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# The basic approaches to effective management and its role in developing competencies A case study of a group of small and medium enterprises in the governorate of Sidi Bel Abbes

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## Abstract:

This study aimed to identify the basic approaches to effective management and its role in developing competencies for a group of small and medium enterprises in the Wilayat of Sidi Bel Abbes, and through which we reached a direct relationship between them, wherever small and medium enterprises relied on the correct application of effective management whenever it contributed to the development of their competencies, as it has shown The results of the study: There is no significant significance between the function of planning, organizing, controlling and communicating in the development of competencies except for guidance and motivation.

**Keywords:** Effective management; Competency development, Small and medium Foundation, Mentoring, Motivation

**Jel Classification Codes :** M12, M53, L26, J24.

## 1. Introduction :

Organizations seek to optimize investment in human resources by implementing several integrated activities and functions aimed at fulfilling their needs at the right time, placing individuals in suitable positions, preserving, qualifying, and developing them in alignment with evolving conditions and surrounding circumstances. Human competencies are considered a strategic resource, as they play a vital role in creating competitive advantages for organizations. Therefore, it has become essential for organizations to adopt strategies that ensure the effective management of their human competencies. In order to preserve them, these competencies must be developed through training and motivation.

Based on the above, the central research problem can be formulated as follows:

**How do the basic approaches to effective management influence the development of competencies in small and medium-sized enterprises?**

To answer this main question, the following sub-questions are raised:

- Is there a correlation between the basic approaches to effective management and competency development?
- Do all the basic approaches to effective management influence the development of competencies?

### Hypotheses:

- There is a statistically significant positive correlation between the basic approaches to effective management and its various dimensions (planning, organizing, guidance, control, communication, motivation).
- There is a positive effect of the basic approaches to effective management on competency development.

### Objectives of the Study:

This research paper aims to address one of the most critical current economic topics by highlighting the basic approaches to effective management and their role in competency development, as well as exploring their practical reality in small and medium enterprises in the Wilaya of Sidi Bel Abbas.

### Research Methodology:

To verify the validity of the hypotheses, two research methods were adopted. The **descriptive method** was used to explore the theoretical concepts included in the study, while the **statistical analytical method** was employed to analyze the questionnaire responses directed to a group of small and medium-sized enterprises in the Wilaya of Sidi Bel Abbas.

Based on this methodology, the research paper is divided into the following core components:

## 2. Theoretical Path and Conceptual Framework of Effective Management

### 3. Competency Development

4. Applied Section: "The Basic Approaches to Effective Management and Their Role in Competency Development – A Case Study of a Group of Small and Medium Enterprises in the Wilaya of Sidi Bel Abbes."

## 2. Theoretical Path and Conceptual Framework of Effective Management

### 2.1 . The Concept of Effective Management:

The management process is an important and vital function that influences others in their behavior, actions, and attitudes toward work with the desire to achieve the organization's goals, ensuring its success and competitive superiority. Management consists of a set of coordinated and integrated operations that fundamentally include planning, organizing, controlling, and directing. In short, it is the process of setting goals and coordinating people's efforts to achieve them (Touati, 2018, p. 62).

Effective management is defined as a set of successful stages and processes aimed at achieving organizational objectives, regardless of their nature. It offers solutions and enables competent and efficient intervention at all levels of the organization. It also contributes to the development of innovative principles and practical methods, thus creating value that reflects success and excellence (Bouchaour & Belmokadem, 2006, p. 326).

Based on the above, effective management can be defined as the process of carrying out functions and tasks completely, using minimal resources, and in a timely manner—in other words, achieving the organization's goals in an optimal way.

