

## E-management in the Moroccan University: What Impact on Governance?

Younna Elhissi\*, Hamza Melliani\* and Hanaa Hachimi

*Systems Engineering Laboratory, Sultan Moulay Slimane University, Beni Mellal, Morocco*

\*Corresponding author: [y.elhissi@usms.ma](mailto:y.elhissi@usms.ma); [h.melliani@usms.ma](mailto:h.melliani@usms.ma)

**Abstract.** It is obvious that the use of new information and communication technologies (NICT) is essential for development, and this by promoting e-governance and access to information, with the avowed aim of giving the population the means to influence the decisions of public authorities. The use of new technologies within administrations is one of the determining factors in boosting good governance. Moreover, democratic, economic, and administrative governance are three results of the good use of NICTs.

In this paper, we will study the implementation of e-management in the Moroccan University (Case of the USMS: Sultan Moulay Slimane University) and its impact on governance and sustainable performance within this organization.

**Keywords:** Governance, E-Management, Moroccan University, NTIC, Public Administration.

### INTRODUCTION

Many countries have carried out reforms influenced by the concept of the “new public management”. At the heart of these reforms is a redefinition of the state-higher education institution relationship. This approach advocates that the state should move away from direct management and control of higher education to “remote steering” and ex post control of outcomes (Van Vught, 1994; OECD, 23 2003).

Many governments then decentralized part of their responsibilities to universities while strengthening autonomy, in order to cope with these new burdens, the governance of universities was transformed. Education has always been high on the agenda of governments in Morocco. The observed deterioration of education has prompted politicians to introduce reforms in the education system.

In terms of governance, the new reform has put in place several attempts to correct the problems of public higher education. The figure below illustrates these different approaches:

To this end, the problematic is based on the following central question:

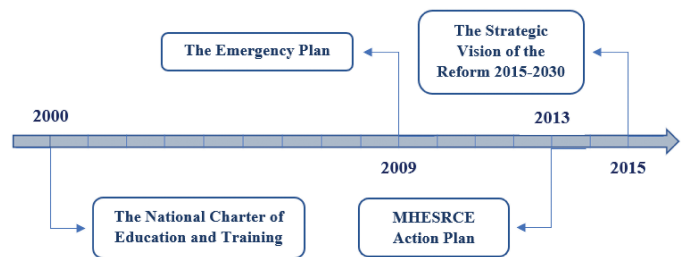


Figure 1. Higher education reforms in Morocco.

### What are the contributions and impacts of E-Management in the good governance of Moroccan Universities?

In order to address this issue, we will address the following research questions:

- To what extent does the use of digital platforms contribute to the effectiveness of university management?
- What are the areas of intervention, and how can we define university digital governance?

This work consists of a field study on the case of “Sultan Moulay Slimane University”.

Thus, this study aims to demonstrate the role of e-management as a performance lever, to give an overview of the practices of this determinant, and to assess its added value in the sustainable performance within this organization.

## E-MANAGEMENT: A NEW APPROACH TO UNIVERSITY GOVERNANCE

### Strategic Vision of the 2015–2030 Reform

Despite the implementation of all these reforms, higher education still suffers from accumulated shortcomings that the reforms have failed to address. Several dysfunctions have been raised by the National Evaluation Instance over the period 2000–2013.

Taking into consideration all these findings, the Higher Council of Education, Training and Scientific Research has developed a «Strategic Vision of the Reform 2015–2030», it is a main pivot for the establishment of a modern school based on equity and equal opportunities and good governance (Youssef Belkacimi, the Secretary General of the Ministry of National Education and Professional Training, 2017). Each of these axes is broken down into a number of projects, 44 in all. Then each project is also broken down into a number of actions, 245 actions in all.

With regard to the second axis, relating to the development of governance, this plan aims at several changes thanks to 9 projects including the modification of law 01-00 and the establishment of the National Agency for Evaluation and Quality Assurance of Higher Education and Scientific Research, and the operationalization of its missions (MESRSFC, 2015).

