

# THE ROLE OF HUMAN COMPETENCIES IN ACHIEVING SUSTAINABLE DEVELOPMENT "A FIELD STUDY OF THE LIBYAN PLANNING COUNCIL"

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## Abstract

The study aimed at determining the role of human competencies in sustainable development, and the sample of the researched study consisted of employees of the Libyan National Planning Council, and the two researchers followed the descriptive and analytical approach when conducting the study, and the questionnaire was relied upon as a performance to collect data to achieve the objectives of the study, and (40) questionnaires were distributed to a sample The surveyed, and recovered (36) forms, and after examination and verification, (4) forms were excluded, and thus the number of forms that were subjected to analysis was (32) forms. The most important of which is the Council tries hard to seek the help of human competencies, but at the same time the Council does not work to develop plans, policies and strategies for achieving sustainable development within a clear strategic plan for the state's sectors, which are among the core of its competencies according to the laws and regulations. Achieving sustainable development, and the study suggested a set of recommendations, the most important of which are: That the council work to develop plans, strategies and o Basics according to the "National Guide for Sustainable Development" a unified national strategy that obliges the executive authorities to implement them, and with effective joint work teams based on the principle of human competencies, and their efforts are valued with moral and material appreciation.

**Keywords:** Competencies Skill - experience - knowledge - sustainable development.

## 1.0 INTRODUCTION

Modern resources in the field of human resource management have prepared human resources for aviation, and it is planned that member states of the United Nations development plan will purchase them. The Sustainable Development Goals (2030) which is based on five main elements (people, partnership, prosperity, peace and partnership) and aims all the developed and lesser countries to sign the 2030 plan and all made a two-pronged commitment to the development goals. The first lies in achieving the seventeen goals at home and the second lies in cooperation International to achieve all goals around the world.

In view of the reviews and challenges of the stage and what happened to the whole world from one c, one table starts from one table, and its principles and followers around the world have stopped and started, and we wonder whether the ordinary human resource can achieve development? Or it can still face the

challenges of asymmetric, facing us in Libya today, given the political and regional divisions, so the United Nations Program for Sustainable Development.

## 2.0 methodological framework for research

**2.1 The problem of searching:** The main problem: What is the role of human competencies in achieving sustainable development?

Through the main question, a number of sub-questions arise as follows:

The first sub-problem: What is the role of skill in achieving sustainable development?

Sub-problem: What is the role of expertise in achieving sustainable development?

The third sub-problem: What is the role of knowledge in achieving sustainable development?

The fourth sub-problem: What is a major role in achieving sustainable development?

**2.2 RESEARCH AIMS:** Main Aim Determine the role of human competencies in sustainable development. The main Aim can be achieved through the following sub- AIMS: Determine the role of the dimensions of human competencies (skill, experience, knowledge, knowledge) in sustainable development

**2.3 THE IMPORTANCE OF STUDYING:**

The study is drawn in the field of finance, business, and financial neighbors in the programs of financial development and the Libyan Planning Council, and to show the potentials available in Libya, which they gain and exploit in feathers and exploit planning in different degrees, in particular with regard to the quality and quantity of competencies employed by the Libyan Planning Council in order to achieve the program of achieving sustainable development.

**2.4 STUDY METHODOLOGY:**

A framework for treating and addressing the problem of the study, answering sub-questions, testing hypotheses, and applying the descriptive approach, in order to infer the contents of studies and research related to the two variables of this topic (human competencies and sustainable development). Analyzing the concepts and foundations of the theoretical framework, as well as the approach using the "SPSS" program, the validity of the hypotheses.

**3.0 The first topic: human competencies**

Human elements are the capital of any successful organization, and helping these elements develop their performance and acquire new skills and experiences is the way that any organization must pursue to achieve the best investment for these elements, so the human resources department always strives to understand and study the factors affecting improving job performance from During the issue of competencies, which is considered one of the important topics on which a number of human resources management activities and actions are based, as the processes of planning, selecting, attracting, empowering and developing human resources and evaluating performance and others have become based on human merits. The impact of human competencies was not limited to human resource activities, but its impact extended to All sectors involved in designing strategies and the parties concerned with implementing strategies, and therefore we will focus in our research on the concept of human competencies in the job and within the business environment.

