

Review of the Concept of Individual and Collective Professional Skills Facing the Uncertainties Occasioned By Covid-19: New Analytical Model

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Abstract :

The motivation of this paper research is understanding the concept of the role of the competent professional, at the time when the resurgence of economic crises and social after the pandemic **Covid -19**; as predictable as they are unexpected and which call for more creativity and proactivity. Which leads us to question the deployment of professional skills in such an unstable context. The collective expertise corollary of this combination of skills individual, is the recognized capacity to a collective to face a situation of work that could be taken individually by each of its players. But is this notion of collective competence, still neglected, well defined by scientific research? Is there an explicit definition of the concept of the concept of professional competence adjusted to the unstable organizational context? What is the link between a concept of individual and collective responsibility? Analysis of this multiple theories testifies to the junction of **competence individual collective skill**- which remains unexplored to date. How can we then have reliable tools for optimizing skills if this junction is poorly appreciated in times of pandemic Covid-19 dominated by uncertainty? Thus, our research is to propose a **model mathematics** to evaluate and consolidated a new approach to the management of professional competence. We choose as reference base the aerospace characterized by a high level of sensibility uncertainties, de competition frantic e technically, operationally and in terms of preserving the security. The whole point would be raised to the management of the security risks has for.

Keywords: Risk management, individual competence, collective competence, junction, cooperation, combination, communication.

Date of Submission: 28-11-2020

Date of Acceptance: 13-12-2020

Object of the research

Consist of the study of the impact of this junction of individual competence with collective competence. This definition encourages to ask several preliminary issues, partant the junction individual collective-skill competence and quality of dependency with respect to the other,

- Does this junction exist in the company? How to recognize it ?
- How to combine individual competence with collective competence?
- How does this junction ensure the transfer of skills ?

Questions :

- What combinations of individual skills to create and consolidate collective skills ?
- How can collective skills improve individual skills ?

Problematic

While companies come up against competition, recurrent and diversified, planned and unforeseen crises, management seems to always attach itself to the division of labor and the primacy of individual competence, at the executive level as well as at the operational level. If the competition can tolerate this attitude at a certain level, today the proactivity and creativity required for the management of uncertainties impose a combination mode of individual skills : recourse to collective skills.

Companies can tolerate the weakening of the junction of individual competence in the collective competence. The problem is therefore how to consolidate the collective skills and improve the individual skills

of its actors in adapting to the multiplication and recurrence of crises, in order to increase the performance of the company and its sustainability in an environment characterized by uncertainty ?

Hypothesis :

Reinforce the link between interdependence of individual skills and competences collective consolidates **the collective skills** in the business and **improve the individual skills of its actors** ; which generates an undeniable impact on organizational performance, either negatively or positively.

I. Introduction

The reality today, in the era of coalitions, testifies to the incredible interdependence between national and international actors . The economic players now operate according to a system of unforeseen events where the fragility of some calls into question the stability of others. The risk is globalizing at the height of the globalization of trade , and the company needs more a combination of its skills rather than their addition .

Ignorer risk management is a posture suicidal. The SMEs who are still unaware of the risk control n ' have been able to manage the serious risks caused by a pandemic Covid-19 , and are confined to the circle of fate . If the risk is no longer a question of fatality, but rather the incidence of events, it should be the driving force behind the concept of business.

In light of this observation, is it not appropriate to question the relevance of the tools available to manage risks while maintaining and improving productivity performance ? what combinations of skills to put these tools in place ?

After a long confiscation in the hands of public and private sector parties and decision-makers, the currently systemic risk management process has returned to the sphere of [1] Institutional s , experts and scientists.

ISO (the International Organization for Standardization) (Risk Management, 2013) considers the management of risk s as part of the leadership, which integrates the internal reality and the external context of the organization. This standard, which qualifies risk as an effect of uncertainty on the achievement of objectives, unveiled an iterative process based on a systemic approach favoring proactivity and predictivity .

This approach has been immediately adopted by international organizations including the Civil Aviation Organization (ICAO) . The latter takes the fundamentals of ISO 31000, and recommends such requirement, the information practices, association or consultation to mobilize the skills and the collective action to manage risk (ICAO, 2018) [2] .

