



The Role of Coaching in University Start-Up Creation: A Study of Students from Badji Mokhtar Annaba University

Hana AFIF

Mohamed Mouloud BELAID

University of Badji Mokhtar Annaba, Algeria

Valentin RADU

“Valahia” University of Targoviste, Romania

hana.afif@univ-annaba.dz

Abstract

This research paper addresses a central problem: how coaching assists university students in launching startups and transitioning into entrepreneurs. This study aims to analyze to what extent coaching contributes to helping university students start their own projects at the level of the faculty of Economics, Commerce, and Management. The study's findings highlight several key points, the most important of which is that coaching has become a path to follow, especially since it led students to adopt an entrepreneurial orientation, which also allowed them to dissipate their fear and talk about their ideas for their project. Moreover, coaching made it possible to realize the talents enabling the student to innovate in a project/create a start-up. However, the study also identifies certain shortcomings, the most important of which is that the training did not help some students to prepare their first model, and it is, therefore, advisable to subsequently train a specialized coach for each student and that he starts with him from the beginning until his idea came to fruition on the ground.

Keywords: *coaching, specialized coaching, contractors, students of the faculty of Economics, Commerce and Management.*

JEL Classification: L26, O31

Introduction

To consolidate the concepts of entrepreneurship among students and develop their entrepreneurial spirit, which will help them take the first step towards their own projects, start-up projects/mini businesses/patents, most countries are set to achieve this objective starting from universities by creating internal centers that contribute to ensuring that coaching is practiced and students are assisted. Therefore, universities have a clear role in entrepreneurship coaching and contributing to supporting project leaders. Training trainers' "coaches" to guide university students toward entrepreneurship is very important in Algeria, especially recently, where the importance of creating emerging businesses and, contributing to economic development, and achieving a qualitative leap has clearly emerged.

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Good entrepreneurship education can provide young people with the right concepts and help thousands of students develop the correct perspectives and methods of entrepreneurship. Entrepreneurial thinking and skills are among the most important skills in times of development and uncertainty. In this process, young entrepreneurship teachers can learn to develop entrepreneurial thinking and innovation ability in daily work, face various challenges and difficulties in the entrepreneurship process, and solve problems using entrepreneurial spirit and skills. These correct concepts can stimulate students' potential and creativity, allowing them to better adapt to their future career development. The coaching process contributes to helping students develop perspectives and correct entrepreneurial methods. In this process, students can apply to develop basic business projects based on market demand and the appropriate situation, improve market studies and concurrent analyses, and as financiers and other enterprises. These competencies and congratulations may help the students use their skills and entrepreneurial methods and have better chances of resuming their careers.(Liu, 2023)

This study addressed the following problem: How can coaching help university students create a start-up at the Faculty of Economics, Commerce, and Management? To address this issue, the following hypotheses were put forward:

- Coaching training enables students to recognize their unique talents, empowering them to innovate and initiate startup ventures.
- Coaching facilitates the identification of gaps in students' project ideas, enabling them to make necessary corrections and modifications.

This study aims to clarify the concept of coaching describe the reasons that encourage the process of coaching, the basic steps for this, explain the benefits and advantages of coaching for entrepreneurs, especially for people wishing to follow this approach, analyze the extent to which coaching contributes to helping university students start their own projects at the level of the Faculty of Economics, Commerce and Management.

1. Theoretical frame

The idea of training

The concept and activities of coaching emerged in the United States of America in the 1970s, but this activity continued to develop throughout the 1990s, aiming to establish it as a profession to meet the demands of the early 21st century. With the evolution of the process, numerous techniques have emerged in this field, including NLP (Neuro-Linguistic Programming) formats, AT (Analysis) formats, oriental format solutions, and various other types. It is crucial to continue developing more advanced and sophisticated technologies and methodologies. With the introduction of the concept of coaching at commercial and institutional levels, the scope of individuals involved in this activity has broadened. Coaching was previously associated with specific individual categories whose professions necessitate coaching, such as professional athletes and actors. Therefore, establishing a platform for business and coaching provides a crucial response to a prevalent need for assistance, often interpreted as individualism—distancing from group dynamics and necessitating individual problem-solving. However, this uniqueness prompts individuals to recognize their distinctiveness and manage their careers differently. Self-management is enhanced through the personalized relationship between individuals and the company.

