

Entrepreneurial Communication as a Determinant of Entrepreneurial Accompaniment Effectiveness in the Algerian University Environment: Towards a Proposed Integrative Model (CECM)

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ABSTRACT ;

This study examines the role of entrepreneurial communication in enhancing the effectiveness of entrepreneurial accompaniment within Algerian universities. Using a quantitative descriptive-analytical approach, data were collected from 200 final-year students and supervising faculty at Badji Mokhtar University of Annaba and Amar Telidji University of Laghouat. Structural Equation Modeling (SEM) using AMOS confirmed the validity of the measurement model ($\chi^2/df = 2.31$; CFI = 0.943; RMSEA = 0.061). Results indicate that entrepreneurial communication explains 45.3% of the variance in accompaniment effectiveness ($\beta = 0.673$, $p < 0.001$). Interactive communication emerged as the strongest predictor. Based on these findings, the study proposes the Communicative Entrepreneurial Coaching Model (CECM) to improve the quality and sustainability of entrepreneurial support.

Keywords: COMMUNICATION, ENTREPRENEURIAL ACCOMPANIMENT, CECM MODEL.

Introduction

The conceptualization of the university as an exclusively pedagogical institution has undergone profound transformation over the past three decades. Contemporary scholarship increasingly frames the university as a pivotal node within national and regional innovation ecosystems, actively mediating the conversion of scientific knowledge into economic and social value (Etzkowitz & Leydesdorff, 1997). This paradigmatic reorientation is reflected in the emergence of the 'entrepreneurial university' construct, which places the cultivation of entrepreneurial intention, competence, and identity at the center of higher education missions, particularly in developing economies striving to reduce structural dependence through indigenous entrepreneurial growth (Fayolle, 2004; Etzkowitz, 2008).

Within the Algerian policy context, this reorientation has materialized through a series of structural reforms, most notably Ministerial Decree No. 1275 of September 27, 2022. This decree established a pioneering academic pathway allowing university students to graduate with dual recognition: an academic degree alongside either the creation of a startup enterprise or the registration of a patent. While this legislative initiative represents a commendable policy ambition, field evidence consistently reveals a significant chasm between normative aspiration and operational reality—as conversion rates from entrepreneurial intention to actual venture creation remain disappointing (Benadda & Khelfaoui, 2019; Hamadi & Ben Adida, 2024).

Extant scholarship identifies multiple explanatory factors for this gap, including insufficient funding, infrastructural deficiencies, and weak industry-academia linkages. However, a growing body of work suggests that the gap is equally attributable to deeper communicative dysfunctions that permeate the accompaniment relationship and the institutional environment in which it is embedded (Cornelissen & Clarke, 2010; Sammut, 2003). Entrepreneurial accompaniment, understood not merely as a technical transfer mechanism but as a relational and communicative process, requires coherent, interactive, and institutionally open communication systems to function effectively (Paul, 2004; Cuzin & Fayolle, 2004).

Despite this recognition, entrepreneurial communication as an independent explanatory variable for accompaniment effectiveness remains largely unexplored—particularly within the Algerian university context. The present study addresses this gap by investigating the nature, structure, and magnitude of the relationship between entrepreneurial communication dimensions and the effectiveness of university-based entrepreneurial accompaniment programs in Algeria. In doing so, it proposes the Communicative Entrepreneurial Coaching Model (CECM) as an original, empirically grounded integrative framework to guide practitioners and policymakers in enhancing accompaniment quality.

The central research problem motivating this study can be formulated as follows:

To what extent does entrepreneurial communication determine the effectiveness of entrepreneurial accompaniment in the Algerian university environment, and how can an integrative model be constructed that aligns communication dimensions with the requirements of effective accompaniment in the contexts of Badji Mokhtar University of Annaba and Amar Telidji University of Laghouat?

This overarching question is operationalized through the following sub-questions:

1. What is the current state of entrepreneurial accompaniment in Algerian universities, and what are its principal structural and communicative shortcomings in light of Ministerial Decree 1275?
2. What is the statistical relationship between the dimensions of entrepreneurial communication and the effectiveness of university entrepreneurial accompaniment programs?
3. Do statistically significant differences exist in the perceived effectiveness of accompaniment attributable to university affiliation and respondent category (student vs. faculty)?
4. What communicative and institutional dimensions are essential to constructing a valid, effective, and sustainable CECM model within the Algerian university context?

