




## The role of university incubators in attracting and framing competencies and inovated projects

### “case stady of m'sila incubator”

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### Abstract:

This research paper aims at taking knowledge of the role of the university incubators in framing and accompaying competencies in order to create startups furthermore,to shade light on services offered for the incubated students through m'sila incubators,in its capacity as the most dynamic incubator at the national level ,some of the most important of its activites and the different patents and label certaficates have been highlighted . Among the most important results of the studies, the experience of the m'sila incubator was obviously very successful, the fact that its director was nomined at the top of the national coordination commitee to follow UP inovation and university incubators where this commitee was founded in sptember 27<sup>th</sup>, 2022and which ensures the implementation of the ministeriel decesion12/75.

**Key words:** competencies, business incubator, innovative projects, start-ups.

**JEL Classification Codes:** M12 . M13

### **Introduction:**

Since 2019, Algerian universities have witnessed the creation of many business incubators, and these latter have been entrusted with developing, accompanying and framing innovative ideas, and accompanying entrepreneurs in establishing their institutions. Business incubators are also considered a link between the university and its external environment through the vital and effective role in overcoming the obstacles faced by the various bearers of innovative ideas and competencies, including researchers and owners of the start-ups.

Through the importance given to business incubators, the strength of their outputs, which are driving the promotion of economic development in the first place, through the supervision and accompaniment of various innovative projects and the development of competencies of students, researchers and professors.

**The problematic of the study:** What is the reality of framing competencies in the business incubator of the University of M'sila?

Through the main problematic, the following sub-questions can be asked :

- 1- What is the concept of competencies?
- 2- What do we mean by M'sila University business incubator?
- 3- What is the extent of the business incubator's contribution to the framing and the development of competencies?

### **Study hypotheses:**

- Competencies are a link between individual characteristics and acquired skills.
- The University of M'sila business incubator is a link between the university and its external environment.
- The University of M'sila business incubator seeks to advance development by framing, developing, attracting and protecting competencies.

### **Objectives of the study:**

The study aims to know the business incubator of the University of M'sila and the pioneering role it plays in the university community by supporting the competencies of students, researchers and professors, and the various activities, events

and mechanisms used to overcome obstacles in front of them and materialize their ideas.

This guarantees the success of the relationship (Win-Win) for all the actors, whether the university or the qualified specialists, leading to economic development.

**The importance of the study :**

The importance of the study lies through the role played by the M'sila University business incubator in framing and developing the competencies incubated within it, and the resulting major effects on the university as a whole.

**Methodology applied:**

The study plan was divided into the following components.

**The first axis :** the conceptual framework of competencies

**The second axis :** theoretical concepts about business incubators.

**The third axis :** the role of the M'sila University business incubator in framing and developing competencies

**1. The concept of competencies :**

Defined by Jean-Marie Peretti in his book Human Resources Management for the year 2018 as "a set of knowledge and skills of an individual or group, endorsed by professional expertise or achieved results, which can be mobilized at the appropriate time" (Peretti, 2018).

It was also defined as "a process of mixing knowledge, practices, expertise and behaviors that are applied within a specific framework accurately." (Meignant, 2000, p110)

It has been defined on the basis of "the ability to mobilize by collecting and coordinating resources within the framework of a specific work process in order to achieve predetermined results." (Philippe Lorino 2003, p 67.)

It is also defined as "the ability to apply knowledge, understanding, and technical and intellectual skills to perform effectively in accordance with the standards required at work." (Lou vain beirendonck, 2004, p16.)

Through what has been mentioned, it has becomes clear to us that competence is a combination or mixture of knowledge represented in the following table:

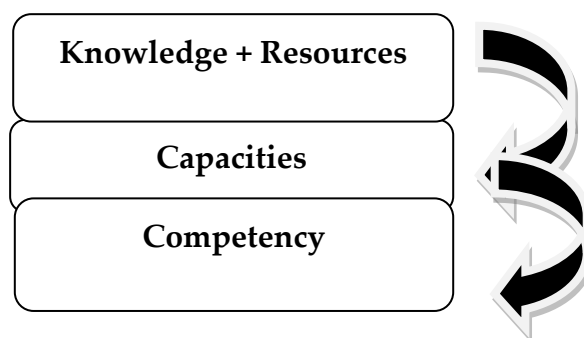
**Table ( 01) : Comptency dimensions**

<b>Competency</b>		
<b>Theoretical knowledge</b>	<b>Scientific knowledge</b>	<b>Behavioral knowledge</b>
An organized set of information integrated into a frame of reference that allows an individual to carry out activities in a particular context.	The ability to conduct work in a tangible manner according to a predetermined process and objectives.	It is a set of abilities necessary to know how to deal or move in a specific professional environment, which includes behavior, identity.