Moreover, the distinctive nature of situations compels individuals to engage personally in their professional lives, shaping their work into something uniquely their own (Fatien, 2005).

Various coaching concepts have emerged, with coaching defined as supporting individuals or groups (teams) to develop their abilities and skills. This facilitation leads to the formulation and execution of successful strategies to achieve personal or professional objectives (*Définition du Coaching, Éthique et Déontologie*; sans date). This coaching consists of an alliance and participation between the coach and his clients in a process that stimulates and encourages reflection and creativity to maximize the effectiveness of his staff and his profession. When he is the driving force to develop a person, a team, or an organization, the coach applies the art of the relationship, which allows a person to interact with someone in a way for them. The helper carried out his project with his skills and abilities. Thus, in view of the previous definitions, coaching is a process of learning and monitoring an individual, a group of individuals, or one or more institutions to help them develop their potential, skills, and abilities on a personal or professional level or both to achieve their goals and ambitions.

Reasons for needing a coach and their role

The coach's role involves teaching individuals to pave the way for a better future. The most effective approach to addressing a person's challenges is to observe the current situation, compare and analyze it with past experiences, and extract essential lessons to avoid repeating mistakes, enhancing overall well-being. Presently, coaches aim to prepare their clients for the future by guiding them to develop their own projects, such as creating a mini-business or a startup and forming a clear vision of a promising future. This prompts the question: how can coaches achieve this? They do so by working as guides for their clients, assisting them in preparing for and navigating their unique paths (Bernard Hévin, 2007). The primary stages of the coaching process are divided into four stages, which can be summarized as follows :

- Initial Interview and Clarification of Confusion. This initial interview or meeting between the coach and the individual/team is dedicated to listening to the parties involved. The primary goal of this first step is to identify training needs while addressing specific objectives.

Definition and Setting of Objectives: In the second stage, represented by the second meeting between the coach and the interacting parties, the aim is to formulate the objectives precisely and clearly.

Development of an Action Plan. The coach and the other parties develop a practical program at this stage. These appointments are organized daily, weekly, and monthly. The agenda is clear and specific for everyone involved in each session or meeting.

- Preparation of Final Reports. In this final stage, the meeting aims to create a report on what was planned in the work plan and what was achieved. It clarifies the work still in progress and identifies issues and processes being improved.

Entrepreneur coaching and its benefits

Concerning the coaching of entrepreneurs the training of entrepreneurs, in this case, the challenge is to create a real encounter between the person and their commitments towards themselves by helping them to be at listening to its inner dimensions (values, beliefs, emotions, aspirations) that the project mobilizes, to clarify them and build the future. Entrepreneur coaching is “individual support adapted to entrepreneurs whose businesses are

in the start-up or young growth phase and who meet a specific need to acquire, develop and improve skills". On this basis, three fundamental dimensions of entrepreneurs' action can be highlighted, from which training can constitute a relevant intervention system :

The internal, subjective dimension: Entrepreneurship is a process that involves an internal dimension. It begins from within, as individuals delve into their innermost desires and aspirations to create a personal professional project. Thus, entrepreneurship becomes an expression of oneself and one's innate drive to innovate and create. As entrepreneurs embark on this journey, they shape and define themselves by realizing their ambitions. The role of the coach in this process is crucial. They guide individuals in exploring the type of leader they aspire to be, aligning their personal values with those of their company. Additionally, coaches encourage entrepreneurs to delve into the operational aspects of their projects while also considering the symbolic significance of their decisions. Ultimately, the creator's identity becomes intertwined with the realization of their final project, highlighting the profound connection between self-discovery and entrepreneurial success.

