



Professional integration of newly recruited employees in the Moroccan public university using knowledge and skills management practices: a case study of Mohammed V University in Rabat

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ABSTRACT

Imagine being able to reproduce it from your very first months in your organisation? it's a fruit of the professional integration phase. This phase is a crucial lever for optimising the organisational performance of universities as knowledge-producing organisations. This stage enables new employees to become quickly acclimatised to institutional values, practices and objectives, while promoting their effectiveness from the very first months and enhancing the transmission of knowledge. Universities and faculties, as complex organisations, possess a strong wealth of tacit and explicit knowledge that needs to be shared effectively with new employees to adapt quickly to their working environment. This article explores how the integration of new employees in public universities can be optimised through knowledge and skills management practices.

Key words: Skills, skills transfer, professional integration, knowledge management

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Introduction

In a context of globalization and rapid development of information technologies, knowledge management occupies a central place in both organizations and companies. In today's difficult and constantly changing environment, universities are called upon to face new challenges, while researchers are invited to explore increasingly complex and unstable research areas. This complexity also comes from the limitations of traditional management tools and approaches, which are gradually becoming unsuitable for the new demands of the market and society, making it difficult to implement cross-functional management based on knowledge and new key success factors.

This is a gradual shift from an approach focused on production tools (goods or services) to an approach based on knowledge valorisation. Faced with this situation, many managers and researchers have suggested the need to adopt knowledge management practices as a management strategy capable of bringing change and performance in organizations.

Within the university, as in other organizations, the retirement or resignation of many experienced employees to create an institutional vacuum, accentuating the loss of know-how and institutional knowledge accumulated over the years. These dynamics increase the pressure on new recruited employees, who must not only adapt quickly, but also assume increased responsibilities without having in most cases the necessary support. Thus, in a constantly changing university environment, employees must demonstrate leadership, communication, and adaptability to meet the challenges they face. This managerial knowledge and skills will enable them to effectively manage teams, make strategic decisions, and carry out the university's projects. Therefore, the integration of new members into the organization is a crucial step to ensure their successful and effective contribution.

In such a context, knowledge management appears to be an important lever to facilitate this integration and facilitate the professional development of new arrivals at the University.

The objective of this study is to analyse how knowledge management can support the integration of recently recruited employees in educational organizations, with a particular focus on the case of Mohammed V University in Rabat. We will examine the different knowledge

management practices that can be implemented to promote the acquisition, sharing and valorisation of the knowledge and skills of new recruited employees.

In short, this research is located at the crossroads between knowledge management and the integration of new employees in educational organizations.

Research question

Universities have always been considered as knowledge center and several activities are carried out for the capitalization, processing, transfer and use of knowledge. From there, several researchers and authors have looked at the role that knowledge management practices can play in the university space. The following contributions can be cited as examples:

Ahmadi in 2012, had mentioned in a study conducted in an Iranian university, the following functions of knowledge management in a university in general:

1) Organizational redefinition strategy, 2) Promote organizational culture, 3) Generation of new knowledge, 4) Leadership and intelligent decision making, 5) Organizational learning, 6) Optimal customer relations, 7) Conversion of tacit knowledge into explicit knowledge, 8) Creativity, 9) Attention to people and human resources.

On his part, Biswas in 2017 believes that the proper application of a knowledge management system can help an organization become self-reliant in knowledge, which can be helpful later in overcoming many obstacles that it may face in the short and long term. In the same vein Ms Cohen in 1991 states that the success of an organization often depends on its ability to accumulate knowledge and process it to enable organizational learning.

In Morocco, a study on knowledge management practices in public universities in Morocco was conducted in 2018 by two Moroccan researchers, BOUSSENNA and EL KHARRAZ on a sample of eight universities (Ouail & Yassine, 2020). This study revealed paradoxical results: half of these universities (a little over 50%) have a knowledge management policy; thus, satisfaction with the level of capitalization, transfer and sharing of knowledge reaches 87.5% at the level of the universities surveyed. However, the same study showed that 43.5% of managers of the different components of Moroccan universities do not have complete freedom in deciding whether or not to apply the various knowledge management strategies. Additionally, 62.5% of universities do not offer training on these knowledge management strategies of their managers (Ouail & Yassine, 2020).