The panel scientific analysis to r , assessm st and control r the risk is increasingly consolidated. It puts the combination of individual skills at the center of the process . In terms of risk management , we can not be right alone. Du sharing ' experience and expertise born the requested innovation to identify the risk control .

The pandemic Covid-19 and its impact make us wonder about the place of cooperation and of the combination of skills in risk management models proposed to date? and to what extent was the quality of this cooperation responsible for the disparities in management noted within this pandemic ?

The risks can be controlled, mais their sensations remain on s , subjective s and generally irrational s , "Identify project risks is ultimately something difficult, because like the chart of accounts, there is no official and indisputable repository of possible risks " (Masselin, 2009) .

The ICAO responds clearly to this difficulty. It recommends promoting a positive culture of collective risk management . In this culture, people act and make decisions based on a shared conviction , that security is an integral part of conducting business. They share information about their experiences with their colleagues and managers (ICAO, Safety Management Manual, 2018) .

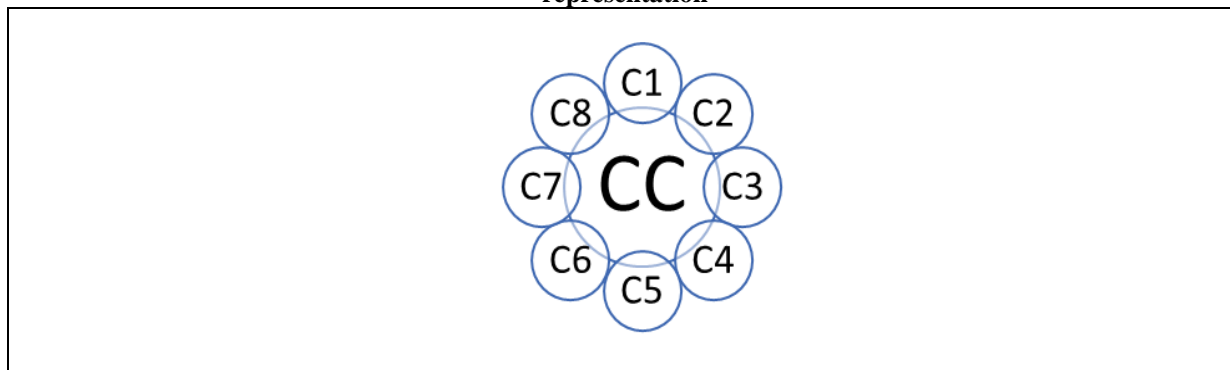
In search of the memory collective , the ICAO recommends the development and implementation of the common language for a common understanding of security goals. With this in mind, the organization has contributed to the construction of a reference medium for this common language , called " taxonomy " (ICAO, ADREP taxonomy, 2000) .

ICAO is therefore moving towards mobilizing collective expertise for efficient management of safety risks. She recommends these classic attributes of effective cooperation which are the common frame of reference , the shared language and the collective memory .

The pandemic Covid-19 has enhanced c e s trends of new type in risk management. They bring to the fore the new weighting of the role of the collective in relation to that of individuals. One such mutation in the vision of ' assignment of roles led us to focus our work on the relationship individual skills and competencies collective.

It is developing the relationship : Ci them Ci-DC and DC to C depending on the model such as that shown below in Figure I-1, where **Ci** refers to the competence of the individual **I** and where **CC** refer to the collective competence.

Figure I-1
The relationship between individual skills and collective skills according to a circular reference representation



II. Literature review

The target notions of our research relate to a pilot area which is competence. We will thus approach two correlated notions which are individual competence and collective competence .

The concept of competence is widely used nowadays during the exercise of traditional activities as in professional environment. The preferred criterion for those responsible for judging and recruiting, competence makes the difference to the point of being “strategical” or “critical” within an organization (Pastré, 1999) and (Sanchez, 2004) .

The word "competence" comes from the Latin "competentia , competens , competere " , which means "to agree, to return to" (Le Robert - Le Petit Robert dictionaries of the French language). The concept of competence was initially adopted by psychologists when attempting to identify " characteristics of subjects influencing job performance " (White, 1959) .