1- 1-study significance:

1.1- Theoretical Significance:

This study contributes to the existing literature by introducing a novel conceptual framework that bridges two historically distinct disciplinary fields—communication sciences and entrepreneurship research. By operationalizing entrepreneurial communication as an independent latent variable capable of explaining variance in accompaniment effectiveness, the study extends the explanatory boundaries of both fields and responds to documented calls for interdisciplinary integration in entrepreneurship education research (Liñán & Fayolle, 2015; Fayolle & Gailly, 2008). Moreover, it introduces and consolidates the construct of 'entrepreneurial communication' (الاتصال) within university accompaniment contexts—a contribution of particular value to the North African and Francophone research communities.

1.2- Practical Significance:

From an applied standpoint, the study delivers the CECM model as a ready-to-implement managerial instrument for institutional administrators, accompaniment program coordinators, and

educational policymakers. By anchoring its recommendations in empirical data from two contrasting Algerian university environments, the model offers context-sensitive guidance for raising accompaniment quality and accelerating the conversion of student entrepreneurial projects—particularly those registered under Ministerial Decree 1275—into viable startup entities.

1.3- Research Hypotheses:

1.3.1 Main Hypothesis

H0: Entrepreneurial communication, in its multidimensional configuration (interactive communication, message clarity, communication directionality, and institutional openness), exerts a statistically significant positive effect on the effectiveness of entrepreneurial accompaniment in the Algerian university environment, at the significance level $\alpha \leq 0.05$.

H1: Entrepreneurial accompaniment in Algerian universities is characterized by a low effectiveness level reflecting manifest structural and communicative deficiencies from the perspective of both students and accompanying faculty.

H2: Interactive communication between the accompanier and the accompanied exerts a statistically significant positive effect on the effectiveness of university entrepreneurial accompaniment programs ($\alpha \leq 0.05$).

H3: The clarity of the communicative message within accompaniment programs has a statistically significant positive effect on students' entrepreneurial intention ($\alpha \leq 0.05$).

H4: The level of institutional communicative openness of the university toward its economic environment has a statistically significant positive effect on accompaniment effectiveness ($\alpha \leq 0.05$).

H5: Statistically significant differences exist in the perceived effectiveness of entrepreneurial accompaniment attributable to university affiliation (Annaba/Laghouat) and respondent category (student/faculty).

H6: An integrative CECM model can be constructed with high explanatory and predictive capacity for entrepreneurial accompaniment effectiveness in the Algerian university context.

2- Theoretical Framework and Literature Review:

2.1- The Entrepreneurial University and Accompaniment:

The emergence of the 'Third Mission' conceptualization of the university—whereby knowledge generation and dissemination are augmented by active participation in economic and social transformation—has been foundational to contemporary discourse on university entrepreneurialism (Etzkowitz, 2008). The Triple Helix Model proposed by Etzkowitz and Leydesdorff (1997) articulates the tripartite configuration of university-industry-government relations as the systemic driver of innovation ecosystems, positioning the university not as a passive knowledge supplier but as a co-producer of economic value through proactive engagement with entrepreneurial actors.

University entrepreneurial accompaniment programs represent one of the primary institutional instruments through which this mission is operationalized. In the literature, accompaniment (or coaching) is distinguished from training and education by its individualized, relational, and process-oriented character (Sammur, 2003; Paul, 2004). Cuzin and Fayolle (2004) identify four structural dimensions of effective accompaniment: relational, communicative, technical, and goal-oriented—with the communicative dimension serving as the relational substrate upon which all other dimensions depend. Messeghem and Sammut (2011) further emphasize that accompaniment constitutes a

dynamic, co-constructed social interaction rather than a unidirectional expert-to-novice knowledge transfer.

In the Algerian context, entrepreneurial accompaniment has historically been constrained by institutional fragmentation, limited resources, and a pedagogical culture that prioritizes theoretical instruction over experiential and relational learning (Benadda & Khelfaoui, 2019). The enactment of Ministerial Decree 1275 in 2022 sought to disrupt these patterns by institutionalizing a hybrid graduation model, yet field-level implementation has remained uneven across institutions (Hamadi & Ben Adida, 2024; Hejrasi & Al-Aydani, 2024).

