The contribution of coaching and mentoring to the development of the participants in the Small Business Academy programme of the University of Stellenbosch Business School

Jean Pierre Cronje

Research assignment presented in partial fulfilment
of the requirements for the degree of
Master of Philosophy in Management Coaching
at Stellenbosch University

Supervisor: Dr S van Coller-Peter

Degree of confidentiality: A   **December 2015**

Declaration

I, Jean Pierre Cronje, declare that the entire body of work contained in this research assignment is my own, original work; that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

JP Cronje   26 August 2015

14385562

Acknowledgements

I would like to acknowledge and express my gratitude to the following people for their continued support, encouragement and guidance during the completion of my research assignment. Without them, it would not have been possible for me to complete this study.

- My family, particularly my wife for her support and patience.
- Dr Salome van Coller-Peter, my supervisor for her guidance and encouragement.
- Dr Ruth Albertyn for introducing me to research.
- Ms Edith Kennedy from the Small Business Academy.
- Staff at the USB library.
- My fellow students from the MPhil in Management Coaching class of 2014.

Lastly, I would like to thank the Lord for giving me the energy and perseverance during this exciting period of my life.

iv

Abstract

Small and medium size enterprises (SMEs) play a significant role in fuelling economic growth and job creation in South Africa, but the enterprises require owners and managers with the skills and competencies to meet both current and future challenges. Successful entrepreneurial development initiatives aimed at SMEs, specifically those from previously disadvantaged communities, can contribute to the alleviation of poverty through job creation within these communities.

Entrepreneurship is a rapidly developing area of study in South Africa and there is an increasing demand for entrepreneurship training. The University of Stellenbosch Business School (USB) has launched the Small Business Academy (SBA) to support the growth and development of SMEs in previously disadvantaged communities in the Western Cape Province. Research conducted on the 2013 pilot programme of the SBA substantiated the significant contribution that mentoring had made to the development of the SBA participants. The contribution of coaching to the development of the SBA participants was, however, not included in the evaluation of the SBA pilot programme. In order to increase the awareness and effectiveness of coaching and mentoring as enablers of entrepreneurial development, it is important to have an understanding of the different contributions that coaching and mentoring offer in this development.

The aim of this study was to explore the contribution of coaching and mentoring to the development of participants in the Small Business Academy programmes, with a view to discovering possible improvements that could be made with regard to the support offered to the participants in the SBA programme. The study was exploratory in nature and followed a phenomenological approach. The overall methodology was qualitative. Primary data was collected through semi-structured face-to-face interviews. This study recognised and acknowledged the different contributions of both coaching and mentoring to the development of the SBA programme participants. In addition to the insights derived from this study, practical and relevant recommendations emanated from the study, including a suggestion for further research.

Key words

SMEs

Coaching

Mentoring

Entrepreneurial development and learning

University of Stellenbosch Business School Small Business Academy

Table of contents

ix

List of tables

x

List of figures

List of acronyms and abbreviations

AEE	Association for Experiential Education
BC	Before Christ
COMENSA	Coaches and Mentors of South Africa
DESC	Departmental Ethics Screening Committee
DTI	Department of Trade and Industry
ELT	Experiential Learning Theory (Kolb)
EMCC	European Mentoring and Coaching Council
EQ	Emotional Intelligence Quotient
GEM	Global Entrepreneurship Monitor
HEIs	Higher Education Institutions
ICF	International Coaching Federation
LSI	Learning Styles Inventory (Kolb)
MBA	Master of Business Administration
MDevFin	Master of Philosophy in Development Finance (USB)
NDP	National Development Plan
NQF	National Qualifications Framework
SEDA	Small Enterprise Development Agency
SBA	Small Business Academy
SBP	Small Business Project
SMEs	Small and medium enterprises
SMMEs	Small, medium and micro enterprises
TSiBA	Tertiary School in Business Administration
UK	United Kingdom
USB	University of Stellenbosch Business School
WIL	Work Integrated Learning

CHAPTER 1
INTRODUCTION

1.1   INTRODUCTION

The primary focus of this research study was to explore the contribution of coaching and mentoring to participants in the programmes of the Small Business Academy (SBA) of the University of Stellenbosch Business School (USB). The SBA offers an integrated entrepreneurial development programme that combines an academic programme with a mentoring programme, aimed at accelerating the development of small business owners in low-income communities such as Khayelitsha and Mitchells Plain in the Western Cape (USB). .

This chapter provides the background to and the research objectives of this study. It also provides insight into and an appreciation of the context and challenges experienced by the participating entrepreneurs. In order to substantiate the relevance and contribution of the SBA, a brief overview is provided of small and medium enterprises (SMEs) and of entrepreneurial training designed specifically for small, medium and micro enterprises (SMMEs) in previously disadvantaged communities.

1.2   THE CONTEXT OF THIS STUDY

The successful incubation and development of SMEs, specifically those involving learners from previously disadvantaged communities, is a priority for the national government of South Africa. SMEs have a significant presence in the South African economy. It is estimated that this segment accounts for 91% of the informal enterprises in South Africa. The fact that SMEs are responsible for providing 60% of employment opportunities in South Africa substantiates the need for sustainable enterprises in this segment (SME Growth Index 2013). Successful entrepreneurial development initiatives aimed at SMEs from previously disadvantaged communities can contribute to the alleviation of poverty through job creation within these communities.

For SMEs to fulfil their role in fuelling economic growth and job creation, they require skills development to meet current and future challenges. Hind and Smit (2012: 13) stated that in the South African context, SMEs have the responsibility to address environmental and social issues, in addition to economic sustainability challenges. These unique challenges, specifically experienced by start-up entrepreneurs in previously disadvantaged communities, require that the capabilities of SMEs needs to be developed on an ongoing basis.

The high failure rate of SMEs in South Africa remains a major concern, despite various public and private initiatives to support SMEs. Minister of Trade and Industry Rob Davies noted that as many as 70% of South Africa's SMEs fail in their first year (SBP Report, 2014). This is one of the highest failure rates in the world. According to the 2013 Global Entrepreneurship Monitor (GEM) report,

only 10% of South Africa's adult population is involved in early stage entrepreneurship, while another 3% has been operating an enterprise for more than three and a half years. The latter figure puts South Africa in fourth last place across the entire GEM study (SME Growth Index 2013).

Mueller stated that the entrepreneurial learning environment should prepare the entrepreneur for practice while embedding theoretical knowledge in a value-adding way (2012: 49-51). In addition, a significant challenge for novice entrepreneurs is the development of management skills, as the lack of such skills is often regarded as one of the main reasons for business failure (St-Jean, 2012: 200).

Entrepreneurial development programmes aimed at SMMEs from previously disadvantaged areas should follow a different approach to that of leadership and development interventions in large corporations. In the entrepreneurial context there is seldom a separation between management and leadership responsibilities and, therefore, entrepreneurial development initiatives should aim to develop entrepreneurs to face their unique challenges (Leitch, McMullen & Harrison, 2009: 243).

Higgins and Aspinal (2011: 53) stated that SMEs learn through action, participation and reflection, instead of formal training. In this context, knowledge is predominantly gained, and embedded, through experience and practice, as opposed to formal, passive teaching. The significance for entrepreneurs of experiential learning is further validated by Dhilwayo (2008: 330), who stated that work-integrated learning (WIL), which progressively integrates academic study with learning through productive work experiences, is an integral part of the educational process for SMEs, especially in the South African context.

Entrepreneurship is a rapidly developing area of study in South Africa and there is an increasing demand for entrepreneurship training. Due to the increasing demand and relevance of entrepreneurial education, higher education institutions (HEIs) and training providers are now required to develop and present fit-for-purpose entrepreneurial development initiatives. The curriculum and delivery methodology of entrepreneurship training should recognise the unique challenges faced by entrepreneurs, specifically those from previously disadvantaged areas. According to Nicolaides (2011: 1046), entrepreneurship education should be a stand-alone subject; it should not be viewed as part of Business Management, nor should it be incorporated into other interdisciplinary fields.

The Small Enterprise Development Agency (SEDA), on behalf of the Department of Trade and Industry (DTI), urged both private and government-controlled institutions to support and initiate SME development projects in previously disadvantaged areas (*Business Day Live*, 2014). In 2012, the USB responded to the need for the development of SMEs from previously disadvantaged areas by launching its Small Business Academy (SBA), which is aimed at supporting the growth and development of SMEs in previously disadvantaged communities within the Western Cape (USB).

The SBA offers an entrepreneurial development programme called the SBA Development Programme. The participants in this programme are part of the USB SBA for a period of nine months, after which they graduate with a National Qualifications Framework (NQF) level 5 certificate from Stellenbosch University. The programme comprises the following components:

i) **Academic and theoretical modules**: These modules are individually aligned with the competence level and needs of each small business owner participating in the programme. Subjects include essential business skills, marketing skills training, financial management, as well as business plan writing and presenting.

ii) **Mentoring**: The participant must attend the mentor/mentee matching and training event at the beginning of the programme. During the programme, the participant must participate in a minimum of 12 hours of face-to-face mentoring with a matched mentor as contracted during the mentoring event. The mentoring part of the programme is provided by qualified mentors from the USB's pool of alumni.

iii) **Engaged learning with MBA and MPhil in Development Finance students**: USB MBA and MPhil in Development Finance (MDevF) students assist small business owners with the preparation of their business plans.

iv) **Workshops**: In addition to the academic training modules, regular workshops are offered on Saturdays. The topics presented at these workshops include the use of social media, access to finance and funding, and business insurance. The topics can vary from year to year.

The role of the mentors in the SBA is to assist the participants with the transfer of learning from the classroom to their businesses (USB, 2015).

A key finding from the research conducted to identify the success factors of coaching and mentoring in SMEs in the United Kingdom (UK) is that besides the various definitions of coaching and mentoring, it is important for the recipients to have a common understanding of what coaching and mentoring is (Peel, 2004: 50). This trend is consistent with the findings of research conducted by Coaches and Mentors of South Africa (COMENSA) in 2010. Confusion between the functions of coaching and mentoring, as well as a lack of understanding of what coaching entails, was identified by 47% of the respondents as a hindrance to the effective use of coaching by organisations.

The terms *coaching* and *mentoring* seem to cause much confusion. Some people use them interchangeably, while others clearly differentiate between them (Western, 2012: 41). Leading international coaching and mentoring institutions, such as the European Mentoring and Coaching Council (EMCC) and the International Coaching Federation (ICF), do differentiate between coaching and mentoring, but acknowledge the confusion between the two disciplines (Western, 2012: 42).

For the purpose of this study, it is important to have a single definition of coaching and a single definition of mentoring within the context of entrepreneurial development and learning. COMENSA

provides a comprehensive definition of each that encapsulates the essence of both coaching and mentoring in the context of this study.

COMENSA defines *coaching* as a professional, collaborative and outcomes-driven method of learning that seeks to develop an individual and raise self-awareness so that they might achieve specific goals and perform at a more effective level. Coaching is about creating change that helps to enhance performance and learning. Coaches emphasise new competencies, learning and goal attainment. The coach is a personal navigator for the journey of life, focusing on what the client wants. Everything in coaching hinges on listening with the client's agenda in mind (COMENSA, 2015).

COMENSA defines *mentoring* as a partnership in which a mentee is assisted in making significant advances in knowledge, perspective and vision in order to develop his or her full potential; the mentor's wisdom is used by the mentee to facilitate and enhance new learning and insight. The mentor focuses on the development of the learner and passes on personalised, domain-specific knowledge. Mentors help to set the agenda, their primary aim being to develop an individual or small group's ability to learn more comprehensively from their day-to-day working experience (COMENSA, 2015).

The contribution of both coaching and mentoring as development enablers for SMEs is generally acknowledged and recognised, but the separate and distinct contributions of coaching and of mentoring are not known. This study provided the opportunity to explore the contribution of both coaching and mentoring to the development of the entrepreneur.

1.3   RESEARCH PROBLEM, AIM AND OBJECTIVES

1.3.1   Problem statement

The unique challenges experienced by entrepreneurs or small business owners, specifically in previously disadvantaged areas, require that development initiatives should be different to those used in development interventions in large corporations. According to Mueller (2012: 45), entrepreneurship education has historically been based on business planning, but the emphasis has now shifted from traditional teaching approaches to knowledge-sharing forms of education and an increased focus on experientially-based learning.

According to Gray, Ekinci and Goregaokar (2011: 864-865), SME development initiatives and programmes should be flexible and adaptable. The SMEs should be able to absorb the learning intervention into the activities that they are or would be undertaking as a normal part of running their businesses. Mentoring, networking, peer learning and coaching are flexible and adaptable learning modes that enable learning to take place within the SMEs' environment. However, there are sometimes questions and uncertainty as to whether such experiential learning approaches

would be welcomed by SMEs, because the entrepreneur may be unable to recognise the immediate benefits of using them.

In order to increase the awareness and effectiveness of coaching and mentoring as enablers of SME development, it is important to have an understanding of the different contributions of coaching and mentoring. Research conducted on the 2013 pilot programme of the SBA substantiated the significant contribution that mentoring made to the development of the SBA participants (Wehmeyer, 2014). The contribution of coaching to the development of the SBA participants was not included in the evaluation of the SBA pilot programme. Hence, the contribution of coaching to the development of the SBA participants is unknown.

In the context of this particular study, it is important to have an understanding of the different contributions made by coaching and mentoring respectively, in order to increase both the awareness of, and the effectiveness of, coaching and mentoring as enablers of entrepreneurial development.

1.3.2   Research aim

The aim of this study was to explore the contribution of coaching and mentoring to the development of participants in the Small Business Academy, with a view to discovering possible improvements that can be made with regard to the support offered to the participants in the SBA programmes.

1.3.3   Research question

The main question to be answered by this research is:

- How is coaching and mentoring contributing to the development of the participants in the SBA programmes?

The sub-questions relevant to the main question above are:

- What are the mentors' perceptions of the contribution of mentoring and coaching to the development of participants in the SBA programmes?
- What are the mentees' perceptions of the contribution of mentoring and coaching to their development in the SBA programmes?

1.3.4   Research objectives

- To explore mentors' perceptions of the contribution of mentoring and coaching to the development of participants in the SBA programmes
- To explore mentees' perceptions of the contribution of mentoring and coaching to their development on the SBA programme
- To use the insights gained from the study to suggest potential enhancements to the existing SBA development programme

1.4   THE SIGNIFICANCE OF THE STUDY

One of the key findings of research conducted by SEDA on behalf of the DTI was that the transfer of skills, specifically business acumen, through mentorship and coaching is a significant need among SMEs in South Africa (SEDA Report 2012). Research conducted by The Banking Association of South Africa found that the development of management and leadership skills is a strategic imperative for SME growth (BANKSETA Report 2012). Despite the economic significance of SMEs, there is an absence of research on the impact of coaching and mentoring on SMEs (Gray *et al.*, 2011: 865).

The SBA Research Unit conducted its own research in 2014, in order to identify the needs and challenges of SMEs in Khayelitsha, a low-income community in Cape Town. A key finding that resulted from this research was that training by mentors and coaches was identified as an intervention that gave SMEs the opportunity to acquire skills and knowledge (SBA Research, 2014).

Considering the contribution of the SBA mentorship programme and the growing need for mentors and coaches, the relevance of the existing SBA development programme needs to be continuously evaluated and enhanced. The fact that the terms mentoring and coaching are often used interchangeably as development enablers creates the impression that these learning modes are similar. Despite the similarities between coaching and mentoring, there are distinct differences. These differences are often related to the context or phase of the learner's learning and development.