### 2.2 Main Approaches to Effective Management in the Organization

There are three main approaches that are relied upon to achieve effective management in contemporary organizations (Kahi, 2011, p. 37):

#### 2.2.1 The Managerial Approach

This approach focuses on developing human resources, career path planning, motivating employees, and improving the work environment. It also involves studying management processes through the identification of organizational goals, human resource planning, recruitment, and selection processes. And appointment, job analysis, and job evaluation. In addition, it involves examining the structure of the department responsible for managing functions and understanding the relationship of each function with other functions within the organization

#### 2.2.2 The Systems Approach

According to this approach, each open subsystem is studied in terms of how it affects and is affected by other sub-activities. For example, the human resources system influences and is influenced by the production, operations, and marketing systems. Other subsystems also interact with and influence one another within the overall system of the organization in order to achieve its general objectives.

### **2.2.3 The Strategic Approach**

This approach focuses on analyzing and aligning the activities of each organizational function with the goals and strategies of the institution. For example, in the case of the human resources function, efforts in human resource planning are linked to the strategic orientations of the organization. In this context, the human element becomes one of the key pillars for achieving competitive advantage and one of the essential drivers of success in the modern organization.

Based on the above, effective management is considered sound organization that achieves objectives efficiently by utilizing resources optimally and at the lowest possible cost. It also contributes to creativity and innovation and provides incentives to achieve the highest levels of performance.

### **2.3 Objectives of Effective Management**

Effective management aims to achieve a set of fundamental goals, including (Bouchaour & Belmokadem, 2006, p. 335):

- ✓ Rapid responsiveness to sudden changes
- ✓ Production flexibility to meet existing demand
- ✓ Implementation of improvement measures in several processes to satisfy customers
- ✓ Reduction of internal sales costs and additional expenses
- ✓ Lowering costs below expected levels
- ✓ Reducing the need for capital
- ✓ Ensuring the flow of necessary resources and information to deliver substantial benefits
- ✓ Achieving financial wealth that distinguishes the organization from others, enabling it to maintain stability in a competitive market and ensure continuity

## **3. Competency Development**

### **3.1 The Concept of Competency**

The concept of competency is considered complex and difficult to define in a unified way. Therefore, we will refer to several definitions to approximate the meaning of competency. It can be described as a combination of knowledge, skills, and behaviors applied in a specific context, or as the ability to apply a set of theoretical, practical, and ingrained behaviors in a given work environment (Ben Dine & Ben Dida, 2018, p. 125).

The French Association for Standardization (AFNOR) defines competency as the use of capabilities in a professional setting to achieve optimal performance in a job or task (Youssef & Amin, 2012, p. 5).

Luc Boyer defines competency as the ability to carry out specific tasks. It is measurable and observable during activity, and more broadly, it is the readiness to mobilize, integrate, and apply resources in practice. Competency only becomes apparent through actual work (Mansouri & Wasmah, 2010, p. 50).

Based on the previous definitions, competency can be defined as the coordination of theoretical, practical, and personal knowledge, which becomes evident in the field through training, practice, and motivation.

### **3.2 Types of Competencies Competencies can be categorized as follows:**

**3.2.1 Individual Competencies:** These are inherent qualities of an individual that enable them to perform their job in a distinctive and superior manner compared to others. These unique abilities are applied in a specific professional context and are manifested through job performance (Mheibel, 2019, p. 247).

Individual competencies are also understood as the ability to demonstrate one's skills through practice, initiative, and accountability in dealing with professional situations. They reflect the ability to use acquired practical knowledge to handle specific work scenarios and achieve expected outcomes. Thus, an individual is expected to possess:

- ✓ Flexibility and the ability to adapt to environmental changes
- ✓ Perseverance and the ability to work independently
- ✓ The ability to confront problems and solve them in a peaceful manner
- ✓ The ability to balance between personal and professional life.

### **3.2.2 Collective Competencies:**

Collective competency can be discussed from two perspectives. First, it serves as a principle for analyzing the effectiveness of individuals working in teams in business management. Second, it is viewed as a key competency that represents the core activity of the organization (Salama, El-Houari, & Ezzine, 2016, p. 5).

