

The learning organization is a mechanism for promoting the entrepreneurial orientation of students in Algeria

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Abstract:

This study aims to highlight the importance of the entrepreneurial orientation for students at the present time, the latter which is affecting the field of entrepreneurship we tried to focus on the importance of the university as a Learning Organization That supports the entrepreneurial orientation of students we also tried to highlight The importance of entrepreneurial education and educational, programs developed by university in general and the University of Oum El Bouaghi in particular, which makes the student a successful entrepreneur. We also shed light on the reality of the entrepreneurial orientation of students of the University of Oum El Bouaghi by looking at the data and statistics learned from the university's entrepreneurship house. In the end, we presented a set of recommendations that would help to further enhance and activate the orientation and entrepreneurial education at the university.

Keys words: *Learning Organization, Entrepreneurial Education, the entrepreneurial orientation, entrepreneurship house.*

JEL classification codes : *L26·G11·M13*

الملخص:

تهدف هذه الدراسة الى إبراز أهمية التوجه المقاوالاتي للطلبة في الوقت الراهن، هذا الأخير الذي أصبح يؤثر على مجال ريادة الأعمال. حاولنا التركيز على أهمية الجامعة كمنظمة متعلمة مدعومة للتوجه المقاوالاتي لدى الطلبة، كما حاولنا أيضا إبراز أهمية التعليم المقاوالاتي والبرامج التعليمية الموضوعية من طرف الجامعة بصفة عامة وجامعة أم البواقي بصفة خاصة، والتي تجعل من الطالب مقاولا ناجحا، وسلطنا الضوء أيضا على واقع التوجه المقاوالاتي لطلبة جامعة أم البواقي بالنظر إلى المعطيات والإحصائيات المستفاد من دار المقاوالاتية التابعة للجامعة، وفي الأخير قدمنا مجموعة من التوصيات التي من شأنها أن تساعد على زيادة تعزيز وتفعيل التوجه والتعليم المقاوالاتي بالجامعة.

الكلمات المفتاحية: *المنظمة المتعلمة، التعليم المقاوالاتي، التوجه المقاوالاتي، دار المقاوالاتية.*

تصنيف JEL: *M13,G11,L26*

تصنيف Jel: *F43؛ Q42؛ Q42؛ B23.*

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1. Introduction.

University education is a fundamental focus for the dissemination and promotion of a culture of entrepreneurial orientation and the spirit of entrepreneurship. Recently, the concepts of learning organization and organizational learning have spread and become a prerequisite in standards of quality and excellence, such as the European Standard ISO. No one denies either the importance of learning in all areas of life, nor in universities, institutes and schools. The concept of educated universities has begun to approach and support scientific research in recent times since learning led to the creation and achievement of creativity and innovation, and that the university is an essential pillar to support the student and motivate him to take a pioneering approach and create everything new through preparing learning programs that encourage perseverance with independence and self-confidence and so on. The university, as learning organization, also has an important role in building entrepreneurial knowledge and teaching its basic scientific concepts. Based on the foregoing, the following question can be asked:

What is the role of the learning organization in supporting and activating the idea of entrepreneurship among the students of Larbi Ben Mehidi University?

2. Learning organization

2.1. Definition of learning organization: A learning organization is one that seeks to give all individuals the opportunity to learn in order to obtain competencies and skills on an ongoing basis.. According to Peter Senge, learning organization is an organization in which (André Luhn, 2016, p. 5) individuals work independently and collaboratively to constantly develop their abilities in order to achieve the results they actually desire, and which seeks to develop new patterns of thinking, and sets a set of goals and collective aspirations for them, where its members learn constantly and collectively.

(Senge, P, 1990, p. 3)

Learning organization is one that is able to change its behavior as a result of experience, but many organizations repeat dysfunctional behaviors. Examples include the number of times restructuring initiatives were repeated because the previous attempt did not produce the desired results or mergers and acquisitions failed to achieve the initial goals. (Eve Mitleton-Kelly, 2020)..