- After decision-making. Entrepreneurship is a decision-making process that largely involves the entrepreneur because the emotional commitment of the entrepreneur in his project can create difficulties in making divergent decisions. Coaching can facilitate this divergence by helping entrepreneurs find clarity in their cognitive and emotional domains. and allows the latter to work on the many sources of doubt - about oneself, about one's project in relation to one's ability to implement the project - which can affect the entrepreneur's decision-making capacity. The interest of coaching is that it develops the independence of the entrepreneur in decision-making with the double benefit that, on the one hand, it allows him to develop the skills necessary to combat frustration and doubt, and, on the other hand, it would allow him to take credit for success or take responsibility for possible failure. Thus, coaching enables the businessman to strengthen his self-confidence and his decision-making capacity, which are among the most essential qualities for the success of the project.

- Learning dimension. Entrepreneurship is a process of development and learning. The development issue can apply to both the entrepreneur and the company because the literature indicates that coaching through individual development work can serve the company. Thus, it is demonstrated that the "self-concept", defined as how the entrepreneur perceives himself, defines entrepreneurial action. However, a better understanding of an individual's abilities and skills develops through the learning process that training can support. It is this dimension of learning geared towards autonomy that makes entrepreneurship coaching specific compared to similar forms of support: guidance or advice.

Benefits of coaching for entrepreneurs:

The benefits of coaching for entrepreneurs lie in many elements, including (EUROPÉENNE, 2016, p110) :

- Coaching encourages practical learning and the ability to acquire knowledge among entrepreneurs;
- Coaching helps entrepreneurs build their self-confidence, motivate them and acquire a set of entrepreneurial skills.
- Coaching makes it possible to go so far as to improve access to resources (financing for example) and suppliers and customers.

All these benefits and advantages that coaching offers will help create and maintain institutions, increase turnover and create employment opportunities.

The advantages of coaching for individuals aspiring to venture into entrepreneurship (Clermont, 2020)

-**Listening and dialogue:** specialized or tailor-made coaching allows creative people who feel alone to break out of their isolation. Indeed, some entrepreneurs cannot communicate with anyone about their project (spouse, family, friends, etc.), so hiring a coach specializing in organization creation can solve this problem. In addition to the psychological aspect, which has a significant impact on the life of the project leader, because the feeling of loneliness can lead him to make bad decisions (he is very withdrawn in himself) and not take sufficient takes the world around him into consideration, and the coach can then act as a “counter-power which leads the entrepreneur to question himself and obtain the necessary confidence which allows him to embark on the creation of his own project.

- Realize your personal skills. A coach does, in a way, the same job as a sports trainer. His role is to highlight the creative talents hidden within him. Many entrepreneurs do not feel talented enough to take the initiative and create their own business, even if they are capable. That is why the specialized coach helps them realize their own talents, and they can thus innovate a project or create a startup.

- Building a long-term vision. The intervention of a business creation coach allows many entrepreneurs to build their approach by acquiring a long-term vision - a particular perspective -which helps the individual to know where to start and how to do it, and in what order they should take the steps. What steps should you follow? How to make a good business plan? When do you submit your financing requests? There are many questions to which the coach can provide answers and will motivate the project leader until he discovers (or rediscovers) himself. The goal, in addition to the above, is to ensure an almost perfect match between the nature of the project and the creator's profile (skills, qualities, experience, etc.).

- Make the right decisions. Like a consultant, the coach will be able to help individuals who wish to create their own project to make the right choices and decisions. This helps to ask the right questions and provide appropriate answers. The goal of all this is to encourage the new entrepreneur to think to ensure that he makes the right choices and considers all the alternatives available to him.

2. Application framework

Coaching students to obtain a business creation certificate

After learning about the concept of coaching, its steps, and benefits, we turned our attention to how to coach university students and make them future entrepreneurs. In this aspect, we will approach the study of a sample of university students from Badji Mokhtar University - Annaba - who received training on the creation of a start-up.