Another study, conducted in 2021 by a Moroccan researcher BOUSSENA, examined the relationship between knowledge management and organizational performance at a Moroccan university. It showed that the knowledge management process (creation, storage, sharing and application of knowledge) has a positive impact on training, research, publication and governance as indicators of organizational performance (Boussenna, 2020) .

This study is in line with other studies conducted on the importance of applying knowledge management in the academic community in general and the Moroccan community in particular, following the work of the model of strategic levers for the success of knowledge management practices at the university context, published by the two researchers BOUKHARI and LIMAMY (Boukhari & Limamy Khalid, 2016)

In Morocco, research on the impact of knowledge management on the organizational performance of the university is even rarer and tends to be more general, not addressing a specific element of the university's performance, in particular the impact on human capital at the level of the integration of newly recruited employees through the development of their skills.

From there, we seek to answer an important research question: How can knowledge management practices impact the integration of newly recruited employees within the Moroccan public university?

To answer this research question, we will use the deductive method by first dealing with the concept of knowledge management, its models and its key success factors, as well as the concept of professional integration. Towards the end, we will deal with professional integration using knowledge management practices with our case study of Mohammed V University in Rabat.

Knowledge management: concepts, models and key success factors

Several attempts have been made to define the concept of knowledge. Sometimes it is defined as a resource and a cognitive asset that can be codified, stored, and disseminated in the organization. Or as a permanent process of building representations and enriching knowledge (Louati, 2016).

For Nonaka, knowledge is a dynamic process created through social interaction between individuals and organizations. Knowledge is specific to a context (Philippe, 2006) As well as

this concept is thought in the literature in complementarity with those of data and information (Rappin, 2017).

BLUMENTRITT and JOHNSTON, then BALMISSE attempted to differentiate between these three concepts. According to them, data is a raw element delivered outside of any context, this data becomes information when it is contextualized. For knowledge, it can be seen as a dynamic process, in the sense that it is created through a social interaction between individuals and organizations that capitalize on the information (Philippe, 2006).

We can therefore adopt the second definition which considers knowledge as a process of constructing representations and enriching knowledge and follow the same logic to define the concept of knowledge management.

According to Knauf, knowledge management refers to "a set of concepts, methods and technologies enabling members of an organization to work together in the direction defined by the organization, to make the link between available information, the production of knowledge, and the development of individual and collective skills" (Louati, 2016).

In a broad sense, knowledge management is understood as a set of organizational methods and technologies aimed at creating, collecting, organizing, storing, disseminating, using and transferring knowledge within the company (Louati, 2016).

Another definition that seems quite interesting and comprehensive to us is that of Leidner and Alavi in 2001, which states that knowledge management can be understood as "a specific, systematic and organizational process for acquiring, organizing and communicating tacit and explicit knowledge of employees so that others can use it to be more effective and productive in their work" (Bourdon, 2007)

Hamilton in 1998 suggests that this concept means "a process of creating, acquiring, transferring and using knowledge in order to improve the performance of the organization; knowledge management is linked to two types of activities: activities through which we try to document and appropriate individual knowledge and those used to disseminate this knowledge within the organization and activities that facilitate human exchanges, in the framework within which we share non-codified knowledge." (Abdelhaq, 2006)

The field of Knowledge Management (KM) is continuously expanding. Although it enjoyed strong popularity in the late 1990s, as evidenced by the Gartner Group's "hype" curve, it was quickly dismissed as a mere fad.

The emergence of this concept was driven by the theory of Nonaka and Takeuchi, which is widely recognized, and has had a great influence on all current research and approaches in knowledge management. From this, it is necessary to address their vision of this concept, while considering it as "the conversion of tacit knowledge that is specific to each individual and that is formed from personal know-how and individual beliefs and aspirations (Jaen-Louis, 2006), into explicit knowledge that is directly understandable and expressible by each individual in the company (Jaen-Louis, 2006).

This concept had undergone a gradual increase in understanding. We are seeing a shift from a static point of view (knowledge as a resource to be stored and codified) to a more social and interactive conception (integration of interaction processes). This reflects the maturing of the field and the impact of socio-constructivist approaches on this concept of knowledge management.

These definitions have several points in common: firstly, they deal with the processual aspect of knowledge management, the major role of sharing and capitalisation, and a single overriding objective: to improve organisational performance through individual performance. However, they have other points of divergence, namely the purposes of the knowledge management process, either to store or to create value, and the scope of application (individual or organizational) is different.

