, change ... | 22%           | 78%           |
| Legal-litigation                             | Laws and legal texts, regulations ...          | Amicable settlement, negotiation ...          | 28%           | 72%           |
| Logistic Stock                               | Management tools and means, methods, layout ... | Time management, dispatching ...             | 33%           | 67%           |
| Manufacturing                                | Production system, Lean Manufacturing          | Change management, human factors and organizational behavior ... | 38%           | 62%           |
| Purchasing and Supply                        | Supply-control, delivery, transportation       | Selection of suppliers, negotiation          | 37%           | 63%           |
| Quality-maintenance                          | Standards, certification, insurance ...        | Appraisal, evaluation, monitoring ...        | 43%           | 57%           |
| R & D                                        | Methods, planning ...                          | Choice of priorities, project management     | 32%           | 68%           |
According to the analysis of results and cross-checking the three studied variables (seniority in the company, responsibility assumed, part of SS and HS, we were able to consolidate three major steps: a first big step, with two under steps in the second and third big step:

Schematically, it looks for between 5 years as follows:

![Figure 2: Part of the SS and HS by Department over a period of 5 years](image)

4.5.1. First big step: The HS to integrate the technical process before the SS to fit into the structure (In less than a year to 2 years)

The analysis of the results and the overlap of the three variables studied, we were able to consolidate three major steps in two stages for the first and the Third step:

In less than a year, Responsibility are limited. It has just been recruited. The contents of the job interview depend on the vacant position. The technical questions which raise HS are often put forward. But we’ve already ruled on it via the CV. The part SS shows itself through the quality of interpersonal skills, the knowledge, possibly the control the interprofessional communication. But in the beginning of career, it is necessary to master at first its feelings, its stress before mastering the interprofessional communication which she does not rest that on his school or university studies, but also and especially on the contact quotidient with the colleagues and the staff at every level: of levels equivalent, upper, more equivalent and subordinate.

The tour of the services and departements within the framework of the internship integration is for this level very instructive. It allows to get in touch with his future colleagues and prepares its integration in the structure of the company. HS who takes the shape of technical knowledge is strongly appreciated at this stage, but the SS are determining to base its relations on solid foundations.

Then, the allocation Assigning a service or department, to a workshop, to an agency refers to the specialization (HS). It is necessary to prove its technical knowledge. Recruitment is done mainly on this basis including engineers and managers, while taking into account a minimum of manners (SS).

In this under step, and on a 100% scale, the HS weigh for 73 %, and SS 27% only.
1 to 2 years
HS 65% - SS 35%
- Tenure
- Work on files
- Delegation of certain small tasks
- Responsibilities limited to small tasks in technical (maintenance of machines, maintenance

4.5.2. Second major step: The HS to integrate technical Process before the SS to fit into the structure (3 to 6 years). This step is divided into two under steps:

Substep 3 and 4:
3-4 years
- Project manager
- Works foreman
- Team leader
- Head of agency
- Or any other post of operational function for the most deserving.
The inversion begins: HS: 48% SS and 52%

Substep of 5 to 6 years:
5-6 years
- Plant Manager
- Unit Manager
- Branch Manager
- Or any other high position control for the most deserving
HS: 72% - SS 28%

4.5.3. Last step: dominance of the SS to manage (More than 6 years):

More than 6 years
- Managing director
- Central manager
- Regional manager
- Delegated
- Or any other post of high strategic responsibility for the most deserving.
HS: 5% - SS: 95%: Bye bye the HS, welcome to the SS, but it is thanks to the HS when we were able to arrive to the opportunities SS
Table 3 Model "HS" and "SS" in career development within a company

<table>
<thead>
<tr>
<th>Seniority in the company</th>
<th>Less than a year</th>
<th>1-2 years</th>
<th>3-4 years</th>
<th>5-6 ans years</th>
<th>More than 6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsabilité</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recruitment</td>
<td>73%</td>
<td>65%</td>
<td>48%</td>
<td>72</td>
<td>5%</td>
</tr>
<tr>
<td>• Turned by the services</td>
<td>27%</td>
<td>35%</td>
<td>52%</td>
<td>28</td>
<td>95%</td>
</tr>
<tr>
<td>• Internship of integration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Affectation to a service, to a workshop, to an agency ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No responsibility</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nature of skill</th>
<th>HS</th>
<th>SS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS</td>
<td>73%</td>
<td>27%</td>
<td>100%</td>
</tr>
<tr>
<td>SS</td>
<td>65%</td>
<td>35%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

![Figure 3](http://www.iaeme.com/IJLIS/index.asp)

Figure 3 Evolution in % of soft and HS within companies by level of decision

Model built from the empirical study of 262 Moroccan companies, each questionnaire was validated by stamp and signature of the respondent - March-April 2016 (H. Nahla)

Our study is mainly SS that depends on a successful job in a company and, in the longer term, the integration and development within a company. For proof, just look closely a job offer: over 60% of the criteria required to qualify for employment covered by the SS.