**3.1 The concept of human competencies:**

The human merit method is one of the administrative models used in the process of planning and managing human resources. The beginning of the process was at the hands of a psychologist (Oikri Malik, McClelland, 1970), who emphasized the importance of having qualities in a person who is qualified for the job in terms of experience and competence before choosing a job and determining the extent of his response. For continuous development, as merit is defined as a set of elements and attributes related to

technical and administrative competence, discipline and behavior, and it is also the set of skills and knowledge that lead to effective performance in the job (Al-Fadala, 2018). (Amer, 2017) defines it as a set of theoretical knowledge, scientific skills and normative behavior stemming from the values of professional work that are linked and mixed with each other in varying proportions according to the nature of the work and its continuous development, all of which lead to supreme excellence in performance and thus achieve or exceed the required results.

**3.2 Dimensions of human competencies:**

Many writers differed in determining the dimensions of human competencies in the job in terms of defining the ancient and modern view, some defined it from an intellectual, psychological and behavioral aspect, and some defined it from a technical and informational point of view, and some put it in a mixture, so we have identified four dimensions of human competencies in line with the requirements and requirements of the study and can be.

The dimension	Concept
<b>Skill</b>	It is the ability to perform a mental or physical task as mental or mental competencies include analytical thinking (i.e. processing information and data, determining cause and effect, organizing data and planning) and conceptual thinking, i.e. recognizing patterns in complex data (Al-Nadawi, 2014).
<b>Knowledge</b>	It is the process of collecting, storing, retrieving, publishing, and applying the intellectual and tacit capital for a better benefit to the people and society, and it is a process of employing the accumulated wisdom to increase the speed of response and innovation (Al-Ali, et al., 2013)
<b>Experience</b>	The motivation of the working individual towards expanding and using technical knowledge or disseminating work-related knowledge to others (Abu Dhabi, 2019)
<b>Efficiency</b>	It is the person's ability to use his earnings to occupy a job or profession according to specific and recognized requirements (ibid., 2019).

**Source: Prepared by the researchers based on previous literature.**

summarized, as follows:

Through the definition and dimensions of human competencies, we can say that human competencies are a set of skills, knowledge, experience, competence and other qualities according to the job that individuals are distinguished by that enable them to perform tasks optimally.

**3.3 The importance of competencies in human resource management:**

The importance of the merit model emerges as an assistive element in activating the work and tasks of human resources management in work organizations in the government and private sectors and enabling them to achieve their goals and strategic directions, when all workers in the organization

have the required functional competencies, which are expressed as we have previously indicated the sum of the skills, knowledge, experience and competence that they possess. Organization employees.

The job merit model has led to an important development in all functions and tasks of human resources management, as competencies have become an essential element in all of these jobs (Ismail, 2013) and (Fletcher, 2007):

- ✓ Competency Job Description.

## 4.0 The second topic: sustainable development

### 4.1 Historical rooting for a concept of sustainable development:

In 1972, the Stockholm Conference on the Human Environment was held in the presence of 119 countries and 19 international organizations, for which the United Nations Environment Program (UNEP) was established, and its mission is to provide leadership and encourage partnerships in the field of caring for the environment, and to help and enable nations and peoples to improve their quality of life without harming future generations. In 1983 the United Nations General Assembly established the "Global Commission for the Global Environment" which was known in the year as the "Brundtland Commission" and in 1987 the Commission published the Brundtland report under the title "Our Common Future," which is based on what was accomplished at the Stockholm Conference, and provided a great definition for all acquaintances. Related to sustainable development, as this definition contained giving absolute priority and the concept of constraints, which are the restrictions imposed by both the state and technology on the ability of the environment to respond to the requirements and needs of the present and the future. In 1992, the United Nations Conference on Environment and Development was held, which was known as the "Earth Summit in Rio." Which is considered a historic event in terms of the Rio Declaration and the issuance of the "Agenda 21" document, the Commission on Sustainable Development, and in the Arab world. In 1997, the Kyoto Conference on Climate Change was held in which developed countries agreed on specific goals to reduce greenhouse gas emissions, control energy efficiency in various economic energies, and increase the use of energy systems, which was later known as the "Kyoto Protocol." The Millennium Summit was held in New York City, in which Arab leaders agreed on the Millennium Development Goals, and 2015 was considered a timeframe for achieving them while 1990 was used as a reference point, and in 2002, the World Summit on Sustainable Development was held in Johannesburg. This summit developed the concept of development. It also came to fill in some changes in the "Agenda 21" document and the Millennium Development Goals, and in 2005 the Kyoto Protocol came into effect on reducing emissions that lead to global warming, and in 2007, the conference was held International Conference on Climate Change in Bali, Indonesia. The discussions of this conference focused on many serious environmental problems, the most important of which is high temperature. The earth is running down due to global warming, and in 2009 the first conference of the "United Nations Sustainable

