

SUSTAINABILITY OF TRAINING PROGRAMMES FOR MANAGERS OF SMALL AND MEDIUM-SIZED ENTERPRISES IN MADAGASCAR

RAHARIVONY Fanja Vololona Nadia¹

Mr RAMAMBAZAFY Nicolas, Professor²

¹ : Doctoral student at ONIVERSITY FJKM RAVELOJAONA Reformed University of Madagascar- ECOLE DOCTORALE. SCIENCES INTEREPISTEMOLOGIQUES

² : Professor at ONIVERSITY FJKM RAVELOJAONA Reformed University of Madagascar- ECOLE DOCTORALE. SCIENCES INTEREPISTEMOLOGIQUES

ABSTRACT

SMEs play a dominant role in the economy of any country. Numerous programmes to support these entities are being implemented by various national and international partners, and the managers of Madagascan SMEs are benefiting from them in terms of training. The key issue is « how can training effectively develop the professional skills of company managers and staff » ? The aim of the article is to study the sustainability of training for SME managers and staff in Madagascar, with two specific objectives : to analyse the impact of training on the skills of those involved, and to assess the impact of the skills received on the overall performance of businesses. This study explores two research questions : Does training impact the skills of managers ? Do these skills contribute to overall company performance ? The two hypotheses are that: « the training provided significantly improves the skills of the players by increasing their expertise in their respective roles at company level », and « the skills received through coaching have a significant impact on the overall performance of companies, promoting high efficiency ». The methodology was based on professional experience in supporting SMEs located in Madagascar's capital, Antananarivo ; 40 diverse entities from the SME/BLP Small and Medium Enterprises Business Linkage Program were approached. The data collected was processed using JASP 0.18.3.0. The results include a diagnosis of the training already taken by these players, highlighting the need for specific training to improve skills. It emerged that training processes can evolve from general support to specialised training. In addition, the skills acquired through support have led to a significant improvement in the overall performance of SMEs, thus meeting the expectations of managers and demonstrating a significant indicator of effectiveness.

Key words: General support, specialized support, skills, performance, stakeholder motivation

1. INTRODUCTION

SMEs play a crucial role in any country's economy contributing significantly to job creation, research and innovation. Despite limited resources, they contribute to economic resilience in times of crisis [1]. The growth of SMEs depends on the skills of their managers, which directly impact their ability to fulfill their roles effectively[2].

However, the proliferation of training organisations and the existence of a multitude of company training coaches in Madagascar do not make it possible to determine the effectiveness in terms of the professional skills of company managers and staff. [3]

As a result, the orientation of the problem starts from the process approach describing the training of managers and staff of SMEs in Madagascar. Hence its formulation : « How can training ensure the effective development of the professional skills of company managers and staff ? » The article sets out to study the sustainability of training

for SME managers and staff in Madagascar, with two specific objectives : to analyse the impact of training on the skills of those involved, and to assess the impact of the skills received on the overall performance of business.

The research questions generated are Does training affect people's skills? And do the skills of the players ensure the overall performance of the company? The following two hypotheses are put forward: « the training provided significantly improves the skills of the players by increasing their expertise in their respective roles at company level », and « the skills received through coaching have a significant impact on the overall performance of companies, promoting high efficiency ».

2. MATERIALS ET METHODS

2.1 Common approach to hypothesis testing

Forty (40) managers and employees of Malagasy SMEs were interviewed on the basis of the SMEs of the Small and Medium Enterprise Business Linkage Program SME BLP of the African Development Bank ADB in collaboration with the training firm Kentia Formation and the Cabinet Esprit d'Entreprise EdE. The inclusion criteria are explained by the existence of 280 companies in the programme, relocating to all regions of Madagascar, and the 40 companies sampled at a rate of 14.3% are located in the Analamanga region. These entities come from various sectors of economic activity, such as agribusiness, tourism, service provision and trade.

The epistemological positioning on the basis of a deductive approach was initiated by specifying the importance of the hypothetico-deductive approach. This led to an exploratory qualitative study to contextualise the subject and obtain initial results. This was followed by a quantitative study to empirically test the hypotheses previously justified by the theory.