Popper and Lipshitz believe that learning organization helps the organization achieve competitive advantages in this turbulent business environment, where all industries and organizations change and that change is whether competitors, customers, suppliers or technology are driven and staying in the industry organization is required to constantly learn to adapt until change . In order for the industry to survive, so organizations must constantly learn to adapt to change. (Popper, M., & Lipshitz, R., 1998, p. 163).

We can say that the learning organization depends on learning in its activities, which is based on the process of acquiring new knowledge by individuals who are able and willing to use that knowledge in making decisions or influencing others, for the purpose of creating value and distinction.

2.2. The Learning organization cycle: The learning organization goes through stages in the form of a cycle illustrated in the following figure:

Fig 1: The Learning organization cycle

Source: (Savita Yadav, Vinita Agarwal, 2016, p. 19)

Below is an explanation of this cycle: (//, 2016, p. 3).

- **Widespread Generation of Information**
 - **External:** collected by primary users; compiled from multiple sources; continuous addition.
 - **Internal:** Created through the "what if?" experience. ; Data collection design into practice; Analysis of errors, obstacles and successes. Self-correcting checkpoint data; R & D conducted by line.
- **Incorporating recent/local information into the organizational context:** Dissemination of more accurate information. publish it in a timely manner; provide complete information; unobstructed flow versus aggregated information; award a reward for accurate reporting in lieu of expected information; translate and/or format for use; multi-skilled and multifunctional; Incorporate employee functions into line.
- **Collectively Interpret Information:** interpreting information collectively: through organizational dialogue. proximity to others with different interpretations; Frequency of interaction Availability of multiple perspectives; Establishment of conditions of regulated equality of limited size; Everything is open to questions
- **Responsible action Meaning interpreted:** control at the local level. Minimum critical specifications; There is no penalty for risk; profit sharing.

2.3 Characteristics of the learning organization: The learning organization is distinguished by unique characteristics from the rest of the organizations, especially the speed of learning, which is the main feature of competition between in the era of knowledge, and some researchers stress the need for the learning organization to have basic characteristics, the most important of which are: (Al-Sakarna Bilal Khalaf, 2011, p. 51)

- System thinking,
- Personal mastery,
- Mental models,
- Building shared Vision,
- Team learning.

2.4 The Dimensions of Learning Organization: The dimensions of the learning organization are: (Ji Hoon Song and al, march;2009, p. 44)

- **Continuous learning:** employees are given the opportunity to learn while they are working, so that they can develop their skills and know ledge.
- **Inquiry and dialogue:** is an educational approach where students can communicate with each other and share their arguments and views through a dialogue.

- **Team learning:** a group of teachers who collaborate to improve teaching methods for the students.
- **Embedded system:** is a computer system (a combination of computer hardware and software) designed to perform specific functions.
- **Strategic leadership:** leaders use different styles and strategic to improve the learning organization.
- **Empowerment:** it means people have power and control, they take responsibility for the work they do.

3. Entrepreneurial learning

3.1. Definitions of entrepreneurial learning: Politis sees entrepreneurial learning as a process that facilitates the development of necessary and sufficient knowledge to be effective in the creation and management new ventures. (Diamanto Politis, 2005, p. 401). It defining as “It is the process of providing individuals with the ability to discover business opportunities, insight, self-esteem, and the knowledge and skills to act on them” (Manish kumar Gautam, 2015, p. 3)

Entrepreneurship education seeks to suggest people, especially young people, to be responsible, as well as enterprising individuals who have become entrepreneurs or entrepreneurial thinkers with the intention of participating in economic development and sustainable communities. (Mário Raposo and Arminda do Paço, 2011).