**Source:** Prepared by researchers based on knowledge of the subject.

In addition to the above, we note out that there is a great similarity between competencies and the two terms ; capacities and resources ; the following figure shows us each concept:

**Figure (1):** The relationship of competencies with capacities and resources.



**Source:** Prepared by researchers based on knowledge of the subject.

Upon this figure, it has become clear to us that the availability of resources and knowledge and their application necessarily brings about to the emergence of the capacity and the use of this latter in order to achieve goals ; giving us what is called competence.

So, after clarifying the most important similar terms and highlighting the differences between them, it is worthwhile to develop a comprehensive definition of competence.

It is a set of natural and acquired variables of knowledge, skills, experiences, personal traits, resources, values and culture that can be measured and observed in the activity and put into work by integrating them with each other and developing them through training and motivation into distinct capabilities that help the individual and the group in performing the tasks assigned to them and achieving the goals of the institution.

**2- Characteristics of competencies:** they can be identified as follows: (Muhaibel Wissam, 2019, p. 246.)

- Its concept is based on the individual, not on the position.
- It is not performance, but is considered one of its components.
- It is not the activity, but it allows the activity to be carried out.

Its characteristics were mentioned by "Anne Dietrich " and others as follows :

- With a purpose: It is scientific or functional knowledge used to achieve a specific goal.
- Acquired : We may become competent by acquiring competence through instruction in school, in the workplace, through orientations, or by the behavior itself.
- Some competencies can only be demonstrated by the individual's implementation of a specific job.
- It is a set of structured knowledge organized according to ranks and relationships.
- Competencies are comprehensive and integrated, as they form knowledge, skills and tendencies and integrate them with each other.

(Anne Dietrich et al., Paris, 2010.)

### **3- Types of competencies:**

The researchers differed in developing a specific classification of competencies due to the different standards adopted and the different uses in the institution and its strategy.

It has been classified as follows :

#### **3-1- Individual competencies :**

It means that the individual takes the initiative and assumes responsibility in the various professional situations that he encounters while performing his work, which is a set of knowledge, work capacities and structured behaviors according to a specific goal and within the framework of a specific situation.(Abdelmalek Jejeeq, Sarah Obeidat, 2014, p. 131.)

And there are those who defined it as "the integration and coordination of skills, knowledge and individual characteristics" (Clandé lévy-leroyer, 2009, p 131,132).

Individual competencies are a link between the individual and his tasks, and these competencies may take several forms, as shown in the following table:

**Table ( 02) : Individual Competencies**

Individual Competencies				
behavioral competencies	Technical competencies	Relational competencies	conceptual competencies	Administrative competencies

**Source:** Researchers' diligence based on knowledge of the subject.

Sandra Bellier defines behavioral competencies as: "a set of special competencies that allow an individual to adopt behaviors that are satisfactory to the organization."

*(Bellier Sandra, 1998, p. 96)*

- As for the technical competencies, they are those competencies that are characterized by the facility of description and measurement. It is sufficient to prepare all the technical competencies required for a specific job or role. **(Lamrani Nasima, 2018, p. 14.)**
- Relational competencies : These are the competencies that include the various characteristics and relationships that link the members of the same organization.
- Conceptual competencies : have an advisory nature, their aim is to assist in making decisions, and their relationship is direct with the higher level of the organizational hierarchy.
- Administrative competencies : These are the competencies that all managers must possess, whether they are in upper, middle, or lower management. They give the manager the ability to manage his group effectively.

### **3-2- Collective competencies :**

These competencies arise within the framework of the work group, as the individuals working in it contribute with their individual competencies and are related to the predetermined goals.

"Houg Nord " believes that collective competence is more than a conglomeration of knowledge, capacities and attitudes possessed by members of the group.

**(Lou vain beirendonck, 2004, p16.)**

“Guy Le Botterf” asserts that it is necessary to “treat collective competence as collaboration rather than aggregation” (Guy Le Botterf, 2008, p 97).