It seems to us that Leidner and Alavi's definition is particularly relevant in the current context for several reasons. This definition integrates the systemic dimension needed in a complex environment such as a university, it also combines the two types of tacit and explicit knowledge, and it emphasises efficiency and productivity, which are among the challenges facing educational organisations.

Knowledge management models: What common features?

The DAISY model

Knowledge management attempts to link the classic vision of essential professions to these new requirements. It seeks to integrate, within a coherent process, key knowledge that is the fundamental resource to produce goods and services, and knowledge from increasingly important economic and competitive environments. Knowledge management consists of managing certain processes and examining their relationship with the knowledge heritage of the organization. These processes can be described in four main classes, which correspond to the "petals" of the daisy, and a central class that forms the core of this model:

1. **The process of capitalization and sharing of knowledge**
2. **The process of interaction with the environment**
3. **The process of learning and knowledge creation**
4. **The process of selection by the environment**

2. The NONAKA and TAKEUCHI model

Nonaka and Takeuchi (1995) present the process of organizational knowledge creation which refers to two dimensions: epistemology and ontology. The epistemological aspect states that knowledge creation is the result of "knowledge", "know-how", and "soft skills" individuals can share in groups and create a collective dimension. The ontological aspect regulates the interaction between tacit and explicit knowledge. These two aspects form the basis for defining four properties of the knowledge creation process: Socialization, externalization, combination and Internalization.

3. The HUBER model

Huber's model (1991) combines information management and knowledge management through a learning process. According to Huber, if a unit learns, the entire organization will be able to access new knowledge. This process goes through four stages: knowledge acquisition, information dissemination, interpretation and memorization (Serroure & Djouadi).

Step 1: Acquisition of knowledge and information: It is possible through the following five processes (Perrin, 2004): Congenital learning, Experiential learning, Vicarious learning, Graft learning, and Research, which is a constant source of learning for your organization.

Step 2: Dissemination of information

This is the process of synthesizing information obtained by members of the unit. Information from multiple sources is aggregated before being "transferred" or distributed to other units or departments.

Step 3: Interpreting the information

It is the process of making sense of information. Through this process, individuals seek to understand, decipher events, and analyse them.

STEP 4: Memorizing the information When the information memorization process reaches this stage, the organization must store the members' knowledge in organizational memory (as personal memory retains knowledge only as long as the individual remains within the organization).

5. The SVEIBY model

Karl Erik Sveiby wrote, in 1986, the first book in the world that deals with the subject of how to manage these intangible assets and inspired various Swedish researchers in their movement of knowledge management and intangible capital (Fatiha, 2015). He extends the mode of transformation of information and knowledge to three structures: the internal structure, the external structure, and competence. Thus, the flows of transfer and transformation of knowledge are established.

♣**Knowledge Transfer Between Individuals** Knowledge is altered depending on the level of communication and trust established between individuals.

♣**Knowledge transfer between individuals and external structures** the knowledge held by the organization is transformed through relationships with customers, suppliers or partners.

♣**Transforming knowledge from external structures to individuals** Employees at all levels and in all functions of the company have knowledge of the relationship between the company and its stakeholders.

♣**Transfer of knowledge between employee skills and internal structures** This transformation model is the most studied in the field of knowledge management. At the genesis of this practice, many AI projects attempted to model the knowledge held by the company's experts, transferring it to internal structures. Then, based on the accumulation of experience, best practices in different parts of the company are formalized and codified.

♣**Transformation of knowledge of internal structures into individual skills** This mode of transformation is possible if the knowledge is already formalized upstream (case before). Knowledge then becomes information.

♣**Knowledge conversions within the external structure** This concerns understanding how customers use the product and what they think about it.

♣**Transformation of knowledge from internal structure to external structure** Organizations can also develop the knowledge and capabilities of their partners. This creates a win-win relationship.

♣ **Transforming knowledge into internal structure** the internal structure is the foundation of the organization. It must therefore promote both the integration and the transformation of knowledge within itself.

6. The GAMETH model

The **GLOBAL ANALYSIS METHODOLOGY** is a guiding framework that serves to identify crucial knowledge within the organization. (Serrou & Djouadi).

This model includes three stages described as they are described in this figure which represents the upper level of this model.