The Minister of Higher Education and Scientific Research approved Resolution No. 1275, dated September 27, 2022, specifying the modalities for preparing a final dissertation project to obtain a university degree - emerging institution by students of higher education institutions. A detailed explanation of the desired objectives of this process, and the purposes. This project mainly aims to train a generation of students based on the spirit of entrepreneurship and to create a new generation of entrepreneurs who have the desire and want to manage businesses and develop companies and enterprises based on innovation to

create wealth and jobs instead of look for them, to work Find technical, technological or digital solutions for institutions (Ministère de l'Enseignement Supérieur et de la Recherche Scientifique, 2022).

Obtaining a university degree - a start-up business requires a set of coaching programs in business plan preparation intended to support enrolled students in their preparation, which ends upon obtaining their degree by completing a memory transferable to a start-up business. This process includes bachelor's, master's, and doctoral students. Students in this project also received formative coaching classes and applied for work in field workshops on business models and management, entrepreneurship, e-marketing, finance, and accounting (1275, 2022).

A student at the end of his school career and who has an idea that can be transferred to a start-up organization has the right to be supported by a university incubator and to have his dissertation discussed to obtain a university diploma. for a start-up organization. This project can also be carried out by a work team composed of small groups, from 2 to 6 students from different specializations and faculties, after their final dissertation has been discussed by a joint evaluation and scientific dissemination committee composed of the tutor, a member of the university business incubator or the entrepreneurship house, and a representative of the economic and social partners. At the end of their university studies, the student receives an emerging business diploma and a badge - Label - an innovative project. The administration of university business incubators is responsible for supporting projects that have received the "Label" label - innovative project, to transform them into emerging establishments having obtained the "label" from the National Committee for awarding this mark to enter the distinguished projects in a national competition of the best-emerging establishments, and to promote these winning projects. With the financial support of the Ministry of Higher Education and Scientific Research and economic and social partners.

As part of enacting Resolution 1275, and at the level of Badji Mokhtar Annaba University, the university has formed teams of professors specialized in entrepreneurship, financing, marketing, and accounting to train university students at the bachelor's level (third year), master's and doctorate level, and this at the level of all faculties. As for the training processes that specialist trainers were required to train university students, they were as follows:

- Explanation of Resolution 1275 issued by the Ministry of Higher Education and Scientific Research;

- Guide the student through the process of preparing the cost structure, which serves as the project's financial assessment, detailing the anticipated expenses and the projected income.

- Assist students in identifying the customer segments targeted by their project, helping them determine the specific demographic or market groups their project aims to reach.

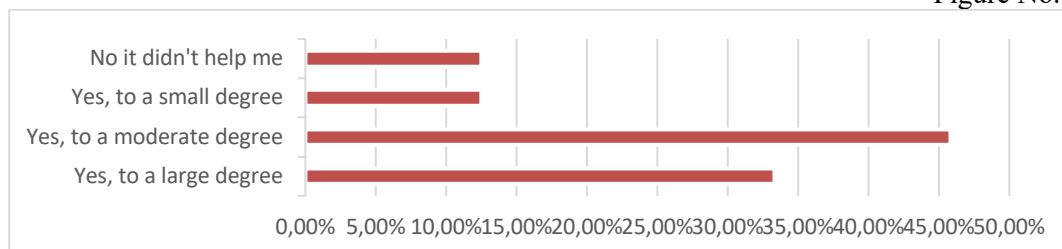
- Provide guidance to students on creating the Business Model Canvas (BMC) economic model for their projects. This model acts as a comprehensive overview, often called the project mirror, encapsulating all essential elements such as the company's cost structure, revenue streams, strategic partners, distribution channels, customer relationships, targeted customer segments, and key resources necessary for project implementation.