The figure below shows the 9 projects of the second axis related to governance development:



Figure 2. Governance Development Projects. Mr ABOUSSALAH, 2016.<sup>1</sup>

<sup>1</sup>[http://gouniv.univh2c.ma/go\\_univ/images/go-univ\\_docs/wp51/presentations/Gouvernance\\_Univ\\_Marocaine\\_Go-Univ\\_5.12.2014\\_Aboussalah.pdf](http://gouniv.univh2c.ma/go_univ/images/go-univ_docs/wp51/presentations/Gouvernance_Univ_Marocaine_Go-Univ_5.12.2014_Aboussalah.pdf)

Within the framework of e-governance, this plan provides for the development of the use of modern technologies. Several changes have been put in place to facilitate and make certain procedures more flexible. We cite the continuation of the program "INJAZ", the implementation of the digital work environment (ENT), the generalization of the use of Wi-Fi terminals in higher education institutions and university halls of residence.

### E-governance

Many definitions of e-government have been formulated by researchers and major international organizations. One of the simplest and certainly the most comprehensive is offered by the Organization for Economic Cooperation and Development (OECD). It defines e-government as the use of ICT to achieve better government. A similar definition of e-governance would therefore be the use of ICT to achieve better governance. The "better government" in the OECD definition implies greater efficiency and performance on the part of government, as well as its ability to deliver quality public services; better governance would also include the ability for stakeholders to become more engaged in democratic policies and processes. For the sake of simplicity, we will treat the two concepts as synonymous here.

### Introduction of E-management in the University

Many universities now have a "ICT cell", a pedagogical assistance service and often even a vice-president in charge of these issues, or at least a project manager. ICT is the showcase of the information society for pedagogy. But ICTs, more generally, touch the heart of the university's major functions: training, professional integration, research, HRM, steering, financial management and accounting. Each of these functions, already structured by several IT tools, is now on the verge of becoming a "brick" in a vast information system.

In this paper, we will focus on some achievements of the Sultan Moulay Slimane University:

- The Digitalization Cluster of Sultan Moulay Slimane University PD-USMS: was created as part of the university's organizational chart, its objectives are to provide the necessary skills for the development of the university's digital projects, federate the digital transformation at the level of the university and its institutions, improve the digital governance of the university and its management, align the university with the models of innovative universities of reference.
- Sultan Moulay Slimane Virtual University UvSMS: is an educational platform for distance learning that integrates all virtual institutions under the Sultan Moulay Slimane University. UvSMS's mission is to

strengthen face-to-face teaching and promote pedagogical practices, it allows teachers to create their courses online and students to follow and consult the courses.

- **ENT-USMS:** Environment Numérique de Travail (Digital Working Environment), as its name suggests, is a digital platform that allows students to benefit from educational and administrative services from any terminal (PC, Smartphone, Tablet...) connected to the Internet.
- **The USMS E-Competition platform:** allows candidates to apply for recruitment competitions opened by Sultan Moulay Slimane University, it also allows a follow-up and a better management on the part of the administrative body assigned to the human resources department and finally it gives a global overview for the teacher-researchers present in the recruitment jury to facilitate the selection of successful candidates.
- **The HR USMS platform:** is a digital human resources space that provides administrative services related to this function. In addition, the HR USMS platform offers a complete and updated database containing the information of all staff, which facilitates the work for the HR department regarding promotions as well as all other related procedures.
- **The Finance Webeep USMS platform:** is a digital platform that allows you to monitor the financial situation of the institution. Moreover, the Webeep USMS platform facilitates the procedures for awarding and monitoring public procurement files and presents a dashboard that reflects a global view of all payments.
- **Digital Order Office USMS:** is a mail filing platform that will allow to manage electronically the flow of incoming and outgoing mails, and this with the objective of limiting the physical exchange of documents and facilitate the submission of administrative mails.

In application of the Circular of the Minister of Economy, Finance and Administration Reform n° 2/2020 of April 1st, 2020, relating to the digitalized services of administrative mails, the State Domains Directorate adheres to the platform "Digital Order Office".

## EPISTEMOLOGICAL AND METHODOLOGICAL FRAMEWORK

The research model inspired by (Crotty, 1998) is a useful model for establishing a research framework for this study.

We note that the questionnaire is divided into 4 parts:

- The 1st part allows the identification of the sample respondent.

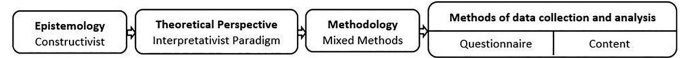


Figure 3. The research model inspired by (Crotty, 1998).