2.2- Entrepreneurial Communication: Conceptualization and Dimensions

Entrepreneurial communication is conceptualized in this study as the system of verbal, non-verbal, and digital interactions mobilized by actors within the entrepreneurial ecosystem to construct shared meaning, stimulate entrepreneurial behavior, and strengthen relational bonds among the various components of the support and accompaniment network (Cornelissen & Clarke, 2010). This definition is deliberately expansive, encompassing both dyadic interactions between the accompanier and the accompanied, and broader institutional communication processes linking the university to its economic and social environment.

Four operationalizable dimensions of entrepreneurial communication are identified and tested in this study, as detailed in Table 1. Figure number (...): title.

Table N°1. Dimensions of Entrepreneurial Communication: Definitions and Measurement Indicators.

Dimension	Measurement Indicators	Operational Definition	Dimension
Interactive Communication ($\beta = 0.587$)	Meeting frequency, quality of feedback cycles, degree of dialogic exchange	The degree of actual, continuous, and reciprocal exchange between the accompanier and the accompanied, grounded in a relationship of mutual trust and co-constructive	Interactive Communication ($\beta = 0.587$)
Message Clarity ($\beta = 0.541$)	Information accuracy, message consistency, comprehension ease, ambiguity avoidance	The coherence, precision, and comprehensibility of communicative messages throughout the accompaniment trajectory, oriented toward reducing cognitive ambiguity and reinforcing entrepreneurial self-	Message Clarity ($\beta = 0.541$)

Communication Directionality	Bidirectionality, multi-channel use, information flow fluidity	The nature of information flows within the accompaniment network, encompassing	Communication Directionality
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Source: Prepared by the author based on several references.

2.3 Theoretical Anchors

Three theoretical frameworks provide the structural scaffolding for the conceptual model developed in this study:

2.3.1 Theory of Planned Behavior (Ajzen, 1991)

Ajzen's (1991) Theory of Planned Behavior (TPB) posits that human behavior is proximally determined by intention, which is itself a function of three antecedents: attitude toward the behavior, subjective norm, and perceived behavioral control (self-efficacy). In the entrepreneurial accompaniment context, TPB provides a lens through which to understand how communicative interactions shape each of these antecedents. Clear, supportive, and interactive communication can strengthen students' entrepreneurial attitudes, reinforce favorable social norms around venture creation, and bolster perceived self-efficacy—ultimately increasing entrepreneurial intention and action (Ajzen, 1991; Fayolle & Gailly, 2008).

2.3.2 Triple Helix Model (Etzkowitz & Leydesdorff, 1997)

The Triple Helix Model illuminates the systemic importance of institutional openness as a communicative imperative. Effective collaboration among university, industry, and government actors presupposes dense, trust-based, and bidirectional communication channels. The relative weakness of institutional openness ($\beta = 0.498$) identified in the present study can be interpreted as a manifestation of the incomplete institutionalization of Triple Helix dynamics within the Algerian higher education system—a system still predominantly configured around first-mission knowledge transmission functions (Etzkowitz & Leydesdorff, 1997; Etzkowitz, 2008).

2.3.3 Relational Accompaniment Approach (Sammur, 2003; Paul, 2004)

Sammur (2003) and Paul (2004) advance a fundamentally humanistic conceptualization of entrepreneurial accompaniment, one that foregrounds the quality of the interpersonal relationship as the primary vehicle of developmental support. From this perspective, technical competence in the accompanier is insufficient without the communicative and empathic skills necessary to construct a productive, trust-laden, and co-developmental relationship. This perspective directly underpins the study's operationalization of interactive communication as the dominant predictor dimension and informs the CECM model's emphasis on structured, programmatic communicative engagement between accompanier and accompanied.

2.4 Research Gap

A systematic review of the entrepreneurial accompaniment literature reveals a notable asymmetry in scholarly attention. The preponderance of research addresses accompaniment from structural-institutional angles (Etzkowitz, 2008), investigates entrepreneurial intention through attitudinal frameworks (Ajzen, 1991), or evaluates pedagogical methodologies in entrepreneurship education (Fayolle & Gailly, 2008). By contrast, entrepreneurial communication as an independent, empirically

measurable determinant of accompaniment effectiveness—particularly within the Algerian and broader Francophone African context—remains substantially undertheorized and empirically underexplored. The present study systematically addresses this gap.