It was in the 1980s that the term “competence” became a founding concept in management science . (Oiry, 2005) provides a synthesis of the points of view proposed since , to present the competence as : “ *individual, heterogeneous, contextualized, dynamic and scientific* ” .

If the definition of competence appears to be consensually and tacitly accepted, the contrasts offered by the diversity of the literature attest to the variability of the concept as well as the factors on which it depends.

Nevertheless, this diversity can only encourage us to locate the essential definitions present and to bring out the mechanisms that register skills in the behavior of individuals . However, the ambiguities arising from the diversity of points of view favor the dissemination of the notion of competence (Dietrich, 2002) or (Lichtenberger, 2003) . Some authors agree on the fundamentals of the concept (Lichtenberger , 2003) or (Leutner , 2008) .

We attach competence to knowledge and knowing how to act, knowing that the appreciation of these capacities depends on the judgment of others.

The cognitive character of the skill can be taken as a stabilized set of knowledge and know-how, of behavior-types, of standard procedures, of types of reasoning that can be implemented without new learning (MONTMOLLIN, 1984) . Competence according to a social approach, can be seen as an invisible negotiation of the actors “defining and recognizing the competence of an employee does not result from a definitive choice nor from evidence; it is the fragile and dynamic result of an invisible negotiation between variable actors and at different levels ” (Defélix, 2005)

This polarization can be taken into account by considering the integrated way of problem solving, synonymous with a cognitive approach, on the one hand, and the satisfaction which refers to the social notion on the other hand "competence enables action and / or to solve professional problems satisfactorily in a particular context by mobilizing various capacities in an integrated way” (Bellier, 1999) .

Such a vision appears more realistic starting from the fact that the action cannot respond to the sole vision of its actor, evolving in a non-isolated sphere, and because of the fact , competence appears as a cognitive and social notion.

Another variant of the concept of competence, thermometer for social judgment is the question of [3] *the performance* . The terms efficiency and satisfaction take precedence, but we come up against the question of the level of “fields of competence” , and of adjusting this level to gradually integrate the actor into the operating system. (Vrignaud & Loarer 2004) shares nt obviously this position when s offers nt definitions of competence in terms [4] comparative .

Moreover, considering competence as a natural disposition, best revealed through experience, stumbles the vision of competence development.

Certain definitions by the force of behaviorism reduce competence to the observed result and thus to performance, while individual competence remains dependent on more than one variant. It is synonymous with an interior, invisible potentiality, a generative capacity capable of generating an infinity of behaviors suitable for an infinity of new situations (ROMAINVILLE, 1998) .

Faced with the consequences of COVID-19, we encountered non-specific tasks, generally not observable in advance. This typology of tasks undoubtedly calls for adapted behaviors resulting from creativity and the ability to reason new types of questions in the work.

This leads us to discuss in this responsiveness to changing situations in dealing with individual competence.

III. Individual skills : a test in the face of COVID-19

The competence model, expressed in "knowledge, skills and attitudes", is widely used and easily assimilated by professionals. More concretely, competence can be presented as a stabilized set of knowledge and know-how, standard behaviors, standard procedures, types of reasoning that can be implemented without new learning and which consolidate and structure the acquired knowledge. professional history : they allow the anticipation of phenomena, the implicit in the instructions, the variability in the task (MONTMOLLIN, 1984) .

This model can be completed by approaching the notion of resource combinatorics . It competently activities realized by combining and leveraging a dual resource equipment: embedded resources (knowledge, skills, personal qualities, experience ...) and its environmental resources networks (professional networks, documentary networks, banks data...) (Boterf, 1999) .

The art resource networks for the environment presented by the Boterf remind us of two crucial variations in competence management : the has cooperation as essential tool for the mobilization of these environmental resources . The second variant is the commitment of my na gement for the enrichment of these resources. The poor appreciation of these two variants explains to a large extent the management drifts at some companies in difficulty during the COVID-19 pandemic .