- ✓ Competency Based Training and Development.
- ✓ Competency Upgrade \ the numbering system.
- ✓ Competency Career Path System.
- ✓ Competency Future Leader Performance Management.
- ✓ Preparing the human resource structure and Competency Stream Lining

Development Initiative" was held by the Secretary-General of the United Nations, Ban Ki-moon, in New York City, and later the global seminars were held every two years, starting with the global dialogue in 2010. In "Xiamen" in China, and in the year 2010, the "Climate Summit in Copenhagen" was held, and the summit discussed the most important recent climate changes, how to confront the phenomenon of global warming, as well as ways to achieve sustainable global development, and in 2015, the United Nations Summit on Sustainable Development adopted a resolution entitled "Transforming our world "The 2030 Agenda for Sustainable Development" includes 17 sustainable development goals and 169 goals.

### 4.2 Dimensions of sustainable development

The United Nations Program for Sustainable Development emphasized the dimensions of sustainable development, namely (the economic dimension, the social dimension, the environmental dimension), which we dealt with in a previous study (Abusriweel, 2020), and in this research we will address another group of indirect dimensions such as (the dimension The cultural dimension, the technological dimension, the legal and political dimension, the knowledge and information dimension) as an inclusive and modern view in light of the Corona pandemic and the challenges and requirements of the stage, and the dimensions of sustainable development can be summarized according to the modern and university view through :

**4.2.1 economic dimension:** It includes general paragraphs related to economics and related elements in defining the following economic concepts: inflation, recession and economic prosperity, economic diversification and economic alternatives, level of income and individual, GDP growth, balance of payments and trade balance, exploitation of resources, and renewable energies (S.D.UN, 2015)

**4.2.2The social dimension:** It is a set of paragraphs related to social aspects and the extent of their spread and presence and their various impacts on society and its institutions, and includes, for example: human rights and the extent of work, the presence of local and international social institutions and their effectiveness in society, the patterns of changes that occur in the general life of the community, and their impact on people's lives, values, customs and traditions. And the extent to which society is affected by it (SDUN, 2015).

**4.2.3environmental dimension:** It is the place that cannot be changed or abandoned, and it is the set of natural external conditions and influences that affect how what lives and develops under these conditions, and it is the balance of available natural and human material resources (S.D.UN, 2015)

**4.2.4 The cultural dimension** : It includes a set of cultural variables related to the cultural aspect and that have different implications for society and are represented in: the different education systems and the extent of their effectiveness and impact, the accumulated experiences in the community and the extent of benefiting from them, the individual and collective values and behavior prevailing in the society, the nature of societies and their various components, the prevailing cultural trends and the extent of its implications for achieving sustainable development (Jubran, 2019).

**4.2.5 The technological dimension** : The technological dimension represents one of the most important variables for achieving sustainable development, as this dimension depends on the application of various sciences and new ideas, as well as this factor is considered one of the main factors that enhance the position and achieve competitive advantage and give sustainability to the continuity of business, activities, programs and services using modern communication techniques, especially in light of crises and pandemics. Such as the Corona pandemic, to the technological leader, when some works continued in an almost normal manner (Guide to Activating Sustainable Development, Riyadh, 2012).

**4.2.6 The legal and political dimension**: It is a set of variables related to the legal and political systems in force in the country and the extent of their impact and implications for sustainable development such as the country's political systems and the extent of their influence and implications for sustainable development such as: ideological trends of the political system (socialist, capitalist, mixed), and the laws, decisions and regulations in force) Same reference Previous, 2012).

**The knowledge & information dimension**: This dimension represents important and modern variables that affect the overall business in achieving sustainable development, perhaps the most prominent of which are: intellectual capital, its availability and extent of its impact, the presence and efficiency of knowledge resources in the country and its institutions, the presence and efficiency of information systems in the country and its institutions, the presence and efficiency of strategic knowledge leaders in the country and its institutions (Jubran, 2019).