Collective competencies are the result of individual competencies integrated together through synergy, reinforced by a shared organizational culture. Some of the advantages of collective competencies include:

- Creative thinking and the ability to solve problems
- The ability to make decisions
- Quick response to environmental changes
- Effective communication skills

### **3.2.3 Strategic Competencies:**

Strategic competencies emerge from a new combination of individual skills, specific organizational assets, and institutional rules. They contribute to enhancing the organization's competitive advantage and adapting to its internal and external environments. Strategic competencies consist of four components (Mheibel, 2019, p. 247):

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- The knowledge and skills of employees, comprising the organization's scientific and technological heritage
- Technical systems and organizational knowledge
- Management systems and strategic vigilance
- The values and standards that underpin the process of creating and developing core competencies

### 3.3 Methods of Developing Competencies Among the most important methods for developing competencies are the following:

#### 3.3.1 Training and Development:

Training is a continuous activity based on planning and organization. It helps enhance the capability, skills, and efficiency of human resources to reach higher levels of performance within the organization (Ahmed & Nasreddine, 2019, p. 316). The concepts used to describe training differ, but unlike education, training is specific, clear, and programmed, and its success can be measured more quickly. In contrast, the impact of education takes longer to materialize. The goal of training is to increase specific knowledge and skills in defined areas, as well as to raise trainees' awareness of the organization's mission and objectives (Park, 2009, p. 274).

Problems arising from weak training often indicate a flaw in one or more stages of the training process.

The first stage of training is identifying needs, which arises when there is a performance deficiency. Once identified, a specific training program is designed—this is the second stage, which includes setting objectives and preparing training materials that align with the educational and practical levels of the trainees. The third stage is implementation, during which trainers are selected and prepared, the program budget is determined, and appropriate training methods are chosen according to the set objectives. The fourth and final stage is evaluation, where the effectiveness and efficiency of the training program are measured. It assesses whether the set goals were achieved and identifies strengths to build on and weaknesses to address.

#### 3.3.2 Motivation:

Motivation refers to external forces and influences that drive internal desires, directing an individual's behavior toward desirable outcomes to achieve both personal and organizational goals more effectively (Oukil & Khaldi, 2019, p. 126). Broadly defined, motivation is an external factor found in society or the work environment that helps satisfy a desire felt by the employee. It is considered one of the most significant determinants of behavior, steering it in a positive direction (Ben Hamida, 2018, p. 475).

Based on the above, it can be said that motivation is a set of factors that influence individual behavior by satisfying personal needs. Incentives vary depending on several criteria: the nature of the incentive (whether moral or material), its impact (positive or negative), the beneficiary (individual or collective), and its form (direct or indirect).

#### 4. Applied Section:

"The Basic Approaches to Effective Management and Their Role in Competency Development – A Case Study of a Group of Small and Medium Enterprises in the Wilaya of Sidi Bel Abbas"

After addressing the theoretical aspects of the basic approaches to effective management and their role in developing competencies, a field study was conducted on a group of small and medium enterprises (SMEs) in the Wilaya of Sidi Bel Abbas.

##### 4.1 Study Population:

The study population consists of managerial staff working in a group of enterprises in the Wilaya of Sidi Bel Abbas. A questionnaire was distributed to a random sample of 33 enterprises.

##### 4.2 Questionnaire Design:

A questionnaire was developed, consisting of an introduction about the study and two main sections:

The first section covered personal information about the respondents, such as age, gender, and educational level.

The second section addressed the study variables: effective management and competency development.

After preparing the questionnaire, it was distributed to a random sample of 40 individuals. The response rate was 100%, and all responses were valid and accepted.

##### 4.3 Analysis of the Questionnaire Results:

After identifying the study population and selecting the sample, this section presents and analyzes the data collected from the questionnaire. Following the sorting and extraction of information, several statistical tools and methods were employed to facilitate the analysis. The study relied on the Statistical Package for the Social Sciences (SPSS) to analyze the data, with the aim of obtaining the study's results and answering the research problem.