5. VALIDATION IN THE REALITY

Some believe moroccan companies that run with obsolete technologies only require a workforce "Fordist" without any qualifications and those High tech need only a few pointed elements. The whole cast is First, a Fordist labor is not synonymous with lack of qualification. Even Charlot (Charlie Chaplin) had to tighten the screws. Now if we consider the lack of initiative, it is another thing. Schools and institutes, with real skills, exist and their management toiled to assume the daily duty. Moreover, beyond the control of "knowledge" macro, the Moroccan company, which remains the lever of any economic development (even eco aggregates, questionable or not, start there), needs these advanced skills, first in order, then SS. Whether companies called "High
Evolution of Soft and Hard Skills by Level of Decision In The Organizations

"Tech" (qualifier redefine today) or "obsolete" (how?!) Need labor and trained cadres both in HS in SS.

We are not in the qualitative, philosophically we rowed for 60 years in harping the same dogmatic discourse in many areas (Administration, Governance, Enterprise, University). diagnosis and analysis have often been confused. Let alone the proposed solutions. barrier was put between "scientists" and "literary", between "pure" science and "soft" sciences: why exactly? Today we harvest the catastrophic results in the profiles of our winners of the great schools where they are forced to revise many dogmas if they want to succeed in their business career, starting destroy that wall between HS and SS [12].

Companies today have realized the need for "balanced" between SS and HS executives if they want the country to be part of the truly emerging. Note that an emerging country is a nation that is:

- Achieve a high level of human development;
- Have a domestic market expanding;
- Open strongly the economy on foreign trade;
- Achieving a relatively high level of industrialization and export of industrial products;
- Have a strong growth rate of the GDP (Gross Domestic Product).

Among the levers of development of the Moroccan economy, Ms. Meryem Bensalah, President of the General Confederation of Moroccan Entrepreneurs (CGEM), said that to have a real development strategy that will anchor Morocco in the wake of emerging nations it will have at once consider restructuring the training of human resources to provide jobs for young graduates and trained women. It starts with the definition of priority in the education system and training to build capacity and provide human resource profiles for productive sectors and contribute to the challenges of competitiveness [13]. Because "companies need to recruit, but where are the suitable profiles, they speak Arabic or French. Not the French or Arabic only; but also English, Spanish, Chinese in the immediate. It is far from the classic pattern that puts the language in the last position of the skills because of their "literary" character The Moroccan company aujourd'hui need human resources with a balance between HS and SS!

In the same order of idea, the boss of the Moroccan bosses calls up to the implementation of a national plan of research and development (RD), knowing that Morocco spends only 0.8% of its GDP in RD there or the world average is 2.1% [13]. If we benefit from technology transfers which develop our companies, our competitors also have there access and only the local technological surge allows to distinguish itself really.

That is why universities earn to offer short-term services to researchers to arm for the economic world around them because in the long term, the academic world benefit from the presence of researchers able to succeed in a complex world. In Europe, the European Commission of Research has recognized the interest to attract or retain scientists to develop innovation. For this, the expertise of scientists and those surrounding them must be complemented by attitudes of SS. "Europe 2020 strategy" instead human development as fundamental to research and innovation for smart and sustainable growth [14].

The transformation of training hard profiles in SS (and SS) profiles could happen either while in school or during working life.
During the studies, the University is a major player in the training of science teachers say "exact". Alongside the catalog training on SS of engineers and PhD students, the university will set up a cycle for researchers from teachers coaching from a doctoral project to become a professional doctor, in the image of what happens elsewhere [15].

During the work, the relationship mentor / mentee settled for looking for a job during the first steps in employment, to balance work and private life, to stay in employment, to transmit his experience. The mentor is selected from the business world based on individual needs and goals of science with which it will be connected. The richness of the program lies in this match.

To happen there, each new recruit, a "sponsor" is assigned. This mentor, decodes the jargon, explain the mode of operation, the formal and informal organization, the corporate culture. He personally committed to the development and success of new employees. Employees can change their sponsor if they wish. This is the case of Mentor4research company with its International Programme supported by 'The Royal Swedish Academy of Engineering Sciences' (IVA) (Sweden). The program is in its tenth cycle and many universities participate [16].

5. CONCLUSION
In this article, we were able to answer our hypotheses of departure to understand the place of the SS and of HS in organizations and measure their weight as well as their evolution in time. We noticed that SS and HS complement each other. The HS are necessary to integrate an organization, SS are inescapable to evolve in any organization. The inversion from them in the time and in the space is the result of a permanent permanent change of the reality of the organization and the pressure of its environment.

Scientists managers and technicians in particular are known for their intellectual agility. Some are less skillful in their relationships. Their behavior may complicate their relationship to work and impact their performance; They can also slow the progression of their careers. They may be accompanied in the development of their SS during their studies and their careers, including through training, mentoring or coaching or within platforms.

The managers are more and more aware of it by the strength of the everyday. The academicians become aware more and more by the new requirements of the outlets of their prize-winners. Experiences are led jointly by companies today and universities become models on the subject.

This paper before calling back these new models of training and recycling, based itself on an empirical study and testimonies which showed these new situations.

REFERENCES

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