2.2 Verification of the first hypothesis : « the training provided significantly improves the skills of the players by increasing their expertise in their respective roles at company level. »

Semi-structured individual interviews with SME managers

A series of individual semi-structured interviews were conducted using the variables in the grid presented. The average duration of the semi-structured interviews was 45 minutes, which corresponds to the average duration of semi-structured interviews generally used in marketing research [4].

Three aspects of basic skill levels are expected of all types of business professional: knowledge, interpersonal skills and know-how. Knowledge corresponds to theoretical knowledge of all the specific concepts, behavioural skills correspond to the professional attitude of the player in the face of changes in the environment or professional situation (soft skills), and know-how (hard skills) relates to the ability to work on practical business problem-solving tasks [5] ; [6]. The samples of 40 companies are subdivided into 2 groups, each group consisting of 20 entities having received either level 1 general support in the first group, or level 2 specialised support in the second group.

Variables studied

The variables are selected on the basis of their relationship with the training of managers and the impact of training on their ability to do their job (see Table 1).

Table-1 : Variables studied

VARIABLES	INDICATORS	UTILITIES
Profile of managers by educational background	Training Agronomy Manager training Medical and paramedical training Civil engineering by training No university training Other	This information was used to determine the extent of the players' training needs and their professional and academic gaps in entrepreneurship.
Training themes and target personnel	Cash management Financial analysis Controlling Accounting and tax	The theme has enabled us to obtain the content of the training and the content of the support requested by the players.
Type of support	Specialised support Technical commercial support Technical, administrative and financial support General support	The type of support provided explains the manager's level of competence in terms of business administration.

Type of training in technical sales support	Training to be organised Market research The key elements of a business		There is then a need to distinguish between training and support.
Level of professional skills of players	Indicators	Rating	To measure the theoretical knowledge, professional attitude and ability to perform practical tasks of samples of managers.
	Knowledge	1 to 10	
	How to be Knowing how to do	11 to 20 21 to 30	
Type of support provided to managers	Indicators	Level	
	Generals	1	
	Specialised	2	

2.3 Verification of the second hypothesis: « The skills acquired through support have a significant impact on the overall performance of companies, promoting high efficiency.»

The software used was JASP 0.18.3.0 Jeffrey's Amazing Statistics Program, a free software package distributed by research groups at the University of Amsterdam for processing statistical data and studying linear and multiple regressions. Excel was also used for simple statistical calculations. The choice of this software was dictated by its availability as a complete downloadable version and its effective use by researchers around the world.

Linear regression study on JASP

The study of linear regression made it possible to analyse the null hypothesis H0 and the alternative hypothesis H1 through the value of the coefficient of determination R². The dependent variable was performance and the two independent variables were skill X₁ and type of support X₂.

Assuming the regression equation $Y = a_0 + a_1 X_1 + a_2 X_2$ (1)

Calculation of model coefficients

Three coefficients arise from equation (1) : a₀ corresponds to a constant, a₁ corresponds to the skill (according to knowledge level 2), and a₂ corresponds to the type of support provided (according to specialised support level 2).

Exploratory Factor Analysis

The last advanced method was Exploratory Factor Analysis, again using JASP software, and the variables studied are shown in Table 2.

Table-2 : Variables

Value of training and expectation of success	Effective Very effective Not at all effective Not effective	The impact of training for managers is based on its effectiveness in terms of success, hence the notion of overall performance.
--	--	---

The factors analysed were associated with three variables : training, skills and performance. In order to interpret the results on JASP, a high Cronbach's alpha coefficient (generally greater than 0.7) was used to indicate that the factors had good internal consistency [7].

3. RESULTS

3.1 Training business leaders and their skills

Profile of managers according to their university education

By mastering the basics of how the company operates, the manager gains a broader vision of the business unit, making it easier to monitor the activities carried out. This is far from being the case, since according to the classification of managers by their knowledge of business administration, the statistics provide more explanations (see Table 3).