Based on this, it would be prudent to identify opportunities for coaching as a learning mode to support the existing mentorship programme of the SBA.

1.5   CHAPTER OUTLINE AND STRUCTURE OF THE REPORT

Chapter 1 is an introduction to the study, while providing a background and context for the study. The problem statement, as well as aims and objectives in addressing the problem, is defined and the significance of the study is provided.

Chapter 2 focuses on the literature review conducted on SMEs, entrepreneurial learning, coaching and mentoring.

Chapter 3 provides an overview of the Small Business Academy of the University of Stellenbosch Business School. The mentorship programme of the SBA is the subject of investigation for this research study.

Chapter 4 provides the overall research methodology used in this research assignment. The approach to data collection, sampling, data processing and analysis will be described.

Chapter 5 provides the insights and findings generated from the data. The insights and themes that emerged through the data analysis will be summarised and captured as the main findings of the study.

Chapter 6 provides a summary of the main findings and conclusions, while offering recommendations for future research.

CHAPTER 2
LITERATURE REVIEW

2.1   INTRODUCTION

This research assignment focuses on the contribution of coaching and mentoring to the development of SBA participants. In order to comprehend and appreciate the challenges that these small business owners experience, a brief background on the SME segment is provided. The relevance and challenges of entrepreneurial development will be discussed. In order to respond to the research question, a review is provided on coaching and mentoring, specifically to demonstrate the similarities and differences between coaching and mentoring.

2.2   THE SME SEGMENT

This section of the literature review provides a context of the SME segment in terms of the contribution to the economy, the challenges experienced by SMEs and the need for SME development initiatives and support.

2.2.1   The relevance of the SME segment to the South African economy

The South African national government is cognisant of the importance and economic contribution of SMEs and it has built frameworks for the development and support of SMEs. The importance of developing the SME segment was underpinned by the National Small Business Act of 1996. This Act provided for the establishment of the National Small Business Council, with the aim to provide guidelines for state departments in order to promote SMEs in South Africa (Department of Trade and Industry, 1996).

The national government's commitment to developing and supporting the SME segment was further demonstrated by the establishment of a dedicated Small Business Development Ministry in 2014. The primary objective of the Ministry of Small Business Development is to improve the performance and sustainability of SMEs in local economies as a means of achieving economic growth and to create employment and income while reducing poverty (Republic of South Africa, 2014). SME-directed support initiatives need to recognise and appreciate the diversity and complexity of the SME segment, specifically those micro enterprises operating in previously disadvantaged areas and communities. SMEs differ vastly from one another in the ambitions of their owners, their potential for growth, and their stage of development (SBP Report 2014) and therefore development programmes for SMEs must acknowledge the diversity of this segment.

2.2.2   Challenges in the SME segment

Statistics South Africa's Labour Force Survey (2012) substantiates a concerning trend within the SME segment. According to the survey, firms that employ fewer than 50 people are becoming less

important as job creators. A key concern is that the number of people employed by these enterprises has been declining consistently since 2000. These figures are in direct contrast with the international trend, which has seen SMEs accounting for a rising percentage of employment (SBP Report, 2014). The declining employment trend in the South African SME segment is indicative of a corresponding decline in the total number of SMEs in the country. The latest GEM statistics indicate that in South Africa currently more established SMEs are closing down than new SMEs founded. This shows a backward trend in SME activity and economic contribution – a trend that South Africa can ill afford (SME Growth Index 2013).

In order to address the challenges and high failure rate of SMEs, it is important to identify the factors that have an adverse effect on the prosperity of SMEs in South Africa. Within the SME context, the owner assumes a central position, and the responsibility for business planning and decision-making is limited to one person only. This phenomenon further underpins the importance of SME development initiatives to mitigate the negative impact of incompetent and under-developed entrepreneurs on the success of their enterprises. Durst and Edvardson (2012: 898) stated that SMEs are often consumed by day-to-day business operations, which prevents them from thinking and focusing on strategic issues to ensure long-term sustainability. These challenges are more pronounced among SMEs in previously disadvantaged communities, where the lack of infrastructure and high levels of poverty exacerbate the problem.

Another unique challenge for SMEs is the fact that they have to attend to both leadership and management responsibilities, unlike large organisations, where the leadership and management responsibilities are often shared and separated (Stewart, 2009: 132-133). This phenomenon puts additional pressure on the owner or manager of the small enterprise. The complexity of the environment combined with the unique challenges experienced by SMEs require training and development interventions that will equip SMES to face these challenges with confidence.

Gray *et al.* attributed the high failure rate among SMEs to the fact that often entrepreneurs have no formal training and are 'home grown' with knowledge of their own business, but little skills in terms of management competencies (2011: 872). For an SME owner (or entrepreneur) to make the transition from individual contributor to manager or leader without making a behavioural change is a significant challenge. The challenge for the SME owner or manager is to shift from doing the work to getting things done through others (Charan, Drotter & Noel, 2001: 17). If this competency is not developed, the productivity of the enterprise will remain sub-optimal.

2.2.3   The need for SME development

It is evident that in order to address the skills and competencies challenge faced by those managing SMEs, development and support initiatives need to be developed and implemented. The Department of Trade and Industry (DTI) established the Small Enterprise Development Agency (SEDA) in 2004. SEDA's primary purpose is to provide business development and support services for SMEs through its national network. SEDA also implements programmes targeted at

business development in areas prioritised by government. The establishment of SEDA was a further confirmation of government's dedication and commitment to the development and growth of the SME segment (Republic of South Africa, 2004).

According to Stewart (2009:131), SMEs find it difficult to engage in formal leadership and development programmes. There is a real need for research on the way in which the development needs of entrepreneurs may be most effectively addressed in order to enable the owners to successfully grow their enterprises. Structured work-integrated learning (WIL) for SMEs, based on classroom and experiential learning, can expedite their incubation and contribute to the success of SMEs in previously disadvantaged communities (Dhilwayo, 2008: 337).

The fact that there is pressure on the SME segment to contribute to South Africa's prosperity and social upliftment cannot be disputed. It is imperative that these entrepreneurs are adequately developed and equipped to operate in a challenging and complex environment. In order to address and support the growth of the SME segment, entrepreneurial development programmes and learning methodologies should recognise and acknowledge the context in which SMEs operate, specifically those run by entrepreneurs from previously disadvantaged communities.

2.3   ENTREPRENEURIAL DEVELOPMENT AND LEARNING

This section of the literature review will focus on the relevance of entrepreneurial education and development, as well as the challenges facing entrepreneurial development programmes designed for an SME context. The contribution of experiential learning and reflection as enablers of entrepreneurial development and learning are described.

2.3.1   The background and relevance of entrepreneurial development

The perceived benefits of experiential learning were first recorded by Confucius, circa 450 BC, who wrote: 'Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand' (Renton, 2009: 1).

The value of experience as a knowledge-creating tool and the fostering of human development were mentioned in the 4th century BC. Aristotle stated that theory is not understood until a person has the ability to apply it.

It was not until the 1970s that experiential education emerged as a recognised field of education. In 1977, the Association for Experiential Education (AEE) was established. Early in the 20th century, the American philosopher, psychologist and educational reformer John Dewey (1859-1952) promoted the idea that learning through experiences should be valued as an important foundation in the setting of formal education. Dewey challenged educators to develop educational programmes that would not be isolated from real-life experience. During the 1960s and 1970s, an increasing number of psychologists, sociologists and educators started to believe in the value of experience; not necessarily as a replacement for theory and lectures, but as an addition to them.

Among these were Piaget, Chickering, Tumin, Bloom, Friere, Gardner and Lewin (University of California, 2015).

Mueller (2012: 40) stated that entrepreneurship is embedded in multiple contexts, which makes it a dynamic phenomenon. Therefore, entrepreneurship requires multidisciplinary skills and competencies. In order to maximise learning outcomes, participants in entrepreneurial learning should actively engage in learning experiences and should possess a certain degree of autonomy in learning behaviour.

According to the Cape Town based Tertiary School in Business Administration (TSiBA), entrepreneurship as a subject should not be treated as a discipline to be learned academically. Instead, it should be treated as a behaviour to be applied to solve real problems. TSiBA is a private, non-profit business school fully accredited by the Department of Higher Education and Training. TSiBA provides students from previously disadvantaged areas in the Western Cape with access to education (Moore, 2015).

2.3.2   The challenges of entrepreneurial development

It is important to recognise that entrepreneurial development and learning is an incremental process. Higgins and Elliot (2011: 345) cautioned against entrepreneurial development programmes that simulate real-life experiences through formal modes of passive education and training without consideration for the practical challenges experienced by entrepreneurs. This type of learning intervention is unlikely to have a lasting impact on the development of entrepreneurs as practitioners, in contrast to interventions in which entrepreneurs are actively participating in the learning process.

When designing entrepreneurial development programmes, it is important to understand the factors that potentially can limit the learning process of entrepreneurs. These factors need to be identified and analysed before the entrepreneurial learning process commences. According to St-Jean (2012: 121), the lack of time to explore and reflect on experience constitutes a serious limitation to learning, specifically for micro-enterprises where the owner is responsible for all the management and leadership functions. SME owners, specifically in previously disadvantaged areas, often operate independently without the support of colleagues. This reduces the possibility of learning from others through observation and the opportunities for feedback.

To increase the impact of theoretical knowledge during the learning process, the SME owner should actively participate in the learning process. An effective experiential learning programme must have a relevant context, combined with a strong pedagogical underpinning. A move from passive learning to a method of learning that requires participants to take control and ownership of their own learning will force entrepreneurs to engage in experiential learning (Higgins, Smith & Mirza, 2013: 143).

Often, in development programmes, the learning is academic and has no connection with real-life problems, which results in no real experience and learning. The experiential connection can only be achieved through active experimentation, real problem solving and the construction of solutions through learner activities (Garrison, Neubert & Reich, 2012: 12).

2.3.3   The requirements for entrepreneurial development programmes

For action learning to be effective, it should be built around real-life problems with real consequences based on learner experience. It should also be highly participatory. A climate must be created that will allow participants to examine their own beliefs and practices (Mezirow, 1991: 44). According to Mezirow's transformative learning theory (1991: 7), instrumental learning is what happens when the learner engages and participates in task-orientated problem solving. For learning to take place, the emphasis must be on how the problem is solved and not on the outcome. Through reflection, the learner looks back on the procedures and processes followed to solve the problem. Mezirow further stated that experience strengthens, extends and refines the learner's structure of meaning by reinforcing their expectations of how things are supposed to be (Mezirow, 1991: 4). The improved knowledge retention will allow learners to apply their new skills and knowledge when faced with real-life challenges.

Mezirow's theory is supported by Higgins and Aspinal (2011: 53), who stated that SME owners learn through action, participation and reflection. Knowledge is gained through practice, as opposed to formal passive teaching (Jones, Sambrook, Pittaway, Henley & Norbury, 2014: 150). SME owners learn most effectively when they engage in action. Action learning can be described as a reflective process on what has been learnt and how the learning took place.

The design and facilitation of entrepreneurial development programmes should strive to achieve double-loop learning for participants. There is a significant difference between single-loop and double-loop learning. Single-loop learning results in the immediate improvement of performance and skills, but does not assist the learner to develop different perspectives. For day-to-day learning, single-loop learning is productive, providing learners with confidence and skills. Double-loop learning has the potential to facilitate profound paradigm shifts in learners or, alternatively, to enable learners to see the world differently. Double-loop learning would be appropriate when reflection or reconsideration is required in terms of an action already taken. Through this recreation, new knowledge is created when previously tacit knowledge is made explicit. Mentoring and coaching can enable learners to change their way of seeing the world through reflection (Brockbank & McGill, 2012: 23-24).

2.3.4   The role of experiential learning in entrepreneurial development

The American educational theorist David Kolb (1984: 41) has taken the development and support of experiential learning a step further by stating that learning is multi-dimensional process. According to Kolb, experiential learning starts with a concrete experience that leads to observation

and reflection, then to the formation of abstract concepts and generalisations, and finally to testing the implications of new concepts in new situations.

According to Bevan and Kipka (2012: 193-194), Kolb provided a holistic model of the experiential learning process. Kolb's experiential learning theory (ELT) defined learning as the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience. According to Kolb, the underlying assumption for learning to take place is that experiences have to occur in which knowledge develops through experiencing, reflecting, thinking and acting.

2.3.5   David Kolb's learning styles model and experiential learning theory

In 1984, David Kolb published his learning styles in his book *Experiential Learning: Experience as the Source of Learning and Development*. The model gave rise to related terms such as Kolb's experiential learning theory (ELT) and Kolb's learning styles inventory (LSI). Kolb's experiential learning theory has four distinct learning styles, which are based on a four-stage learning cycle. Kolb's model is relevant in the context of experiential learning since it offers a way to understand the different learning styles of individuals and the cycle of experiential learning. Kolb described the cycle of learning as the central principle of his experiential learning theory in which immediate or concrete experiences provide a basis for observations and reflections. These observations and reflections are assimilated and distilled into abstract concepts that produce new implications for action and that can be tested, in turn creating new experiences. Kolb also stated that this process represents a learning cycle where the learner touches all the bases – a cycle of experiencing, reflecting, thinking and acting.

Below is a brief explanation of each step in the learning cycle, as defined by Kolb:

i)   **Concrete experience – the start of the cycle**: Experience is encountered as a result of active participation or "doing" something. In order to experience something, active involvement is required. In the context of entrepreneurial development, the entrepreneur is actively facing a challenge and trying to resolve it.

ii)   **Reflective observation – the thinking and reflection about the concrete experience**: In the context of entrepreneurial development, this is when the entrepreneur is thinking about what was discussed in theory as well as the advice and guidance from the mentor. He / she needs to reflect on how he / she developed certain skills and competencies.

iii)   **Abstract conceptualisation – this is thinking of a new idea or a different approach to resolving a problem or challenge**: In the context of entrepreneurial development and following the reflection, the entrepreneur will have a new approach to address certain challenges. This new idea was parked as a result of the reflective observation.

iv)   **Active experimentation – the final step in the learning process**: In the context of entrepreneurial development, the entrepreneur applies the new concept or approach that he /

she conceptualised. Through the practical application of the new behaviour or approach, the learner will establish if the new skill or competency is working in practice.

In addition to the learning cycle, Kolb (1984: 68-78) explained that people prefer different learning styles:

i)   **Diverging (feeling and watching)**: These people are able to look at things from different perspectives. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. People with the diverging style prefer to work in groups, to listen with an open mind and to receive personal feedback.

ii)   **Assimilating (watching and thinking)**: The assimilating learning preference is about a concise, logical approach to learning. Ideas and concepts are more important than people. These people require good and clear explanations rather than practical opportunities. In formal learning situations, people with this style prefer reading, lectures, exploring analytical models and having time to think things through.

iii)   **Converging (doing and thinking)**: People with a converging learning style can solve problems and use their learning to find solutions to practical issues. They know how to find practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems. People with a converging style like to experiment with new ideas, to simulate, and to work with practical applications.

iv)   **Accommodating (doing and feeling)**: The accommodating learning style is "hands-on" and relies on intuition rather than logic. These people use other people's analyses, and prefer to take a practical, experiential approach. People with an accommodating learning style prefer to work in teams to complete tasks. They set targets and actively work in the field trying different ways to achieve an objective.