We also point out in the same context that collective competencies contribute to the emergence of strategic competencies through developing teams, distributing resources, and mobilizing practical and functional management.(Cécité de Joux et Anne Dietrich, 2005 , p 110)

**4- The importance of competencies:**

Competencies are of great importance at all levels, starting with the individual, then the group, and up to the institution. The following table shows their importance:

**Table (3): The importance of competencies.**

<b>Competencies</b>		
<b>At the individual level</b>	<b>At the Collective level</b>	<b>At the institution level</b>
- Protects the individual from the risk to loose the job. -- With the Corona crisis and at a time when the phenomenon of excess numbers of certificates is widespread, the latter does not guarantee obtaining a position.	- Contribute to resolving conflicts between individuals. - Achieving creativity at the collective level. - The diversity of competencies and their integration among them helps the transfer of experience.	- The institution helps to obtain innovations and patents. - An institution is a set of competencies accumulated over time. - The challenge of institution is to make good use of its set of competencies.

**Source:** Researchers' diligence based on knowledge of the subject.

**4.1- Definition of business incubators :**

There are many definitions about business incubators among researchers and international bodies, including the following :

The American National Business Incubation Association defines business incubators as: “bodies that aim to assist emerging innovative institutions and new entrepreneurs and provide them with the means and support necessary to overcome the burdens of the start-up and establishment stages. (Ayash Zoubir, Biudab Siham, 2019, p. 120.)

ESCWA defines a business incubator as "an integrated package of services, facilities, support and advisory mechanisms that are provided for a specific period of time."

(Khatiri Wahiba and others , 2020, p. 132)

It can also be defined as "à set of services and mechanisms of support and consultation provided by an existing institution that has experience and relationships."

**(Bedaria Houria , Ben Hamadi Abdelkader , 2020, 294)**

As for the Director of the M'sila University Incubator, in his capacity as an expert in the field of business incubators, he defined it as follows: "The business incubator seeks to employ start-ups during the incubation period, it also seeks to attract, support, supervise and accompany holders of innovative ideas, develop their competencies, help them accomplish business plans, provide specialized training, and make logistics services available to holders of innovative projects, which helps them produce prototypes." **(Interview, 2021).**

From the foregoing, business incubators can be defined as an integrated system of activities that provides all means from a suitable equipped place, which has all the caapcities required to start the project. The incubator also has a network of relationships and contacts with its external environment, and it is supported by practical scientific expertise that provides all kinds of support necessary to raise the success rate of each of the institutions annexed to it and the bearers of innovative ideas and projects and competencies in various fields.

Through the various definitions, we see that business incubators work on:

- Supervising and developing the incubated competencies.
- Increasing the success chances of startups.
- Providing an integrated package of services and support mechanisms during a specific period.
- Providing guidance, recommendations and directives through the various activities, forums and training courses that it conducts.
- Helping distressed institutions by giving field solutions.

#### **4.2- Types of business incubators:**

Business incubators are classified into several categories, including:(**Shaima Ahmed Hanafi, 2020, p. 04.**)

**A- Classification of business incubators based on legal status (ownership) :**

- Governmental business incubators : owned and funded by the state. Its main objective is to promote economic development efforts and develop competencies.
- Private business incubators : owned by the private sector, aiming at gaining profit, and funded by private parties, investors or industrial companies.
- Various business incubators : They are jointly owned by the government institution and the private sector. Usually, the state finances their establishment, and the private sector is entrusted with providing expertise and consultations.
- Incubators associated with universities and institutes : They are incubators established by universities and educational institutes or by some private bodies such as chambers of industry and commerce, international associations and institutions.

**B- Classification of business incubators according to the targetedsector :**

- Public business incubators : do not target a specific sector or specialize in a specific activity, as they aim at achieving comprehensive economic development.
- Specialized business incubators : concerned with developing some aspects of economic activity by targeting a specific sector.

**C- Classification of business incubators according to the purpose for which they were established :**

- Local incubators : aiming at exploiting specific local resources to establish small and medium enterprises.
- Regional incubators : covering a specific geographical area with the aim t investing human energies and serving a specific segment of society.
- International incubators : working to attract foreign capital, manage technology transfer operations, and encourage export operations abroad.
- Virtual Incubators : All incubator services are provided through the Internet.