Table-3 : University profile of SME managers

University profile	Frequency	Percentage (%)
Agronomy training	8	20
Training Manager	4	10

Medical and paramedical training	2	5
Civil engineering training	4	10
No university training	16	40
Other	6	15
TOTAL	40	100

Forty percent (40%) of SME managers lack a university education and are self-taught entrepreneurs.

Training topics for SME staff

In the case of staff training for SMEs, the players involved vary in the training themes they propose. Administrative and financial managers are the beneficiaries of administrative and financial support, and for commercial support, there is the marketing or sales manager.

The support theme varies according to the company's existing functions: sales, accounting, human resources and other functions. If it is a technical or production issue, the beneficiaries of the training are the technical and production managers. Given that the company is not heterogeneous, the themes are likely to vary according to the specific features of the functional system making up the company (see Table 4).

Table-4 : Training themes and target personnel

Topics	Target personnel
Cash management	Treasurer - accountant and accounting assistant - finance and finance assistant
Financial analysis	Accountant and assistant accountant - financier and financial assistant - financial analyst and controller
Controlling	Manager - senior and junior management controller - accountant and financial officer - human resources manager - administrative and financial managers
Accounting and taxation	Manager - accountant and assistant - financier and assistant

These themes are inadequate when compared with the constant need for training and the professional shortcomings of SME staff, depending on their position in the organisation or the directorates to which they belong.

Furthermore, the organisation of SMEs in Madagascar does not necessarily involve the existence of functions or management. SMEs with the legal status of EI Individual Enterprise have a single person in the person of the manager, who is responsible for all tasks related to the development of business activities. This highlights the importance of training managers in business administration.

Training process for SME managers

Training an SME manager requires the adoption of an appropriate and effective approach that corresponds to the needs of each manager. This research classifies support methods according to the specific needs of managers (see Table 5).

Table-5 : Type of support requested by managers

Type of support	Frequency	Percentage %
Specialised support	10	25
Technical sales support	20	50
Administrative and financial support	6	15
General support	4	10
TOTAL	40	100

General support is one of the services requested by managers because of their lack of general information about how the business operates. For support in administrative and financial techniques, the focus is on the method for setting business objectives and strategies, with analysis of general accounting and financial analysis data, followed by tax returns. As part of the support provided in commercial techniques, priority is given to programmes to put customers and suppliers in touch with other commercial players. The approach chosen remains personalised according to the classification of each manager and his or her level of mastery of his or her company's administrative situation. The preferred approach is personalised coaching, given the importance of the organisational system specific to each business unit.

Training content in technical sales support

Focusing training on market research gives company directors a better understanding of their company's marketing environment; it also helps them to put in place a policy of attacking the market in order to secure contracts not only with private individuals but also, and above all, with medium-sized or large companies (see Table 6).

Table-6 : Type of training in technical sales support

Training to be organised	Course content
Market research	Marketing fundamentals: demand-side approach, supply-side approach, marketing policy, marketing strategies, B-to-C, B-to-B
The key elements of a business	Business plan : key partners, key activities, key resources, value proposition, customer relationships, distribution channels, customer segments, cost structure, revenue streams

Specialised support

The demands of company managers are becoming more specific, and are based on the technical aspects of processing activities and the design and production of a good or service. Lack of knowledge of the technical aspects of designing and producing a good or service is leading managers to ask for more specialised support (see Table 7).

Table-7 : Training in specialised support

Type of support And companion's quality	Scope and activities of the company	Support content
Specialised support <u>Companion:</u> Consultant specialising in agri business	Agri business Production of vanilla ice cream	- Allocation of project resources - Technical orientation and specification of production methods - Impact analysis
Specialised support <u>Companion:</u> Consultant specialising in tourism	Tourism All tourist services in Madagascar	- Analysis of tourism problems in Madagascar - Adjusting tourism services to the market situation - Optimising the operation of tourism activities
Specialised support <u>Companion:</u> Consultant specialising in education	Education Early childhood education	- Standardisation of early childhood education - Qualification of teaching staff to the required standards - Matching supply and demand for early childhood education

In agri-business, companies concentrate on exploiting the products of the primary sector, agriculture and livestock. Processing methods vary from one company to another.