3 Instrumentation

The primary data collection instrument was a structured Likert-scale questionnaire comprising 36 items distributed across four thematic sections: (I) demographic and professional background data; (II) current state of entrepreneurial accompaniment (12 items); (III) entrepreneurial communication and its dimensions (16 items: 4 items per dimension); and (IV) the structural relationship between the two main constructs (8 items). All construct items were measured on a five-point Likert scale anchored at 1 = 'Strongly Disagree' and 5 = 'Strongly Agree', consistent with established practices in entrepreneurship research instrumentation (Nunnally & Bernstein, 1994).

Content validity was established through expert panel review by five academic specialists in communication science and entrepreneurship management. Pilot testing ($n = 30$) yielded a Cronbach's alpha coefficient of $\alpha = 0.891$ for the overall instrument, exceeding the conventional threshold of $\alpha \geq 0.70$ recommended by Nunnally and Bernstein (1994).

4.4 Analytical Strategy

The analytical procedure followed a rigorous two-step approach as recommended by Anderson and Gerbing (1988): (1) Confirmatory Factor Analysis (CFA) to validate the measurement model and assess convergent and discriminant validity prior to structural analysis; and (2) Full SEM path analysis to test hypothesized structural relationships and estimate effect magnitudes. All analyses were conducted using IBM AMOS 26.0 and SPSS 26.0.

Model fit was evaluated against a comprehensive battery of indices: the ratio of chi-square to degrees of freedom (χ^2/df), the Goodness of Fit Index (GFI), the Adjusted Goodness of Fit Index (AGFI), the Comparative Fit Index (CFI), and the Root Mean Square Error of Approximation (RMSEA), following the threshold recommendations established in Hair et al. (2019). Convergent validity was assessed via Average Variance Extracted ($AVE \geq 0.50$), and construct reliability via Composite Reliability ($CR \geq 0.70$).

5. Results

5.1 Measurement Model: Confirmatory Factor Analysis

The CFA results confirm that the measurement model demonstrates satisfactory fit with the empirical data across all evaluated indices, as presented in Table 2. These results provide methodological justification for proceeding to the structural model estimation phase.

Table N°2. Goodness-of-Fit Indices for the Measurement Model (CFA).

Fit Index	Symbol	Recommended Threshold	Obtained Value	Verdict
Chi-Square / Degrees of Freedom	χ^2/df	≤ 3.00	2.31	✓ Acceptable
Goodness of Fit Index	GFI	≥ 0.90	0.921	✓ Good
Adjusted Goodness of Fit Index	AGFI	≥ 0.85	0.897	✓ Good
Comparative Fit Index	CFI	≥ 0.90	0.943	✓ Excellent
Root Mean Square Error of Approximation	RMSEA	≤ 0.08	0.061	✓ Acceptable

Source: Prepared by the author based on several references.

5.2 Construct Validity and Reliability

Table 3 reports the standardized factor loadings, Composite Reliability (CR), and Average Variance Extracted (AVE) values for each latent construct. All loadings exceeded the conventional threshold of $\lambda \geq 0.60$, all CR values surpassed 0.70, and all AVE estimates exceeded 0.50, collectively demonstrating convergent validity across all model constructs (Hair et al., 2019; Nunnally & Bernstein, 1994).

Table N°3. Construct Validity and Reliability Indicators

Latent Construct	Factor Loadings (λ Range)	CR (≥ 0.70)	AVE (≥ 0.50)	Verdict
Interactive Communication	0.71 – 0.84	0.872	0.631	✓ Valid & Reliable
Message Clarity	0.68 – 0.81	0.854	0.594	✓ Valid & Reliable
Communication Directionality	0.73 – 0.86	0.881	0.648	✓ Valid & Reliable
Institutional Openness	0.69 – 0.83	0.863	0.612	✓ Valid & Reliable
Accompaniment Effectiveness (DV)	0.74 – 0.88	0.903	0.671	✓ Valid & Reliable

Source: Prepared by the author based on several references.