L are differen c es definitions from various disciplines, did not prevent some authors to agree on competence as implementation capacity finalized, linked to action implemented in a given context to cope to " a more or less broad task or class of tasks " (Leplat, 2000) .

This consensus is reproduced by the management lexicon (Dalloz, 6th edition) defining competence as "all the knowledge and know-how mobilized and combined by individuals in a productive context who have demonstrated their efficiency and who are recognized as relevant and efficient by third parties " .

Faced with the multitude of definitions put forward by the specialized literature, adopting a definition of competence does not seem obvious. But the a definition which most consensual akin refers to the triptych knowledge or knowledge, expertise or technical expertise, interpersonal skills (relational and behavioral skills), and considers the context, purpose and also to performance . In this definition, as summarized in the document 'Traite des sciences et des techniques de la formation' (Carré) "competence makes it possible to act and / or solve professional problems in a satisfactory manner in a particular context, by mobilizing various capacities of integrated way " .

Otherwise, the personal competence relating to knowing how to act is presented as a kit specific to each individual. It combines the qualifications acquired through technical and vocational training, social behavior, aptitude for teamwork, the ability to take initiatives and the taste for risk. To these requirements, we ask for "a personal commitment of the worker as an agent of change", which requires combining knowledge, know-how and interpersonal skills, but also a capacity to work in "collective work" or "project-group. "or even" intelligent team " (DELORS, 1999) .

At this 1st stage, we can already retain variables to modulate the competence individual: knowledge , expertise, skills behavior ale and relational , performance context of evolution , purpose of the task, commitment, appreciation of judgment and critical.

These variables remain dependent on environmental resources : professional networks, documentary networks, databases, etc.

Furthermore, c are the same variables appear alone respond to the vagaries of an unstable organizational framework and alterations of context and task .

This synthesis is our basic preliminary to , firstly , édi fi er a skill matrix in business , and to estimate to what extent can the collective improve these variables , on the other.

Speaking of the collective, "competence" can be applied at more than one level, including that of the individual to evoke individual skills, or that of a team which refers to the notion of collective skills.

IV. Collective skills : added value against COVID-19

The competence groups is a relatively recent concept, somewhat popularized, but whose importance is increasingly felt with fluctuations in the investment world, by the upsurge in attacks including those of Covid-19.

In the concurrent text, the sustainability of an organization falls way of resources human to them alone es, but most of its capacity to the combine. A competitor can have similar resources but he cannot reproduce the combination of these. The value of the organization which will make it a unique organization, which cannot be imitated by the competitor, is not the accumulation of individual skills but the combination of these skills (BOTERF, 1998-1999) .

If Boterf is interested in the importance of the combination of individual skills to introduce collective competence, this has been presented as a process with a view to developing a more collective performance (Bourguignon, 1996) . S has built "relief of a learning process based on the exchange and communication" (Arnaud, 2011) .

The concepts of the three authors bear witness to the difficulty in developing a unanimous definition of collective competence . They are limited to present , communication as a determinant for the construction of collective responsibility, and the contributions of the latter in terms of performance.

But these concepts emphasize the variable interaction between the skills individual in a combinatorial fashion where communication is already shaping centerpiece for building the collective competence.

Collective competence puts in the background one of the obstacles to the improvement of competence : innate competence. On the contrary, collective competence emanates from a will. It is created by the coordination of work to make individual skills a common heritage and bring out a "common know-how" (Trépo , 2002).

Such ideas leaves nt hover the issue of coordination , sharing and the will that strengthen this notion of interaction and above mentioned combination .

Our being intellectually democratic , would it be more interesting to trace the different definitions advances and to highlight the variables related to the collective expertise and points of matches between players .

This stage of collection and analysis is important and leads us within the framework of our hypothesis to the following question :

In this uncertain context of COVID-19, what potential, not held by individual skills , can we emerge from collective skills, to overcome the risks of a danger like this pandemic ?

The question of collective skills has long been forgotten and even avoided among business leaders . It was not until the end of the 1990s , when the concept found its place in business management and began to interest scientific research more. [5] .