Administrative and financial support

Support in administrative techniques is characterised by the essential points of company administration that managers need to master in order to optimise the management of their companies. Training content can be administrative : business administration on planning, organisation, management and control. Planning can be strategic in terms of analysing the activities to be carried out in the medium and long term at company level; it is also operational in terms of the company's short-term activities. In terms of organisation, putting the business in order means determining who is involved in all the operational tasks, right through to the allocation of tasks and the determination of the performance standards required for each task within the business.

The content relating to financial techniques is based on accounting in the form of the SMT minimum cash-flow system for units with annual sales of less than 200,000,000 Ariary, which are subject to an IS (Impôt Synthétique) tax regime in 2022. For units with sales in excess of this amount, the taxation system is based on Income Tax (Impôt sur le Revenu IR). The latter system requires units to keep accounts that comply with the standards in force in Madagascar, in accordance with the General Chart of Accounts (PCG) and the mandatory financial statements required by the tax authorities.

Knowledge and skills of SME managers

The statistics given by JASP indicate that all the values for the 40 companies are taken into account to obtain a minimum knowledge point of level 7 in the type of generalised support of level 1 and a maximum know-how point of 30 for the second type of specialised support of level 2. Knowledge level 7 remains in soft skills ; a skill limited to theoretical knowledge. Knowledge level 30 corresponds to hard skills, a high level of competence combining theory and practice (see Table 8).

Table-7 : Type of training received and level of knowledge (skills) of participants

	Points obtained according to knowledge acquired	
	Type of support 1	Type of support 2
Valid	20	20
Missing	0	0
Mean	15.500	26.200
Std. Deviation	4.926	4.238
Minimum	7.000	19.000
Maximum	20.000	30.000

Changes in the type of support received by SME managers have an impact on their level of skills. Specialised support ensures a level of skills geared towards practice and know-how.

3.2 Competence of the players and overall performance in the company

Study of regression

The p-value denoted in JASP by $p < .001$ at 0.05 rejects the null hypothesis of equality of R^2 at 0, i.e. the non-significance of the H_0 model, given that the independent variables of competence and support cannot be equated to explain the dependent variable of performance Table 9.

The results obtained on JASP in Table 9 allow us to assess the quality of the model or the explanatory effect of the contributions of training on the skills of SME managers (X_1) and coaching (X_2) on company performance (Y), by means of the value of the coefficient of determination R^2 equal to 0.588. This indicator shows that 58.8% of the achievement of company objectives is significantly explained by the contributions of the X_1 and X_2 variables.

The significance of the model, i.e. the impact of the training and skills of SME managers on the performance of their company, is again confirmed by the results of the Fisher test evaluating the nullity of the coefficients of X_1 and X_2 in the null hypothesis model (see Table 9).

Table-8 : Linear regression study on JASP

Model	R	R ²	Adjusted R ²	RMSE	R ² Change	F Change	df1	df2	p
H_0	0.000	0.000	0.000	7.066	0.000		0	39	
H_1	0.767	0.588	0.577	4.595	0.588	54.234	1	38	< .001

Model expression based on coefficients

Table 10 gives the final expression of the model provided by JASP.

Table-9 : Coefficients of the training and skills model and the performance of SME managers

Model		Unstandardized	Standard Error	Standardized ^a	t	p
H_1	Constant	20.850	1.117		18.663	< .001
	Skill (level 2 knowledge)	15.500	1.027		15.087	< .001
	Type of support provided (2)	10.700	1.453		7.364	< .001

Analysis of equation (1) highlights the principles of adult education. An adult learner will be more inclined to commit to training, by accepting the terms and conditions of the training, if, on the one hand, he or she is convinced that the suggested training will really provide benefits that are clearly perceptible, and on the other hand, he or she considers that his or her prospects of success in his or her project are sufficiently advanced.