##### 4.3.1 Analysis of Sample Characteristics

In this section, we present the key characteristics and attributes of the study sample, including the tariff characteristics of small enterprises, legal structure, gender, and educational level.

##### Tariff Characteristics of the Sample Population:

**Table 01: Sample Population**

01	Chiali for Pipes	Industry	Private	SME, Sidi Bel Abbas
02	Hasnaoui	Construction	Private	SME, Sidi Bel Abbas
03	T. Plast	Industry	Private	SME, Sidi Bel Abbas
04	F AMAG	Industry	Private	SME, Sidi Bel Abbas
05	K.C.A	Industry	Private	SME, Sidi Bel Abbas
06	CMA	Industry	Public	SME, Sidi Bel Abbas
07	SAMPO	Industry	Mixed	SME, Sidi Bel Abbas

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08	GIPLAIT	Industry	Public	SME, Sidi Bel Abbes
09	SBTP	Construction	Private	Sidi Bel Abbes
10	EURL LEKHAL	Construction	Private	SME, Sidi Bel Abbes
11	Algérie Télécom	Services	Public	Sidi Bel Abbes
12	Al-Hasaa Company	Processing	Public	Sidi Ali Ben Youb
13	SFT PMA	Industry	Public	Mostefa Ben Brahim
14	CCLS	Processing	Public	Sidi Bel Abbes
15	ETB Maachou	Construction	Public	Sidi Bel Abbes
16	Moulin Azzouz	Industry	Private	SME, Sidi Bel Abbes
17	GRUPO PUMA	Construction	Private	SME, Sidi Bel Abbes
18	URBAT	Services	Public	Sidi Bel Abbes
19	ERIAD	Industry	Public	Sidi Bel Abbes
20	Naftal	Services	Public	Sidi Bel Abbes
21	EPTP	Public Works	Public	Sidi Bel Abbes
22	ONAB	Processing	Public	Sidi Brahim
23	ECGM	Electrical Works	Private	Sidi Bel Abbes
24	EDE	Water	Public	Sidi Bel Abbes
25	ETB Tounsi	Construction	Private	SME, Sidi Bel Abbes
26	FROMALAIT	Industry	Private	SME, Sidi Bel Abbes
27	BATER	Construction	Private	SME, Sidi Bel Abbes
28	EG Bouabdellah	Construction	Private	Sidi Bel Abbes
29	ETPH Bourzig	Roads	Private	SME, Sidi Bel Abbes
30	SONELGAZ	Services	Public	Sidi Bel Abbes
31	Laiterie Zian	Processing	Private	Sidi Lahcen
32	IFKI	Processing	Private	Ben Badis
33	ETPP	Road Works	Public	Sidi Bel Abbes

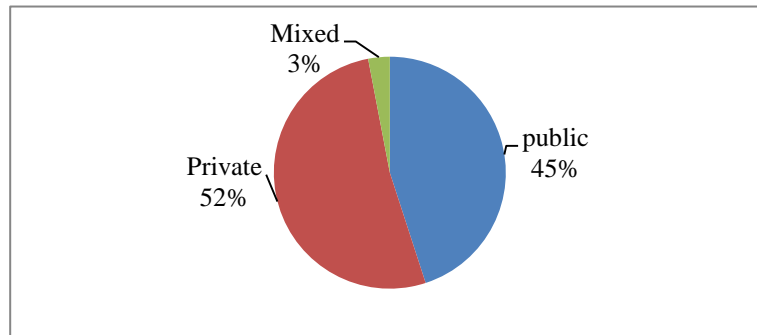
**Source:** Table prepared by the researchers

**Distribution by Legal Form:**

According to the chart, private enterprises are predominant in the surveyed area, namely the Wilaya of Sidi Bel Abbes, representing 52% of the total number of small and medium-sized enterprises. In contrast, public enterprises account for 45%, which indicates that the public sector still plays a significant role in the economic

development of the region. As for foreign investment, it represents only 3% of the total surveyed enterprises, namely the Finnish agricultural equipment company SAMPO.