- Offer support to students in developing a tutor model tailored to their project's needs and goals. To assess whether coaching contributed to students realizing their talents and venturing into entrepreneurship to establish startups or mini-businesses, as well as to

determine if the college provided training on these elements, a questionnaire was distributed among project leaders within Badji Mokhtar Annaba University's Faculty of Economics, Commerce, and Management. The study collected and analyzed a total of 70 questionnaires. The questionnaire includes the following questions:

Question 01. The specialist coach helped you understand Resolution 1275 regarding obtaining a start-up certificate/patent. The answer was:

Figure No. 1

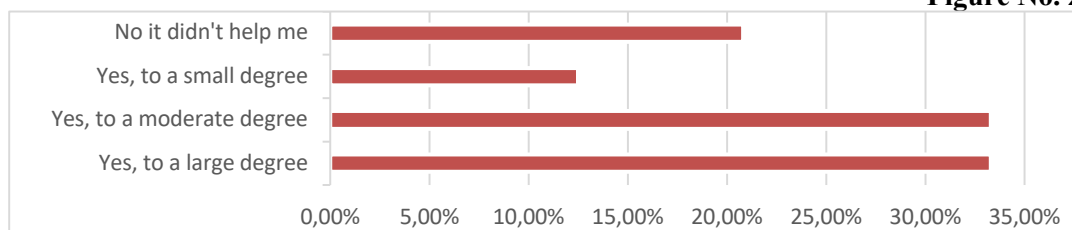


Source: Prepared by researchers based on the results of the questionnaire

The students' feedback indicated that the coaching provided by specialized coaches significantly aided their comprehension of Resolution 1275 regarding obtaining a business creation certificate/patent. Specifically, 33.3% responded affirmatively to a large extent, while 45.80% indicated a moderate level of understanding. A smaller percentage, 13%, reported only a slight improvement in understanding, and the same percentage expressed that the coaching did not assist them. These results underscore the overall effectiveness of the coaching process in enhancing students' knowledge of Ministerial Resolution 1275, established by the Algerian state to facilitate the creation of businesses by young entrepreneurs.

Question 02. Coaching helped you eliminate the fear of disclosing your idea and starting your own project. It is shown in the following figure.

Figure No. 2

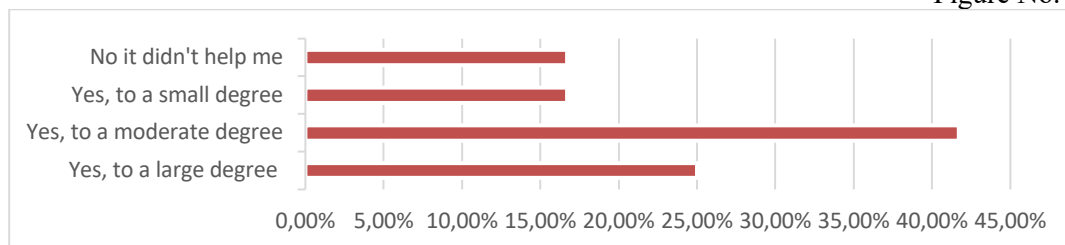


Source: Prepared by researchers based on the results of the questionnaire

The analysis of students' responses to the second question reveals that 33.3% responded affirmatively largely and a moderate extent, while 12.5% indicated a slight improvement. Conversely, 20.8% marked the "No, this did not help me" option. Consequently, it can be inferred that 66.6%, or more than half of the respondents, acknowledged that the coaching process aided in alleviating their fears. This support enabled them to overcome their isolation and share their startup creation project ideas.