**4.3-The importance and objectives of business incubators: (Khadija Lahmar, Ali Khalifi, 2016, p. 94.)**

Business incubators of all kinds perform several tasks that cover a strong impetus for the incubators, whether they are institutions or owners of innovative projects, the most important of which are:

- Developing and framing the capabilities of qualified people
- Providing scientific explanations and feasibility studies for small and medium enterprises.
- Linking emerging and innovative projects to productive sectors, market dynamics and requirements.
- Providing job opportunities for those who wish to be real businessmen, especially graduates of university studies.
- Linking small industries with each other to achieve industrial integration.
- Establishing new creative projects and assisting in expanding existing projects.
- Helping innovators transform their ideas into marketable products, models and processes.
- Business incubators work to solve the problems that new projects are exposed to, which are represented in :
  - Poor marketing experience.
  - High production costs.
  - Assistance in the completion of the business plan and access to available financing sources.

#### **5- Definition of M'sila University Business Incubator:**

The business incubator at the University of M'sila was established pursuant to Ministerial Resolution No. 182 of May 27, 2019, as it is considered the first business incubator within the university at the national level, followed by some universities such as the University of Blida, Guelma, Ouargla and Boumerdes, administratively belonging to the National Agency for the Valuation of Scientific Research and Technological Development Results "ANVREDET" Affiliated to the Directorate of Research within the Ministry of Higher Education and Scientific Research (DGRSDT), it

is managed by the director of the incubator, who is appointed by the university administration and sends his file to the National Agency for the Valuation of Scientific Research and Technological Development Results. The director of the incubator has the power to form a project selection committee that includes a group of professors who work to select and accompany various projects and ideas of qualified young entrepreneurs.

The incubator Directorate is also working on forming the board of directors, which consists of:

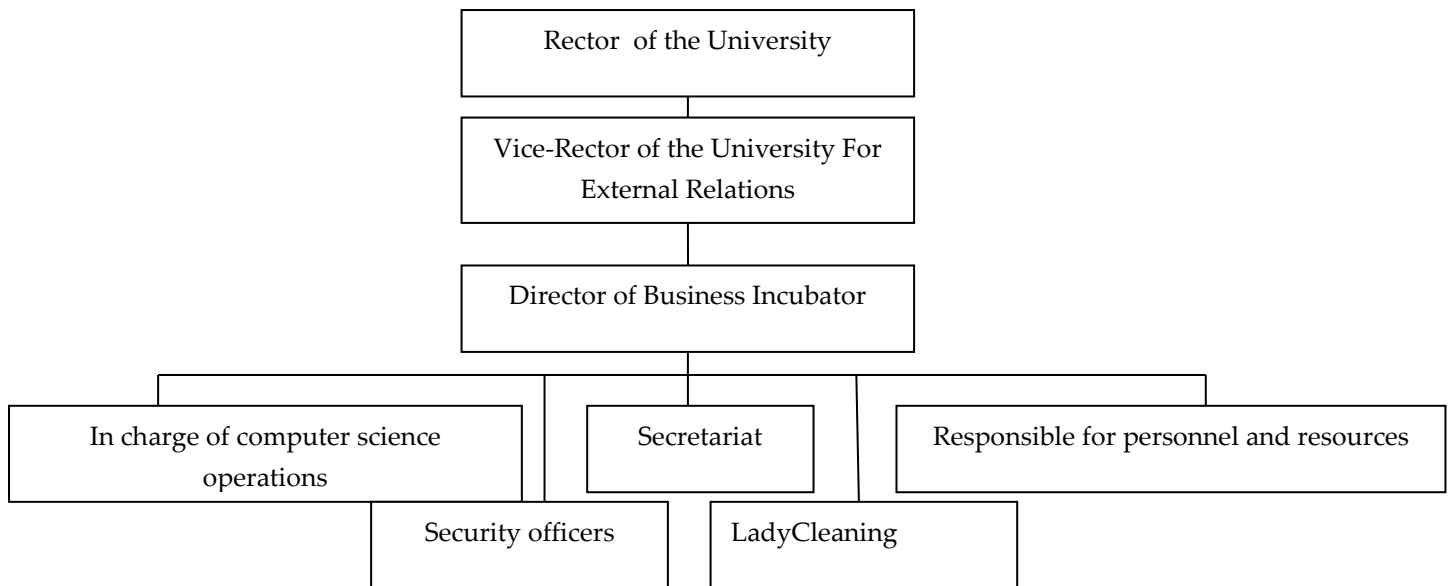
- + Incubator Director.
- + Vice President of the University for External Relations.
- + ANVREDET representatives
- + Directorate of Industry and Mines.
- + National Employment Agency.
- + Representatives of the economic institutions of the university's partner.