**Figure 01: Distribution by Form**

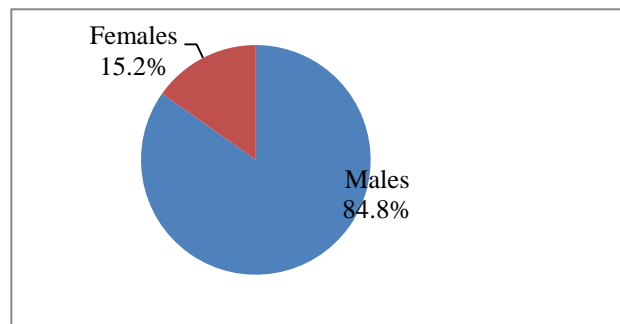


**Source:** Prepared by the researchers based on EXCEL outputs

### Gender of the Sample

The chart illustrates the gender distribution of the sample that constitutes the study population.

**Figure 02: Gender Distribution of the Sample**



**Source:** Prepared by the researchers Based on EXCEL outputs

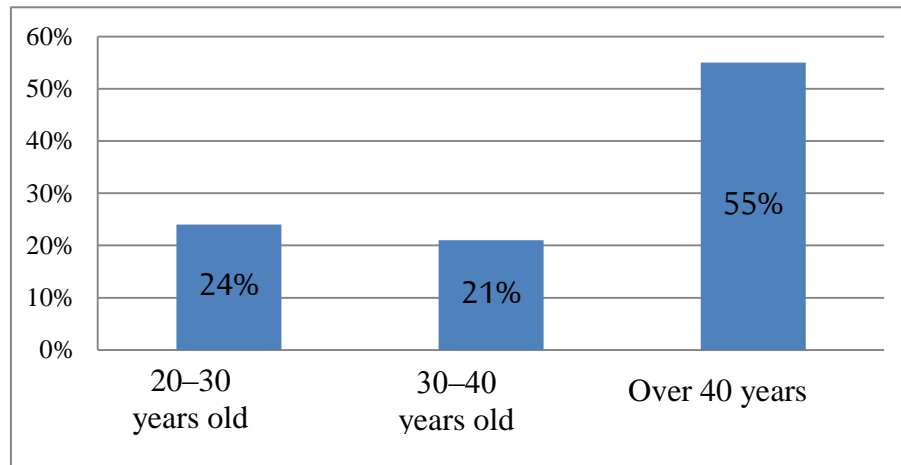
The majority of enterprise managers belong to the male category, representing 85% of the total surveyed sample, while the female component accounts for only 5%. This can be attributed to the social environment characteristic of Algerian society, which distinguishes it from other societies in terms of its conservative nature, as well as the specific working conditions for women and prevailing societal perceptions. All of these factors have impacted women's participation in the workforce—particularly in senior positions—despite notable social openness and the existence of laws supporting their inclusion.

### Age of the Sample:

Based on the chart, it is observed that 55% of the surveyed sample are over the age of 40. This is due to the fact that most enterprises seek highly experienced competencies to improve performance and place greater emphasis on the management of human resources.