Providing students with knowledge, skills, experience and acquisitions is the primary objective of entrepreneurship education, creating an attitude to act in an entrepreneurial manner. These broad dimensions of entrepreneurship education can be categorized into different styles. Entrepreneurship education builds and enhances the student's potential to be an entrepreneur. (Sk. Mahmudul Hasan ad al, January .2017, p. 7)

3.2. Characteristics of entrepreneurial education: Entrepreneurship education is characterized by: (Manish kumar Gautam, January 2; 2015, p. 24)

- It is a function of innovation.
- It is a function of fostering leadership.
- It is an organizational building function.
- It is a function of high achievement.
- It involves creation and operation of an enterprise.
- It is a process of creating value for customers by exploiting untapped opportunities
- It is strong and positive orientation towards growth in wealth, knowledge and employment.
- It is concerned with attitudinal change, risk taking abilities and turning idea into actions.

3.3. The Role of Entrepreneurial Education: Entrepreneurship education is becoming popular because it helps students develop business plans and create a company to better understand and integrate finance, economics, accounting, marketing... business disciplines. It also provides an integrated and enriching educational experience for them. Entrepreneurship education encourages students and graduates to establish new businesses and strengthens their skills to make critical decisions that enhance graduate success in the labor market. Furthermore, the entrepreneurial mindset increases technology transfer to market, from the university, through the development of technology-based business plans and student participation in technology licensing. Finally, education for entrepreneurship is a useful applied approach to the study of business and economics.. (Valentin Grecu, and Calin Denes, 2017, p. 3)

4. What is the entrepreneurial orientation?

The entrepreneurial orientation has become the basis of building any society as it is considered the starting point of the entrepreneurial activity, so it is not possible to embody an idea on the ground without the individual's tendency to adopt a culture of establishing an institution.

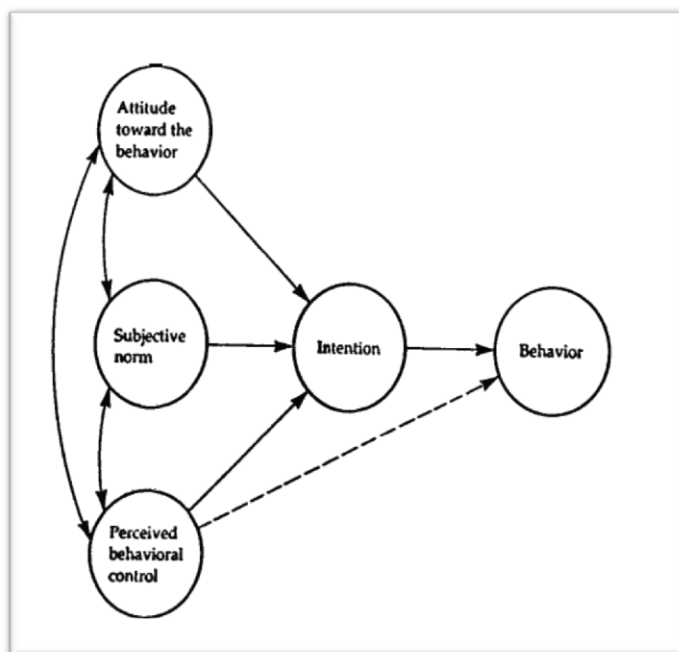
4.1. Entrepreneurial orientation (EO): It is represented within companies as an organizational state or quality through approved entrepreneurial processes and behaviors (Ireland RD, Covin JG and Kuratko DF, 2009, pp. 19-46) , entrepreneurial orientation summarizes the performance of style, decision, and action in the company's business strategy process. Where the entrepreneurial spirit shown by the enterprise is reflected in the significance; however, the entrepreneurial orientation focuses on how the organization gets the job done. (Yu-Ming Zhai and al, 2018, p. 134). Entrepreneurship Orientation means how well a company can innovate and proactively take risks to seize market opportunities. (Abdella Kosa and al, 2018) In which entrepreneurial orientation based on five independent dimensions: innovation, risk taking, proactiveness, independence and competitive aggressiveness. (Ana Claudia Belfort and al, 2017, pp. 402-427)

4.2. Entrepreneurial measurement models:

4.2.1. The theory of planned behavior: It is an extension of the logical action theory that made it necessary, through the limitations of archetypes, dealing with imperfectly controlled behaviors by people have incomplete volitional control. Figure 2 depicts the theory in the form of a structural diagram. For ease of presentation, possible feedback effects of behavior on the antecedent variables are not shown. In the original theory of rational action, the central factor in the theory of planned behavior is the individual's intention to perform a particular behavior.. (Icek Ajzen, 1991, pp. 179-211)

It can be said that the stronger the intent to engage in a behavior, the more likely it is to perform it. Therefore, it must be clear that behavioral intent can find expression in behavior only if the behavior in question is under voluntary control.