## **5.0 The Relationship Between Human Competencies and Sustainable Development:**

We will try to define the relationship between the two variables of the study by highlighting the theoretical relationship as discussed in the previous literature and the applied relationship as dealt with in previous studies.

### **5.1 The theoretical relationship between human competencies and sustainable development:**

According to what studies and literature have proposed, the human element, as mentioned above, is the main engine for any development. Therefore, one of the priorities of the human dimension in order to achieve sustainable development is to reduce and address the issue of poverty, which includes insufficient access to resources, water, health care, population, education, and civil and political rights in order to Addressing poverty, achieving sustainable development and providing an environment for all, as

sustainable development calls for an evaluation of the prevailing policies to determine their effectiveness and whether the adequate amount of human and material resources has been allocated for their implementation. Education in the field of the national environment would enable organizations to fulfill their present responsibilities and confront any emerging problems. The human element, which is characterized by human merit, contributes to achieving sustainable development in strengthening the capabilities of institutions working in the field of sustainable development and enhancing their role, whether these institutions are governmental or non-governmental, and to help transfer appropriate technology, develop capabilities in the field of scientific research and benefit from the technical support available from international institutions and organizations. In this area, strengthening ties with d Mandate, funding agencies and United Nations institutions related to sustainable development.

### **5.2 The applied relationship between the study variables (human competencies and sustainable development)**

The applied relationship between human competencies and sustainable development lies in the following previous studies:

#### **5.2.1 A study by Omar, Sameh Abdel-Muttalib (2017)**

entitled: The Role of Competencies in Improving the Organizational Performance of Human Resources "A Development Vision for the Learning Institution", as the problematic of the study was represented in the selection, appointment and promotion process in the education directorates and the administrative affairs and development sector in the ministry that still depends on the methods. And the traditional roles in managing their work affairs and daily activities, which caused them to have many problems, and this study aimed to: Demonstrate the extent of the relationship between the application of the merit methodology and performance in educational institutions, and this study reached the following results: Leadership includes the characteristics of influence, influence and direction Behavior of others towards goals efficiently and effectively with all the leaders of the learning institution at the three levels - up to the broad executive base - starting from the deputy ministry and his assistants to workers, employees and individuals, the most important of which are (the ability to influence others, the ability to dialogue, participate, solve problems and deal with the approver with flexibility, and the ability to Time and space management.

#### **5.2.2 A study by: Iman, Salehi (2016, 2017)**

entitled: The Role of Human Resources in Achieving Sustainable Development. Where the problem was that human resources are at the forefront of issues that concern societies with different systems and levels of growth, as it has been proven that the human element is only one of the elements of production but is a major influence in all components of sustainable development. Hence, we ask the main question of this study: To what extent it contributes Human resources in achieving sustainable development ?, and this study aimed at studying the concept of sustainable development as a new concept and explaining its dimensions in its broad sense and the role of human



The opinion	I totally agree	I agree	neutral	I do not agree	Absolutely not
Degree	5	4	3	2	1

resources in achieving this process and trying to identify the extent of the contribution of human resources to achieving it and providing evidence that the importance of the human resource in sustainable development. To many results, we mention the most prominent of which is the confirmation of the importance of education and training, human resources, as they contribute to the acquisition of skills and high qualification needed by the process of sustainable development. The government adopts policies that carry with it methods of support for human resource development. Interest in keeping pace with technological, technical and informational developments.

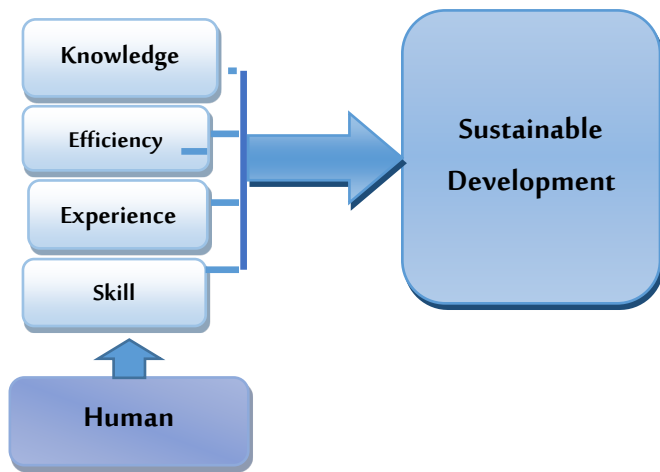


Figure (1) a model for the dimensions of human competencies on sustainable development

Source: Researchers' preparation

### 5.3 Study hypotheses:

Based on the problematic of the study, previous studies, and the study model, we formulate the hypotheses as follows:

Main hypothesis: There is a statistically significant relationship between human competencies and sustainable development.

