


# Chapter 8

## Employee Ownership in Morocco: An Exploratory Study of Its Attitudinal Effects at Work

Sara Elouadi

 <https://orcid.org/0000-0001-5412-2714>  
*Université Hassan II, Casablanca, Morocco*

### ABSTRACT

*The aim of this work is to carry out an exploratory study on the situation of employee share ownership in Morocco in order to detect the effects induced by ownership on motivation, organizational involvement, and the intention to leave. To this end, the authors have used agency theory, which offers an interesting framework for analyzing the practice of employee share ownership, and they have proposed a synthesis of empirical work on the organizational effects of property. Subsequently, they set out their empirical approach in order to explain the progress of the field survey, which relates to the description of the situation of employee shareholding in Morocco. The results obtained confirm the empirical studies analyzed and show that employee share ownership improves the feeling of belonging to the company, motivation, and organizational involvement. On the other hand, ownership makes it possible to lower the departure intention of employee shareholders.*

DOI: 10.4018/978-1-5225-8266-3.ch008

## **INTRODUCTION**

Employee share ownership is a growing practice that has developed in most industrialized and emerging countries because of its notorious and virtuous effects on the labor climate, employee attitudes and earnings sharing. This has attracted considerable interest both in academia and among politicians and practitioners.

Employee profit-sharing aims to achieve a twofold objective, the first is to provide equity financing to companies and the second is a way to better share wealth with employees. Beyond this win-win agreement between the company and its employees, the reconciliation between capital and work is in-depth and allows radical changes to be made to businesses and affect both workplace behavior and financial and stock market performance of the companies that set it up.

In Europe, employee share ownership is a firmly anchored practice and in 2018, European employee shareholding reaches for the first time € 384 billion, representing a stake in the capital of 3.11%<sup>1</sup>.

Indeed, according to the same study, nearly 87.3% of large European companies already have employee share ownership plans, with an average increase of 3% to 4% each year. And the average holding by non-executive employee reached 28,000 Euros in 2018.

And France is the European leader in the democratization of employee ownership this place is mainly due to French laws favorable to participation and tax incentives. Indeed, France is the only European country which has decreed the obligation of profit sharing for all companies employing at least 50 employees.

This mutual commitment of governments and companies in favor of the expansion of employee share ownership reflects the economic interest of the practice, which constitutes both a fair device for sharing profits and a lever for organizational behavior aimed at increasing employee inclusion, commitment and satisfaction.

In Morocco, the practice of employee share ownership remains largely unknown and companies do not easily offer capital shares to employees. Indeed, Employee shareholding operations are generally reserved for large groups and large market capitalizations. Recently, La Banque Centrale Poulair (BCP) and Attijariwafa bank are strengthening their employee shareholding through capital increases reserved for employees. At Attijariwafa bank, the share of employees is increased to 3.65% after the operation of 2.4 billion DH. The leaders highlight the desire to consolidate ties with employees and improve their sense of belonging.

Also, the Moroccan telephony leader (Maroc Telecom) announced a recent public sale offer worth 0.3% of its capital (i.e. 16.7% of the size of the operation) at a price of DH 117.7 against 125.3 DH for the general public.

16 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/employee-ownership-in-morocco/260843](http://www.igi-global.com/chapter/employee-ownership-in-morocco/260843)

## Related Content

---

### The Road Less Travelled: Challenges Related to the Work-Family Balance of Women Managers in Higher Education

Seema S. P. (2021). *Research Anthology on Challenges for Women in Leadership Roles* (pp. 245-265).

[www.irma-international.org/chapter/the-road-less-travelled/278653](http://www.irma-international.org/chapter/the-road-less-travelled/278653)

### Up a Creek without a Paddle: Teachers' Experiences of the One-to-One Laptop Initiative

Sharon Phillip, Madgerie Jameson-Charles and Margaret Cain (2017). *Assessing the Current State of Education in the Caribbean* (pp. 243-261).

[www.irma-international.org/chapter/up-a-creek-without-a-paddle/168963](http://www.irma-international.org/chapter/up-a-creek-without-a-paddle/168963)

### The Cultural Dimension of Peace Operations: Peacekeeping and Cultural Property

Jadranka Petrovic (2018). *Global Leadership Initiatives for Conflict Resolution and Peacebuilding* (pp. 84-115).

[www.irma-international.org/chapter/the-cultural-dimension-of-peace-operations/202867](http://www.irma-international.org/chapter/the-cultural-dimension-of-peace-operations/202867)

### Teachers' Professional Development in the Digitized World: A Sample Blended Learning Environment for Educational Technology Training

Emsal Ates Ozdemir and Kenan Dikilita (2017). *Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications* (pp. 681-691).

[www.irma-international.org/chapter/teachers-professional-development-in-the-digitized-world/169032](http://www.irma-international.org/chapter/teachers-professional-development-in-the-digitized-world/169032)

### University Governance and Academic Leadership Capacity Building: Perspectives of European and Chinese University Staff Members

Chang Zhu and Merve Zayim-Kurtay (2021). *Research Anthology on Preparing School Administrators to Lead Quality Education Programs* (pp. 1111-1134).

[www.irma-international.org/chapter/university-governance-and-academic-leadership-capacity-building/260466](http://www.irma-international.org/chapter/university-governance-and-academic-leadership-capacity-building/260466)