Regression equation $Y = a_0 + a_1 X_1 + a_2 X_2$ (1)

$$Y = 20.850 + 15.5 X_1 + 10.7 X_2$$

With :

Y= Condition for validating the hypothesis based on the performance-dependent variable

X_1 = Skill (level 2 knowledge)

X_2 = Type of support provided (2)

value expected from the training

Without the added value expected from the training and the hope of improving personal and professional living conditions at the end of the training, the opinions of managers show a percentage above average in the effective and very effective range (see Table 11).

Table-10 : Opinion of SME managers on the effectiveness of support and training

Indicators	Headcount: Unit of persons	Percentage %
Not at all effective	4	10
Pas efficace	3	7,5
Not effective	15	37,5
Highly effective	18	45
TOTAL	40	100

The exploratory factor analysis yielded the following information (see Table 12).

Table-11 : Exploratory factorial analysis of the effectiveness of coaching and training

Indicator	Factor 1	Factor 2	Factor 3	Uniqueness
Effective	0.941			0.003
Highly effective	0.900			0.003
Not at all effective		1.014		0.004
Not effective			1.014	0.004

The only significant figure from the exploratory factor analysis is based on the Effective scale, with a factor of 0.941, then Very Effective with a factor of 0.9. These results show that support and skills play a major role in overall performance (see Table 12).

4. DISCUSSIONS

4.1 Training and skills of SME managers

Professional gap in academic profiles

The results show that there are professional and academic shortcomings, leading to a need for training, given that in the study of managers' backgrounds, 20% are trained agronomists, 10% are trained in civil engineering, 5% are trained in medicine and paramedicine, 15% have followed other university courses and the remaining 10% are trained managers (see Table 3).

Training helps managers bridge the gap between required and actual skills, ensuring they can perform their roles effectively. Despite the high level of responsibility they assume, their academic profile remains mediocre in the results given above.

This same discrepancy may concern a single person (the manager), or a group of people (the manager and his partners) or even the company as a whole (where the manager entrusts the administration to his executives). The link between the skills gap and training is therefore direct.

Compared with the study by Garnier *et al* (1991), on the evaluation of the impact of a management training programme for SME managers, the level of education of the managers is relatively high : 35.4% have a university degree and 24.3% are graduates of a Collège d'Enseignement GEnéral et Professionnel (CEGEP). This is in stark contrast to the situation in Madagascar, where 40% of SME managers have not received any university education, confirming the sustainability of training programmes for these players.

These results lead us to interpret the situation of lack of knowledge in terms of business administration among the managers of Madagascan SMEs. It is extremely useful to know the personal or professional issues of each of the players involved in setting up a training action [8]. These issues influence the training themes (see Table 4) and the way in which they are expressed. They will appear in all the discussions. Knowing about them helps you avoid blunders and gives you more chances to succeed.

Type of support

In terms of results, 50% of managers expect support in commercial techniques, 25% require specialist support, 15% require technical administrative support and the remaining 10% require general support (see Tables 5- 6-7). The process of providing technical commercial support refers to the problem of marketing the company's goods and services.

The types of in-company support and training themes vary and offer a wide range of choices depending on the training gaps to be filled. The word "support" takes on different forms. It « denotes neither a concept whose meanings have stabilised, nor a territory whose uses are well-defined ». From counselling to companionship, coaching, mentoring or consultancy, the vast variety of terms used means that we need to ask ourselves what their relevance is, at the risk of losing sight of the depth of the content of support and the meaning of the act. Those being supported can expect the following services from the various forms of support : up-to-date information, listening, advice, networking, methodological and logistical support and training [9].

The studies are propelled into the international support of SMEs by offering international support at individual and inter-individual levels and internationalisation, concepts that are no longer local. These concepts are no longer local [10]. This is in line with the search for customers via business processes with consumers or B to C business to consumer and business processes with companies or B to B business to business [1]. In this case, training is geared towards market research and the marketing and international marketing approaches adopted by the company.

Level of skills and type of support

Knowledge is rated on a scale of 1 to 10, expertise from 10 to 20 and practical know-how from 20 to 30 (see Table 2). Following statistical studies, the minimum level of knowledge of managers who have undergone generalised support is 7, which implies competence limited to theoretical knowledge (soft skills); the maximum level of knowledge of managers is 30, corresponding to a high level of competence combining theory and practice (hard skills) (see Table 8).