Through the main hypothesis, the following sub-hypotheses are branched:

The first sub-hypothesis: There is a statistically significant relationship between skill and sustainable development.

The second sub-hypothesis: There is a statistically significant relationship between experience and sustainable development.

The third sub-hypothesis: There is a statistically significant relationship between knowledge and sustainable development.

The fourth sub-hypothesis: There is a statistically significant relationship between efficiency and sustainable development.

## 6.0 The Practical Aspect Related To The

## Analysis and Interpretation Of The results

### 6.1 The study tool

Table (2) the five-year approved study scale

Accordingly, the default arithmetic mean was considered equal to 3, given that  $1 + 2 + 3 + 4 + 5/5 = 3$ . Therefore, the arithmetic averages whose value is less than 3 express the degree of low approval (not agreeing) and the arithmetic averages whose value is equal to 3 expresses The degree

Independent variable	Determination coefficient R2	Regression coefficient B	Computed T value	Indication level
Skill	0.458	0.677	5.032	0.000

of approval is medium, and averages with a value greater than 3 indicate a high approval score (agree).

### 6.2 The statistical methods used in the study:

In the analysis of the primary data obtained by the questionnaire, we used the following statistical tools: (Cronbach's Alpha Test, not lpha - arithmetic mean (T) test in the case of one sample (T-Test) - Simple linear regression analysis).

### 6.3 Validation of the study instrument: Cronbach A.

Table (3) shows the stability coefficients for the questionnaire for the axis of human competencies and sustainable development using Alpha Cronbach method

S	The Panther	Number of paragraphs	Stability coefficient
1	Skill dimension	3	0.934
2	The dimension of experience	3	0.940
3	Efficiency dimension	3	0.890
4	Knowledge dimension	3	0.818
5	sustainable development	18	0.986
Total		30	985

It is clear from the results shown in Table (3) that the value of the Cronbach alpha coefficient is high for all variables and the total alpha value is (0.985), which is a very high stability value in the statistical convention.

### 6.4 Description of the study variables

The study variables in this part are described by measures of central tendency, represented by the arithmetic mean, and measures of absolute dispersion, represented by the standard deviation.

Table (5) the arithmetic mean, standard deviation, and T-test results

(General) for the independent variable (human competencies and its dimensions) and the axis of

Independent variable	Correlation coefficient R	Determination coefficient R2	Regression coefficient B	Computed T value	Indication level
Human competencies	+0.766	0.58	0.766	6.533	0.000

sustainable development.

#### - Hypothesis testing

There is a statistically significant relationship between human competencies and sustainable development

**Table (4) coefficients of the relationship between human competencies in sustainable development.**

**Statistically significant at a significant level (0.05)**

Table (4) shows a study of the relevance of human competencies (as an independent variable) in sustainable development (as a dependent variable), as the results of the statistical analysis recorded in the table showed that the calculated value of (T), which amounted to (6.533) in statistical significance, was 0.003, and the value of the level of significance was smaller than the level of significance 0.05. Thus, we reject the null hypothesis and accept the alternative hypothesis on the basis of "the existence of a significant effect of human competencies (as an independent variable) of sustainable development (as a dependent variable)."

**3-1 - The first sub-hypothesis test:**

Table (5) coefficients for the relationship between skill in sustainable development.

Statistically significant at a significant level (0.05)

Table (5) shows a study of the relationship of the skill dimension (as an independent variable) in sustainable development (as a dependent variable), as the results of the statistical analysis recorded in the table showed that the calculated value of (T), which amounted to (032.5) in statistical significance of 0.003, and the value of the level of significance is smaller than the level of significance. 0.05, thus we reject the null hypothesis and accept the alternative hypothesis on the basis of "the presence of a significant effect of the skill dimension (as an independent variable) and sustainable development (as a dependent variable).

**3-2- The second sub-hypothesis test:**

Independent variable	Correlation coefficient R	Determination coefficient R2	Regression coefficient B	Computed T value	Indication level
Experience	+0.698	0.478	0.698	5.340	0.000

Table (6) coefficients for the relationship between expertise in sustainable development.