5.2 Construct Validity and Reliability

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Source: Prepared by the author based on several references

3 Structural Model: Hypothesis Testing

5.3.1 Main Hypothesis (H0)

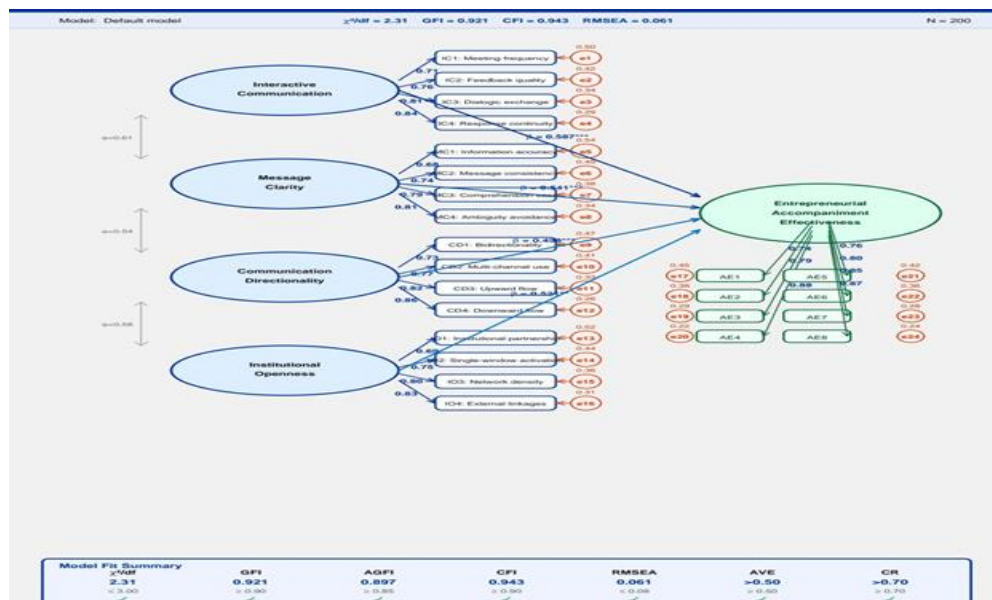
Table 5 presents the results of the structural path analysis testing the main hypothesis. The results are unambiguous: entrepreneurial communication is a statistically significant and substantively meaningful determinant of entrepreneurial accompaniment effectiveness.

Table N°5 Structural Path Analysis — Main Hypothesis.

Structural Path	R ²	Std. β	t-value	p-value	Decision
Entrepreneurial Communication → Accompaniment Effectiveness	0.453	0.673	8.412	< .001	H0 Supported ✓

Source: Prepared by the author based on several references

Graph N° 1: Measurement model- entrepreneurial communication and accompaniment effectiveness:



Source: IBM AMOS 26.0- structural Equation modeling (SEM) output

The model explains 45.3% of the total variance in entrepreneurial accompaniment effectiveness ($R^2 = 0.453$), with a standardized path coefficient of $\beta = 0.673$ ($t = 8.412$, $p < .001$). This finding supports H0 and confirms the central thesis of the study: entrepreneurial communication is a principal—though not singular—determinant of accompaniment effectiveness in the Algerian university context.