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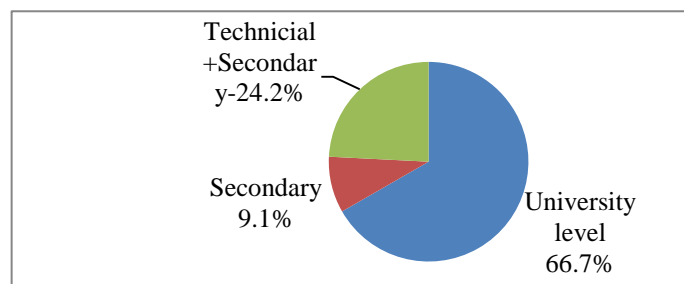
Figure 03: Age Distribution of the Sample



Source: Prepared by the researchers based on EXCEL outputs

Educational Level

Figure 04: Educational Level



Source: Prepared by the researchers based on EXCEL outputs

From the previous chart representations, it is observed that 66.7% of managers hold a university-level education. This indicates that the majority of supervisors are university graduates with a high academic level, as enterprises consistently seek to benefit from the knowledge and information that these individuals can contribute in their professional lives.

Next come those with secondary and technical education, representing 24%; they apply their acquired knowledge and gain experience that helps them manage their enterprises. Meanwhile, the remaining 9% have only a secondary-level education. This suggests that educational level alone is not sufficient for effective management; rather, experience and long-term engagement also play a significant role.

**4.3.2 Reliability and Validity of the Research Instrument:**

The Statistical Package for the Social Sciences (SPSS) was used to measure the reliability and validity of the data. The data were analyzed, and the hypotheses were tested using the Cronbach's Alpha coefficient to verify the internal consistency and reliability of the measurement tool.

Given that the value of the Cronbach's Alpha coefficient was 0.847, the instrument can be considered reliable and valid, as this value exceeds the generally accepted threshold of 50%.

The acceptable reliability value recommended by Cronbach (1970) and Nunnally (1978) is 70%, while Sekaran (2000) and Amir & Sundaran Nadiyah (2002) consider 60% to be acceptable. Some researchers also accept a threshold as low as 50%. Therefore, the results of the questionnaire can be considered dependable.

The following table illustrates this.

**Table 07: Cronbach's Alpha Coefficient**

Number of Items	Cronbach's Alpha Coefficient
43	0.847

**Source:** Prepared by the researchers based on SPSS outputs

#### 4.3.3 Analysis of Respondents' Opinions

The acceptable reliability value recommended by Cronbach (1970) and Nunnally (1978) is 70%, while Sekaran (2000) and researchers Amir & Sundaran Nadiyah (2002) consider 60% as acceptable.

Through our applied study—both the questionnaire and its analysis—as well as the field investigation relying on an analysis of the respondents' opinions, it became evident that most enterprises do not rely on the core managerial functions, namely planning, organizing, directing, and controlling. This negatively impacts the management process and the optimal use of human resources.

**The following table illustrates these findings:**

**Table 08: Analysis of Respondents' Opinions**

No.	Statements	No. of Responses	Minimum	Maximum	Mean	Std. Deviation	Trend
1	Organizing	33	1.5	3.00	2.1212	0.35422	Negative
2	Directing	33	1.00	2.00	1.3788	0.43358	Negative
3	Planning	33	1.00	2.50	1.6818	0.42972	Negative
4	Controlling	33	1.00	2.00	1.2879	0.39588	Negative
5	Communication	33	1.00	2.50	1.7727	0.35556	Negative
6	Motivation	33	1.20	2.00	1.2879	0.37563	Negative

**Source:** Prepared by the researchers based on SPSS outputs

The table above shows that the descriptive statistical analysis of the components of effective management does not indicate strong responses, as reflected by the low mean values across all items. These results reveal a consensus among respondents regarding the negative trend in the key elements of the management process.

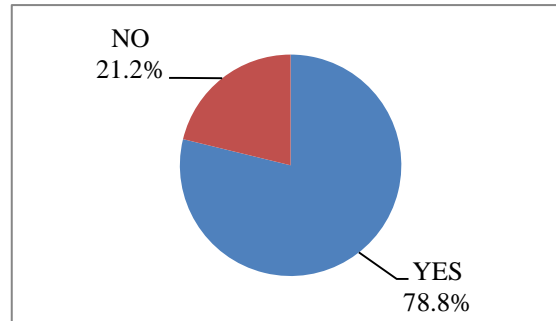
This indicates that human resources do not place sufficient importance on fundamental management principles, leading to the conclusion that effective management is absent in the surveyed enterprises.