The first step: Determine the sensitive processes at this stage

The second step: Distinguishing the critical issues

The third step: Identifying crucial knowledge

Comparative analysis of knowledge management models

Model	Strengths	Limitations
DAISY Model	<ul style="list-style-type: none"> • Systemic approach embracing the totality of knowledge management dimensions. • Explicit consideration of the external environment. • Structured organization with clearly established processes. • Cyclical and dynamic view of knowledge management. • Integration of learning and creation processes. 	<ul style="list-style-type: none"> • Lack of clarity on transitional mechanisms between process • Risk of rigidity in model deployment Issue of measuring effectiveness of each "Pétal" • Not much consideration of the informal aspect of knowledge management
Nonaka et Takeuchi	<ul style="list-style-type: none"> • Well-structured double epistemological and ontological dimension • Clearly defined SECI processes (Socialisation, Externalisation, Combination, Internalisation) • Strong theoretical base and widely accepted 	<ul style="list-style-type: none"> • Excessive simplification of the knowledge conversion process • Difficulty in applying to other cultures of organisations • Lack of consideration for knowledge conversion barriers • Little attention to the technological aspects

	<ul style="list-style-type: none"> • Consideration of tacit and explicit dimension of knowledge • Empirical validation in numerous organisations 	
Huber Model	<ul style="list-style-type: none"> • Explicit integration of the organisational learning process • Sequential structure to facilitate easier implementation • Strong focus on organisational memory • Explicit distinction between the stages of the process • Incorporation of the different types of learning 	<ul style="list-style-type: none"> • Too linear approach to the process • Underestimation of informal and social aspects • Lack of flexibility in the process • Little attention to cultural aspects • Inability to handle parallel processes
Sveiby Model	<ul style="list-style-type: none"> • A global vision that incorporates internal and external structures • A special focus on knowledge exchange • Attention to the contribution of individual skills • Practical approach to knowledge transfer • Consideration of relational components 	<ul style="list-style-type: none"> • Complexity in practical implementation • Hard to measure the knowledge transformations • Lack of clarity on the transformation mechanisms • Risk of over formalisation of processes • Too little emphasis on technological aspects
GAMETH Model	<ul style="list-style-type: none"> • Structured methodology for identifying crucial knowledge • Approach focused on concrete problems • Strong link with operational processes • Practical and applicable orientation • Focus on strategic knowledge 	<ul style="list-style-type: none"> • Complexity of methodology • Time required for complete application • Risk of ignoring non-directly related knowledge • Difficulty in defining some tacit knowledge • Lack of flexibility in some environments

Carrying out knowledge management: What are the key success factors?

Ranking	Key success factor
FS1	A knowledge strategy that identifies users, sources, processes, a storage strategy, knowledge and links to this knowledge for GC systems
FS2	User motivation and engagement, including metrics incentive and training
FS3	An integrated technical infrastructure including networks, databases data, computers, software and GC experts
FS4	An organizational culture and structure that supports learning as well as the sharing and use of knowledge
FS5	A knowledge structure that is common to the entire company and which is clearly formulated and easy to understand
FS6	Top management support integrating resource allocation, leadership and training
FS7	Learning organisation
FS8	A clear objective and goal for the km system
FS9	Establishment of measures to assess the impacts of km and use Knowledge, and to check the capture of the right knowledge.
FS10	System search, recovery and visualization functions GC promotes the use of knowledge
FS11	Work processes are designed to integrate capture and the use of knowledge.
FS12	Security/protection of knowledge

since 2007, Jennex & Olfman (Murray & Lorne , 2007), have attempted to analyze the literature on knowledge management to identify and classify the key success factors of a knowledge management approach within organizations. Their work is based on the number of citations and identifies twelve factors, four of which are considered critical (Elmoustafid, 2014). The following table summarizes these key success factors identified by these authors (Table 1).

The twelve factors identified form an interconnected system in which:

- The knowledge strategy (FS1) directly influences user motivation (FS2), Technical infrastructure (FS3) depends on management support (FS6) and Organisational culture (FS4) conditions organisational learning (FS7)

The four factors considered to be critical are so because they form the fundamental base foundation:

- **The knowledge strategy defines the overall framework**
- **User commitment ensures adoption**
- **The technical infrastructure enables operationalisation**
- **Organisational culture ensures sustainability**

Professional integration: A crucial concept for the development of human capital

From a social perspective, the concept of integration is linked to that of socialization, as clearly expressed in the work of Talcott Parsons. The idea is that the two concepts refer to each other: to speak of integration is to evoke the process of socialization of individuals (Wieviorka, 2008). According to Durkheim, in his work *Education and Sociology*, integration is "the process by which the individual takes his place in a society, through which he socializes himself. This process is equivalent to learning the norms and values that govern the social body, with this learning taking place through the family, school or peer groups (Tiberj, 2014).