### **5.1--The organizational structure of the University of M'sila business incubator.**

The organizational structure of the business incubator consists of three levels : the board of directors, the director, and the projects approval committee, so that the incubator director is considered primarily responsible for it and is assisted in his duties by a technical administrative staff that includes each of the accountant, the personnel responsible , the person in charge of the computer science operations, and a secretariat.

The following figure shows what has been mentioned.

Figure 2: The organizational structure of the University of M'sila business incubator.



Source: From M'sila University business incubator documents 2023

## 5.2- The objectives of the University of M'sila business incubator :

The objectives of the M'sila University Business Incubator are materialized through its strategic vision, which is translated into short, medium and long term goals, the most important of which are:

- It is interested in business leaders with university competencies, students, researchers and professors, by providing an appropriate and fertile environment for the embodiment of their ideas and projects.
- Framing and developing the competencies, skills and creativity of the owners of new projects, including students, researchers and professors.
- Increasing the chances of success of new projects.
- Linking small industries with each other to achieve industrial integration.
- Transforming research and studies into projects and products that can be marketed.
- Providing the infrastructure of industries feeding large projects.
- Accompanying and framing all innovative ideas of students.
- Transforming unemployment in society into an economic force capable of giving and providing jobs.

The strategic and pivotal goal of the incubator is to achieve the principle of social development through the economic development of the members of society and the transformation of unemployment into an economic force capable of giving and providing jobs.

### 5.3- The most important programs and activities carried out by the M'sila University business incubator.

The objective of all training programs , activities, events, seminars and awareness days supervised by the business incubator for various groups are students, researchers, ideas bearers or graduates, and even economic operators to support them, whether with the necessary expertise or with the necessary techniques and information, to make their projects a success in the first place and then protect them, and among the most important programs and activities The incubator are as follows :

- Training Programs: The M'sila University Business Incubator proposes four programs for four different categories.

- Activities of M'sila University business incubator:

We review the most important activities carried out by the incubator since its establishment in the following table:

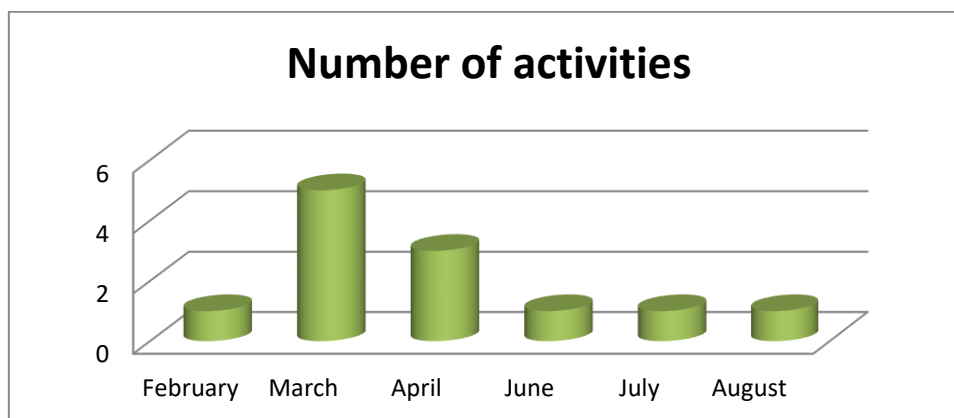
**Table (4): The most important activities of the M'sila University business incubator 2020**

Date	Activity
2020/02/05	The participation of the incubator in the national symposium on entrepreneurship in Algiers.
2020/02/12	Participate in the study day organized by the State Directorate of Industry and Mines and giving a speech
2020/02/20	Organizing a national seminar on creating websites.
2020/02/22	Conducting workshops for researchers in the field of robotics.
2020/02/24	Organizing a training seminar on how to register patents.
2020/03/10	Organizing a national symposium on: Today's student, tomorrow's business leader
2020/03/11	Participation in the IDTOUR competition organized by the National Agency for the Valorization of Research and Technological Development.
2020/03/22	Participation in the production of the disinfectant used against the spread of the Corona epidemic.
2020/04/01	Participation in the first FM radio channel and national television.

2020/04/02	Organizing a workshop on leadership training, entrepreneurship and digital marketing strategies.
2020/04/10	Organizing a virtual national symposium on how to contribute to reducing the Corona pandemic.
2020/06/05	Organizing a virtual symposium on the occasion of World Environment Day.
2020/06/09	Participation in a virtual national symposium of Relizane University on ways of economic recovery after the Corona pandemic.
2020/06/14	Participation in the National Entrepreneurship Forum at M'sila University
2020/07/08	Organizing a virtual international conference on the role of startups in achieving economic take-off.
2020/08/04	Participation in the national competition to select the best innovative idea at the University of Blida and the obtaining of the second place.