- The 2nd and 3rd parts answer respectively our two research questions mentioned above.
- The 4th part gives a global idea on the contributions and impacts of e-management in university governance, i.e., the problematic of our research.

The questionnaire was carried out by the survey and analysis software SPHINX, which generates results in the form of graphs and percentages, which facilitates the processing and analysis of responses.

## RESULTS AND FINDINGS

This analysis is based on the results of the questionnaire from (Annex 1), for this data collection, we obtained 55 valid responses.

Our sample is mainly composed of people from the former public institutions, since they have a greater number of public employees. For other characteristics,

- Age is almost equally divided among the three age groups between 25 and 65 years
- More than 70% of the respondents have a bachelor's degree or a doctorate
- The most representative department is the dean's office, which is normal since they are the most familiar with governance and management
- Finally, for the length of service, the highest value is represented between 4 and 10 years, but we also notice that 14.5% of respondents have less than 2 years of service, which is good because it shows the interest of new recruits for e-management in the university.

We note that the Webeep platform is the most used with a rate of (47.3%) followed by the Human Resources platform and the digital Registry Office with a rate of (41.8%) followed by the digital work environment (ENT) (38.2%) and the E-Concours platform (29.1%).

We note that the respondents added APOGEE<sup>2</sup> with a rate of (23.6%), this software is an application for the organization and management of teaching and students.

- 76.4% of the respondents use these digital platforms daily or almost daily, while 23.6% use them occasionally.
- More than 75% of respondents often need information from these platforms.

<sup>2</sup>[https://www.amue.fr/fileadmin/\\_migrated/news/rapportApogee.pdf](https://www.amue.fr/fileadmin/_migrated/news/rapportApogee.pdf)

- More than 95% of respondents are satisfied with the use of these platforms.
- More than 95% of respondents say that these platforms facilitate their work.
- 92.7% of respondents confirm that these platforms allow them to better organize their tasks.
- 87.7% say that these platforms have facilitated internal communication.
- Consistency of opinion among all respondents on the importance of these digital platforms for the e-management of institutions.
- More than 90% of respondents confirm that e-management allows for good decision making.
- Unanimity on the effectiveness of e-management.

The negative responses target security policy and liaison with companies in the digital economy.

For infrastructures, there is a small variance between positive and negative responses, with a slight advantage for positive responses.

Beyond the functional aspect, most of the respondents affirm that e-governance brings to the institution: Efficiency/Traceability/Visibility/Good communication/Quickness.

A summary of all the responses received allowed us to draw up a definition of university digital governance:

It's a transformation that is not limited to the digitization of training or the dematerialization of administrative tasks, but rather, it is first and foremost to become true digital organizations that take into account the digital uses of students and members by inserting themselves into the complexity of the university system, while improving the brand image.

It is a transparency tool for a digitalized university, an essential task to go through in order to reach the expectations set on all levels.

16. Is your institution undergoing a digital transformation ? 18. Do board members have sufficient e-governance skills ?

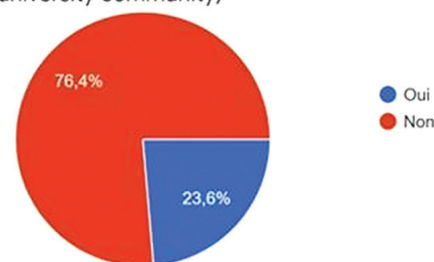


17. Does your institution have a digital master plan ? 19. Do you currently have a digital governance officer at your institution ?



- More than 90% of respondents say that their institutions are undergoing a digital transformation, and 69.1% confirm that they have a digital master plan.
- 81.8% claimed that board members have sufficient e-governance skills and 18.2% are neutral. This can be explained by the reluctance of some administrative staff who do not accept digital change.
- 45.5% confirm that they have someone in charge of digital governance within their institutions, while 54.5% say they do not. This is normal since the digitalization projects of Sultan Moulay Slimane University are recent.

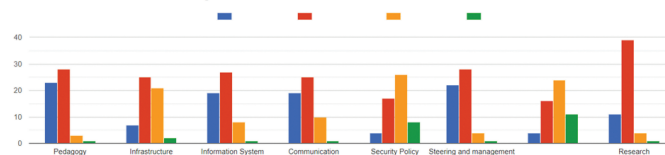
24. Are you involved in digital actions outside of your institution ? (For the university community)



Concerning digital actions outside the institution, only 23.6% of the respondents confirm having participated in them.