We can say that integration is "the act of incorporating someone into a society, organization, or group. It is a process that allows the individual to become part of a group while adopting and acquiring its norms, rules, and values. At the organizational level, in human resources management, the concept of integration is often replaced by another more significant one: organizational socialization. It is therefore a process during which individuals internalize the norms and behaviours specific to the organizational context in which they are integrated (Raphaël, 2019-2020).

This concept has been experiencing a resurgence of interest in recent management research and reflects strong managerial concerns (Kamwa, 2020). According to Schein, it means "the process of learning the 'tricks' of a job, as well as indoctrination and training, the process which an individual is taught what is important in an organization and in subunits" (Kamwa, 2020).

There has been some research on the topic of new employee integration, such as the work of Duvoux and Vezinat in 2022 who showed that the main motivation for organizations to implement integration programs was the productivity of new employees. Organizations invest considerable resources in recruiting the individuals needed to meet their staffing requirements. Thus, the most successful organizations implement a set of strategies, techniques, and technologies that enhance onboarding initiatives and reinforce the new employee's decision to join the company.

The integration phase has an impact on the professional development of employees, accelerating their skills development, improving talent retention and strengthening the organisational culture.

Professional integration using knowledge management practices: Case study of newly recruited employees at Mohammed V University

Context and methodology

The orientation of the majority of new organizations - for profit or not - is based more mainly on an approach based on the valorisation of knowledge rather than an approach based on production tools (goods or services). Which makes knowledge management practices a priority and not an asset.

In Morocco, the latest reforms in higher education have taken the path of digitalization and the knowledge economy. The ESRI 2030 pact (The Plan to Accelerate the Transformation of Ecosystems in Higher Education, Scientific Research, and Innovation) draws its substance from its theory and the underlying principles of the priorities of the new development paradigm and is nourished by it.

This reform aims to translate into concrete actions the priorities of the Government's program for the development of human capital and the integration of Morocco into the knowledge society.

The substance of the plan stems from the priorities of the new development model and is based on its theory and fundamental principles. Thus, it aims to translate into concrete actions the priorities of the government's program for the development of human capital and the integration of Morocco into the knowledge society.

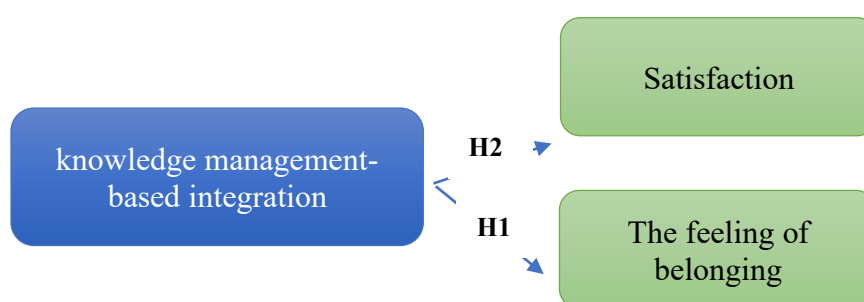
Accordingly, this pact also covers four strategic orientations related to: Academic excellence, scientific research, operational excellence and Governance 4.0 field of innovation. And to

complete these orientations, three levers for accelerating change have been identified and will be studied in depth, namely: Digital transformation, system performance Structure and organization and governance.

This work falls within the third axis: **Operational excellence**.

Research hypotheses

In trying to answer our problem, we can base ourselves on this research model and the following hypotheses:



H1: the integration stage establishes a sense of belonging among new employees

H2: knowledge management-based integration creates a sense of satisfaction among employees

Data collection approach and sample selection

Under a positivist paradigm, we plan to proceed by hypothetico-deductive reasoning, and to work with a quantitative method using an online questionnaire.

This questionnaire is distributed at the level of the presidency of Mohammed V University and the human resources department. We have chosen 50 people recruited from the year 2019 to 2023 for the following reasons:

- ♣ The employees recruited from 2019 to 2022 can already be involved with the organization and can begin to develop a sense of belonging to the university.
- ♣ The employees recruited from 2022 to now are employees in the process of integrating and adapting to their functions within the organization.