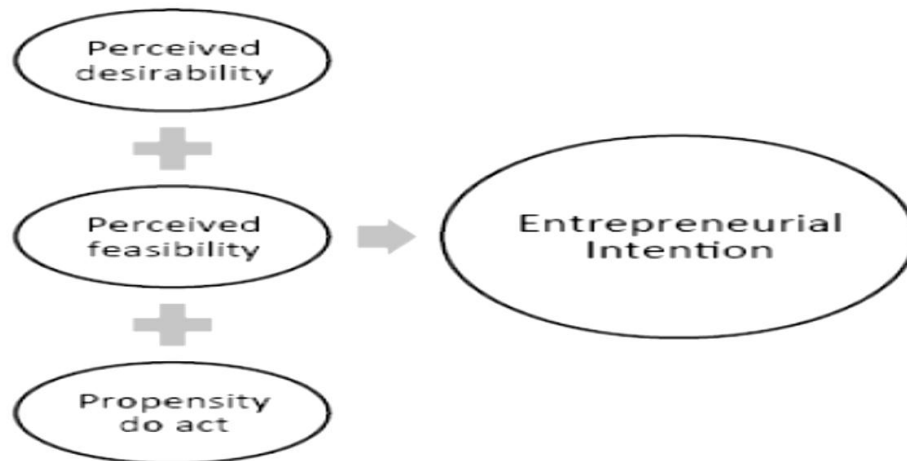
Fig2 : The theory of planned behavior



Source: (Icek Ajzen, 1991, pp. 179-211)

4.2.2: SOKOL and SHAPERO Entrepreneur Event Form: The basic idea of this model lies in the most important thing that should precede the decision-making process to establish an institution or what is known as the entrepreneurial approach. For an individual to make such a change, he must do some work that can be illustrated by the figure below:

Fig 2: The entrepreneurial Event Theory



Source: (Flávio Gomes Borges Tiago and al, 2015)

From the above figure, we conclude that there are many influences that drive an individual to create an enterprise. It is not only the loss of positive influences that motivates him, but also some negative transformations in one's life and the circumstances in which he lives that make him undertake the process of change to break the routine and achieve self-realization. According to this model, two main groups precede the entrepreneurial decision-making process:

- Perception of desire: It includes all the social and cultural factors that affect individual values, represented by the influence of the family, especially parents, who play an important role in the formation of desire, in addition to the influence of friends and family. colleagues,
- Realization of the possibility of achievement: it arises from the individual's awareness of all kinds of support and assistance available to him to embody his idea on the ground. Therefore, the availability of financial and material facilities directly affects the individual's orientation towards the institution....

5.The importance of the learning organization in supporting the entrepreneurial orientation of students:

1-University, scientific research and entrepreneurial orientation:

Universities and research institutions in most countries of the world seek to consolidate the idea of a pioneering approach as the basis for achieving economic development through a set of dimensions that must be provided. These dimensions are training, research, entrepreneurship and innovation, which are indispensable to prepare the student to be a successful entrepreneur and to be the master and the best in his field. The student must also have a dynamic that ensures this, and we can say that the university as an educational organization has become the main driver of this idea.

Table 1: Patterns of entrepreneurial education programs

Program style	Program Goals
Entrepreneurial awareness and sensitization	Learn more about contracting and the Entrepreneur's profession.
Create an organization	Form technical, human, and managerial skills in order to generate its own revenue, create its own business and create jobs.
Enterprise development	Responding to the special needs of managing owners.
Development of coaches	Developing skills for consultation, education and monitoring of small enterprises.