Question 03. The coach helped you develop your creative ideas and determine the added value of a startup project, and you answered like this:

Figure No. 3

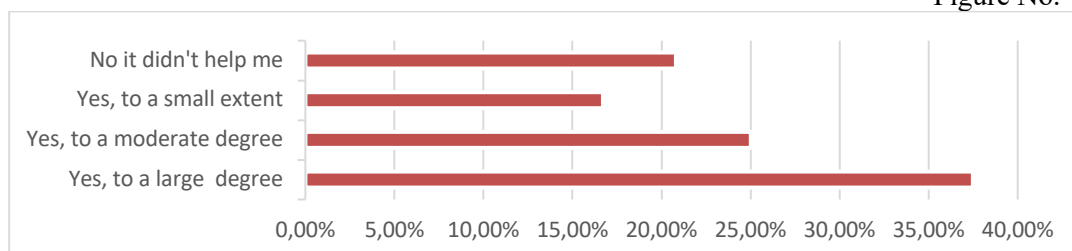


Source: Prepared by researchers based on the results of the questionnaire

The analysis of responses revealed that 16.7% of students felt the coach did not aid in developing their creative ideas or determining the added value of a startup project. Similarly, another 16.7% reported only a slight improvement in this regard. However, 41.7% indicated moderate assistance from the coach, and 25% stated significant help. Overall, it can be concluded that most students, accounting for 66.7%, benefited from the coach's guidance, enabling them to refine their ideas and articulate the unique value propositions of their respective projects. This outcome supports the validity of the first hypothesis.

Question 4. The coach helped you understand the gaps in your project idea, allowing you to modify it. The answer is presented in the following figure:

Figure No. 4

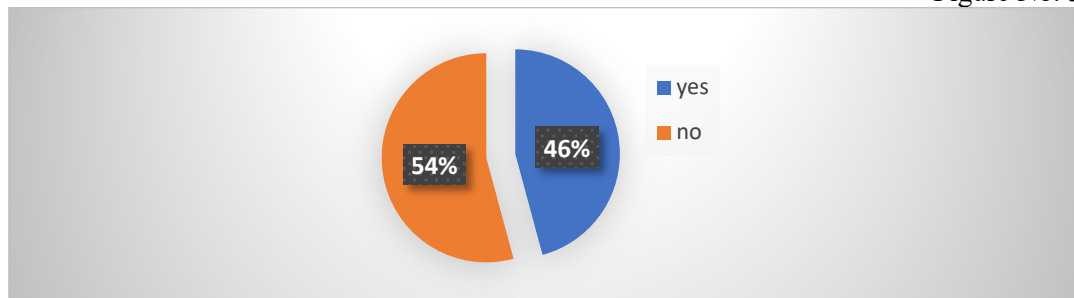


Source: Prepared by researchers based on the results of the questionnaire

Analysis. Based on the provided figures, 37.5% of respondents indicated significant assistance from the coaching process, while 25% reported moderate help. Additionally, 16.7% expressed minor improvement, and 20.8% stated that the coaching did not aid them. These percentages indicate that most students benefited from the coaching, including guidance on identifying gaps in their project ideas. This assistance enabled them to refine and enhance their concepts, making them more viable for implementation. This outcome supports the validity of the second hypothesis.

Question 05. Specialized coaches have trained you on how to prepare the cost structure of your project. The answer was:

Figure No. 5

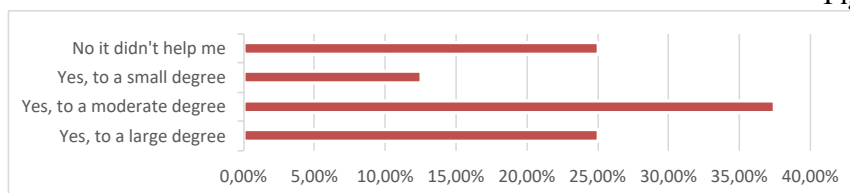


Source: Prepared by researchers based on the results of the questionnaire

Analysis. According to Figure 5, the results of the students' responses indicate that 54.2% stated that the coaches did not guide them in preparing the cost structure of their project, whereas 45.8% answered affirmatively. This suggests that a significant portion of the students, more than half, did not receive explicit instruction on how to develop the cost structure to assess whether the projected revenue would cover the project's expenses.