**Statistically significant at a significant level (0.05)**

Table (8) shows the relationship study of the dimension of experience (as an independent variable) in sustainable development (as a dependent variable), as the results of the statistical analysis recorded in the table showed that the calculated value of (T), which amounted to (5.340) in statistical significance of 0.003, and the value of the level of significance is smaller than the level of significance 0.05. Thus, we reject the null hypothesis and accept the alternative hypothesis on the basis of "the presence of a significant effect of the dimension of experience (as an independent variable) of sustainable development (as a dependent variable).

**3-3- The third sub-hypothesis test:**

Table (7) coefficients for the relationship between efficiency in sustainable development.

Independent variable	Correlation coefficient R	Determination coefficient R2	Regression coefficient B	Computed T value	Indication level
Efficiency	+0.735	0.540	0.735	9.936	0.000

**Statistically significant at a significant level (0.05)**

Table (7) shows the relationship study of the competency dimension (as an independent variable) in the effectiveness of the organization (as a dependent variable). The results of the statistical analysis recorded in the table showed that the calculated value of (T), which amounted to (5.936) with a statistical significance of 0.003, and the value of the level of significance is smaller than the level of significance 0.05. Thus we reject the null hypothesis and accept the alternative hypothesis on the basis of "there is a significant relationship to the competency dimension (as an independent variable) to sustainable development (as a dependent variable).

**3-4 - The fourth sub-hypothesis test:**

Table (8) relationship parameters defined in sustainable development.

Independent variable	Correlation coefficient R	Determination coefficient R2	Regression coefficient B	Computed T value	Indication level
Knowledge	+0.720	0.519	0.720	5.685	0.000

**Statistically significant at a significant level (0.05)**

Table (8) illustrates the impact study of the knowledge dimension (as an independent variable) on sustainable development (as a dependent variable), as the results of the statistical analysis recorded in the table showed that the calculated value of (T), which amounted to (5.685) in statistical significance of 0.003, and the value of the significance level is smaller than the level of significance 0.05. Thus, we reject the null hypothesis and accept the alternative hypothesis on the basis of "the presence of a significant effect of the knowledge dimension (as an independent variable) of sustainable development (as a dependent variable).

**7.0 CONCLUSION**

Through the study conducted on the Libyan National Planning Council and analyzing the data that was then collected from the study sample, which represents the study population, it can be said that this study achieved a set of results, which are as follows:

- The study showed that the council does not recycle new workers in different departments and does not delegate its members to visit international counterpart boards to benefit from friction and to increase experience and efficiency.
- The Council does not hold sessions to solve problems and present opinions, such as brainstorming sessions, for example, but not limited to.
- The organizational structure does not have special functions for the knowledge management system.
- The Council tries hard to seek the help of human competencies to achieve its goals, but the bureaucracy of management, inflexibility, lack of motivation and appreciation due to restrictions from higher authorities and the lack of material resources prevented the achievement of its goals.
- The Council does not work to lay down plans, policies and strategies to achieve sustainable development within a clear strategic plan for the state's sectors, which are among the core of its competencies according to the laws and regulations.
- There is a correlation between human competencies in achieving sustainable tourism development.

- There is an impact relationship between human competencies and sustainable development.
- There is a statistically significant impact between the competencies dimensions (skill, experience, competence, and knowledge) and sustainable development.
- Through the results, it was noticed that the arithmetic mean of a variable for sustainable development was low, and this indicates that the sample members do not agree that the Council is carrying out programs that achieve sustainable development.

## 8.0 Recommendations :

Based on the results of the study that it reached, we propose the following recommendations:

- Work to increase the level of awareness and perception of the Council's departments of the importance of achieving sustainable development programs.
- Work to develop plans, strategies and policies in accordance with the "National Guide for Sustainable Development" a unified national strategy, which obliges the executive bodies to work with them, and with effective joint work teams based on the principle of human competencies, and their efforts are valued with moral and material appreciation.
- Laws and policies become open and more flexible to open prospects for sustainable development.
- Enhancing the Council's efforts in investing its human resources through skill and competency upgrading programs (training and qualification), raising expertise, developing and increasing knowledge of – (friction, visits, participation, rotation, delegation).

5. Direct contact with the community to provide awareness and guidance, change the culture, meet the aspirations of society and push it towards sustainable development in which everyone participates, including public and private state institutions and civil society.

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