These authors discuss in general to talk about collective skills, the knowledge and the common operating standards and reflect the image and notions of operative language shared among team members. However, the same authors diverge to demystify the bases of collective competence and the notion of its sustainability.

(KROHMER) and (Retour) take up a battery of definitions that marked the period 1984-2003, as shown in Table 2.

Table 2
Summary definitions conceptual competence within organizational

Year	Author	CONTENT	VARIABLE CONTRIBUTIONS
1984	MONTMOLLIN	We can hypothesize a collective competence, and its genesis, when within a team information is exchanged, representations become uniform, know-how is articulated, reasoning and strategies work together.	<ul style="list-style-type: none"> • Information exchange • Common representations • Junction s know-how • Common reasoning

1996	NORDHAUG	Collective competencies are made up of the knowledge, skills and genetic code of a team.	<ul style="list-style-type: none"> • Common genetic code
1997	WITORSKI	Collective and cooperative approach to problem solving through critical work analysis	<ul style="list-style-type: none"> • Cooperation • Common vision of work
1998	DEJOUX	All the individual skills of the participants in a group plus an indefinable component, specific to the group, resulting from the synergy and dynamics of the latter.	<ul style="list-style-type: none"> • Added value of synergy
1999	DUBOIS and Retour	“The capacity of a group of individuals at work to constantly invent its organization, well beyond the mere variation of an overall scheme formalized by organizational rules.	<ul style="list-style-type: none"> • Adhoc organization
1999	PERMARTIN	Combinatorial knowledge specific to a group which results from the complementarity and synergy of individual skills of which it is not the sum.	<ul style="list-style-type: none"> • Combination of knowledge • Complementarity • Additional capacity •
2000	DUPUICH-RABASSE	A combination of differentiated knowledge implemented in order to achieve a common objective in which the actors in the company have common mental representations and to solve the problems together.	<ul style="list-style-type: none"> • Combination of knowledge • Complementarity • Common representations
2000	GUILHON and TREPO	Set of knowledge (tacit and explicit) engaged in a production process, acting in an organization. Collective competence is made up of the products of the interaction of individuals from the same profession or from different professions. It is the result of the meeting between the organization and the environment through the interpretation that creates and defines a language and a mode of coordination between people.	<ul style="list-style-type: none"> • Interaction • Common language • Coordination • Tacit knowledge
2000	AMHERDT	Set of know-how that emerge from a work team, combining endogenous resources of each member, exogenous resources of each member and creating new skills resulting from synergistic combinations of resources.	<ul style="list-style-type: none"> • Combination of resources • Creation of new skills

2001	BATAILLE	Recognized capacity of a work group to face a situation that could not be assumed by each of its members alone	<ul style="list-style-type: none"> • Unique solution • Group capacity
2003	MICHAUX	Tacit knowledge and know-how (shared and complementary) or informal exchanges supported by solidarity which participate in the repeated and recognized capacity of a collective to coordinate to produce a common result or co - construct solutions	<ul style="list-style-type: none"> • Coordination • Informal • Common result

Some of the authors cited above already share the idea that collective competence is an “operational know-how specific to a group allowing it to achieve a performance beyond the reach of a single individual or greater than the mere addition of skills. individual” Retour and Krohmer (2011, p 51).

Other authors see exchange as a construction of collective competence. It is a transposition of the individual competence Retour and Krohmer (2011). Retour already put forward the question of exchange in 2005 , specifying that such an exchange also increases the individual skills of employees.

This demonstrates the extent to which this collective competence reserves additional capacities for dealing with crisis situations. Bataille presented collective competence as the ultimate solution to cases that cannot be approached otherwise. So he ser has urgently to review with relevance this work on collective competence in search of a supply additional and practice against the crisis , a large scale as the pandemic Covid-19 .

Reading the definitions thus advanced reveals a complementarity of concepts. (Wittorski 1997) has brought into relief the capacity acquired by different individuals to work together to achieve a common goal . (AMHERDT & DUPUICH 2000) shares nt idea and speaks nt of "knowledge to act" from work teams. (BACK & DUBOIS, 1999) by hand, evokes the group's ability to create its own organization in d are unusual circumstances beyond the organization.