For example, regarding the statement: "Are there shortcomings in the management process within human resources?", 78.8% of respondents answered Yes, while 21.2% responded No. This suggests that management in

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these institutions is largely superficial and neglects core aspects such as predictive management, human resources management, competencies, and strategic planning. The following figure illustrates this:

**Figure 05: Shortcomings in the Human Resources Management Process**



**Source:** Prepared by the researcher based on EXCEL outputs

**4.3.4 Hypothesis Testing**

**1. Testing the First Hypothesis:**

We aim to examine the relationship between the various functions of effective management (organizing, planning, controlling, communication, directing, and motivation) and competency development in small and medium-sized enterprises (SMEs), by testing the following hypothesis:

H<sub>0</sub> (Null Hypothesis): There is a statistically significant positive correlation between the functions of effective management and competency development in SMEs at a significance level of 0.05.

H<sub>1</sub> (Alternative Hypothesis): There is no statistically significant positive correlation between the functions of effective management and competency development in SMEs at a significance level of 0.05.

The hypothesis is tested using the simple linear regression coefficient to analyze the relationship between the independent variable (functions of effective management) and the dependent variable (competency development in SMEs).

**Table 10: Correlation Between Functions of Effective Management and Competency Development**

Variable	Organizing	Directing	Planning	Controlling	Communication	Motivation
<b>Competency Development</b>	0.366	0.212	0.324	0.309	0.244	0.267
<b>Significance (p-value)</b>	0.036	0.230	0.066	0.080	0.170	0.134
<b>No. of Observations</b>	33	33	33	33	33	33

**Source:** Prepared by the researchers based on SPSS outputs

From the results above, we observe that among the functions of effective management, only the organizing function shows a statistically significant correlation with competency development in the SMEs under study. The

correlation coefficient for organizing is 0.366, and the significance value is 0.036, which is less than the threshold significance level of 0.05.

As for the other functions of management—directing, planning, controlling, communication, and motivation—none recorded a statistically significant correlation with competency development in the surveyed SMEs.

### **Analysis Using the Coefficient of Determination ( $R^2$ ):**

Through this analysis, we can determine the extent to which the independent variable in the model—organizing—is capable of explaining the variations that may occur in the dependent variable, which is human resource function (competency development).

To assess this relationship, it is necessary to examine the coefficient of determination ( $R^2$ ). This statistical measure indicates the proportion of the variance in the dependent variable that is predictable from the independent variable.

**Table 11: Results of the Coefficient of Determination**

Correlation Coefficient	Coefficient of Determination ( $R^2$ )
0.366	0.134

**Source:** Prepared by the researcher based on questionnaire analysis results

From the previous table, we find that the coefficient of determination ( $R^2$ ) is 13%, which means that the independent variable—organizing—explains 13% of the variance in the dependent variable. The remaining 87% is due to undefined and random factors.

**2. Testing the Second Hypothesis:** This hypothesis aims to examine the effect of the various functions of management (organizing, planning, controlling, communication, directing, and motivation) on competency development in small and medium-sized enterprises (SMEs), by testing the following hypothesis:

$H_0$  (Null Hypothesis): There is a statistically significant effect between the functions of effective management and competency development in SMEs at a significance level of 0.05.

$H_1$  (Alternative Hypothesis): There is no statistically significant effect between the functions of effective management and competency development in SMEs at a significance level of 0.05.

The hypothesis was tested using ANOVA (Analysis of Variance).

From the table, it is clear that the Sig. values for the following management functions—organizing (0.104), planning (0.705), controlling (0.600), and communication (0.878)—are all greater than the significance level of 0.05. This indicates that these functions do not have a statistically significant effect on competency development in small and medium-sized enterprises (SMEs).