**Source:** From the diligence of researchers based on data from the business incubator of the University of M'sila 2020.

**Figure (4):** A graphic showing the activities of the incubator for the year 2020



**Source:** From the diligence of the researchers based on data from the business incubator of the University of M'sila 2020.

Through the graphic, it is clear to us that the activities of the M'sila University business incubator were fluctuating due to the large spread, as in the year 2020 the largest number of infections with this virus was recorded, and this negatively impacted the university in general and the business incubator in particular. Nevertheless, the business incubator overcame the challenges and organized and participated in several events via various teleconferences applications.

**Table (5): The most important activities of the University of M'sila business incubator 2021.**

Date	Activity
2021/02/24	Participation in the international meeting organized by a laboratory for research and studies in the new media, which decreed by the digital identity of the academic researcher.
2021/03/04	Organizing a session within the National Institute of Industrial Property (INAPI) on how to register patents.
2021/03/07	Organizing a training day on project management.
2021/03/10	Organizing a competency development session on how to present your innovative project.
2021/03/10	Filing 20 patent applications at the INAPI level
2021/03/12	The business incubator ranked first nationally in terms of the number of patents filed.
2021/04/12	The incubator welcomed the departmental director of the National Agency for Entrepreneurship Development.
2021/04/15	Organizing a 15-day and about 100-hour training course for startup owners.
2021/04/19	The incubator obtains the Label mark, and is considered the first incubator to obtain the Label mark for an innovative project.
2021/06/09	The business incubator, in partnership with the province of M'sila, organized the Innovation University event.

Source: Prepared by the researchers based on the documents of the M'sila University business incubator.

#### 5.4- The number of projects according to the specializations that the incubator is working to accompany, supervise and develop their competencies:

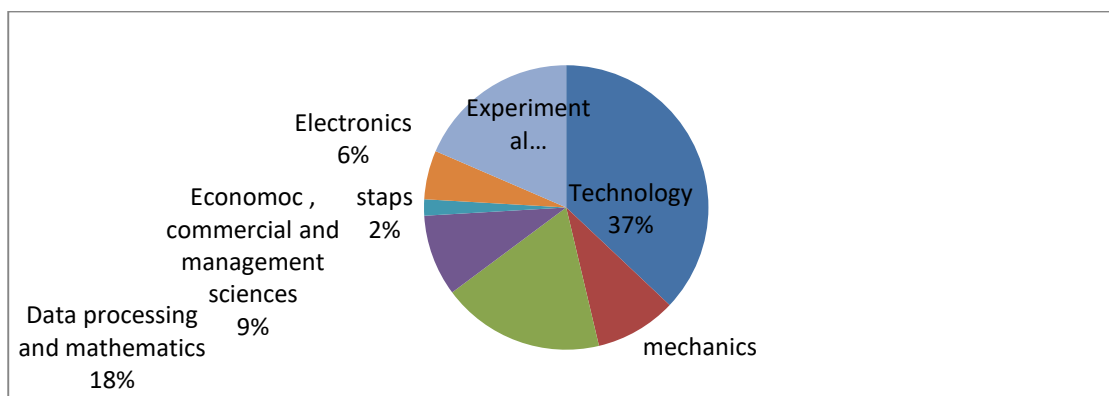
Recently, the incubator has been working to accompany and develop the competencies of several specializations that are of articulated technological nature. The following table shows the aforementioned:

**Table (6): Number of projects by incubated specializations.**

Experimental sciences	Electronic	staps	Economic, commercial and management sciences	Computer science and mathematics	Mechanical	Technology	specialization
10	03	01	05	10	05	20	number

Source: From the diligence of researchers based on data from the business incubator of the University of M'sila 2021.

**Figure (5):** A relative circle representing the percentage of projects according to the incubated specialties.



Experimental sciences :19% - Technology : 37% - Electronics : 6% - satps : 6% - Economic, commercial and management sciences : 9% - Computer science and mathematics : 18% - Machanics : 9%

**Source:** From the diligence of the researchers based on data from the business incubator of the University of M'sila 2021.