Kudzhanova, Lyons and Lichtenstein (2009: 195) stated that Kolb's ELT proposes a constructivist theory of learning, emphasising that knowledge is created and recreated through experience and reflection on the experience. The relevance of Kolb's ELT in the SME context is the engagement of learners in the learning process.

2.3.6   The role of reflection in the learning process

Reflection plays a critical role in the experiential learning cycle. Reflection enables learners to think of what happened and how it happened. Jones *et al.* (2014: 150) explained that SME owners learn most effectively when they engage in action in order to learn. Action learning can be described as a process of reflecting on what and how the learning took place. Reflection enables SMEs to explore business issues that they were unaware of previously.

Dewey's philosophy of education distinguishes between primary and secondary experiences. According to Dewey, the primary experience refers to the first time something happens, but without any reflection on the experience. The experience and learning are embedded if the primary

situation remains problematic and demands an intellectual response to resolve. This is when the experience becomes secondary as a result of reflection. This reflective experience helps the SME to avoid undesirable consequences of the primary experience to repeat itself (Garrison *et al.*, 2012: 11). This is particularly relevant for entrepreneurs from previously disadvantaged communities who cannot afford to repeat the same mistakes due to a lack of resources.

Learning by doing is perceived to be a change in the entrepreneur's background consciousness and it occurs gradually over time. It is important for entrepreneurs to stand back from the frenetic activity of their here-and-now in order to reflect on the decisions made and the actions taken. This ability in an entrepreneur is highly significant for reflective learning. Cognitive change occurs only once the learners have reflected on their experiences (Pittaway & Thorpe, 2012: 843).

Rolfe (2014: 1179) stated that reflective practice means reflection in practice, or reflection in action. Reflection is not simply having an experience and then thinking about it. Thinking is an active process that involves forming hypotheses and then trying them in the real world. Thinking or reflecting is therefore a form of experimentation. According to Malkki (2010: 45), Mezirow's theory of transformative learning sees reflection as a process aimed at becoming aware of and assessing the validity of the meaning perspective. Reflection refers to becoming aware of and assessing the taken-for-granted assumptions within one's meaning perspective to construct a more valid belief.

Reflective dialogue is intentional and engages the person at the edge of their knowledge. It creates the time and opportunity for the learner to consider and reconsider. Performance improvement (single loop) and transformation (double loop) is addressed whilst the ability to reflect on the how the learning was achieved is developed (Brockbank & McGill, 2012: 46).

2.3.7   Higher education institutions as stakeholders in entrepreneurial development

An important consideration for entrepreneurship education in a higher education context is that the academic environment should prepare the participant adequately for practice while also embedding the theoretical knowledge in a value-adding way. Entrepreneurship education should focus on the participation and experience gained by the participant (Mueller, 2012: 51-54).

This challenge is even greater for entrepreneurs from previously disadvantaged communities. The ability to learn and apply new knowledge is a crucial requirement for enhancing entrepreneurial performance and sustainability. Therefore, any entrepreneurial development programme developed and facilitated by an HEI should include the opportunity for the participant to actively participate and experience the learning process. To ensure an optimal learning opportunity for the participant, the relationship between development and learning service providers and entrepreneurs should be mutual and ongoing (Kudzhanova, Lyons & Lichtenstein, 2009: 195).

The engagement and interaction between SMEs and HEIs is a two-way relationship (Gordon, Hamilton & Jack, 2011: 769). The HEIs are encouraged to interact and engage with the SME community and the SME owners are enticed to play a demand-led role and to collaborate in

research and teaching opportunities. Both parties need to collaborate and create a dialogue to ensure the relevance of entrepreneurial education and learning.

Entrepreneurial development programmes and interventions need to equip entrepreneurs to operate effectively and independently. For entrepreneurs from previously disadvantaged communities it is even more relevant that training providers fully comprehend the challenges that they encounter as entrepreneurs. Key requirements for learning to be embodied by the entrepreneurs is the active participation and the time and ability to reflect.

2.4   COACHING

This section of the literature review provides a background to coaching and how coaching can contribute to the development of entrepreneurs.

2.4.1   The background and history of coaching

In order to recognise and acknowledge the value that coaching can have as a development initiative and learning mode, it is important to have an understanding and appreciation of coaching's historical roots and background. Coaching can be linked to Socratic dialogue, in which a student is asked questions that force them to think about their preconceptions and assumptions before replying. Eventually, after being led to see why their immediate answers might not be logical, they are able to come to a new understanding of the subject being discussed, as well as themselves. The asking and answering of questions stimulates critical thinking and illuminates ideas. The term coaching first appeared in the English language in 1849. Coaching during this period described either travelling in a coach or coaching for academic attainment at Oxford University. No literature predating the 19th century describes the meaning and practice of coaching. Therefore, coaching, relative to mentoring, is a newer term (Garvey, Stokes & Megginson, 2014: 12-15).

Coaching as a discipline and learning methodology emerged from the area of sports in the 1960s. It was transferred to business in the 1970s and 1980s, and was diversified in the 1990s to be accepted and recognised as a resource for personal development. In more recent years, coaching has developed from the realms of psychotherapy, counselling, sport, developmental theory, positive psychology, new spirituality and now includes management and consultancy theory. At the heart of coaching lies the idea of empowering people, facilitating self-directed learning, personal growth and improved performance (Passmore, 2006: 9-10).

2.4.2   Types of coaching

Coaching can be applied in many contexts. The historic development of coaching combined with the multiple underpinnings has led to the development of different types of coaching. Although coaching within the context of this research assignment focuses on entrepreneurial development, it is important to describe the different types of coaching and to distinguish between them.

i)   **Sports coaching** constitutes one of the traditional roots of coaching. The coach does not set the goal but takes on the role of encouraging and improving the athlete's performance.

ii)   **Life coaching** is a holistic approach to working with a person and is rooted in person-centred counselling. The demand for life coaching is driven by the need to enhance life experiences and to facilitate personal development.

iii)   **Executive coaching** is a market-driven approach to coaching and is likely to be the most commoditised of all coaching types and approaches. The focus of executive coaching is on senior executives in large corporations, where it is used as a development and support initiative for executives.

iv)   **Team coaching** draws from facilitation models and action learning. This is becoming more popular and it challenges the traditional dyadic approach to coaching. The coach fulfils the role of a facilitator, but applies coaching skills like questioning and listening to ensure the contribution of the members.

v)   **Brief coaching or solutions-focused coaching** is not well researched compared to other types coaching. The coach helps to change the client's behaviour and attitude from a focus on the problem to a focus on the solution. In the process, the client will discover latent talents and strengths, overlooked when focusing on problems and limitations.

vi)   **Cognitive behavioural coaching** has its roots in cognitive behavioural therapy and focuses on challenging negative thoughts that can inhibit personal performance. The aim of cognitive behavioural coaching is to facilitate the client's self-awareness and to equip the client with skills that will improve self-acceptance and enhance self-efficacy.

vii)   **Gestalt coaching** draws from Gestalt therapy and focuses on the exploration of the present time and situation. The client's self-awareness is heightened to promote growth and learning. The coach helps the client to focus on the "self" and the client's own experiences.

viii)   **Narrative-based coaching** focuses on the use of the client's own stories to construct reality and meaning. The coach helps the client to reframe and retell stories. The client will make sense of their own experience and co-create co-create meaning with the help of the coach.

ix)   **Positive psychology coaching** is rooted in traditional psychological and therapeutic models and focuses on working with the strengths that are already working for the client in order to promote growth and learning (Garvey *et al.*, 2014: 92-102).

2.4.3   What is the relevance of coaching for entrepreneurs?

Management coaching and executive coaching are well-known concepts within the coaching and corporate environment. During 2014, 65% of all management and executive coaching was aimed at executives and senior managers (Sherpa Report, 2015). The role and contribution of coaching for SMEs and entrepreneurs, specifically in previously disadvantaged areas, is not well known or recognised. Audet and Couteret (2012: 515) explained that coaching can make a contribution during the start-up phase of enterprises. During this phase, entrepreneurs are isolated and do not

yet have the tools and support required to build successful businesses. They most often require help to ask the right questions. This is where the coach can play the role of a facilitator and catalyst for the development and growth of entrepreneurs. The coach should take a personalised approach with such entrepreneurs by focusing on the entrepreneurs as individuals instead of addressing only business issues.

According to Ladegard (2011: 29), stressful work environments, together with increased demands for self-management, create a stronger need for individual self-management and coping tools for entrepreneurs. Coaching can help entrepreneurs to set goals, and identify and implement strategies to accomplish these goals. The achievement of these goals with the help of the coach will build confidence. This will result in entrepreneurs perceiving the environment as less demanding after coaching.

Coaching can further contribute to the personal and professional growth and development of the entrepreneur. Although it is difficult to define and describe the benefits of coaching, James Flaherty (2005: 3-4) has defined the products of coaching. In the context of entrepreneurial coaching, Flaherty's products of coaching are relevant and applicable:

- Coaching to achieve long-term excellence will develop the technical and functional skills of the entrepreneur.
- Coaching to develop the ability of self-correction will enable the entrepreneur to respond to challenges in the absence of the coach or mentor.
- Coaching for self-generation will empower the entrepreneur to strive for continuous improvement without the coach.

The relevance of coaching for entrepreneurs is confirmed by Bell, who stated that many business owners will not have done any external learning, but coaching can unlock their learning ability and help them to educate themselves further (Bell, 2014: 36).

2.4.4   How can coaching develop entrepreneurs?

The following question is often raised in terms of coaching: What is the contribution of coaching as a development enabler and how can the success of coaching be measured? The exact contribution of coaching, like most other development enablers, is difficult to measure and assess, but what can be described is how coaching can contribute to the development of a learner.

Stout-Rostron (2014: 52) stated that by using question frameworks and coaching models, the coach can help entrepreneurs to work out solutions to specific issues. Coaches work with a process based on adult learning and experiential learning, and the coach's job is to help the client think through situations in terms of the client's own thinking, feeling and behaviour. In coaching, the coach and client work together to turn challenges into victories and the client is held accountable for their reaching of the desired goals. Audet and Couteret (2012: 528) argued that coaching encourages entrepreneurs to put their own strategic vision into action. Coaching provides

entrepreneurs with the opportunity to think differently about the challenges experienced, rather than simply absorbing advice. When the entrepreneurs reflect on the learning, knowledge and skills are embodied.

Turesky and Gallagher stated that Kolb's experiential learning theory recognises that people have different learning styles and that learning can take place in any given situation, which makes Kolb's ELT a relevant coaching enabler in the SME context (2001: 13). According to Leitch *et al.,* a unique contribution of coaching as an SME development intervention is the fact that coaching, when combined with action learning, addresses leadership development as well as personal development for the SME entrepreneur (2009: 243).

2.4.5   The benefits of coaching for the entrepreneur

A potential benefit of coaching identified by Audet and Couteret (2012: 516) is the creation of a learning context that equips entrepreneurs to find immediate solutions while also solving problems on their own, in order to address any future problems that might arise. Gray *et al.* (2011: 873) explained that a potential benefit of coaching is giving entrepreneurs the opportunity to probe a situation and to develop an appropriate solution, which means they are resolving the problem themselves.

Coaching as a learning facilitator is effective within the SME context because it focuses on on-the-job learning and development. The practical relevance, adaptability and flexibility of coaching make coaching beneficial as a development enabler for SMEs (Vidal-Salazar, Ferron-Vilchez & Cordon-Pozo, 2012: 426). Personal coaching also provides much-needed support to entrepreneurs, who experience high levels of stress while establishing their businesses (Kudzhanova, Lyons & Lichtenstein, 2009: 207).

Coaching can also be seen as a more personal, effective and convenient development option than traditional, classroom-based management development programmes. Coaching is flexible and can be fitted around the working day. It is also more beneficial and practical than formal course attendance. The iterative nature of coaching allows the trial of new behaviours or approaches, followed by review and feedback during follow-up coaching sessions (Gray *et al.*, 2011: 872).

2.4.6   The requirements for coaching to be effective

According to Audet and Couteret (2012: 526), effective coaching depends on a quality relationship between the coach and the entrepreneur. Only when a relationship of trust has been established between the coach and the entrepreneur will it become possible to overcome resistance to change. The entrepreneur being both receptive to coaching and open to change seems to be the main condition for coaching success. Commitment to the relationship by both parties is also important.

Prior to the commencement of the coaching relationship, contracting between the coach and the entrepreneur should take place. It is important to establish the goals of the process, the means of achieving them, the respective roles of the parties, and a scheduled plan of action. The contract

should allow the parties to manage and structure their relationship, while leaving enough flexibility to adjust as required (Audet & Couteret, 2012: 519).

2.4.7   E-coaching and the use of technology to enable coaching

E-coaching is the process of connecting distance coaches to clients through technology and alternative communication methods. There is no tangible or significant difference between e-coaching and distance coaching, considering that normal coaching practice combines all distance coaching channels (telephone, video conferencing, e-mail, online chat sessions, knowledge bases, instant messaging, etc.). The most notable benefit of e-coaching is that coaches can connect with clients irrespective of their geographic locations.

E-coaches cannot expect to be effective without the coaching skills and competencies required for effective face-to-face coaching. The requirements for overall coaching success apply to e-coaching as well. However, e-coaches also need to use the powerful tools afforded by the internet, e-mail, online chat, instant messaging, collaboration tools, online conferencing and knowledge bases, as they extend the limits of time, distance and scale of face-to-face coaching. E-coaching extends the power and effectiveness of coaches and increases the benefits, value and gains for clients (Marino, 2004).

Despite the cost-effectiveness of e-coaching or distance coaching, almost all coaching clients surveyed for the Sherpa Report indicated that they preferred face-to-face coaching (Sherpa Report 2015). The emergence of e-coaching or distance coaching may be challenging for entrepreneurs from previously disadvantaged areas, due to limited access to technology and alternative means of communication. However, the rapid expansion of technology and increased accessibility of online communication methods will reduce the barrier of e-coaching for these entrepreneurs.

2.4.8   Conclusion on the role of coaching for entrepreneurs

Coaching is a flexible development initiative that empowers clients to develop skills and competencies. Although the benefits of coaching have not been well researched for entrepreneurs in previously disadvantaged communities, it is evident from the literature that coaching can contribute to their development. What sets coaching apart from other development initiatives for entrepreneurs is the fact that coaching can assist entrepreneurs to both acquire business skills and achieve personal growth.

2.5   MENTORING

This section of the literature review describes the background of mentoring and the contribution of mentoring and mentorship programmes to the development of entrepreneurs.

2.5.1   Background and history of mentoring

The first mention of mentoring in history can be found in Homer's *Odyssey,* where, Mentor, the Goddess Athene in disguise, takes Odysseus' son on a developmental journey in order to maintain the Kingdom of Ithaca and develop him as a successor to the throne. Fénélon's educational treaties published were the first that touched on mentoring.

These historical works linked mentoring with cognitive development, emotional development, leadership and social integration, all of these rooted in an experiential learning philosophy. Mentors invited mentees to participate in and observe situations such as transition and change that they would then discuss. Mentoring involved older and more experienced people engaging in discussions with younger and often less experienced mentees. Both mentee and mentor would use the experience to facilitate reflection and discussion with the purpose of gaining an all-round education. The historical writings mentioned that the mentor supported the discussions with reflective and challenging questioning, holding back from handing out uninvited advice (Garvey *et al.*, 2014: 8-10).

2.5.2   The different types of mentoring

Mentoring as a development initiative can be applied in many contexts, depending on the need of the person receiving the mentoring. Mentoring and mentorship programmes within the context of this study are aimed at entrepreneurial development, specifically for the participants of USB's SBA.