Source : (Eljoudi Mohamed Ali, 2015, p. 153)

We notice that the patterns of learning programs differ according to their objectives. There are entrepreneurship awareness and sensitization programs aiming at introducing the individual to the profession of entrepreneurship, and motivating him to think about establishing a private organization. We find such programs very effective in the first period of education since they give a positive view about the topic, such as for the establishment of the organization and its development program. Such programs have the aims of forming technical, human and administrative skills that make the individual respond to the different needs. These programs cannot be achieved without the presence of a group of advanced trainers in this field who have the ability to follow small enterprises, and hence we conclude that these programs are integrated in achieving the entrepreneurial orientation and then developing the idea on the ground.

6. The reality of learning and entrepreneurial orientation at Larbi Ben Mehidi University:

University education is an essential hub for developing entrepreneurial skills, so the curriculum must focus on encouraging independence, perseverance, self-confidence and other entrepreneurial skills. The university has an important role in building entrepreneurial knowledge and teaching the scientific concepts on which it is based. The experience of Larbi ben Mehidi Oum Al-Bouaghi University is considered one of the pioneering experiences at the national level, by sponsoring the teaching of the entrepreneurial subject in all departments of the university. The establishment of the entrepreneurial House is an essential step through which Larbi Ben Mehidi Oum Al-Bouaghi University shows the importance of developing the student and guiding him to establish his own organization. The university holds scientific days, study days, seminars, meetings, and training courses to discover the capabilities of the student who seeks to be free from his waiting for a job after graduation. Through the university's entrepreneurial house, the student as well learns how to create their own jobs by launching their own business.

Therefore, through this axis, we will rely on the most important works done by the entrepreneurial House at the Larbi Ben Mehidi University -Oum Al-Bouaghi during the period between 2016-2017, which helped the university student in the entrepreneurial orientation and spread the entrepreneurship culture at the university through the following programs:

6.1. Programs for the academic year 2016-2017:

6.1.1. Information and awareness days in general: As the first job of the entrepreneurial house at Larbi Ben Mehidi University is awareness of the initiative spirit so the steering committee on Tuesday 15 November 2016 organized a day of awareness and spreading the entrepreneurial culture that aims to activate entrepreneurial attention to students in all disciplines.

6.1.2. Academic days organized by the college / institute: In addition to general information and awareness days and to get closer to all students, the University Entrepreneurial House organizes, from time to time, at the faculty and institute level, study days aimed at supporting students and researchers who have project ideas and preparing students to take the step towards establishing their own mini-institutions through the various bodies set up by the Algerian state. Among the days that have been organized are shown according to the table below:

Table 2: School days organized by the college / institute

College and Institute	the date
applied Sciences	Monday 2 January 2017
Exact sciences	Tuesday 3 January 2017
Literature and languages	Wednesday 4 January 2017
Social and human sciences	Thursday 5 January 2017
Economic and commercial sciences and management science	Sunday 22 January 2017
Law and political science	Monday 23 January 2017
Faculty of Earth Sciences and Architecture	Tuesday 24 January 2017
Running urban technologies	Wednesday 25 January 2017
Science and technology of physical activities	Thursday January 26 2017
Institute of Applied Science and Technology	Sunday, January 29, 2017

Source: Prepared by researchers, according to information from the House of Entrepreneurship at the University of Larbi Ben Mehidi, Oum El Bouaghi.

6.1.3. Global Entrepreneurship Week: The Global Entrepreneurship Week is the largest international event dedicated to honoring innovators and job creators. This event is held at Larbi Ben Mehidi University, Oum Al-Bouaghi, through many local activities aimed at helping students and researchers to explore their creative capabilities, and put them in a relationship with various organizations supporting the creation of business, such as ANSEJ, ANGEM, CNAC, the Directorate of Industry and Mines in the state of Oum El-Bouaghi, Ain El Bayda business incubator,...