Whatever be the approach of the authors, o n retains already here reciprocal sharing between 're competence s individual s and l are competence s group s , and the interest of the junction between the two concepts . Collective skills are observed in situations of interaction of individual skills, and team dynamics (Michaux, 2008) .

Le Boterf (1997) consolidates the notion of exchange and poses cooperation as a necessity in the face of a determined situation . For him "the competence of teams cannot be reduced to the sum of the individual skills which compose them". The (Boterf, 2000) speaking of harmonious approach to cooperation, he waved the question of the interaction as a precondition for cooperation. For this author “ Collective competence results from the quality of cooperation between individual skills ” (BOTERF, 2013) .

In the Anglo-Saxon literature, cooperation as a notion is found in leadership under the name “ shared leadership” (Hiller, Day, & Vance, 2006) , and refers to the question of shared initiative. We also encounter the notions of “collective learning ” (Tompkins, 1995) , or “collective capacity building” in (Harris, 2011) .

(Dejoux, 1998) and MICHAUX (2003) are explicitly interested in the interaction, and the sum of individual skills in full interaction to achieve the common goal. These same authors recall the need for cooperation and organization and the capacity of a collective to adapt and innovate in a constantly changing environment.

Cooperation, creation of tacit organizations, common will to achieve a common goal in unusual or changing situations ; these are the keys to a harmonious confrontation with any crisis such as that caused by COVID-19.

The cooperation through knowledge, a will and a power-cooperate , which depend both the individual q ue of management. Cooperation is the act by which people voluntarily exchange resources and act together, at the same time and for a certain period of time, with a view to carrying out a job ” (PICQ, 2001) .

The theory of collective competence has also been proposed with three criteria which take up the overexposed criteria (Boreham, 2004) :

- Construction of a collective sense of events in the exercise environment;
- Construction and use of a collective knowledge base;
- Development of a sense of interdependence.

These criteria were echoed more explicitly p our identify these collective skills according to the following indicators , (Krohmer DR, 2006) :

The shared repository : The group must have a common reference or repository built using the skills of individuals.

Shared language : The group creates its own specific language.

The collective memory which can be detailed in:

non-centralized collective declarative memory : an individual obtains knowledge from another person,

non-centralized collective procedural memory : it is a question of comparing know-how in order to carry out a task,

collective judgment memory : the group makes its decision based on the common interpretation.

Subjective commitment : Want to work ensem b it.

At this stage, we can retain variables to modulate a collective to build and sustain the collective competence namely the combination of competence s individual, the corollary of cooperation and communication of shared vision, memory collective the shared language , and subjective engagement .

These variables, added to those of individual skills, offer companies more immunity from the risks that a crisis can generate :

- How to optimize a mobilization of es individual skills in perpetual interaction and correct their deficiencies ?
- How l was forced cooperation could clear up a possible misunderstanding of this objective and coordinate forces to achieve ?
- Can the development of a collective memory offer the collective harmonization in the exercise of the action, and thus an excellent management of time and effort ?

Today , the crisis of Covid-19 reveals how far avaient- organizations they need to implement these favorable variables for optimization and improvement of individual resources , for the creation of a invisible power that can absorb the negative impacts of the unforeseen .

For a more in-depth analysis , it is appropriate to highlight from the individual and collective skills variables the positioning of the two concepts , one in relation to the other.

V. Reciprocal positioning of individual and collective skills

This involves filling in the matrix of variables characterizing individual skills and looking for the relationship of these variables with the other concept, that of collective skill. Conversely, highlight the attributes and imperatives of collective competence as variables, and seek their relationship to individual competence.

5.1. Study of concept dependence

This stage is essential to identify the elements of the junction of individual and collective competence. Its results depend on the variables characterizing each of the concepts . The relationship of the variables is shown in Table 3.1.