According to Garvey, Stokes and Megginson (2014: 104-109), it is important to describe and differentiate between different types of mentoring:

i)   **Executive mentoring** focuses on developing high-potential managers in the corporate context. It allows the mentee the opportunity to identify the purpose and focus of the development. This is often linked to talent management, succession planning and leadership development.

ii)   **Diversity mentoring** aims to redress perceived inequalities in the workplace, but also recognises and values difference.

iii)   **Mentoring in education** can include an experienced teacher who mentors a less experienced teacher, and the development of mentoring skills between teachers or a pastoral relationship between staff and learners.

iv)   **Voluntary sector mentoring** is about helping vulnerable members of society.

v)   **Traditional dyadic mentoring** is where a mentor helps a protégé to move quickly through periods of personal transition. This is the most common form of mentoring and it is perceived by most people as the only form of mentoring.

vi)   **Peer mentoring** is effective in today's rapidly changing environment driven by technology and organisational change. People of the same age and with the same experience engage in mentoring to support each other.

vii) **Co-mentoring** is a way of formalising the mutuality within a mentoring relationship. Both parties in the relationship are equal partners.

viii) **E-mentoring** uses information technology and other media for conversations with mentees. This is becoming increasingly popular because it cuts travel time and costs.

ix) **Reverse mentoring** is when the mentor is younger than the mentee. The focus is on the difference in experience and not age. This is often the case where younger people are technical experts supporting and training more senior members of an organisation.

2.5.3   What is the relevance of mentoring for entrepreneurs?

Mentorship and mentoring are acknowledged as development and support initiatives for SMEs in South Africa (Business Partners, 2015). Mentoring can provide much-needed support for entrepreneurs in South Africa to help them become successful in their own businesses. SME owners do not operate in a team or corporate environment with access to resources, which helps to explain the high failure rate and slow growth of such enterprises, specifically in previously disadvantaged areas. However, experiential learning with the help of a mentor can guide SMEs towards success. Mentors can play a significant role in assisting SMEs to develop professional networks or to link up with existing support networks (Amandla Development, 2009).

The mentor provides the mentee with comfort and reassurance, helping them feel more secure during difficult times. According to St-Jean (2012: 134), entrepreneurs are often alone in running their businesses; they have no one to confide in or to share their problems with. Mentors can increase mentees' sense of self-efficacy. The motivation and reassurance that mentors provide to the novice entrepreneurs could positively influence the perseverance of these entrepreneurs.

2.5.4   Requirements for mentoring

For mentoring and mentorship programmes to be implemented successfully, certain criteria should be met to ensure the effectiveness of the mentoring for the entrepreneur. St-Jean (2012: 204) stated that in the relationship both mentee and mentor should display certain behavioural characteristics. Mentees must actively participate, open up to their mentor and be open to change. A high level of self-disclosure is considered as both an indicator of the relationship's depth and part of the process that helps the relationship evolve. The availability and accessibility of the mentor has a direct impact on the frequency of meetings. The mentor's mentoring experience also influences the quality of the mentoring.

According to Greenbank (2006: 648), it is important for mentors to adopt a reflexive approach. Mentors should be aware of and appreciate that the values and behaviour of entrepreneurs may be different to theirs, given their background and the context within which they operate. Often mentors and other professionals working with SME owners have developed deeply held beliefs about how businesses should be set up and run.

2.5.5   The criteria for the mentorship relationship

The quality and the depth of the relationship between the mentor and the mentee will determine the value and lifespan of the relationship between the two parties. The following criteria defined by Steinmann (2006: 4) can have an influence on the relationship as:

i)   Mentors must consider the intention of the relationship and be clear on their involvement in the relationship.

ii)   The mentorship relationship should be planned around development. Mentors should invest time to get to know their mentees. The mentees are responsible for their own development, but the mentors should evaluate the progress and quality of the relationship. Over time, mentees should become more independent of their mentors.

iii)   The relationship should be beneficial and rewarding for both parties. Discussions and meetings should be meaningful and valuable. The relationship should be reciprocal and it should be characterised by trust and openness.

iv)   The outcomes of the relationship will be different for each party. For mentees, the outcome is growth and development. For mentors, the benefit is fulfilment and personal reward.

2.5.6   How does mentoring develop entrepreneurs?

Critical reflection is the foundation of learning, and is important for the professional development of SMEs. Mentoring helps entrepreneurs to make sense of the critical events they experience in their businesses, based on the reflection facilitated by the mentoring relationship. Mentors, therefore, help entrepreneurs to enter into a reflective learning process. In an entrepreneurial mentoring relationship, the mentors are not content experts or specialists. Their role is to listen to the experiences of the mentees and to share their own experiences with the mentees. Consequently, discussions will revolve around events experienced by the mentees within their job settings so that the mentees can learn from their own experiences as well as those of their mentors (St-Jean, 2012: 203).

2.5.7   The benefits of mentoring

Mentoring is practical in situations where there is not enough time for training. Interaction with mentors could help to transform experience into learning in a time-efficient way. Mentoring, therefore, becomes a viable and practical solution that allows entrepreneurs to learn and acquire professional skills (St-Jean, 2012: 120, 201). According to Stout-Rostron (2014: 51), the mentor acts as an advisor who shares experience, expertise, advice and wisdom with the mentee. The mentee observes the expertise of the mentor.

E-mentoring, referring to mentoring mediated through technology, now provides a flexible communication environment independent of time and space. This increases the reach of mentoring as it opens up the possibility of mentoring relationships that are not bound by time constraints, geographic location, the cost of travelling to mentoring sessions and culture. Women

entrepreneurs, in particular, benefit from e-mentoring when their geographical location hinders their access to information, networks and entrepreneurial development. Kyrgidou and Petridou (2013: 549) cautioned that, although e-mentoring is becoming established in some fields, it still remains relatively new in the area of supporting the development of entrepreneurs. There is a greater likelihood of e-mentoring than e-coaching being used as a development and support initiative for entrepreneurs from previously disadvantaged communities. The fact that mentoring is about sharing knowledge and giving advice makes e-mentoring more practical for entrepreneurs than e-coaching, where questioning, listening and reflection determine the outcome of the conversation.

2.5.8   The measurement of mentoring and mentorship programmes

A paradox of formal mentoring programmes is that the essence of the relationship is based on informality – the ability to discuss in private a wide range of issues. The idea of mentorship or mentor programme measurement and review can be seen as contradictory to the underlying principles of mentoring, considering the informality and confidentiality that are requirements for mentoring. The notion of mentorship measurement is likely to make the mentee and possibly the mentor less open and less willing to admit weaknesses, which can limit the potential of the relationship to deliver significant learning.

According to David Clutterbuck (2012), mentoring measurement consists of the four categories listed below:

i)   **Relationship processes**: What happens in the relationship? What about the frequency of the meetings, the levels of trust and goal setting? Does the mentor or mentee have concerns about their own or the other person's contribution to the relationship?

ii)   **Programme processes**: Did both parties attend the training? How effective was the training?

iii)   **Relationship outcomes**: Have both the mentor and mentee met the goals they set at the start of the relationship? Some adjustment may be needed in the way of legitimate changes in goals as circumstances evolve.

iv)   **Programme outcomes**: Was there a tangible benefit for the mentee or the enterprise? Did the mentee improve his or her competence in critical areas?

It is important to be cognisant of the potential negative impact of measuring the mentorship programme. The participation and spontaneity of both parties may be inhibited.

2.5.9   Conclusion on the role of mentoring for entrepreneurs

Mentoring is a well-established development intervention that can be as effective in large corporates as in the SME context. The most significant benefit of mentoring is the fact that it is cost-effective compared to other development modes.

2.6   THE SIMILARITIES BETWEEN COACHING AND MENTORING

Although the roots of coaching and mentoring are different, both coaching and mentoring in the modern context selectively draw on a range of similar narratives to describe the activity, resulting in the notion that coaching and mentoring are essentially similar in nature (Garvey, Stokes & Megginson, 2009: 27). The purpose of the following section of the literature review is to highlight similarities between coaching and mentoring as development modes.

Coaching and mentoring use many of the same skills and are often used in a similar context, overlapping in their shared purpose of development and performance improvement achieved through dialogue in a trusting, collaborative relationship. According to McCarthy (2014: 2), both coaching and mentoring are based on the fundamental belief that people can change with the assistance of a coach or mentor.

Traditionally, mentors were not trained professionals, but chosen for their experience and technical skills. Western (2012: 46) stated that mentoring is now becoming increasingly formalised. It is recognised that the mentor's people skills and communication skills need to be developed in order to share knowledge and skills with the mentee. The skills development programmes and content for mentors and coaches therefore overlap. Mentor training now includes a focus on active listening, giving feedback, clarifying questions and summarising with the client.

Both mentoring and coaching practitioners draw on similar traditions of one-to-one development dialogue. According to Garvey *et al.* (2009: 26), the environment in which the coaching or mentoring will take place and the development objectives play an important role in the approach that the coach or mentor will take. Another similarity between coaching and mentoring is the shared theoretical underpinning of adult learning. According to McCarthy (2014: 12), adults learn through experience and making sense of their experience through reflection. Learning is transformative when people's long-term beliefs are challenged and when they use reflection to develop a new understanding that will alter their behaviour.

The quality of the relationship has a significant impact on the value of both coaching and mentoring for the client. Both coaching and mentoring are dyadic relationships. In these relationships, confidentiality is fundamental to success. In addition to the confidentiality, trust, commitment and active involvement are elements required for a successful relationship (Garvey *et al.,* 2014: 22-23).

A significant overlap between coaching and mentoring is the shared purpose and value of the relationship. McCarthy said that the quality of the relationship is central to the success of both coaching and mentoring. Both coaching and mentoring can help clients to set goals in a personal or professional capacity and to assess whether these goals are aligned or in conflict. The coach and mentor can help to achieve the alignment that will result in improved productivity and a sense of fulfilment (McCarthy, 2014: 6-7).

Within the South African context, the similarities between coaching and mentoring are acknowledged by the Coaches and Mentors of South Africa (COMENSA). Currently, COMENSA requires coaches and mentors to comply with the same standards of competence.

Below are the skills and competencies as published by COMENSA (2015) for both coaches and mentors, illustrating the similarities in terms of the skills and competencies required:

i)   **Questioning**: Asking a person to turn inward for answers, resources and solutions.

ii)   **Listening**: Being actively present with a client, paying attention to all information presented by the client, both verbal and visual, being able to respond to and reflect on the said and the unsaid.

iii)   **Building rapport**: Establishing and maintaining trust and intimacy in the coaching/mentoring relationship and creating a safe space in which people can courageously explore their inner and outer thinking, by mirroring, validating, empathising and truly meeting the person in their model of the world or frame of reference.

iv)   **Delivering measurable results**: Achieving outcomes that can be qualified and quantified by the sponsor and/or coach/mentor or client.

v)   **Upholding ethical guidelines and professional standards**: This refers to upholding and maintaining the ethics and professional standards, as defined by COMENSA, to serve the coach/mentor, client(s) and the profession of coaching or mentoring with conscious intent.

The strong congruence and overlapping between coaching and mentoring in terms of skills and benefits to the client contribute to the perception that coaching and mentoring are the same. Within the context of entrepreneurial development and learning, the similarities between coaching and mentoring can be advantageous for the implementation of support programmes, due to the perceived cost-effectiveness and simplicity of using the same person for coaching and mentoring as opposed to involving both a mentor and a coach.

2.7   THE DIFFERENCES BETWEEN COACHING AND MENTORING

Despite the similarities between coaching and mentoring, it is important to understand the different contributions that coaching and mentoring can make to the development of entrepreneurs. The purpose of this section of the literature review is to highlight the different contributions of coaching and mentoring as development modes.

Walker-Fraser (2011: 72) stated that the ambiguity in defining mentoring and coaching is reflected in the inter-changeability of language used within practice and literature. If differences exist between mentoring and coaching, other than the inter-changeability of the language, mentoring is perceived as less formal in nature, while coaching is more focused on performance and alignment with business objectives.

Coaches use listening and reflecting to enable recipients to find solutions, while mentors use their experience and expertise to guide less experienced practitioners (Forde, McMahon, Gronn & Martin, 2013: 112). Coaches focus on the competencies that clients want to build, which do not necessarily render short-term results, whereas mentors can provide fast answers from their perspective as elders or wise people (The Centre for Coaching, 2015).

According to Stout-Rostron, coaches use question frameworks and coaching models to help clients to solve specific issues, while mentors simply act as advisors, directly sharing experience, expertise, advice and wisdom with mentees (2014: 16). In mentoring, students or mentees observe the expertise of their mentors. In coaching, however, they work together to turn challenges into victories, and the client is held accountable for reaching the desired goals (Scheepers, 2012: 28). Corner (2014: 29-30) said that mentoring has become a popular strategy for leadership development because it is cost-effective.

The difference between coaching and mentoring, as described by Passmore (2006: 21-22), is that coaching assists clients to uncover their own knowledge and skills whereas mentoring is more about guidance and sharing experience. According to Forde *et al.* (2013: 112), coaches use listening and reflecting to enable recipients to find solutions whereas mentors use their experience and expertise to guide mentees. McCarthy (2014: 26) said that mentors are often appointed based on their experience and willingness to share with mentees, whereas there is an increasing trend for professional coaches to define their coaching methodology and approach before they are appointed.

One of the key differences between mentoring and coaching is that in mentoring it is acceptable for the mentor to give advice and share expertise, while this is not commonly accepted as best practice in coaching. In mentoring, mentees use the expertise of their mentors. In coaching, the relationship is collaborative, but those receiving the coaching remain accountable for themselves achieving the agreed outcomes (Scheepers, 2012). Despite the commonalities in the skills used by coaches and mentors, mentors focus on skills and experience to improve performance where coaches focus on feedback and development to achieve the desired outcome. In the mentoring relationship, the development goals are determined by the mentees, whereas in the coaching relationship the goals and objectives are mutually agreed upon between coach and client (McCarthy, 2014: 3).

It is important to recognise the different contributions that coaching and mentoring can make as development enablers. This is even more relevant in the entrepreneurial development context, where personal development should be synchronised with the development of business skills. If the reflective skills and self-confidence of the entrepreneur can be developed through coaching, the assimilation and retention of business skills can be improved through mentoring.

2.8   CONCLUSION

In order to address the development needs of entrepreneurs or small business owners, development interventions must equip entrepreneurs to operate effectively and independently. Training providers should therefore comprehend the challenges experienced by entrepreneurs. A key requirement for entrepreneurial learning and development is the participation of the entrepreneur in the learning process.

In this context, it is important for training providers to be aware of the similarities and differences between coaching and mentoring. The literature review confirmed that coaching and mentoring can contribute in different ways to the development of entrepreneurs.

The following chapter will provide an overview of the University of Stellenbosch Business School's Small Business Academy.

CHAPTER 3
CONTEXT OF THE STUDY

3.1 INTRODUCTION

This section provides an overview of the University of Stellenbosch Business School's Small Business Academy and its Development Programme, with specific emphasis on the contribution of the mentorship component of the SBA Development Programme to the growth of the participants.

3.2 BACKGROUND OF THE USB SMALL BUSINESS ACADEMY

3.2.1 Launching the SBA

In 2009, USB had the vision to develop a small business academy. The School recognised the need to contribute to the economic growth of SMMEs in previously disadvantaged communities in an effort to address South Africa's high levels of unemployment. Also, entrepreneurs from previously disadvantaged communities face unique challenges when compared to established enterprises situated in business zones supported by infrastructure. The design and development of training and development interventions for these entrepreneurs should therefore acknowledge the context in which these entrepreneurs operate (*USB, 50 years of learning and growing*, 2015).