Question 06. Coaching helped you determine the target group for your startup project. The answer to this question appears in the following figure:

Figure No. 6

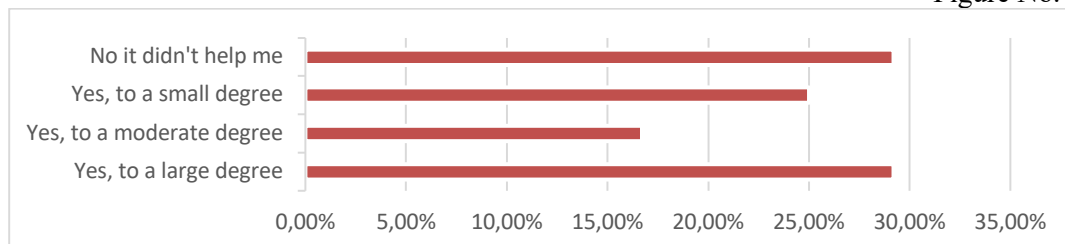


Source: Prepared by researchers based on the results of the questionnaire

Analysis. The responses indicate that 25% of students strongly affirmed that coaching significantly aided in identifying the target group for their startup project. Additionally, 37.5% reported moderate assistance, 12.5% noted slight help, and 25% stated that coaching did not assist them. Consequently, it can be concluded that a higher percentage of students benefited from the training in identifying their target group than those who did not. This demonstrates that through coaching, students could discern the specific category of customers for their product, enabling them to progress incrementally towards completing their project. This process is instrumental in clarifying the establishment's image and purpose.

Question 7. The specialized coaches helped you prepare the economic model BMC of your project. The answer is shown in the following figure:

Figure No. 7

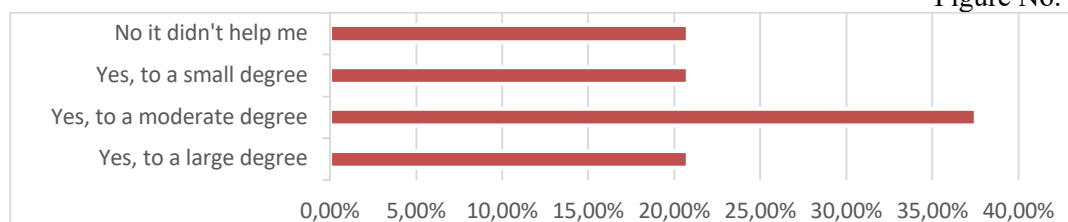


Source: Prepared by researchers based on the results of the questionnaire

Analysis. The results of the students' responses indicate that 29.2% responded "yes" to a large extent, with an equivalent percentage answering "no, did not help me." Additionally, 25% indicated "yes" to a small extent, while the same percentage responded "to some extent." Furthermore, 16.7% reported "yes" to a small extent. These findings suggest that, on average, students benefited from the coaching process, particularly in terms of assistance with preparing their project models. This indicates that the specialized coaches encouraged students to independently prepare their models, ultimately aiding them in establishing their own organizations in the future.

Question 08. Coaching helped you make appropriate choices and decisions. The answer to this question appears in the following figure:

Figure No. 8

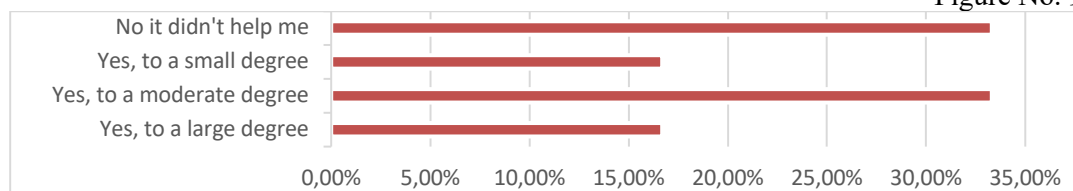


Source: Prepared by researchers based on the results of the questionnaire

Analysis. Based on the data presented in the figure, it is evident that 20.8% of responses were evenly distributed among "Yes to a large extent," "Yes to a small extent," and "No, this did not help me." However, the highest percentage, 37.5%, indicated that the training process assisted students in making appropriate choices and decisions to a moderate extent. This suggests that the coaching process primarily benefited students by fostering reflection and ensuring they considered all available alternatives, ultimately enabling them to translate their ideas into practical implementation.