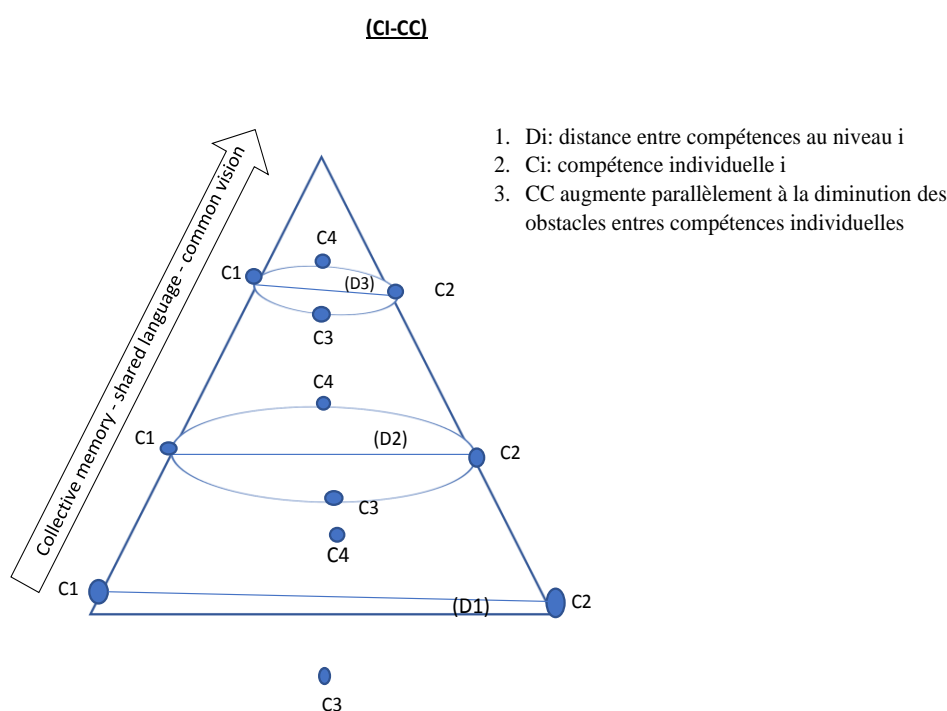
Table 3.1
Summary of variables characterizing individual and collective skills

Concept	Variables	Synthesis	• Factors mobilized ed
Individual skills	Theoretical knowledge	Combined use of theoretical knowledge and practical qualities of the individual, during all phases of the activity, in its context, in order to achieve the objectives of this activity.	<ul style="list-style-type: none"> • Theoretical and practical knowledge resulting from learning and experience. • Knowledge resulting from exchanges in a collective working environment. • A suitable communication .
	Ability to act		
	Performance		
	Behaviour		
	Nel relationship		
	Judgment		
	Context		
	Goal		

Collective skills	Want to cooperate	Combination of individual, articulated and managed skills to achieve collective objectives.	<ul style="list-style-type: none"> • Individual skills. • Adapted communication.
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It follows from the synthesis thus formulated that individual skills call for appropriate exchange and communication for their enrichment ; key elements of collective competence. On the other hand, collective skills directly mobilize individual skills and the quality of communication. This interconnection between the variables characterizing individual skills and collective skills can be schematized as follows in figure 3.1.

Figure 3.1
The interdependence link between the skill groups: Mathematical modeling



Thus the consolidation of this junction individual competence - collective competence " appears crucial for the promotion and sustainability of both concepts together as choice strategical within the company. This junction depends to a large extent on another theory, that of communication.

It is therefore essential to focus on the management of the consequences of COVID-19 and its correlation with the attributes of collective competence thus presented :

The langage shared : reality of urgency and responsiveness that imposes the consequences of the pandemic only claims does -it a reading and evaluation synchronous and identical to those consequences? Could a poor understanding of the message by a partner in the chain not impact the dynamics of the whole ?

L has common vision : What allocation of effort and resources when the players is nt differentiated targets according to the individual assessment ? what result can we expect and according to what level of urgency ? how to avoid losses i n u tiles if actions are not coordinated effectively ?

M collective Memory : The Covid-19 is a reality whose consequences depend on our responsiveness and creativity . To manage the consequent risks of this pandemic , a systemic approach is essential , and it can only succeed through the exchange of skills in action.