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Table 12: ANOVA (Analysis of Variance)

Organizing	0.562	2	0.281	2.439	0.104	Not Significant
	3.454	30	0.115			
	4.015	32				
Planning	0.136	2	0.068	0.354	0.705	Not Significant
	5.773	30	0.192			
	5.909	32				
Controlling	0.857	2	0.429	3.092	0.600	Not Significant
	4.158	30	0.139			
	5.015	32				
Communication	0.037	2	0.018	0.131	0.878	Not Significant
	4.110	30	0.134			
	4.045	32				
Motivation	1.383	2	0.691	3.459	0.045	Significant
	5.996	30	0.200			
	7.379	32				
Directing	0.467	2	0.233	3.369	0.048	Significant
	2.079	30	0.069			
	2.545	32				

**Source:** Prepared by the researcher based on the questionnaire results

In contrast, the Sig. values for the functions of directing (0.048) and motivation (0.045) are less than 0.05, which means that both functions do have a statistically significant effect on the development of competencies in SMEs.

### 5. Conclusion:

During the field study, it was observed that most enterprise managers are unaware of the importance of non-traditional training, and in fact, many had no basic knowledge of it at all. Despite Algeria's economic openness to the world, the majority of Algerian enterprises remain far removed from modern training methods—even traditional training is often neglected. This can be attributed to a focus on rapid profit at minimal cost, even though existing laws mandate companies to allocate at least 2% of their turnover to training.

Regarding incentive policies, they must be meaningful in order to influence the internal driving forces of individuals and direct them toward better performance. Motivation is considered one of the key tools used by Human Resource Management to guide employee behavior and enhance their performance.

Various management theories have emphasized the importance of motivation and its central role in managing human resources. Among the most prominent motivators are monetary incentives, such as salaries and bonuses, and non-monetary incentives, such as recognition and praise. Enterprises seeking to achieve their goals must be

well aware of the types of incentives their employees value in order to meet their needs and enhance their performance.

Both training and motivation are fundamental factors contributing to the development of competencies within organizations. However, most institutions tend to focus solely on monetary incentives (i.e., salaries), while moral incentives are often neglected or entirely absent.

Good management, represented by the core management functions—organizing, directing, planning, and controlling—enables small and medium-sized enterprises (SMEs) to achieve their intended goals. Diverse and complex objectives can only be realized through effective and robust management, which in turn depends on several key factors:

A modern and structured human resource management system

A clear and flexible organizational structure that defines the responsibilities of every member

Competent managers with strong academic backgrounds or extensive professional experience capable of overseeing and managing effectively

#### **Key Findings of the Research:**

Algeria places great importance on SMEs and has provided substantial support to this vital sector through significant financial allocations for both startup and rehabilitation efforts. The economic conditions, global environment, and financial constraints have pushed Algeria toward prioritizing SMEs, which numbered 117,194 according to the Statistical Bulletin of the Ministry of Industry, Issue No. 35, June 2019.

Most of the enterprises created under the national youth employment support programs (CNAC, ANSEJ, or ANGEM) are service-oriented, with limited presence in strategic sectors such as industry and agriculture, which has negatively affected economic integration.

The field study conducted in the Wilaya of Sidi Bel Abbes revealed that most of the enterprises surveyed were private, with a notable presence of public sector companies complementing them.

Approximately 78% of the enterprise managers surveyed held university degrees, indicating that companies place strong emphasis on educational qualifications, while still valuing professional experience.

Analysis of the questionnaire and results obtained using SPSS led to the following conclusions:

The majority of respondents (85%) were male, while women represented only 15%, reflecting the conservative nature of Algerian society.

55% of the surveyed managers were over the age of 40, suggesting that organizations value experience, with many managers being recruited from the labor market—particularly from the public sector.

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