Question 09. Coaching helped you prepare the first prototype, and this is shown in the following figure:

Figure No. 9

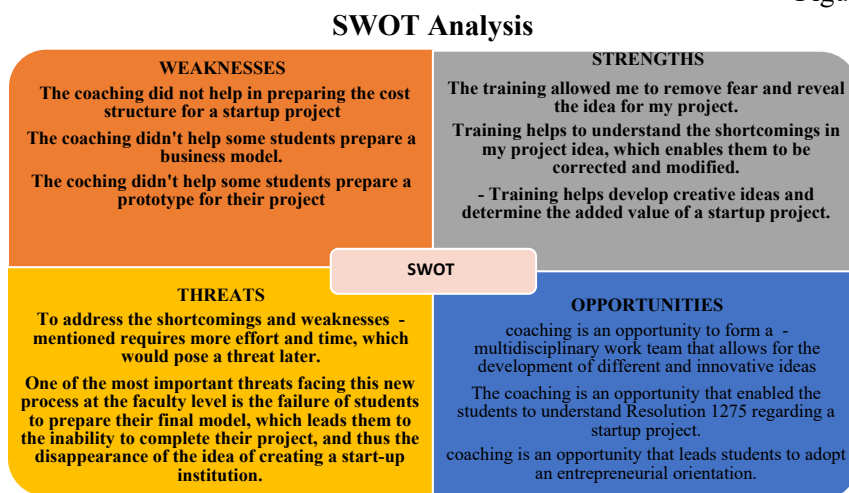


Source: Prepared by researchers based on the results of the questionnaire

Analysis. The results from the students' responses to question 09 of the questionnaires reveal that coaching aided 16.7% of students significantly in preparing the initial model of their projects, with an identical percentage reporting slight assistance. Additionally, 33.3% noted moderate help, while another 33.3% stated that coaching did not assist them. From these findings, it can be inferred that the percentages are consistent across different levels of coaching assistance. This suggests that coaching is beneficial for students in initiating the development of their project prototypes. Moreover, it highlights that the effectiveness of coaching depends mainly on the skills and efforts of the individual student rather than solely on the training provided. Through the results obtained from the questionnaire, we can analyze the strengths and weaknesses of the coaching process among

students in the faculties of Economics, Commerce, and Management and identify the resulting opportunities and threats using a SWOT analysis, as follows:

Figure No. 10.



Source: Prepared by researchers based on the results of the questionnaire

Conclusion

Coaching has emerged as an essential tool for students aspiring to launch their own projects, particularly considering the high failure rates observed among those who embark on entrepreneurial ventures without adequate project creation knowledge or understanding. Recognizing this trend, universities have increasingly embraced the concept of entrepreneurship across all fields and specializations, fostering the development of students' entrepreneurial spirit. Throughout this study, a series of significant findings were obtained, which are as follows:

- Coaching is an opportunity that allows students to understand Resolution 1275 concerning a startup project.
- Coaching is an opportunity that leads students to adopt an entrepreneurial approach and also allows them to remove fear and disclose the idea of their project.
- Coaching facilitates the discovery of individual talents that empower students to innovate and embark on projects or startup ventures.
- Coaching aids in identifying gaps within a student's project idea, providing an opportunity for correction and modification.

This study also revealed certain limitations in the coaching process implemented at the college level, notably the inability of some students to receive adequate support in preparing the cost structure of their projects and in developing the foundational business model necessary for launching a business. It is imperative for universities to acknowledge these shortcomings and make concerted efforts to address them, ensuring a smoother implementation of coaching practices. Assigning a dedicated specialist trainer to each student individually could be a proactive step in overcoming these challenges and providing tailored support to meet students' specific needs.

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