Engagement between USB and community business forums in Khayelitsha, Cape Town, was the first step in the realisation of such an academy. Further collaboration between corporates and USB resulted in the launch of the SBA in 2012.

The first intake was in 2013, with 14 of the intake of 23 participants successfully completing the project . In 2014, 17 of an initial intake of 26 participants successfully completed the programme. In 2015, 22 participants have started the programme (Kennedy, 2015).

3.2.2 The Khayeplain project

In 2013, the SBA launched its first project, the Khayeplain project, which consisted of presenting a nine-month Development Programme to small business owners from low-income areas such as Khayelitsha and Mitchells Plain (hence the name – Khayeplain project). Khayelitsha has an estimated population of 820 000 people with an estimated 85 000 SMMEs servicing about 200 000 households. About 77 000 of these enterprises are micro or survivalist enterprises (SBA Research Unit, USB website).

3.2.3 The Small Business Academy stakeholders

The SBA's stakeholders are the people or institutions that have invested financially and contributed to the curriculum development of the SBA Development Programme. As stakeholders, they have a vested interest in the quality and outcome of the programme. The key stakeholders of the SBA are:

i)   **The USB SBA Steering Committee**, which is the governing body of the SBA. The Steering Committee consists of USB academic and administrative staff, sponsors, training facilitators, service providers and local government representatives. The role of the Steering Committee is to ensure that the SBA programme evolves. The Steering Committee is also involved in the selection of the participants and mentors, and in the monitoring of the progress and results of the programme.

ii)   **The mentors**, who are USB alumni, and who are willing and qualified to act as mentors for the SBA participants for the duration of the programme.

iii)   **The participants**, who are small business owners from Khayelitsha and Mitchells Plain, admitted to the programme following a screening and selection process.

iv)   **Current MBA and MPhil in Development Finance (MDevF) students**, who assist the SBA participants with their business plans. In return, these students may incorporate the work that they do in the townships in the research component of their MBA or MDevF research assignments (Kennedy, 2015).

3.2.4   The curriculum of the SBA Development Programme

The curriculum of the SBA Development Programme is developed and structured to allow participants the opportunity to engage in classroom discussions in order to learn from each other. The SMME environment and its challenges are taken into account during the development of the curriculum to ensure that the participants can relate to theoretical examples and concepts. Participants need to engage in the class environment, as well as in the workshops to maximise learning, both from each other and from the facilitators. The Tertiary School in Business Administration (TSiBA) is the provider of the academic training curriculum for the SBA's Development Programme (Kennedy, 2015).

3.2.5   The selection process and criteria for the participants

The SBA Development Programme is open to individual small business owners who currently reside in and operate their business from the greater Khayelitsha and Mitchells Plain areas in the Western Cape. Applicants from outside these areas must be willing to attend classes or workshops on the USB campus in Bellville or in Khayelitsha and Mitchells Plain at their own expense.

- An applicant must be the full-time owner of a business that has been operating at capacity for a minimum of 24 months prior to application. An applicant may not be employed by another company

- The business must employ no more than 15 people and must have a maximum annual turnover of R1,5 million per year.

An applicant becomes a participant after undergoing a selection process conducted by the USB SBA Selection Committee (University of Stellenbosch Business School).

3.3   THE MENTORSHIP COMPONENT OF THE SBA DEVELOPMENT PROGRAMME

Mentoring is a dynamic and shared personal relationship in which a more experienced person acts as advisor, guide and role model for a less experienced person (Steinmann, 2006: 3). The role of the mentors in the SBA is to assist the participants with the transfer of learning from the classroom to their businesses.

3.3.1   The selection of mentors

The mentors for the SBA Development Programme are alumni of the USB. Alumni interested in providing mentoring to SBA participants need to complete a questionnaire and two EQ battery tests, followed by a final interview with the academic head of the SBA Development Programme. From the information gained during the selection process, the most suitable individuals are selected as mentors. In both 2013 and 2014, 17 mentors participated in the programme. In 2015, 18 mentors will participate, six of whom have previously been involved as mentors for the SBA (Kennedy, 2015).

3.3.2   The training of the SBA mentors and mentees

Participants and mentors must attend a two-day mentor/mentee matching and training workshop at the beginning of the SBA Development Programme. The workshop is facilitated by Neil Steinmann from People Dynamics Development, the service provider of mentorship training to the SBA.

During this two-day event, the mentors and mentees receive training in structured mentoring, specifically geared towards either mentees or mentors, respectively. The mentors will receive training on good mentoring and on dealing with their expectations and the challenges that they may encounter. The mentees will receive training on what to expect from the mentoring partnership and on how to choose a mentor who will be compatible with their needs. The workshop allows for several contact sessions between the mentors and mentees. Both mentors and mentees are exposed to experiential learning exercises, including a 'speed dating' session. The speed dating allows both parties the opportunity to engage personally with a number of others, to ask relevant and meaningful questions, and to get to know each other before each mentee is asked to nominate three preferred mentors.

At the mentor-mentee training workshop, participants are provided with a Vukani concept template to complete during individual exercises. Vukani concepts are about equipping mentees with the skills required to manage their personal lives and businesses more effectively. The SBA participants also have to record their business objectives, personal goals and aspirations. The completion of the Vukani template together with classroom engagements and the speed dating exercise contribute to the connection between mentors and participants.

Following the speed dating exercise, the participants provide a list of their preferred mentors. The learning process facilitator does the final mentor/mentee matching. After this event, the mentor and

mentee enter into a mentoring contract for the duration of the programme. The contract is set up by the SBA to ensure ethical and considerate conduct by both parties.

3.3.3   Evaluation of the mentorship component of the 2013 SBA Development Programme

Research conducted on the 2013 intake of SBA participants highlighted the significant contribution of the SBA Development Programme's mentorship component to the growth of the participants (Wehmeyer, 2014). Key findings from this research are listed below:

i) **Mentor/mentee training workshop**: The two-day mentor/mentee workshop provided critical guidance for the mentoring journey. It provided insight into the phases of a structured mentoring relationship. The workshop ensured that both the mentees and mentors had a clear view of the process and that their expectations were aligned. The matching process during the workshop provided time for mentees and mentors to get to know each other before the mentees made their final mentor nominations.

ii) **Relationship between mentor and mentee**: The relationships between the mentors and mentees were successful and contributed to the success of the mentorship programme.

iii) **Knowledge transfer**: The mentors assisted the mentees to translate key concepts from the training into practical knowledge. The mentors succeeded in broadening the mentees' frames of reference, and better prepared them to be successful entrepreneurs. The mentors assisted and advised the mentees on how to prepare a business plan and how to complete assignments for the different modules on time.

iv) **Networking**: The mentors introduced the mentees to their business networks and assisted them to set up meetings to promote their own businesses.

v) **Mentoring agreement**: The formal mentoring agreement prepared by the SBA provided room for the mentor and mentee to agree on goals and expectations for the mentoring journey.

vi) **Communication between mentors and mentees**: A mentoring coach or facilitator should be appointed to ensure that the communication process between the mentor and mentee does not fade. This appointed person should monitor the feedback from mentors and become actively involved in driving communication between mentors and mentees should the need arise.

3.4   CONCLUSION

This chapter has explained how USB's Small Business Academy came into being, how it operates and what its nine-month Development Programme offers small business owners from previously disadvantaged areas in the greater Cape Town area.

A significant amount of effort is put into the training of both mentors and mentees to prepare them for the mentoring journey. In 2014, Wehmeyer conducted research on the mentorship component

of the 2013 SBA Development Programme which confirmed the benefits of mentoring for SBA participants.

Chapter 4 will explain the qualitative research methodology which was used in this research assignment, as a qualitative methodology allows for the collection of rich data to facilitate deeper insights into the contribution of coaching and mentoring to USB's SBA Development Programme.

CHAPTER 4
RESEARCH METHODOLOGY

4.1   INTRODUCTION

This chapter provides an overview of the research population and sample, overall research methodology and approach to data collection and analysis. A brief description of the ethical considerations and governance of the research study is included. The study was exploratory in nature and followed a phenomenological approach. Exploratory research is undertaken to satisfy the researcher's curiosity and desire for better understanding, to test the feasibility of a more extensive study and to develop the methods to be employed in a subsequent study (Babbie, 2010: 92). A phenomenological approach to research seeks to explore, describe and analyse the meaning of the lived experience of individuals (Marshall & Rossman, 2011: 19).

4.2   THE POPULATION AND SAMPLE

This study focused on the 2013 and 2014 SBA participants and their mentors, who were therefore, the research population of this study. The sampling was purposive because the population for this study was defined by the overall aim of the study. A purposive sample is selected on the basis of knowledge of the population, its elements and the purpose of the study (Babbie, 2010: 193).

Mentoring is an integral part of the SBA, and both the mentors and mentees are familiar with mentoring due to the mentor-mentee training sessions that precede the commencement of the SBA's Development Programme. To explore the contribution of both coaching and mentoring to the development of SBA participants (mentees), the criteria for mentors and mentees to be included in the research sample were specified. Mentors included in the sample were defined as mentors who had both coaching and mentoring skills, knowledge and experience. Mentees included in the sample were defined as mentees who had been mentored by mentors with both coaching and mentoring skills, knowledge and experience.

The sample size of the research consisted of:

- Seven mentors from the 2013 and 2014 SBA programme whose mentees had successfully completed the SBA programme.
- Seven mentees from the 2013 and 2014 intakes who had successfully completed the SBA programme.

4.3   RESEARCH METHODOLOGY

The purpose of this research study was exploratory. According to Babbie and Mouton (2012: 80), exploratory research is conducted when the people who had experience of the problem are studied

– in this case the mentors and mentees from the SBA. The overall methodology was qualitative. Qualitative research is used to understand the behaviour, not to explain the behaviour, of the participants. The primary aim of qualitative research is to develop an in-depth understanding of the participants' perspectives (Babbie & Mouton, 2012: 270). The data was unstructured and the analysis of the data involved interpretation of the meaning of the data (Ekanem, 2007: 107).

The qualitative nature of interviews allowed the researcher the opportunity to interact and engage directly with the participants (Babbie, 2010: 319). An advantage of qualitative research is data gathering that focuses on naturally occurring events in the natural settings of the participants, allowing the researcher to explore real-life experiences.

The phenomenological approach to research involves in-depth interviews with individuals who have experienced the phenomenon of interest (Marshall & Rossman, 2011: 19), in this case the mentors and mentees of the SBA. Babbie and Mouton further stated that according to the phenomenological approach, people are continuously constructing, developing and changing their interpretations of their everyday world and that this should be considered when conducting social research (2012: 28). The phenomenological research approach, therefore, allowed the researcher the opportunity to capture the lived experiences of the participants. Not how the participants observed the phenomenon, but how they experienced the phenomenon, in this case the mentorship programme of the SBA, is the subject of research (Klink, Thorsteinssin & Jonsdottir, 2014: 825).

According to Finlay (2012: 172-191), the essence of the phenomenological research approach encompasses five mutually dependent and dynamically iterative phases. The researcher used these phases to guide the research process:

i)   **Phase 1: Ensure that the phenomenological attitude is embraced**. This phase concerns the researcher, who wants to develop a better understanding of a certain phenomenon. For this study, the phenomenon was the contribution of coaching and mentoring to the development of SBA participants. The researcher had to remain open and go beyond what he already knew about the phenomenon. He had to see with fresh eyes and be open to new perspectives and insights from the participants that he interviewed.

ii)   **Phase 2: Entering the lifeworld of the participants through descriptions and experience**. The researcher helped the participants to express themselves as directly as possible, so that they could reveal the lived world of their experience. The researcher had to move beyond what the participants had said about the experience to what was revealed in their telling of the experience. The use of probing questions and the flexibility of the interview approach allowed for the extraction of a deeper meaning and insights from the participants. The qualitative nature of the interview guide encouraged the participants to describe their experiences in their own words.

iii) **Phase 3: Dwelling with horizons of meaning**. The researcher's key focus should be on data processing and analysis, rather than data collection. In this study, the researcher had to go beyond the participants' words and reflections to capture the implicit horizons of meaning. The priority for the researcher was to convert the data gathered during the interview process into meaningful insights. Directly after each interview, the notes taken during the interview by the researcher were summarised. This allowed the researcher to engage with the data while it was still fresh in his memory, ensuring that the essence of the participants' responses was captured and translated.

iv) **Phase 4: Explicating the phenomenon holistically**. The researcher had to ensure that he was aware of all the different perspectives of the participants. During the data analysis process, the individual responses from the participants were consolidated to ensure that the feedback and insights reflected the views of the mentors as a holistic group and those of the mentees as a holistic group.

v) **Phase 5: Integrating the frames of reference**. This is the final phase, in which the researcher consolidates all the findings and insights and creates meaning. In this study, the researcher had to ensure that all the themes were integrated and that the data analysis addressed the research objectives.

The research findings of this study will be discussed in detail in the next chapter.

4.4 DATA COLLECTION

Primary data was collected by the researcher through semi-structured face-to-face interviews. The interview guide was exploratory in nature. Interviews are used in studies that have individual people as units of analysis (Babbie & Mouton, 2012: 232). The rationale for using interviews as a data collection method in this study is validated by Rowley (2012: 262), who recommended the use of interviews in the following circumstances:

- The research objectives centre on understanding the experiences, opinions and values of the participants.

- There is insufficient knowledge about the subject to be able to draft a detailed questionnaire.

- The participants may be more receptive to an interview than other data gathering approaches.

The development of the interview guide for this study was influenced by Creswell (2007), who suggested that qualitative research questions should be flexible. Creswell made the assertion that respondents in an interview will not necessarily answer the question being asked by the researcher. Instead, they may answer a question asked later during the interview. According to Turner (2010: 758), the researcher must be prepared with follow-up questions or prompts to obtain

optimal responses from participants. In this study, follow-up questions allowed the researcher the opportunity to clarify information and to extract additional views from the participants.

The advantage of using semi-structured interview guides is the collection of information in a standardised manner (Rattray & Jones, 2007: 235). All the participants were asked the same questions, but the questions were worded so that responses were open-ended (Gall, Gall & Borg, 2003) to illicit a richer and deeper response. The open-enedness of the questions allowed the participants to contribute as much detailed information as they desired and it also allowed the researcher to ask probing questions as a means of follow-up (Turner, 2010: 756).

Rattray and Jones stated that the type of question, the language used and the order of the items can influence the responses from the participants (2007: 237). It is important to be cognisant of the fact that this approach can provide rich data and that the volume of the data could make it difficult to analyse and interpret (Rowley, 2012: 262). The researcher ensured flexibility in the interview guide by adding sub-questions or prompts to each question in order to gather a deeper level of the experiences of the participants.

Turner recommended that a pilot test should be conducted with participants that have similar interests to those who will participate in the study. The pilot test will allow the researcher to refine the research questions prior to the commencement of the interview process (2010: 757). To ensure the relevance of the interview guides, they should be pre-tested with people who have the same demographic profile as the participants, particularly where language could influence data accuracy (Babbie & Mouton, 2012: 244). The purpose of a pilot test is, therefore, also to determine flaws, limitations or other weaknesses within the interview design. In this study, the researcher conducted pilot interviews, after which he made small amendments to the interview guides in order to increase the probability of quality responses and data. The researcher's supervisor provided valuable input into the finalisation of the mentor and mentee interview guides and approved the interview guides prior to the commencement of the interview process.