5.3.2 Sub-Hypotheses (H2 – H5)

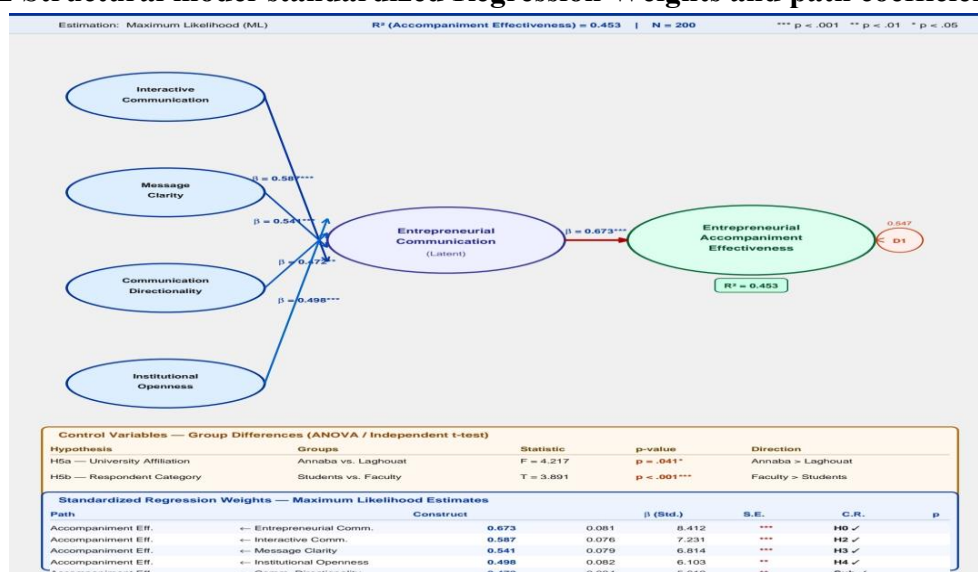
Table N°6 Structural Path Coefficients for Sub-Hypotheses H2–H5

Hypothesis	Structural Path	Std. β	t / F	p-value	Rank	Decision
H2	Interactive Comm. → Accompaniment Effectiveness	0.587	7.231	< .001	1st	Supported ✓
H3	Message Clarity → Accompaniment Effectiveness	0.541	6.814	< .001	2nd	Supported ✓
H4	Institutional Openness → Accompaniment Effectiveness	0.498	6.103	.001	3rd	Supported ✓
H5a	Differences by University (Annaba vs. Laghouat)	—	F = 4.217	.041	—	Supported ✓
H5b	Differences by Category (Students vs. Faculty)	—	T = 3.891	< .001	—	Supported ✓

Source Prepared by the author based on several references

Across all three main communication dimensions tested in the sub-hypotheses, the effects on accompaniment effectiveness are positive, significant, and theoretically coherent. Interactive communication, unsurprisingly, commands the strongest effect ($\beta = 0.587$), followed by message clarity ($\beta = 0.541$) and institutional openness ($\beta = 0.498$). The significant inter-university differences (H5a) favor Badji Mokhtar University of Annaba, while the significant inter-category differences (H5b) indicate that faculty members perceive accompaniment effectiveness more positively than students.

Gragh N° 2 Structural model-standardized Regression Weights and path coefficients:



Source: IBM AMOS 26.0- structural Equation modeling (SEM) output

Discussion

6.1 Entrepreneurial Communication as a Structural Determinant

The finding that entrepreneurial communication accounts for nearly half of the total variance in accompaniment effectiveness ($R^2 = 0.453$) constitutes a substantive empirical contribution. While prior work has theoretically acknowledged the relevance of communicative processes to entrepreneurial accompaniment (Cuzin & Fayolle, 2004; Paul, 2004), this study provides, to the authors' knowledge, the first quantified, SEM-validated estimate of this relationship in the Algerian university context. The effect magnitude is notable: a standardized coefficient of $\beta = 0.673$ positions entrepreneurial communication as a stronger predictor than many structural and financial variables previously documented in the accompaniment effectiveness literature.

This finding resonates with Cornelissen and Clarke's (2010) constructionist framework, which conceptualizes entrepreneurial communication not as mere information transmission but as a cognitive and social mechanism through which shared entrepreneurial meaning is actively constructed. In the Algerian context, where entrepreneurial culture remains nascent and social norms toward risk-taking and self-employment are ambivalent, the communicative construction of positive entrepreneurial identity and shared meaning may be particularly consequential—rendering communication not supplementary but constitutive of the accompaniment process itself.

6.2 The Primacy of Interactive Communication

The emergence of interactive communication as the dominant predictor ($\beta = 0.587$) is consistent with both the relational accompaniment literature (Sammut, 2003; Paul, 2004) and with cultural-organizational theory. Hofstede's (2001) cultural dimension analysis positions Algeria within a high-power-distance and collectivist cultural cluster, where interpersonal trust, direct relational engagement, and face-to-face interaction carry disproportionate weight in professional and institutional relationships. In this cultural context, the structural presence of formal accompaniment institutions is insufficient without the interpersonal communicative quality that animates those structures.