Among the answers we received for the questionnaire, the most relevant names for this project manager are: Digitalization Project Officer / e-Governance Officer / Digital and Digital Cluster Manager.

21. What are the areas of intervention of these governance mission ?



The figure above illustrates the areas of intervention of these governance missions:

The positive answers concern: pedagogy, information system, communication, steering and management, and research.

Contributions/Impacts of E-Management in University Governance		Notice
Positive	E-Management allows to coordinate activities	90,9%
	E-Management is an effective way to communicate	89,1%
	E-Management save time	92,7%
	E-Management allows to do more tasks	90,9%
	E-Management speed up decision making	81,8%
	E-Management increase concentration	87,3%
	E-Management is a motivational lever for the staff	87,3%
	E-Management increase the performance of individuals at work	85,5%
	E-Management cope with the Covid-19 crisis	90,9%
Negative	E-Management can be used to transfer responsibility for a job	69,1%
	E-Management cause difficulties between stakeholders	69,1%

It is possible to notice that the positive impacts are more numerous, the answers of the respondents are in accordance with the general aim of e-management.



Indeed, the use of e-management in university governance should allow to coordinate activities, to communicate better, to save time, to do more tasks, to speed up decision making, to increase the concertation and the performance of individuals, and to face the Covid-19 crisis.

Furthermore, another finding can be made: e-management leads to difficulties between stakeholders and does not allow for the transfer of responsibility for a job. However, this result must be qualified. Indeed, almost a third of the respondents do not take a position on these items, which weakens the conclusions that could be drawn from this result.

## CONCLUSION

E-management impacts university governance. The upheavals in the Moroccan higher education system mean that university management must be constantly revised and adapted.

Other than the functional aspect, we are convinced that the development of the managerial capacities of the Moroccan public higher education system's executives remains a crucial step in the great task of establishing good governance in this system. For this reason, we plan to extend the present research by another one considered complementary; whose objective would be a methodological proposal of some managerial practices considered essential for a good university e-governance in Morocco.

## ACKNOWLEDGMENTS

My thanks go to all people who participated in the elaboration of this article.