The individual interviews were conducted by the researcher, at a location and time convenient for the participants. The participants' responses were captured on the interview guide by the researcher during the interview process. The interviews were recorded electronically, allowing the researcher to refer back to the recorded interviews for clarification. The face-to-face interviews allowed the researcher the opportunity to ask additional probing questions and to observe the body language and facial expressions of the participants.

To ensure that the all research objectives were addressed separately, the researcher designed different interview guides for the mentors and the mentees. This allowed the researcher to explore the mentors' experiences separately from the mentees' experiences of coaching and mentoring.

Please see Appendix A for the mentor interview guide and Appendix B for the mentee interview guide.

The comprehensive preparation for the interview process was valuable and helped to enhance the quality of the data gathered. The preparation process as described by Turner (2010: 757) assisted the researcher to establish a working relationship with the participants. The researcher used the following steps to improve the quality of the research interviews:

- Choose a setting with little distraction
- Explain the purpose of the interview
- Address the terms of confidentiality
- Explain the format of the interview
- Indicate how long the interview should take
- Ask the participants if they have any questions before starting the interview.

4.5   DATA ANALYSIS

To retain the integrity of each participant's responses constitutes one of the most important challenges that qualitative researchers are faced with. The researcher's explanation can be oversimplified and the complexities of the research phenomena can be ignored, so that the ambiguities and diversities of the participants' experiences are not reflected in the final description (De Casterle, Gastmans, Byron & Denier, 2012: 362).

Data processing is about converting high volumes of observations into interpretable information (Babbie & Mouton, 2012: 101). The data analysis for this study was inductive. Babbie (2010: 22) stated that inductive data analysis moves from the particular to the general, or from a set of observations to a pattern that represents a degree of order. General principles and conclusions are developed from specific observations. For this study, the data gathered from the participants was converted into themes and suggestions that addressed the aim and objectives of the study.

Qualitative data analysis methods, such as content and thematic analysis, describe and interpret participants' views of the phenomenon or experience. In this study, it was the SBA mentors and mentees' experience of the mentorship programme that was the subject of research. Thematic analysis is an interpretive process in which data is systematically searched for patterns, in order to provide an illuminating description of the phenomenon. This leads to the development of meaningful themes without explicitly generating theory (Smith & Firth, 2011: 54).

During the data analysis process, the researcher used the thematic content analysis as described by Smith and Firth in the previous paragraph. To address the first two objectives, the data gathered from the respective mentor and mentee interview guides was coded, grouped and organised into meaningful types, categories and themes. The themes generated from the data gathered from the mentors were linked and related to the mentor interview guides. The themes generated from the data gathered from the mentees were likewise linked and related to the mentee interview guides to address the respective research objectives.

To address the third objective, content analysis was conducted by using the already captured and analysed data from the interview guides. Palmquist (cited by Babbie & Mouton, 2012: 491) described content analysis as examining text for the presence or repetition of certain words and phrases that will allow the researcher to make inferences. Content analysis is useful to describe and quantify the phenomenon being studied (Woo, 2013: 14). Content analysis is a systematic coding and categorising approach to the exploration of large amounts of textual information in order to establish common themes and patterns (Grbich, 2007: 112).

The thematic framework approach that was followed enabled the researcher to move back and forth across the data until a coherent account emerged. This resulted in the constant refinement of themes that aided the development of a conceptual framework. To ensure that the researcher followed a systematic and comprehensive approach to the data analysis, he applied the three stages described by Smith and Firth (2011: 55-60) to the framework development:

i) **Step 1: Data management**. Become familiar with the data. Read and re-read the data to identify and recognise the emergence of initial themes and categories. In this study, codes and categories were developed by analysing each statement, phrase or paragraph of the transcript in an attempt to summarise what the participants described during the interview process. The process involved the highlighting of key phrases and comments from each participant's feedback to record preliminary thoughts. Key phrases were summarised using participants' own words (in-vivo codes). In-vivo codes assisted the researcher to stay true to the data. Initial thoughts began to develop into more formal themes. During this step each participant's comments and responses were individually reviewed and summarised. The notes taken during the interview process had been transferred and captured on the interview guides directly after the interviews, which assisted with the summarising and matching of the data with the questions put to each respondent. Appendix C is an example of a summarised interview guide from a mentor interview. Appendix D is an example of a summarised interview guide from a mentee interview.

ii) **Step 2: Descriptive accounts.** This involved summarising and synthesising the coded data by refining initial themes and categories. A crucial element in qualitative analysis is the critical thinking of the researcher to create links between codes and categories, and to link categories and themes. Remaining true to the participants' descriptions is a fundamental principle in the framework approach and central when developing more abstract concepts. At first, the data was synthesised by refining the initial themes and categories until the whole picture emerged. The themes were grounded in participants' descriptions. Secondly, abstract concepts were developed by identifying key dimensions of the synthesised data and making associations between themes and concepts. To ensure that the experiences of the participants were accurately reflected and to minimise misinterpretation, explanatory accounts began with reflection on the original data and on the analytical stages. During this step the mentors and mentees' comments and responses were transferred to a consolidated

document that collectively captured and summarised the views of the mentors and mentees. This allowed the researcher the opportunity to create holistic themes for the mentors and the mentees respectively.

iii) **Step 3: Explanatory accounts**. The final stages involved making sense of the concepts and themes in terms of participants' lives and experiences. This was achieved by exploring the relationships between the core themes and concepts. Returning to data analysis after time away and re-reading all the transcripts to consider the phenomena as a whole resulted in data analysis becoming much more meaningful. Forward and backward movement between the data, participants' accounts and links with initial categories resulted in the emergence of the final categories and the development of the final conceptual framework that describes the participants' experience. This iterative process resonates with the underlying principle of the framework approach that the interconnected stages are not linear but a scaffold that guides the analysis. This allowed the researcher to move back and forth between the individually captured responses and to consolidate the holistic views of the mentors and mentees. During this step, the consolidated and summarised responses of the mentors and mentees were reduced to themes that could be linked to the respective objectives and the overall aim of the study. Appendix E is the summarised feedback from the mentors. Appendix F is the summarised feedback from the mentees.

On completion of the data analysis, the final step was to describe the results of the research. This was the reconstruction of the participants' stories on a conceptual and theoretical level, grounded in the interview data. This was a systematic description of the findings relating to the research question and objectives (De Casterle *et al.*, 2012: 368).

4.6   ETHICAL CONSIDERATIONS AND APPROVAL

Ethical consideration for social research as defined by Babbie and Mouton (2012: 519) is typically associated with morality, as both deal with matters of right and wrong. The research for this study was governed and conducted according to the Framework Policy for the Assurance and Promotion of Ethically Accountable Research as defined by Stellenbosch University, as well as the Policy Responsible for Research at Stellenbosch University. The researcher received approval from USB to engage with the Small Business Academy in order to gain access to the participants and mentors prior to the commencement of his research. This was submitted with the researcher's formal ethical clearance approval request. Data collection or engagement with prospective participants did not commence until the researcher received formal approval from the Departmental Ethics Screening Committee (DESC) of Stellenbosch University.

The research did not have any negative effect on the participants, their communities or society in general. Anonymity and confidentiality of all the participants in the research was guaranteed. Research results were published on the overall findings level and no names of individuals or

businesses were published. The researcher was only interested in the findings across participants collectively and not per individual participant. The researcher was personally responsible for the interviews and data collection to further ensure confidentiality and safety of the data. The electronic data was saved on a personal device that was password protected. The electronically recorded data was deleted directly after the interviews had been captured onto the interview guide.

The purpose and nature of the research was disclosed to all participants and no research was conducted without formal the consent of the participants. Participation was voluntary and the participants had the right to refuse to participate. The participants had the right to refuse to answer certain questions or to terminate their participation in the research. In addition to verbally explaining the process to the participants, each participant had to sign a consent form to participate in the research, as prescribed by USB. The consent form provided the purpose, procedures, confidentiality and the participants' rights. The researcher gave each participant a copy and kept a signed copy for his own records. Appendix G is the mentors' consent form to participate in the research. Appendix H is the mentees' consent form to participate in the research.

4.7   SUMMARY

To ensure alignment and congruence between the research aim, objectives and methodologies of the study, the researcher used the research management matrix as development by Maxwell and Smyth (2011: 220-221). The matrix forced the researcher to remain focused and move towards the research objectives.

The main findings of this study are set out in Chapter 5, while Chapter 6 provides a summary of the findings and conclusions are drawn.

CHAPTER 5
RESEARCH FINDINGS

5.1   INTRODUCTION

This chapter presents the main findings of the study. The aim of this study was to explore the contribution of coaching and mentoring to the development of participants on the SBA with a view to discovering possible improvements that could be made with regard to the mentorship programme offered to such participants. The primary research question that needed to be answered is: **How do coaching and mentoring contribute to the development of participants in the SBA programme?**

In order to answer the primary research question, the following sub-questions relevant to the main question were formulated:

- *What are the mentors' perceptions of the contribution of mentoring and coaching to the development of participants in the SBA programme?*

- *What are the mentees' perceptions of the contribution of mentoring and coaching to their development in the SBA programme?*

5.2   RESEARCH SAMPLE

This section of the chapter will provide a description of the research sample.

5.2.1   Profile of the mentors

The mentors were alumni from the USB. The gender split of the mentors was four males and three females. In terms of mentoring experience on the SBA, one mentor participated in the SBA only in 2013, while three mentors participated in the SBA only in 2014. One mentor participated in 2014 and is currently mentoring in the SBA for 2015. Two mentors have been involved in 2013, 2014 and 2015. They are all based in the Western Cape.

5.2.1.1 *Coaching experience of the mentors*

All the mentors included in the sample had coaching experience and knowledge. Their formal qualifications ranged from MPhil degrees in Management Coaching from USB, MBA degrees from USB, Certificates in Coaching and in Management Development from USB-ED programmes. In addition to formal qualifications, all the mentors were actively involved in coaching, either in their capacity as line managers or as professional coaches. All the mentors had received coaching during their careers.

5.2.1.2 Mentoring experience of the mentors prior to the SBA

The two-day training workshop as part of the introduction to the SBA was the only formal mentor training that the mentors had received. All the mentors are actively involved in mentoring relationships outside the SBA mentoring programme. All the mentors had received mentoring during their careers.

5.2.1.3 The mentors' motivation for joining the SBA mentorship programme

The motivation for the mentors to participate as mentors on the SBA was predominantly a desire and motivation to develop people. Sharing knowledge and experience with entrepreneurs from previously disadvantaged areas positively influenced their decision to join the programme as mentors. There was a belief among the mentors that SME development in previously disadvantaged areas is important for the economy and the local community. They saw it as an opportunity to be exposed to the informal economy, while testing their mentoring skills in a new environment and context.

5.2.2   The profile of the mentees

Six of the mentees graduated from the SBA in 2014, while one mentee graduated in 2013. Four were from Khayelitsha and three from Mitchell's Plain, with a gender split of five females and two males.

5.2.2.1 The mentees' exposure to coaching and mentoring prior to the SBA

None of the mentees had any knowledge, experience or understanding of what mentoring or coaching was prior to the SBA. They knew the terms coaching and mentoring, but did not understand the dynamics and purpose of coaching and mentoring. One of the mentees had Googled the term mentoring after her application for the SBA programme. Their reference to coaching was in the sports coaching context (ME1, ME4, ME5).

5.2.2.2 The mentees' motivation for applying to participate in an Entrepreneurship Development programme of the USB-SBA

The main motivation for the mentees to participate in the SBA was to develop and improve their business skills. They wanted to improve their own skills as well as the performance of the business. None of them had received any formal business training or development prior to their application to the SBA. Subjects like Finance, Marketing and Business Skills stimulated their interest in applying. The mentorship programme did not influence their decision to join the SBA, due to the fact that they had no knowledge of mentoring or the possible benefits that mentoring might hold for them.

5.3   MAIN FINDINGS

This section of the findings will answer the main research question: *How do coaching and mentoring contribute to the development of particpants in the SBA programme?*

To ensure the confidentiality and anonymity of all the participants, different codes have been used for mentors and mentees during the coding and reporting of the data. The seven mentors were coded from MO1 to MO7 and the seven mentees were coded from ME1 to ME7. In the tables below MO and ME is used to indicate specific comments or insights from the mentors or mentees during the interview process. In order to identify the different contributions of coaching and mentoring to the development of the SBA participants, the researcher used COMENSA's definition of coaching and mentoring as included in Chapter 1 to categorise and link the descriptions of the mentors and mentees as coaching or mentoring.

5.3.1   The mentors' perceptions of the contribution of mentoring and coaching to the development of participants on the SBA

The mentors interviewed during this study could describe the different contributions of coaching and of mentoring to the development of the mentees. Despite the different contributions of mentoring and coaching, all the mentors agreed that coaching and mentoring were used interchangeably, due to the strong overlap between them. The context and the stage of the relationship with the mentee would determine when to coach and when to mentor. Below is a summary of the key findings from the mentor interviews:

Coaching
- The confidence of the mentees improved. The mentors provided feedback, recognition and encouragement throughout the programme.
- Reflection on assignments, and the relevance to the business of the theory taught, embedded the learning and enhanced the development of the mentees. The mentors insisted that the mentees explain what had been learnt, and what the benefits would be for the business, to ensure they understood the implications before they implemented anything new.

Mentoring
- The mentors assisted the mentees in learning to prioritise and to determine when to focus on the SBA assignments and when to focus on the challenges of simultaneously running a business.
- The implementation of initiatives that improved the business. The mentors helped the mentees to successfully address business development needs, which resulted in the improvement of business performance.

Combination of coaching and mentoring
- The communication skills, relationship management and engagement of the mentees were all improved.

Figure 5.1: The mentors' perception of the different contributions of coaching and mentoring

5.3.2 The mentees' perceptions of the contribution of mentoring and coaching to the development of participants on the SBA

None of the mentees interviewed had any prior knowledge of coaching or mentoring. Although the mentees could not describe the different contributions of mentoring, the contributions from the mentor and the mentorship programme were acknowledged. Below is a summary of the key findings from the mentee interviews:

Coaching
- The mentors showed an interest in the mentees' families and visited their businesses to understand their environment and challenges.
- The mentees were more optimistic about the future and the potential of their businesses. The mentors had helped them to think about the future and of growth possibilities for their businesses .

Mentoring
- The mentors ensured that the mentees remained focused on what needed to be done to improve the business.
- The mentors were accessible and available to the mentees and the mentors responded to requests and questions from the mentors. This gave the mentees reassurance and confidence .
- The mentors helped them to identify and implement initiatives that would support the growth and expansion of their businesses.

Combination of coaching and mentoring
- The mentors made a significant contribution to the mentees completing the SBA programme. All the mentees had, at some time during the SBA programme, considered leaving the programme, but the mentors encouraged them and provided support and the necessary motivation to complete the programme.

Figure 5.2: The mentees' perception of the different contributions of coaching and mentoring

5.3.3 The mentors' perception of the difference between coaching and mentoring

To explore the different contributions of coaching and mentoring it was important to establish whether the mentors could describe and differentiate between coaching and mentoring. According to the mentors, the mentor should have the skills, experience and awareness to know the different contributions that coaching and mentoring can make. Also, the mentor must know when to coach and when to mentor. Below are examples from the mentors:

Figure 5.3: The mentors' perception of coaching

According to the mentors coaching focuses on understanding the person and encouraging the mentee to explore different options. Through coaching skills a relationship build on trust and confidentiality was established between the mentor and the mentee. This description of coaching is consistent with Bell's view that coaching does have the potential to unlock the learning ability of entrepreneurs with no formal external training or qualifications (Bell, 2014:36).