Questionnaire results

1. General results

We received 30 responses from 50 targeted officials. We can summarize the general results of the questionnaire in the following table:

Category of employees	<ul style="list-style-type: none"> • Administrator (70%) • Technician (15%) • Engineer (15%)
Face-to-face training after recruitment	<p>75% benefited</p> <p>25% did not benefit</p>
Training themes	<ul style="list-style-type: none"> • 61.3% benefited from a communication training session • 35.5% of them benefited from a training session in work techniques. • 3.2% benefited from other training themes: stress management and work organization.
Online training	No online training
Post-recruitment support	<p>77.5% benefited</p> <p>22.5% did not benefit</p>
work tools	<ul style="list-style-type: none"> ♣ Job description ♣ Procedures Manual ♣ Digital resources ♣ Laws and regulations ♣ P.V. Models
Post-Recruitment Mentoring	<ul style="list-style-type: none"> • 85% benefited • 15% did not benefit
The types of problems experienced	<p>27.5% encountered technical problems</p> <p>22.5% encountered integration problems</p> <p>25% have encountered problems in relationships and communication</p> <p>2.5% encountered administrative problems</p> <p>22.5% answered Other</p>

Attendance at university events and organizations	12.5% still attend events organized by Mohammed V University 42.5% often attend 42.5% attend Sometimes 2.5% never attend university events.
The sharing network	77.50% have a communication network with seniors at Mohammed V University 22.50% do not have a communication network with these seniors.
Access to information	87.50% consider that access to information at Mohammed V University in Rabat is easy 12.5% find it difficult
The importance of the integration stage	<ul style="list-style-type: none"> • 60% consider the integration stage to be essential, • 40% find this step important
Level of satisfaction	<ul style="list-style-type: none"> • 60.87% are satisfied • 39.13% are very satisfied

Analysis and discussion of results

We will proceed with an analysis and discussion of the results by adopting the “dynamic cross-table” method for the following reasons:

- It is practical in terms of realizing relationships between variables
- It is practical in terms of creating summary tables
- It allows us to have target and understandable percentages

We will proceed by the deductive method while moving from the general to the specific in order to confirm or affirm the hypotheses: firstly, it is essential to know the relationship between integration and the feeling of belonging among employees, then the place of training and knowledge transfer in the process of integrating new employees and finishing with the integration of new employees through knowledge management and its impact on the satisfaction of new employees.

♣ The relationship between integration and sense of belonging among employees

	Jamais	Parfois	Souvent	Toujours	Total général
Oui	2,50%	42,50%	42,50%	12,50%	100,00%
Total général	2,50%	42,50%	42,50%	12,50%	100,00%

We have put here, the number of employees who benefited from a visit program at the presidency of Mohammed V University and the frequency of their attendance at the university events. All these people having benefited from a visit program, 55% of them often and always attend the university events while except 2.5% never attend these events.

	2	3	Total général
Jamais	0,00%	2,50%	2,50%
Parfois	32,50%	10,00%	42,50%
Souvent	30,00%	12,50%	42,50%
Toujours	7,50%	5,00%	12,50%
Total général	70,00%	30,00%	100,00%

In this dynamic cross-tabulation, we have crossed the level of satisfaction of the employees surveyed with the frequency of their attendance at university events. 37.5% of employees who were satisfied after the integration of the university and 17.5% of people who were very satisfied after the integration process are often and always present at university events.

We note after this cross-referencing of data that the majority of employees who have benefited from the visit programs, as an integration step, attend university events. As well as the level of satisfaction after the integration phase is an element that can determine the establishment of a feeling of belonging in the new employee in relation to the university.

The place of training and knowledge transfer in the process of integrating new employees

	Non	Oui	Total général
Autre	2,56%	17,95%	20,51%
Problèmes administratifs	0,00%	2,56%	2,56%
Problèmes d'intégration	5,13%	17,95%	23,08%
Problèmes relationnels et de communication	2,56%	23,08%	25,64%
Problèmes techniques	15,38%	12,82%	28,21%
Total général	25,64%	74,36%	100,00%

Here we met employees who benefited from face-to-face training sessions and those who did not benefit from the problems they experienced during their first months of work.

Among 25.64% who did not benefit from face-to-face training, 20.51% found technical and integration difficulties and problems. While among 74.36% who were able to benefit from face-to-face training, 30.77% encountered technical and integration problems.