From 20 to 24 November 2016, the third edition was organized by the Entrepreneurship House of the University of Larbi Ben Mehidi Oum Al-Bouaghi, with the purpose of showing, especially to the participants, that the establishment of an institution is still a possible, stimulating and realistic possibility.

On the other hand, this event provides an opportunity for organizations to help establish institutions and develop the work of researchers and experts to present and analyze entrepreneurship development experiences in universities in various countries. The objective was to see how these experiences can be transformed in the Algerian context. This event was organized in the form of plenary sessions, workshops, and testimonies from students who started their own business.

6.1.4. First edition of START-UP 2017: The START-UP competition aims to provide innovative future entrepreneurs (students) to find a solution to launch their project. This competition was launched on 07/12/2016 where the application and pre-selection took place from 07/12/2016 to

01/03/2017, and training Participants from 02/20/2017 to 09/03/2017, up to the final selection, which was between 11-12 and 04/13/2017.

The table below shows the number of students participating in this competition:

Table 3: The number of students participating in the competition

Students involved	Students following the training	Students participating after the semi-finals	Students participating in the final
64 students	34 students	17 students	10 students

Source: Source: Prepared by researchers, according to information from the House of Entrepreneurship at the University of Larbi Ben Mehidi, Oum El Bouaghi.

5. Round table: Many round tables are organized aimed at developing strategies that make entrepreneurship a desirable and feasible way for students in all disciplines. Therefore, the steering committee of the entrepreneurship house, researchers and experts lunch the round table meetings searching for effective strategies to develop entrepreneurship in Larbi ben Mehidi University, which is called up to become a key factor in development through the production of useful knowledge and the development of entrepreneurship.

6. Summer universities: a platform for the establishment of the institution. One of the main activities of the entrepreneurial house at Larbi Ben Mehidi University Oum Al-Bouaghi is the organization of the summer university under the slogan of “Today's Student of tomorrow's entrepreneur “. This later is a method for establishing the institution, which is achieved through the issuance of a training certificate signed by the university president and the director of the local branch of the National Agency for Support Youth employment (ANSEJ). This training includes, among other things, the steps to be followed when creating an institution under the ANSEJ system, the banking and tax procedures and the steps to be taken with other departments. This summer university is organized in partnership with the National Youth Employment Support Agency (ANSEJ) and other partners, including:

- ANGEM
- National Unemployment Insurance Fund (CNAC)
- Tax authority Ain Al Baida Business Incubator willaya of Oum Al-Bouaghi Trade Records Center.
- National Staff Insurance Fund (CNAS).
- National Insurance Fund for Non-Personnel (CASNOS)
- Banks of the central bank of the state of Oum Al-Bouaghi.

Three summer university courses have been successfully organized and trained a large number of students in business creation, as shown in the table below:

Table. 4:Organized Summer University

Year	Organisation nelperiod	The number of students trained
2013/2014	June 22-25, 2014	80 students
2014/2015	01-04 June 2015	120 students
2015/2016	May 29, 02 Jun 2016	76 students
2016/2017	Expected from 09-13 June 2017	/

Source: Source: Prepared by researchers, according to information from the House of Entrepreneurship at the University of Larbi Ben Mehidi, Oum El Bouaghi.

Second / program for the academic year 2017-2018

1. Information and awareness days, in general is Tuesday, October 03, 2017.
2. School days organized by the college / institute

Days are scheduled according to the dates shown in the table below:

Table 5: School days organized by the college / institute for the 2017-2018 academic year

College / Institute	Date
applied Sciences	Sunday October 22, 2017
Exact sciences	Monday October 23, 2017
Literature and languages	Tuesday 24 October 2017
Social and human sciences	Wednesday 25 October 2017
Economic and commercial sciences and management sciences	Thursday 26 October 2017
Law and political science	Sunday 29October, 2017
Faculty of Earth Sciences and Architecture	Monday 30 October 2017
Running urban technologies	Tuesday 31 October 2017
Science and technology of physical activities	Sunday 4 November 2017
Institute of Applied Science and Technology	Monday 5 November 2017

Source: Source: Prepared by researchers, according to information from the House of Entrepreneurship at the University of Larbi Ben Mehidi, Oum El Bouaghi.