Below are examples from the mentors:

Figure 5.4: The mentors' perception of mentoring

Mentoring as described by the mentors is directive and leading the mentee to achieve a specific outcome. Mentoring was used to develop and implement specific business related skills. This description is underpinned by Stout-Rostron (2014:51) who stated that the mentor acts as advisor and shares experiences and expertise with the mentee. As the researcher I can summarise by stating that according to the mentors there are definite differences between coaching and mentoring.

5.3.3.1   When did the mentors use coaching and when did they use mentoring?

The findings in this section were derived from interviews with the mentors only. All the mentors reported that they could describe when they used coaching and when they used mentoring during the programme. The context and stage of the relationship determined when they used a coaching approach and when they used a mentoring approach. For two of the mentors the focus was perceived as being more on mentoring and being directive to fast track progress, because of the fact that it was a mentorship programme. Despite the difference contributions of mentoring and

coaching, the mentors agreed that there is a strong overlap between coaching and mentoring. This statement by the mentors is supported by literature that states that coaching and mentoring are essentially similar in nature (Garvey, Stokes & Megginson, 2009:27).   Below are examples from the mentors:

MO1: "Listening and questioning skills are necessary to understand the mentee during the setting of objectives and the first meeting at the mentee's business. Coaching skills made the mentoring more effective."

MO2: "To explore different options and alternative ways for the mentees to find solutions themselves – for example, using speed-point and vehicle finance."

MO3: "To focus on or discuss personal issues (when a mentee had challenges with a partner or husband interfering with their business). "

Coaching

MO4: "Coaching is an enabler to make sure a person is focused; and mentors used coaching to identify an issue by questioning and listening. In this case, it was how to grow the business."

MO5: "Scenarios to explore – options to expand the business, what direction to take to grow. Coaching uses brain storming and questions to facilitate envisioning more options or outcomes, an exploratory approach is taken, which is not directive."

MO6: "To build confidence and engagement-style skills with external stakeholders; this method forced the mentee to think of implications and of alternative approaches to engaging with people – it forced the mentee to think and ask why, and to explain why they were doing this."

MO7:"Addressing personal issues – addressed low self-esteem – lifted esteem and confidence, motivated the mentee to continue with both their business and SBA, removed the limiting assumptions of the mentee."

Figure 5.5: When the mentors used coaching

Below are examples from the mentors:

MO1: "Contracting at the start to come to a mutual agreement and alignment on what the focus and priorities would be. Through mentoring they used an approach of directives to suggest focus areas. Used mentoring to make progress and to focus on the outcomes of the agreement."

MO2: "To help prepare for presentations, and when mentee visited mentor's workplace, to show and tell them what to do – when there was a need for positive and urgent outcomes, mentoring was better."

MO3: "When there was a need for technical and specific skills – eg to complete a presentation using PowerPoint skills."

Mentoring

MO4: "Business skills and performance – technical – how to manage the business. Used mentoring to develop the skills to resolve problems and skills in development, planning and the banking system."

MO5: "To develop business skills and performance – technical skills, eg decide on job titles, salary for staff and stock level discussions, where the mentor usually had a definitive solution or better suggestion to make."

MO6:" Focus was on business skills (acquiring finance and writing a request) as well as support with assignments. Helped the mentee to fast-track the process for start-up, conducted market analysis to identify opportunity."

MO7: "Help with assignments – to review and give input before submission; and help a mentee to meet deadlines. Business mentoring – helped to expand the supplier base to buy products."
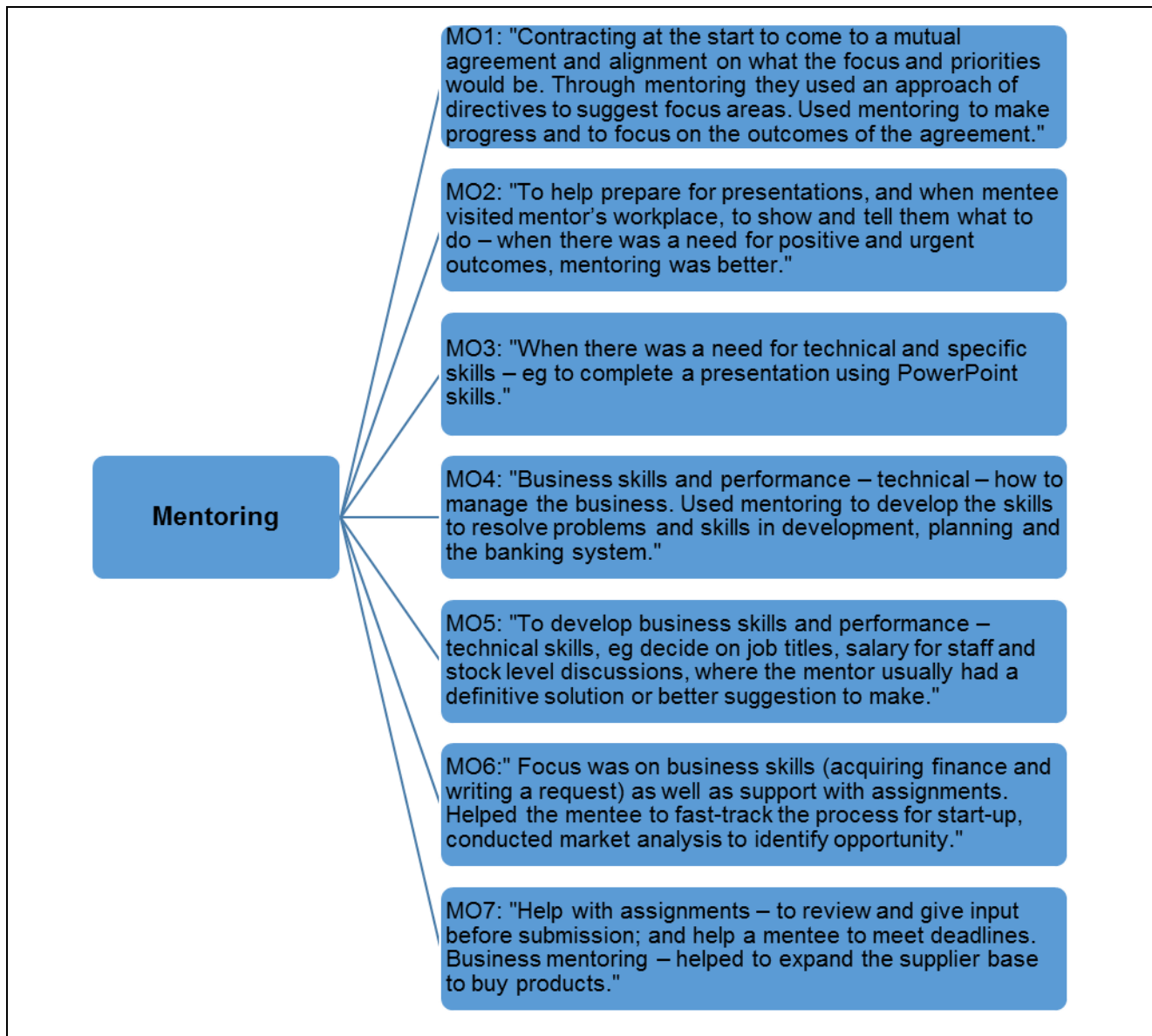
Figure 5.6: When the mentors used mentoring

It can be summarised that coaching was used by the mentors to develop a personal relationship, explore different options and build the confidence of the mentees. Mentoring was used to assist with the completion of assignments, the implemenation of theory in practice, and the development of business skills where the mentor had the skills or knowledge. This summary is consistent with Scheepers (2012: 28) view on the distinction between coaching and mentoring.

5.3.3.2 The contribution of coaching skills and knowledge to the development of the mentees in the SBA programme

The mentors who were interviewed could describe when they used coaching and when they used mentoring but the overlap, and the interchangeability of coaching and mentoring during the relationship, was recognised by the mentors in the sample. All the mentors mentioned that their coaching skills and experience improved their contribution as mentors. Below are the coaching skills described by the mentors followed by a schematic representation of what the impact was of the coaching skills on the mentees' development:

- The application of a coaching model or framework that provided structure for the mentors.
- Questioning and listening skills to establish the relationship.
- The awareness to focus on the person and to address personal issues
- The ability to self-reflect and to allow the mentee time to reflect.
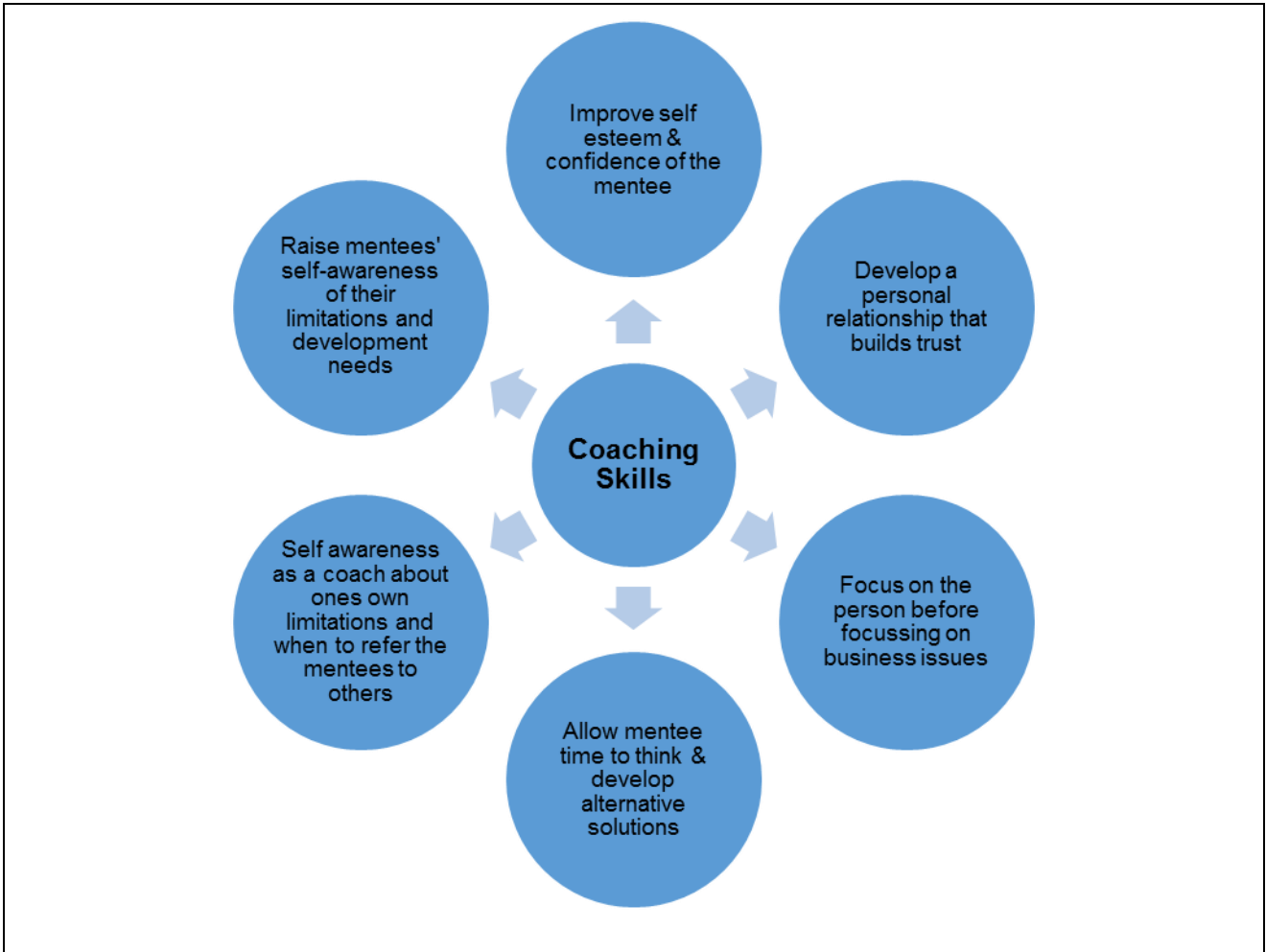- Self-awareness about their levels of competence as mentors

Figure 5.7: Schematic representation of the impact of coaching skills on the development of the mentees.

As the researcher, I can conclude that the coaching skills used by the mentors had a positive impact on the development of the mentees.

5.3.3.3 The role of reflection in the development of the mentees

The opportunity and time to reflect play a significant role in enterpreneurial development programmes. According to Mezirow's transformative learning theory, for action learning to be effective, learners have to engage in active investigation that provides information on which they reflect. This allows participants the opportunity to re-examine and think about the problem. This is when reflection takes place for the learner (Mezirow, 1991: 32-35).

Below is the research findings on the role of reflection as described by the mentors.
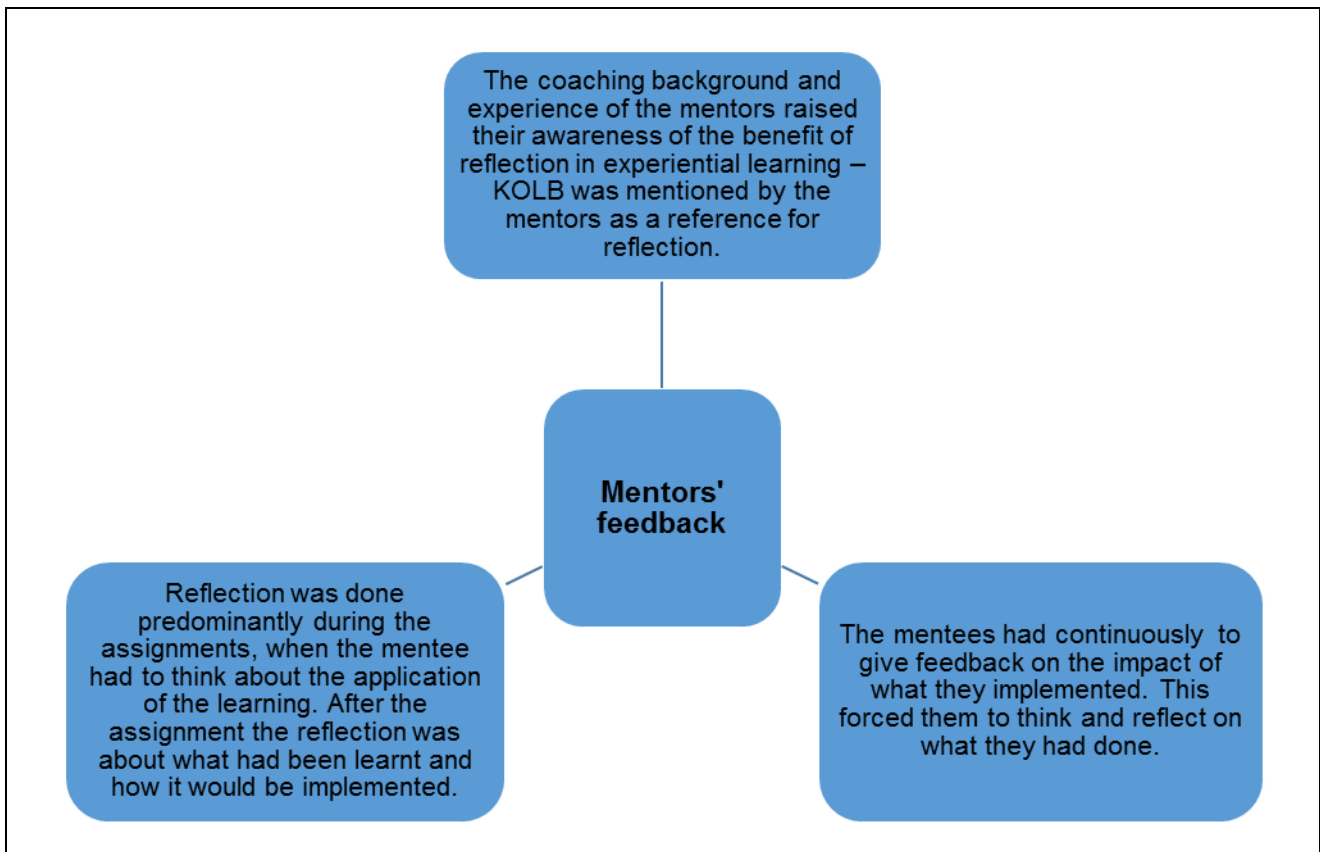
Figure 5.8: Schematic representation of the role of reflection as described by the mentors

The mentors had the awareness to allow the mentee time to reflect as a result of their coaching skills and background. According to the mentors, the reflection contributed to the embodiment of the learning for the mentee. The mentors themselves raised their own awareness of their limitations through reflection.