## REFERENCES

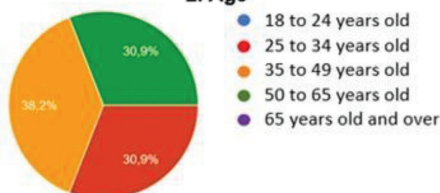
- [1] Van Vught, (1994). Towards a general model of quality assessment in higher education. *Jour. Higher Education*, **28**, 355–371.
- [2] Kezar, A., Eckel, P. D. (2004), Meeting today's governance challenges: A synthesis of the literature and examination of a future agenda for scholarship, *Jour. Higher Education*, **75**(4), 371–399.
- [3] Franceschini, F., Galetto, M., Singh, P. J., et Smith, A, (2006). An empirically validated quality management measurement instrument. *Benchmarking: An International Journal*, **13**(4), 493–522.
- [4] Nelson, J. (2005). Corporate governance practices, CEO characteristics and firm performance. *Journal. Corporate Finance*, **11**(1), 197–228.
- [5] Letza, S., Kirkbride, J. B., Sun, X., Smallman, C. (2008), Corporate governance theorising: limits, critics and alternatives, *Inter. Jour. Law and Management*. **50**, 17–32.
- [6] Ojo, A., Shareef, M., Janowski, T. & Bardon, S. (2009). La gouvernance électronique en Asie: bilan, impact et réduction de la fracture interne. *Hermès, La Revue*, **55**, 159–167.
- [7] Yves Chevalier, (2009). Système d'information et démocratie à l'université, *Quaterni*, **69**, 55–66.
- [8] Howard Sherman, (2004). Corporate Governance Ratings, *Corporate Governance: An International Review*, Wiley Blackwell, **12**(1), 5–7.
- [9] EL HISSI, Y., HAQIQ, A., Loukili Idrissi, L. (2017). Mise en Place d'un Système d'Information pour la Gouvernance de l'Université Marocaine : Une Pratique Managériale vers une Société d'Information Durable. *Revue Internationale d'Economie et de Gestion Stratégique des Processus d'Affaires (ESMB)*. **9**, 200–2013.
- [10] Luis Delgado. (2012). *Governance of Higher Education in Spain*, Raabe academic publishers.
- [11] Cadbury, A. (2006). The rise of corporate governance. In M. J. Epstein & K. O. Hanson (Eds.): *The accountable corporation: Corporate governance*, Vol. 1, pp. 15–43. Westport, CT/ Praeger Publishers.
- [12] M Crotty, M. (2020). *The foundations of social research*. London, First Published 1998, Routledge. eBook Published 20 August 2020.
- [13] OCDE (2004), *OECD Principles of Corporate Governance*. Éditions OCDE, Paris.
- [14] Meek, V.L. (2003). Governance and Management of Australian Higher Education: Enemies Within and Without. In: Amaral, A., Meek, V.L., Larsen, I.M. (eds) *The Higher Education Managerial Revolution? Higher Education Dynamics*, Vol. 3. Springer, Dordrecht.
- [15] Making sense of change in university governance, [https://www.sv.uio.no/arena/english/research/publications/arena-working-papers/2001-2010/2006/wp06\\_02.pdf](https://www.sv.uio.no/arena/english/research/publications/arena-working-papers/2001-2010/2006/wp06_02.pdf), accessed 07 February 2022.
- [16] La charte nationale d'éducation-formation, <http://journals.openedition.org/ries/2383>, accessed 15 February 2022.
- [17] La vision stratégique de l'enseignement 2015–2030, un axe principal pour la mise en place d'une école moderne, <https://maroc-diplomatique.net/vision-strategique-de-lenseignement-2015-2030-axe-principal-mise-place-dune-ecole-moderne/>, accessed 21 February 2022.
- [18] La mise en oeuvre de la charte nationale d'éducation et de formation 2000–2013, [https://www.men.gov.ma/Fr/Documents/Raptfr-analytique-CSE\\_CNEF.pdf](https://www.men.gov.ma/Fr/Documents/Raptfr-analytique-CSE_CNEF.pdf), accessed 22 February 2022.
- [19] La mise en oeuvre de la charte nationale d'éducation et de formation 2000–2013: Acquis, déficits et défis, *Rapport-analytique.pdf* (csefrs.ma), accessed 10 March 2022.
- [20] Pôle digitalisation, <https://www.usms.ac.ma/fr/node/216>, accessed 12 March 2022.
- [21] Présentation de l'UvSMS, <https://moodle.usms.ac.ma/moodle/>, accessed 13 March 2022.
- [22] Gouvernance Universitaire: Acquis, contraintes et perspectives de développement, [http://gouniv.univh2c.ma/go\\_univ/images/go-univ\\_docs/wp51/presentations/Gouvernance\\_Univ\\_Marocaine\\_Go-Univ\\_5.12.2014\\_Aboussalah.pdf](http://gouniv.univh2c.ma/go_univ/images/go-univ_docs/wp51/presentations/Gouvernance_Univ_Marocaine_Go-Univ_5.12.2014_Aboussalah.pdf), accessed 05 April 2022.
- [23] Gouvernance du système d'éducation et de formation au Maroc, <https://www.csefrs.ma/wp-content/uploads/2009/10/GOUVERNANCE-FR-Finale-20-05-2016.pdf>, accessed 05 April 2022.
- [24] L'implantation d'APOGEE dans les établissements universitaires, [https://www.amue.fr/fileadmin/\\_migrated/news/rapportApogee.pdf](https://www.amue.fr/fileadmin/_migrated/news/rapportApogee.pdf), accessed 06 April 2022.

ANNEX 1

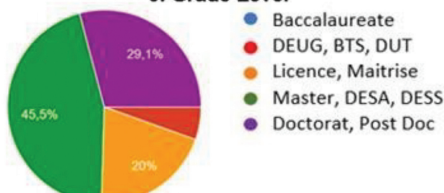
1. Public Institution of Higher Education