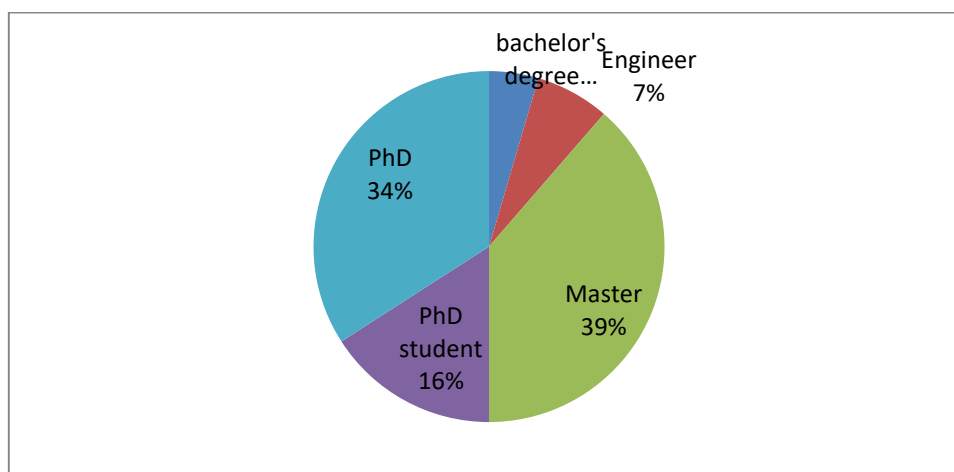
### 5.5- The number of participations in innovative projects by academic degree

**Table (7):** Number of participation in innovative projects by university level

Ph.D	PhD student	Master	Engineer	Bachelor's degree	Scientific degree
15	07	17	03	02	number

**Source :** Prepared by researchers based on documents from the University of M'sila business incubator, June 2021

**Figure (6):** A relative circle representing the percentage of participation in innovative projects by university level.



Engineer : 7% - Bachelor's degree : 4% - Phd : 34% - Master : 39% - Phd Student : 16%

**Source:** Prepared by researchers based on documents from the University of M'sila business incubator, June 2021.

The University of M'sila business incubator recorded the participation of all levels, and we noticed that the most creative and participating scientific degree is a master's degree in various disciplines, followed by a doctorate degree, and this indicates the incubator's interest in all levels without exception.

#### 5.6- The most important partnership and cooperation agreements concluded by the incubator with economic institutions.

The incubator has concluded a set of partnership and cooperation agreements with various economic partners to frame and develop the competencies of the innovative projects holders and accompany them.

Whereas the number of agreements is nine, which we explain in the following table:

**Table (8): Partnership and cooperation agreements concluded by the incubator with economic institutions.**

N°	Economic Partner
01	Partnership and cooperation agreement with the National Agency for the Valuation of Research and Technological Development results anvredet
02	Partnership and cooperation agreement with the Directorate of Industry and Mines in M'sila.
03	A partnership and cooperation agreement with the Hodna Milk Entreprtise .
04	Partnership and cooperation agreement with the Industrial Equipment Maintenance Corporation MEI
05	Partnership and cooperation agreement with Maghreb Pipe
06	A partnership and cooperation agreement with the Hodna Corporation for the Environment and Recycling.
07	Partnership and cooperation agreement with Hodna Solar Corporation
08	A partnership and cooperation agreement with the Qanaa Food Industries Corporation.
09	Partnership and cooperation agreement with SARL VISION, TEK

**Source:** Prepared by researchers based on documents from the University of M'sila business incubator, June 2021.

#### 5.7-The most important results and outputs of the business incubator to frame and develop the incubated competencies :

- The M'sila University business incubator is considered the first nationally in terms of the number of innovative ideas and projects.

- 76 innovative ideas were received in the pre-incubation stage in the fields of electronics, health, food security, renewable energies, and software.
- 24 patents have been filed with IMAPI
- Obtained 02 patents.
- Obtained the "Label" business incubator.
- Awarded 12 "Label" innovative projects, which are shown in the following table:

**Table (9): Innovative projects that received the Label.**

N°	Innovative project
01	Design of a photovoltaic system through a solar tree.
02	Realization of a device for measuring the intensity of solar radiation in different orientations and different inclinations.
03	Realization of a 3D scanner for the reverse design of mechanical parts.
04	Manufacture a 100% organic nematocide product based on microflora
05	Development of a simulation to predict the performance of numerically controlled machine tools.
06	Realization of an automatic cement sampler.
07	Organic synthesis of a more active captopril derivative
08	Realization of a protective mask coronavirus covid 19
09	Experimental procedure for checking the durability of a concrete by a water permeability test Performed on a hollow cylindrical specimen
10	Elaboration of a compressed and stabilized raw brick based on sandy soil and dune sand, with rapid cure by immersion.
11	Realization of a hydraulic machine with manual or motorized control for the manufacture of raw earth bricks by molding at high pressure.
12	Realization of a device for the study of heat transfers.