The type of support provided depends on the manager's level of expertise. A manager who is already familiar with business management techniques prefers specialised support to increase his or her level of know-how and practical skills. This confirms the hypothesis on : « the training provided significantly improves the skills of the players by increasing their expertise in their respective roles at company level ».

Compared with [11], the logic of professionalism sets the notion of competence apart. The logic of professionalism makes it possible to understand the process of actors' professional development. Given that the logic in question considers professionalisation to be a process by which actors build and master the skills and knowledge essential to the practice of their profession, the process of professional development involves several other dimensions, such as commitment, effectiveness and efficiency.

4.2 From skills to performance

Effectiveness of executive training

The results show that if « specialised support » is correlated with a Factor 1, specialised support makes a positive contribution to performance by improving the perceived effectiveness of « Effective » and « Very effective » at a significant threshold of 0.9 and 0.941 (see Table 12).

As far as the effectiveness of management training is concerned, it tends to be the precision of the training objectives. It is customary to point out, as a matter of course, that if you don't have an objective, there is no risk of achieving it. This maxim applies to training, and pedagogical objectives are essential for the trainer to develop the training content [12].

The learning objectives are the translation of the needs expressed by the people requesting the training, and must therefore be negotiated and accepted by both them and the trainer. They provide the link between training content and professional situations :

- For the trainer, the main purpose of the learning objectives is to know where he is going and, secondarily, to ensure that he is capable of getting there.
- Each learning objective is an essential component of the training reference framework; checking that this has been achieved, that the aim of the training has been reached; facilitating assessment at the end of the sequence or at the end of the training; facilitating the facilitator, by providing guidelines for the choice of teaching methods; « correcting the course » after a training session [6].

In Madagascar, the results come from two categories of companies, including tourism and education:

- As far as tourism is concerned, Malagasy tourism companies have encountered just as many difficulties in balancing their activities. There are many divergences, not least the difficulty of prospecting for tourist clients, tourist services which have become mediocre due to national problems of poor road conditions, insecurity, economic instability, air transport costs which are too high compared with other destinations, the national organisation of the tourist sector and many other factors [13]. Proposing solutions to these divergences requires the intervention of a consultant specialising in tourism; however, the existence of such a player is not entirely evident in the country. As a result, the problem of developing this type of support is called into question, provided that the right person can be found for such an activity (see Table 7).
- In relation to education, it is also an area of intervention of interest to the private sector . In this research, early childhood education shows its need for specialised support. Improving the quality of education and the education system starts with early childhood education, which is why specialist education consultants are in demand by such companies to help them develop their activities more effectively. To do this, the guidance provided refers to international standards, which may be French, English or other (see Table 7). As a result, the staff to be mobilised for such activities must be introduced to and trained in these standards in order to ensure that the early childhood education on offer is in line with the demand that exists on the market.

According to Richard Wittorski [14], the challenge of training compared to its effectiveness is twofold: from an economic point of view, the aim is to make companies more competitive by encouraging employees to adopt new technologies; from a social point of view, the aim is to ensure that these new technologies provide employees with opportunities to learn, build and develop their skills.

The future of executive training

The final argument relates to the expectations of the targets of the training and the contributions made by way of data on future prospects, whether in the short, medium or long term.

The theory proposed by Wlodkowski [15], explains the expectancy value paradigm, based on a positive interaction between two fundamental factors, namely the value attributed by the subject to the training envisaged, and the expectancy of success in this task.

By comparing the results, the effectiveness of this paradigm in Malagasy companies varies between 37.5% and 45% (see Table 11), which confirms the values attributed to in-company training and the impact of training on the success of entrepreneurial activities and subsequently on the overall performance of the company.

5. CONCLUSION

The relationship between a manager's skills and his or her company's performance can be complex, given the multitude of other factors that influence them [16]. This study examined the sustainability of training for SMEs managers and staff in Madagascar. In fact, the different types of support, such as general support and specialised support, ensure the development of the skills of these players; they contribute to the overall performance of the business..