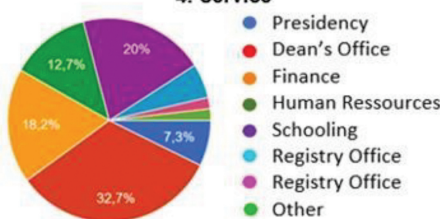
2. Age



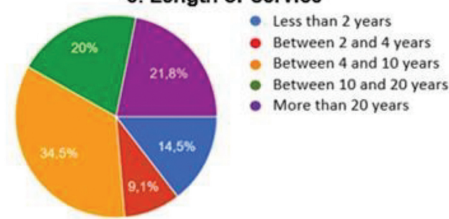
3. Grade Level



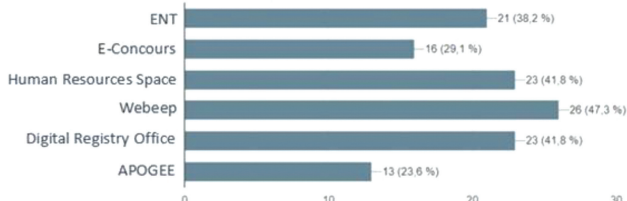
4. Service



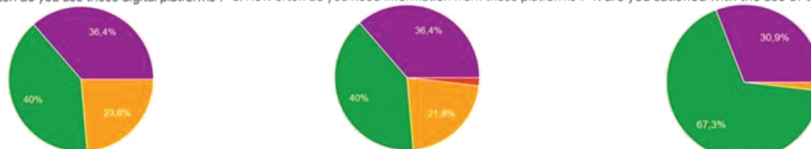
5. Length of Service



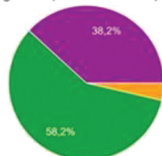
6. Which of these digital platforms do you use ?



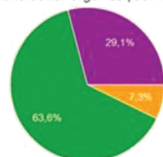
7. How often do you use these digital platforms ? 8. How often do you need information from these platforms ? 9. are you satisfied with the use of these platforms ?



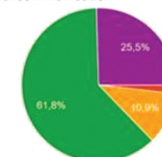
10. Has using these platforms made your job easier ?



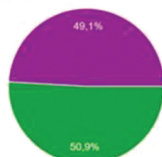
11. Has using these platforms allowed you to better organize your tasks ?



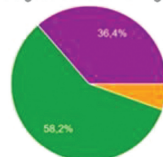
12. Has the use of these platforms facilitated internal communication ?



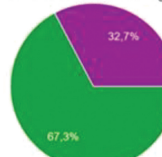
13. Are digital platforms important to the e-management of your institution ?



14. Do you think that e-management will enable good decision making ?



15. How effective is e-management ?



## ANNEX 2

## Questionnaire on the use of E-Management at Sultan Moulay Slimane University

- ① This questionnaire is anonymous. This survey targets the entire faculty and administration of Sultan Moulay Slimane University.
- ① The results will be used in the framework of a research work, for one or several publications of articles.

---

### Filling instructions:

Only one choice is possible per question, and it must be represented by a cross (x).  
For answers that need to be explained, please write them legibly.

---

### Glossary:

#### *For the 5th question in the Sample Presentation*

- Presidency: designates (President, General Secretary, Vice President)
- Dean's office: designates (Dean, Vice Dean, General Secretary)

#### *For the 1st question in the use of digital platforms and efficiency of e-management*

- ENT: is a digital platform that allows you to benefit from educational and administrative services.
- E-Concours: is a digital platform linked to the human resources department, which allows to manage competitions.
- Webeep: is the digital platform of the economic service, which allows to follow the financial situation of the institution.
- Human Resources Space: is a digital platform of human resources that allows to manage the administrative services related to this function.
- Digital Registry Office: is a digital mail deposit platform, which allows to manage the incoming and outgoing mails of the institution.

#### *For the 22nd question in You, and the e-governance of your institution*

- Information system: The information system (IS) is an organized set of resources that collects, stores, processes, and distributes information, usually through a network of computers.
- Security policy: A security policy is a plan of action defined to preserve the integrity and sustainability of a social group. It reflects the strategic vision of the management of the organization (SME, SMI, industry, administration, state, unions of states...).

#### *For the 18th question in You, and the e-governance of your institution*

- Digital master plan: is a major step in defining, formalizing, implementing or updating an information system. This summary document is drawn up by the IT department and validated by the organization's general management. For a given timeframe, the final document describes in concrete terms how the information system and IT will be deployed to meet the objectives set and provide the expected services.