	Autre	Communication	Techniques de travail	Total général
Autre	0,00%	10,00%	13,33%	23,33%
Problèmes administratifs	0,00%	0,00%	3,33%	3,33%
Problèmes d'intégration	0,00%	16,67%	10,00%	26,67%
Problèmes relationnels et de communication	0,00%	23,33%	6,67%	30,00%
Problèmes techniques	3,33%	10,00%	3,33%	16,67%
Total général	3,33%	60,00%	36,67%	100,00%

Here we have crossed the employees who have benefited from face-to-face training according to the two themes: Work techniques and communication, with the nature of the problems experienced. Among 60% who benefited from communication training, 23.33% found problems during their first months of work. While among 36.67% who benefited from work technique training, only 3.33% found technical difficulties.

	2	3	Total général
Non	15,00%	10,00%	25,00%
Oui	55,00%	20,00%	75,00%
Total général	70,00%	30,00%	100,00%

By crossing the level of satisfaction of newly recruited employees after the integration phase and the fact that they benefited from a training session. 55% of employees who answered YES are satisfied, as well as 20% who benefited from a training session were very satisfied. We can say that training plays a vital role in the integration of newly recruited employees.

The majority of the employees who benefited from training during the integration phase, did not encounter problems at the level of integration and communication. These trainings which were on two themes: Communication and work techniques were able to achieve a feeling of satisfaction among these new recruits, this satisfaction which results from the fact that they did not encounter technical, communicational, administrative or other difficulties.

♣ Integration of new employees through knowledge management and its impact on new employees

	2	3	Total général
Non	12,50%	15,00%	27,50%
Oui	57,50%	15,00%	72,50%
Total général	70,00%	30,00%	100,00%

We cross-referenced the possession of newly recruited employees of tools that facilitate their work and their level of satisfaction. Among 72.50%, employees who possess tools that facilitate their work, 57.50% are satisfied and 15% were very satisfied. This level of satisfaction decreases among employees who do not possess tools and resources to work easily and integrate.

	2	3	Total général
Non	17,50%	5,00%	22,50%
Oui	52,50%	25,00%	77,50%
Total général	70,00%	30,00%	100,00%

This table shows the relationship between the support provided to new recruits and their level of satisfaction. Among 77.50% of people who received support during their first months, 52.50% were satisfied and 25% were very satisfied. This level of satisfaction decreases among people who did not benefit from support during their first months of work.

	2	3	Total général
Difficile	10,00%	2,50%	12,50%
Facile	60,00%	27,50%	87,50%
Total général	70,00%	30,00%	100,00%

Access to information for new employees surveyed was also addressed in relation to their satisfaction levels. Among 70% of employees who were satisfied, 60% considered that access to information within the university is easy, while only 10% of employees who were satisfied considered that access to information is difficult.

Conclusion

In-depth analysis of the results of our survey reveals a significant correlation between knowledge management and the successful integration of new employees at Mohammed V University. This relationship manifests itself across several key dimensions:

Firstly, the study shows that structured knowledge transfer, particularly through face-to-face training, plays a key role in the integration process.

Secondly, the provision of work tools and documentary resources appears to be a crucial success factor. The results show that 72.50% of employees with tools to facilitate their work expressed a high level of satisfaction (57.50% satisfied and 15% very satisfied). This correlation highlights the importance of effective management of document resources and work tools in the integration process.

Lastly, the presence of knowledge-sharing networks and the availability of information are essential components of the integration process. In summary, this study demonstrates that successful knowledge management is inextricably tied to the successful integration of new employees. The three pillars—organized instruction, the supply of suitable equipment, and the encouragement of information exchange—combine to create a cohesive system that fosters the growth of both technical proficiency and a feeling of institutional identity.

From a theoretical perspective, this research enriches the literature on the importance of adopting knowledge and skills management practices and strategies for the successful professional integration of employees by opening a wide field of reflection on other public and private universities in Morocco.

The results suggest that higher education institutions would benefit from strengthening modules on management and, above all, the transfer of cross-disciplinary skills to accelerate the integration of new recruits. It is also a call to decision-makers, managers and administrators to rethink training policies to encourage better transfer of knowledge and skills.

It would therefore be relevant to study the impact of these measures on other professional categories in other Moroccan public and private universities. Based on a holistic study, a specific model for the transfer of knowledge and skills for employees in Moroccan public universities could then be proposed.

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