Therefore , collective competence cannot be seen as an option, but rather an imperative to manage multidisciplinary risks including those caused by COVID-19.

This deduction from the theories and scientific research studied, attests to the importance of the junction individual competence-collective competence. Such importance added to my observations of thirty years of experience in the field of aeronautics inspired me to further refine my research on collective competence starting from the theoretical knowledge involved.

Joining individual competence to collective competence

Starting from the junction individual competence-collective competence and the quality of the dependence of one in relation to the other, the rest of the research is interested in the junction individual competence-collective competence . Consolidation of this strengthens the company's capacities to control and manage risks arising from uncertainties .

- This junction prompts us to ask several preliminary questions such as :
 - Does this junction exist in the company ?
 - How to recognize it ?
 - How can we articulate individual expertise to collective competence ?
 - How can we preserve or manage it ?
 - What impact of communication on its quality ?
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- *What combinations of individual skills to create and consolidate collective skills ?*
 - *How can collective skills improve individual skills ?*
 - *How to assess and control this exchange (junction) individual skills and collective skills?*
 - *What model of communication to promote shared language and the transfer of skills (declarative memory)?*

Starting from the last question, communication is essential as an essential instrument both for the exchange and for the construction of this shared language. It is the assurance of a transfer of information and knowledge. Understanding other people's signal, however weak, is essential in emergency situations. COVID-19 and its consequences testify to the importance of the concept of time. Arnaud (2011) is perfectly right to have mentioned exchange and communication in the learning process.

Hence the interest in deciding on which communication model to adopt for effective interpersonal communication that is favorable to the health of the junction between individual competence and collective competence ?

Individual knowledge and know-how can only attain the status of collective competence when it is communicated and exchanged (BOTERFL., 2000) .

This presupposes a situation of effective person-to-person communication, which will at the same time promote the emergence of a common language. This common language is manifested by the instantaneous pooling of target information elements, and the reaction to extremely weak signals by recourse to the linguistic heritage of the collective.

The importance of communication encourages us to integrate it into the research scheme to reorient our reasoning milestones according to the following questions:

What organization of individual skills and what identification of these skills?

Is there a junction of individual skills and collective skills ?

If so, what would be the quality of this junction and what effect of communication on this quality?

So as a perspective we intend to spread this relation to the triptych : **Individual competence-collective competence-communication.**

VI. Conclusion

The collective tendency of work is a reality which is not new . Only , she now finds his reason and has become as an imperative given the current context, changing and uncertain, modulated by unbridled competition. COVID-19 and its drastic consequences call for more cooperation and collective competence answers this question. Better yet, it improves the skills involved.

Competence becomes a value of creativity and self-confidence within organizations.

While some invest more in improving the company's individual skills, by hunting these skills and others training s , others manage the uncertainties of the present and the future by creating the required attributes to the combination of these skills. The latter see in the collective dimension a way of giving back meaning to work but also of improving the performance of organizations (Besseyre des Horts , 2015).

But the delicate junction between individuals and the collective is at the heart of managers' concerns today. Scientific research does not address the junction of individual competence-

collective competence . In this article , I have tried to approach the answer to this concern from existing theories, dealing with individual and collective competence. The analysis of these theories allowed me to bring out :

- Variables characterizing individual skills ;
- The attributes and variables characterizing collective skills ;
- The variables object of exchange between the two concepts ;
- The determining factors to consolidate the junction in question ;

These variables will be organized into skill matrices, both individual and collective, to be detailed according to the elements expected from the empirical study . For this study, I chose the field of aeronautics and more specifically that of security risk management. This choice is mobilized by the sensitivity of this area to the aforementioned uncertainties, as reserve management references that little t be used for the manufacture of our model.

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- [76]. A is more competent than B if he can do something that B cannot do. - A is more competent at time t than at time t because he knows how to do something that he did not know how to do. - A is more competent than B, if he does it in a better way ... (Wittorski , 1997) ; (Battle , 1999) ; (Amherdt , EmeryandGiauque , 2000) ; (Le Boterf , 2000) ; (Krohmer , 2005) ; (Dupuich-Rabasse , 2006).

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