The study's findings support the proposed hypotheses:

- The training provided significantly improves the skills of the players, thereby increasing their expertise and effectiveness in their respective roles at company level, and
- The skills acquired as a result of the support provided have a significant impact on the overall performance of companies, leading to greater efficiency..

However, there are a number of prerequisites that need to be met in order to ensure the success of a coaching and training programme for company directors. These conditions include the following: motivation is an essential condition for all learning, a demotivated training target seeks to implement avoidance strategies, does not want to get involved or participate (Do Marcolino, 2016).

What then are the conditions that the learner needs to meet to ensure that the training is effective ?

REFERENCES

- [1] Keskgñ, H. (2010). The Importance of SMEs in Developing Economies. 2nd International Symposium on Sustainable Development, June 8-9 2010, Sarajevo, 1-10
- [2] Aloui, A., & Sleiman, M. W. (2021). Les compétences : Maillon fort des structures d'accompagnement des PME. *Management & Avenir*, 121(1), 57-77
- [3] INSTAT-GEM-INSTAT-CRDI_RapportNationalGlobalEntrepreneurshipMonitor_09-2020.pdf.
- [4] Evrard, Y., Pras, B., Roux, E., Desmet, P., Dussaix, A.-M., & Lilien, G. L. (2009). *Market—Fondements et méthodes des recherches en marketing*. Editions DUNOD. ISBN : 978-2100527960, 720p
- [5] Boudreault, H. (2004). *La formation professionnelle*. Editions Tout autrement. ISBN 978-2-923252-02-5, 272p
- [6] Coulet, J.-C. (2011). La notion de compétence : Un modèle pour décrire, évaluer et développer les compétences. *Le travail humain*, 74(1), 1-30.
- [7] Byrne, B. M. (2016). *Structural Equation Modeling With AMOS : Basic Concepts, Applications, and Programming*, Third Edition. Taylor & Francis. ISBN 978-1-315757-42-1, 460p
- [8] Garnier, B., Gasse, Y., & Parent, A. (1991). Évaluation des retombées d'un programme de formation en gestion de dirigeants de PME. *Relations Industrielles / Industrial Relations*, 46(2), 357-377.
- [9] Messeghem, K., & Sammut, S. (2011). *L'entrepreneuriat*. Éditions EMS. ISBN 2847691332, 9782847691337, 244p [1] Do Marcolino, P.-M. (2015). *Les fiches outils du formateur (Nouvelle éd)*. Eyrolles. ISBN 978-2-212-42013-5 510p
- [10] Francois Goxe (2011) *Accompagnement des entrepreneurs de PME à l'international _Natures critiques et propositions* Université Paris-Dauphine, Reims Management School 7^{ème} Congrès de l'Académie de L'Entrepreneuriat et de l'Innovation Paris, 12-15 octobre 2011, 1-21

- [11] Uwamariya, A., & Mukamurera, J. (2006). Le concept de « développement professionnel » en enseignement : Approches théoriques. *Revue des sciences de l'éducation*, 31(1), 133-155.
- [12] Fablet, D. (1998). Barbier (Jean-Marie) (dir.). —Savoirs théoriques et savoirs d'action. *Revue française de pédagogie*, 122(1), 168-170.
- [13] Mamiarisoa, J., Floris, R., Radimilahy, M., Christian, B., & Randrianjafy, V. (2022). Contribution du secteur tourisme à la croissance et au développement économique à Madagascar. Volume 5. ISSN : 2709-8192, 369-374
- [14] Richard Wittorski. (2016). La professionnalisation en formation : Textes fondamentaux. Presses universitaires de Rouen et du Havre. ISBN 979-10-240-0650-5, 308p
- [15] Wlodkowski, R. J. (2003). Fostering Motivation in Professional Development Programs. *New Directions for Adult and Continuing Education*, (98), 39-48.
- [16] Normand Pettersen, Josée St-Pierre et Stéphane Brutus. (2011). Relation entre les compétences du dirigeant de PME et la performance de son entreprise. *Revue internationale P.M.E. : Économie et gestion de la petite et moyenne entreprise*, 24(1),168-193