---

*The success of this mission depends on the quality of this questionnaire, which is why we ask you to perfect it and give it your utmost attention.*

*Thank you for your collaboration*



### Presentation of the sample

#### 1. Public Institution of Higher Education:

#### 2. Age:

1. 18 to 24 years old       2. 25 to 34 years old  
 3. 35 to 49 years old       4. 50 to 65 years old  
 5. 65 years old and over

#### 3. Grade Level:

1. Baccalaureate       2. DEUG, BTS, DUT  
 3. Licence, Maitrise       4. Master, DESA, DESS  
 5. Doctorat, Post DOC

#### 4. Service:

1. Presidency       2. Dean's Office       3. Finance  
 4. Human Resources       5. Schooling       6. Other

#### 5. Length of Service:

1. Less than 2 years  
 2. Between 2 and 4 years  
 3. Between 4 and 10 years  
 4. Between 10 and 20 years  
 5. More than 20 years

### Uses of digital platforms and e-management efficiency

#### 6. Which of these digital platforms do you use?

1. ENT       2. E-Concours  
 3. Human Resources Space       4. Webeep  
 5. Digital Registry Office

#### 7. How often do you use these digital platforms?

1. Never       2. Rarely       3. Occasionally  
 4. Quite often       5. Always

#### 8. How often do you need information from these platforms?

1. Never       2. Rarely       3. Occasionally  
 4. Quite often       5. Always

#### 9. Are you satisfied with the use of these platforms?

1. Not at all satisfied       2. Not satisfied       3. Neutral  
 4. Satisfied       5. Very satisfied

#### 10. Has using these platforms made your job easier?

1. Strongly Disagree       2. Disagree       3. Neutral  
 4. Agree       5. Strongly Agree

#### 11. Has using these platforms allowed you to better organize your tasks?

1. Strongly Disagree       2. Disagree       3. Neutral  
 4. Agree       5. Strongly Agree

#### 12. Has the use of these platforms facilitated internal communication?

1. Strongly Disagree       2. Disagree       3. Neutral  
 4. Agree       5. Strongly Agree

#### 13. Are digital platforms important to the e-management of your institution?

1. Not at all important       2. Not important  
 3. Neutral       4. Important  
 5. Very important

#### 14. Do you think that e-management will enable good decision making?

1. Strongly Disagree       2. Disagree       3. Neutral  
 4. Agree       5. Strongly Agree

#### 15. How effective is e-management?

1. Not at all effective       2. Not effective       3. Neutral  
 4. Effective       5. Very effective

### You, and the e-governance of your institution

#### 16. Is your institution undergoing a digital transformation?

1. Strongly Disagree       2. Disagree       3. Neutral  
 4. Agree       5. Strongly Agree

#### 17. Does your institution have a digital master plan?

1. Yes       2. No

#### 18. Do board members have sufficient e-governance skills?

1. Strongly Disagree       2. Disagree       3. Neutral  
 4. Agree       5. Strongly Agree

#### 19. Do you currently have a digital governance officer at your institution?

1. Yes       2. No

#### 20. What name for this digital governance project's manager?

#### 21. What are the areas of intervention of these governance missions?

	Yes, of course	Yes, a little	No, not really	No, not at all
Pedagogy				
Infrastructure				
Information System				
Communication				
Security Policy				
Steering and management				
Liaison with companies in the digital economy				
Research				



22. Beyond the functional, what does digital governance bring to your institution? Give three key words.

23. How do you define university digital governance?

24. Are you involved in digital actions outside of your institution? (For the university community)

1. Yes  2. No

25. If so, which ones?

### Contributions/Impacts of E-Management in University Governance

26. E-management allows to coordinate activities?

1. Yes  2. No

27. Is e-management an effective way to communicate?

1. Yes  2. No

28. Does e-management save time?

1. Yes  2. No

29. E-management allows you to do more tasks?

1. Yes  2. No

30. Does e-management speed up or delay decision making?

1. Accelerates  2. Delays

31. Does e-management increase or decrease concentration?

1. Increase  2. Decrease

32. Can e-management be used to transfer responsibility for a job?

a. Yes  2. No

33. Does e-management cause difficulties between stakeholders?

a. Yes  2. No

34. E-Management is a motivational lever for the staff?

a. Yes  2. No

35. Does e-management increase or decrease the performance of individuals at work?

a. Increase  2. Decrease

36. Can e-management cope with the Covid-19 crisis?

a. Yes  2. No