These findings carry a direct implication for faculty development: supervising professors in the Decree 1275 pathway require not only substantive entrepreneurship expertise but specialized communicative and coaching competencies—competencies that current faculty preparation programs in Algerian universities do not systematically develop.

6.3 Institutional Openness and the Triple Helix Deficit

The relatively lower beta coefficient for institutional openness ($\beta = 0.498$), while statistically significant, reflects a structural vulnerability in the Algerian university-enterprise relationship. Interpreted through the Triple Helix Model (Etzkowitz & Leydesdorff, 1997), this finding suggests that the university-industry axis of the triple helix configuration remains the most underdeveloped, with formal communication channels between the university and its economic environment remaining episodic, fragile, and often ceremonial rather than substantively productive.

The 'guichet unique' (single-window) mechanism mandated by Ministerial Decree 1275 was explicitly designed to address this deficit by creating a permanent institutional interface between the university and economic actors. The relatively modest beta coefficient for institutional openness suggests that this mechanism remains incompletely operationalized—a finding that aligns with Benadda and Khelfaoui's (2019) broader diagnosis of fragmented and inconsistent entrepreneurship policy implementation across Algerian universities.

6.4 Inter-University and Inter-Category Differences

The statistically significant advantage of Badji Mokhtar University of Annaba over Amar Telidji University of Laghouat in perceived accompaniment effectiveness ($F = 4.217$, $p = .041$) can be attributed to several institutional factors: the substantially larger institutional size of Annaba, its more diversified disciplinary portfolio, its denser network of academic and industrial partnerships, and its greater concentration of experienced entrepreneurship faculty. These findings echo Benadda and Khelfaoui's (2019) observation of substantial inter-institutional variance in entrepreneurship program maturity across Algeria—a variance that carries equity implications for students in peripheral or inland universities.

The faculty-student perceptual divergence ($T = 3.891$, $p < .001$) presents a particularly noteworthy finding: supervising faculty systematically perceive accompaniment as more effective than students do. This divergence may reflect asymmetric information environments—faculty evaluate programs based on institutional outputs and procedural compliance, while students assess them based on the quality of experiential guidance they actually receive. This interpretation calls for greater investment in student-centered feedback mechanisms as monitoring instruments for accompaniment program quality.

7.The CECM Model: A Proposed Integrative Framework

7.1 Model Rationale and Genesis

The Communicative Entrepreneurial Coaching Model (CECM) emerges as the primary original scientific contribution of this study. It is constructed at the intersection of the empirical findings reported above and the theoretical frameworks of Ajzen (1991), Etzkowitz and Leydesdorff (1997), and Sammut (2003), and is designed to respond to the documented communicative deficiencies of existing entrepreneurial accompaniment systems in Algerian universities. The CECM proposes a systemic, communication-centered reconfiguration of the accompaniment architecture—one that treats communicative quality not as a peripheral support function but as the generative core of effective entrepreneurial development.

7.2 The Four Dimensions of CECM:

Table N°7 CECM Model — Four Dimensions: Definitions, Mechanisms, Outcomes, and Recommendations:

Dimension	Scientific Definition	Proposed Mechanisms	Expected Outcomes	Key Recommendations
1:Dimension Structured Interactive Communication ($\beta = 0.587$)	The degree of actual, sustained, and reciprocal exchange between accompanier and accompanied, grounded in a trust-laden, mutually stimulating	- Scheduled weekly accompaniment sessions - Systematic feedback cycles - Continuous digital interactive platforms	- Development of mutual trust - Stimulation of entrepreneurial engagement - Reduction of doubt and hesitation	- Digitize accompaniment tracking logs - Mandate structured meeting protocols within CDE centers - Provide accompaniers with coaching communication training