3. Global Entrepreneurship Week: The fourth edition of the Global Entrepreneurship Week was launched from 19 to 23 November 2017

4. The second edition of the START-UP 2017-2018 Competition: The second edition of the START-UP competition aims to provide future entrepreneurs (students) with innovative ideas to find solutions to initiate their projects. It was launched during the Summer University 2017 where

the competition was started on 07/13/2017, followed by the application and pre-selection process that was from the date of 13/07/2017 to 11/30/2017 and then they trained the participants from 10/12/2017 to 15 / 03/2018 (depending on the behavior), and the final selection was between 08-09 and 04/10/2018.

5. **Round table:** Each year, several round tables are organized with aim to develop strategies that make entrepreneurship a desirable and feasible way for students of all disciplines.

6. **Summer universities 2018:** The fifth edition of the Summer University is scheduled to be released from 24 to 28 June 2018.

7. **Projects that have been built in the Entrepreneurial House:** Since its establishment, the Entrepreneurial House has built 63 projects.

7. Conclusion

Through this study, we tried to highlight the role of the learning organization in activating the entrepreneurial orientation of students of Larbi ben Mehidi University in the state of Om Al-Bouaghi. After looking for a job, the university graduate was became the Pearson who creates and provides jobs by integrating and linking the entrepreneurial culture with the learning programs provided by the university, through which the entrepreneurial spirit can be developed and valued through the support programs that are created at the university level, such as the Entrepreneurial House. The study concluded with the following results:

- In light of the current economic developments, the entrepreneurial orientation has become an urgent necessity due to its positive results which would contribute to the promotion national economy including creating job positions as well as achieving financial and moral returns for the state;
- The university is considered the source of successful and distinguished projects, given the availability of the necessary elements to achieve pioneering small or medium enterprises, because it is mostly intellectual capital that brings about revolution and wealth, especially if the necessary incubation for ideas is provided, while providing the appropriate environment to transform its idea into a real project in the market.
- Education programs have an important role in promoting entrepreneurial education for undergraduates, and their entrepreneurial orientation supports them;
- The university's role as a learning organization in promoting the student's entrepreneurial thought and instilling in his mind the entrepreneurial culture;
- Larbi Ben Mehidi University develops human resources by adopting educational programs related to entrepreneurship, and the University's Entrepreneurship House.
- Larbi Ben Mehidi University students have an acceptable level of entrepreneurial orientation, and this is proven by the projects achieved and the ideas embodied in this period;
- The university's Entrepreneurship House contributes to encouraging and directing the students of Larbi Ben Mehidi University to establish small and medium-sized institutions of their own by generalizing the teaching of the Entrepreneurship in various disciplines, not only in the economic sciences;

Suggestions: Through the results reached, and in order to value and enrich this research, we offer some suggestions that would establish a positive idea on this topic, the most important of which are:

- The necessity to generalize the concept of entrepreneurship and the entrepreneurial orientation among students of Oum Al-Bouaghi University in particular and Algerian university students in general;
- Bringing the support and accompanying bodies closer to the university that deals with students' projects and pushing them towards achieving them in the real world;
- The multiplication of forums and lectures related to entrepreneurial thought in the various faculties of the university;
- The necessity of making the student aware of the importance of entrepreneurship in the absence of employment opportunities;
- The need to reconsider funding methods, as they represent an obstacle for students due to religious considerations;
- Providing integrated learning programs in the field of entrepreneurship, which are related to how institutions are established and run;
- Trying to change the idea of graduation with a dissertation which most of its pages are theoretical to graduation through the completion of a project; everything that is theoretical will be marginalized, while the application will be learned by the student throughout his academic career;
- Activating the role of research laboratories in universities, and creating a partnership between the Entrepreneurial House and these laboratories.

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