**Source:** Prepared by researchers based on the documents of the University of M'sila business incubator, June 2021.

in march,1,2023. 11patents meeting all filing conditions were deposited, added to the 137ones previously filed.

#### **5.8-Reasons behind the success of M'sila University business incubator :**

The parent ministry's adoption of the project to establish incubators at the level of Algerian universities and the creation of a delegated ministry for incubators, start-ups and the knowledge economy, helped to give a strong impetus and a new breath to the incubator.

- The incubator comprises two appropriate scientific and administrative bodies with high efficiency, composed of professors, experts and administrators who ensure the supervision and accompaniment of the bearers of innovative projects.
- The medium-term strategic plan 2017/2022 of the University of M'sila provides the valorization of scientific outputs and research in the form of innovations, as well as small and medium start-ups.
- The presence of high-level competencies of students and professors who have innovative ideas that can be embodied and incubated.
- The presence of the entrepreneurial culture among the students and professors of the University of M'sila contributed to the leadership of the incubator.
- The M'sila University business incubator concluded several partnership contracts with several economic companies that helped in adopting innovative projects.
- The University of M'sila business incubator contains space (project exhibition rooms, training and rehearsal rooms) and the appropriate climate that helped attract competencies from students and professors and embody their ideas.

**Difficulties facing M'sila University business incubator:**

- Despite the importance of the pioneering role played by the M'sila University business incubator, it faces many restrictions which hinder its development and expansion. Among these restrictions and difficulties, we mention the following:
  - The lack of legislative and legal texts, that are characterized by lack of clarity, as all those in charge of the incubator do not possess ministerial decisions which give them the legal character of their various activities.
  - The absence of a budget for the scientific committee of the incubator, which works to motivate the committee financially and morally and within a legal framework.
  - Lack of supporting bodies and the financial assistance for creativity and innovation activity
  - Weak budgets for research, development and innovation within industrial companies and for state budgets as well
  - Non-participation of the private sector in financing operations effectively.

- There is a big gap between the manufacturing sector and scientific research institutions.
- The slow financing and processing operations by the supporting bodies, as administrative procedures for financing projects take a long time, which negatively affects stimulating competencies to materialize their projects.
- The absence of a real estate base for start-ups emanating from the incubator at the departmental level.

#### **5.9-Future prospects for the business incubator of the University of M'sila:**

- Expanding the activities of the incubator by accompanying distressed economic institutions in return for financial allocations for the incubator to finance the owners of innovative projects and motivate them to embody their ideas.
- Entering the incubator with a rate of 10% in the turnover of start-upsemanated from them, in order to ensure the continuity of financing current and future innovative projects.
- The incubator seeks to conclude partnership agreements with Sonatrach in various disciplines such as geology and petrochemistry.

#### **Conclusion:**

In this study, we addressed the reality of supervising, accompanying and developing competencies through the M'sila University business incubator. The most important activities, courses and applied training programs that are considered successful mechanisms, whether for owners of start-ups or for students, researchers and professors, have been highlighted.

The study concluded a set of results:

- The business incubator works to attract, frame and develop competencies through the material and human capabilities it provides.
- The business incubator works to develop technology, especially articulated ones, and business management skills.
- The business incubator is considered as a link between the university and the economic partners and dealers.

- The business incubator works to harness experts, professors and scientific bodies such as research laboratories and scientific clubs to frame and develop the incubated competencies and make their projects a success.
- The business incubator works to embody innovative ideas and projects on the ground.
- The business incubator promotes scientific innovation and accelerates economic development.
- The business incubator of the University of M'sila is a guiding model for combining scientific momentum with intellectual production.

### Recommendations :

Based on the results of the study, the following recommendations can be suggested :

- Preparing a comprehensive strategy for the development of business incubators, strengthening their relations with investors, and taking into account the needs of the market and employers.
- Focusing on supervising and financing talent projects, especially projects related to economic development.
- Adapting and updating the way business incubators intervene for the success and embodiment of projects in line with current economic changes and conditions.
- Establishing a support fund to finance business incubators that hold the largest number of patents.

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