	relational dynamic.			
2:Dimension Clear & Targeted Communication ($\beta = 0.541$)	The coherence, precision, and comprehensibility of communicative messages across all stages of the student's entrepreneurial trajectory, designed to reduce ambiguity and reinforce entrepreneurial self-efficacy.	• Step-by-step procedural guide for Decree 1275 • Stage-specific tutoring materials • Clarification workshops and Q&A sessions	• Enhanced entrepreneurial self-efficacy • Reduced dropout and project abandonment rates • Higher completion and success rates	• Develop an accessible procedural manual for Decree 1275 • Provide plain-language informational materials to all enrolled students • Organize periodic orientation workshops
3:Dimension Constructed Entrepreneurial Identity	The communicative process of building a robust entrepreneurial identity that enables students to perceive themselves as capable, risk-tolerant nascent entrepreneurs.	• Testimonials and case studies from successful alumni entrepreneurs • Entrepreneurial identity workshops • Peer learning and failure normalization techniques	• Consolidated entrepreneurial self-concept • Increased entrepreneurial risk tolerance • Reduction of entrepreneurial fear and stigma	• Establish entrepreneurial clubs in each university • Organize mentoring sessions with successful regional entrepreneurs • Award recognition to outstanding student projects
4:Dimension Effective Institutional Openness ($\beta = 0.498$)	The university's institutional capacity to build and sustain genuine and durable communicative bridges with its economic and social environment, as prescribed by Decree 1275's	• Operationalization of the single-window mechanism (guichet unique) • Formal partnership agreements with local enterprises • Active alumni entrepreneur networks	• Strengthened university-enterprise partnerships • Access to funding channels for nascent ventures • Students connected to real economic actors	• Operationalize the guichet unique fully and immediately • Develop formal conventions with local enterprise associations • Create a national digital platform connecting universities and enterprises

	guichet unique mechanism.			
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Source: Prepared by the author based on several references.

7.3 CECM Implementation Matrix :

Table N°8 Summary of Principal Findings and Their Scientific Implications.

Action	Responsible Party	Priority	Expected Challenges	Measurable Indicators
Restructure periodic interactive accompaniment sessions between accompanier and accompanied	CDE + Supervising Faculty	Very High	Resistance to change; time constraints	Meeting attendance rates; feedback quality ratings
Develop a clear procedural guide for Decree 1275 stages	University Administration + CDE	High	Administrative complexity	Student comprehension scores; inquiry rates
Organize entrepreneurial identity-building workshops and alumni mentoring sessions	Supervising Faculty + Entrepreneurship Club	Medium	Difficulty shifting negative entrepreneurial perceptions	Pre/post entrepreneurial identity test scores; entrepreneurial intention levels
Fully activate the guichet unique and expand institutional partnership networks	Ministry of Higher Education + University Presidency	Very High	Administrative bureaucracy; limited private sector response	Number of active partnerships; project-to-startup conversion rates

Source: Prepared by the author based on several references.

Conclusion:

Study Findings:

- Entrepreneurial communication is a significant predictor of accompaniment effectiveness, explaining 45.3% of total variance ($R^2 = 0.453$, $\beta = 0.673$, $p < .001$).

- Interactive communication constitutes the most influential dimension ($\beta = 0.587$), surpassing message clarity ($\beta = 0.541$) and institutional openness ($\beta = 0.498$).
- Statistically significant inter-university differences were identified ($F = 4.217$, $p = .041$), revealing the effect of institutional size and maturity on accompaniment quality.
- The proposed CECM model — structured around four dimensions (Interactivity, Clarity, Identity, Openness) — demonstrates high explanatory validity and constitutes the study's primary original contribution.

Study Recommendations:

- University Centers for Entrepreneurship (CDE) should be restructured in alignment with the CECM model, evolving from administrative units into active communicative coaching spaces.
- Specialized training programs in entrepreneurial communication and professional coaching must be developed for supervising faculty.
- A dedicated entrepreneurial communication course should be integrated into the Decree 1275 academic pathway, as technical competencies alone are insufficient without relational and communicative skills.
- A national digital platform should be established to connect universities with enterprise associations and investment bodies, with targeted support allocated to peripheral institutions such as Laghouat.

In conclusion, this study makes a threefold contribution to the academic literature on entrepreneurial accompaniment: empirically, by quantifying the relationship between entrepreneurial communication and accompaniment effectiveness in the Algerian university context; theoretically, by introducing and validating the construct of entrepreneurial communication as a multi-dimensional independent variable; and prescriptively, by proposing the CECM model as an actionable integrative framework grounded in both empirical evidence and established theoretical traditions. Future scholarship is invited to test, refine, and extend this model across diverse cultural and institutional settings.

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