Below is the research findings on the role of reflection as described by the mentees.
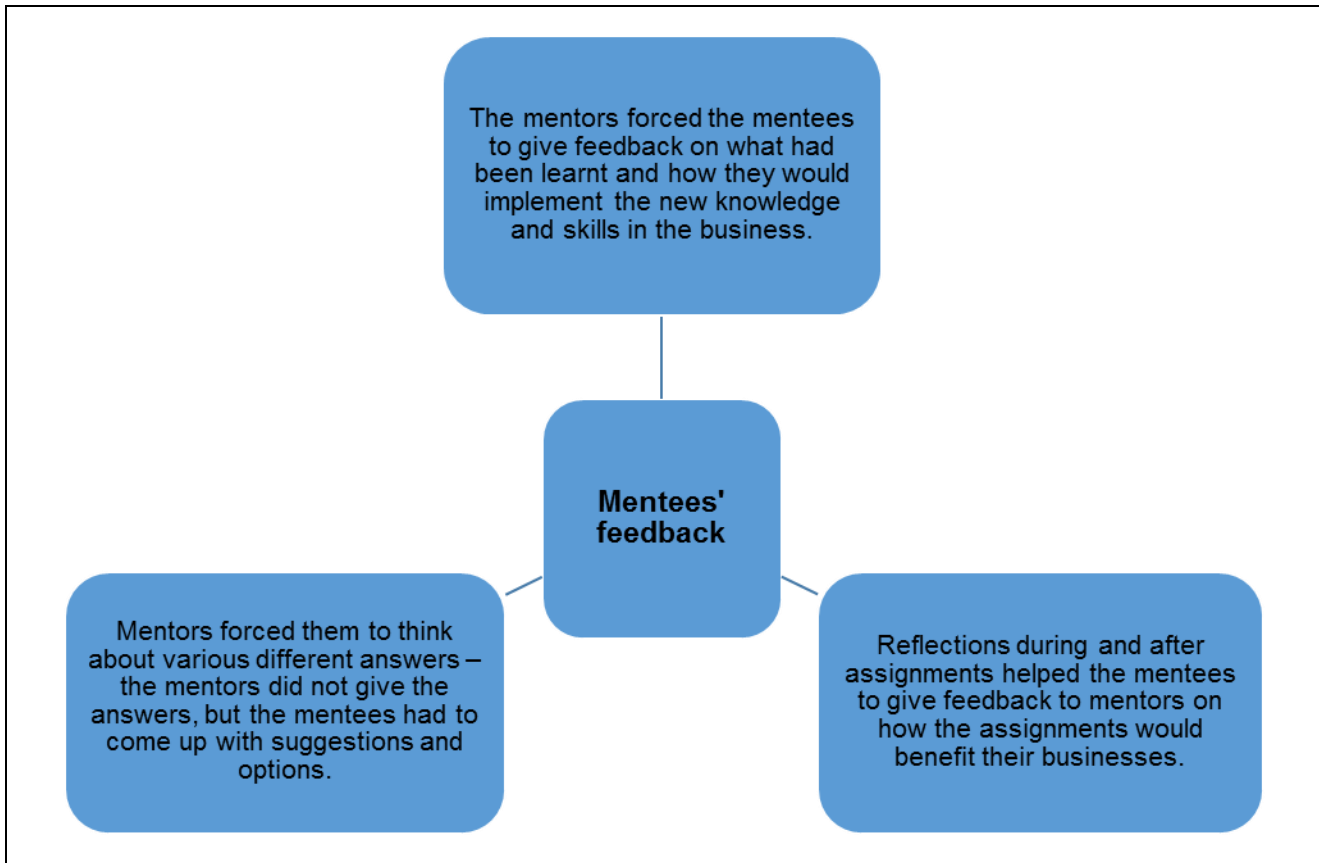
Figure 5.9: Schematic representation of the role of reflection as described by the mentees

Although the mentees were not familiar with the concept of reflection, through their descriptions of their learning experiences the researcher could identify where reflection had contributed to the mentees' development. Reflection forced the mentees to think about what they had learnt and how to implement the new skills and knowledge to the benefit of their businesses. It created an opportunity to think about their thinking.

5.3.4   Will the mentees be able to apply the skills independently from the mentor?

During the SBA programme, the mentors actively support, encourage and guide the mentees to implement the skills and knowledge in their businesses. However, the challenge is for the learning and new insights to be sustainable after the completion of the SBA programme. According to the mentors, the existing business skills and experience of the mentees at the start of the SBA programme, combined with the mentees' attitude and the business life cycle, will have an influence on the mentees' ability to continue independently after the SBA programme.

According to the mentees, they were able to implement the skills and learning after completing the SBA programme. Below are some examples from the mentees of the successful improvement of their businesses as a result of the mentors' contributions.
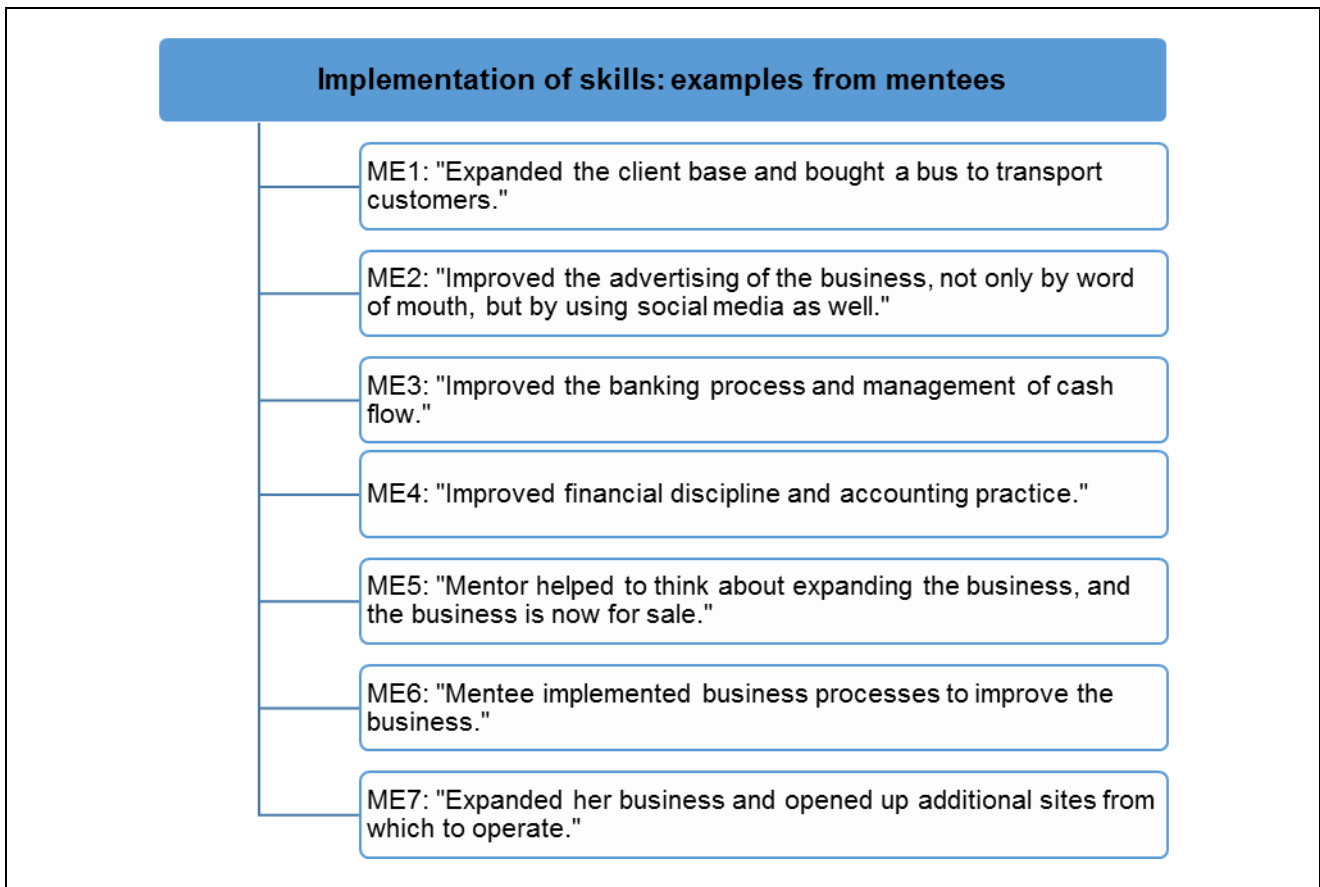
Figure 5.10: Schematic representation of skills implementation as described by the mentees

As the researcher, I can summarise by stating that the mentees will be able to apply the knowledge and skills that have been acquired during the course of the SBA programme. The above-mentioned examples from the mentees validate the contribution of the SBA to, and the role of the mentorship programme in, the development of their business skills.

5.3.5   The contribution of the mentor-mentee training to the development of the mentees

The training provided by the USB for mentors and mentees is the first interaction and engagement between the mentors themselves, as well as between the mentors and the mentees. The purpose of the mentor-mentee training is to ensure a common understanding of what mentoring is; namely the role of the mentor and the role of the mentees. The training is a significant part of the programme and the foundation for the relationship between mentor and mentee for the duration of the SBA programme. For all the mentors and mentees, the mentor-mentee training in the SBA programme was their first formal mentorship training. The mentors were familiar with mentoring, but never attended formal mentor training prior to the SBA mentorship training.

Below (see Table 5.1) is the research findings on the mentor-mentee training as described by the mentors and mentees.

Table 5.1: The mentor-mentee training as described by the mentors and mentees

Mentors' feedback	Mentees' feedback
The use of the lion metaphor helped the mentors to develop a common understanding of the role of the mentor, specifically in the context of the SBA mentorship programme.	The training helped the mentees to understand the role of the mentor. They had a certain expectation of the process. The lion metaphor was useful to explain the mentorship concept.
The fact that both mentors and mentees attended the training ensured a common understanding of mentoring and the role of the mentee	The mentees were inspired and they felt honoured by the involvement of the mentors; the skills and experience of the mentors motivated the mentees.
Experienced mentors confirmed that the mentorship training reinforced their understanding of their roles as mentors.	The fact that the mentors introduced themselves and shared their experience made the mentees excited about the opportunity to learn from them.
The fact that experienced mentors from the previous SBA programmes attended the training was helpful to new mentors. The case studies and experiences shared by the experienced mentors had the biggest impact on the preparation and development of new mentors.	The training gave the mentees a level of reassurance that they had somebody who could help them if they were stuck.
The training programme created an opportunity for the mentors to network with each other	Some of the mentees were intimidated by the gap in terms of experience between themselves and the mentors.
The fact that some of the mentors had participated in 2013 and 2014 and had returned gave the new mentors confidence that the programme was working.	At the end of the training, the mentees understood the role of the mentor, but they were still not clear on how the mentor would contribute to their own learning. This uncertainty was clarified as the relationship progressed.

The mentor training ensured that there was a common understanding of mentoring and the role of the mentor. It was an opportunity for first time mentors to learn from experienced SBA mentors through the sharing of experience and case studies. Although the mentees developed an idea of what mentoring is and the role of the mentor, they did not yet have a clear idea of how the mentor and the mentoring relationship could contribute to their development. Despite the unscertainty about how the mentors would contribute to their developnet, all the mentees were inspired and felt motivated by the mentors.

5.3.5.1 *The mentor-mentee matching – the start of the relationship*

The start of the mentor-mentee relationship is the speed dating exercise. During this process, each mentee spends time with each mentor. The mentees have the opportunity to ask the mentors questions about their experience, skills and competencies in order to identify the most suitable mentor for their needs. Following the speed dating exercise, the mentees indicated their preferred mentors. The mentee's preference for a mentor is noted, but the final matching of the mentors and mentees is decided by the SBA programme administrators. This step serves as the official commencement of the relationship. All the mentors interviewed mentioned that they had a good relationship with their mentees. Only one mentor had challenges during the relationship, but these were not as a result of the matching process. Six of the seven mentees interviewed were satisfied

with the mentors allocated to them after the speed dating exercise. One mentee felt that there was never a connection with their mentor, but this was not because of the speed dating and matching exercise.

Below (see Table 5.2) is the research findings on the mentor-mentee matching as described by the mentors and mentees.

Table 5.2: The mentor-mentee matching as described by the mentors and mentees

Mentors' feedback	Mentees' feedback
The overall feedback about the speed dating exercise is that it allowed the opportunity for all the mentors and mentees to engage with each other.	The speed dating allowed the mentees the first opportunity for 'one-on-one' meetings with the mentors. It allowed the mentees the opportunity to get to know the mentors.
The matching of mentors and mentees is the first step in the relationship, and finding compatibility and connection between mentor and mentees is important.	Most mentees' feedback was that they ended up with the right mentor for them. Only one mentee was not happy with her mentor.
The quality of the relationship is the basis for success.	A consistent theme from all the mentees is that they needed more time during the speed dating. The feeling was that it was rushed, and they were left confused after the speed dating sessions. They needed more time to get to know the mentors and then required time between meetings to summarise their discussion with each mentor.
According to all the mentors, this is an important step – 'the beginning of the relationship'. It is therefore important to find the right mentor.	The mentees were intimidated by the mentors, which made it difficult to engage and connect during the speed dating.

The overall feedback from the mentors was that speed dating as a matching methodology is effective, although some refinements are required. A common theme from the mentees was that they felt the speed dating was too rushed and that they would like to have more time with the mentors. Steinmann (2006:4) stated that the quality and depth of the relationship will have an influence on the benefits for the mentee. This underpins the importance of the mentor-mentee matching.

5.3.5.2 *Establishing the mentor-mentee relationship*

The mentor-mentee relationship lasts for the duration of the nine months of the SBA programme. The mentors and mentees have to meet a minimum of 12 times during the programme. All the mentors and mentees interviewed indicated that they had exceeded the minimum requirements in terms of engagement. In addition to the formal face-to-face engagements, contact was through telephone calls, e-mails and SMS messages between the mentors and mentees. The connection between the mentor and mentee had an impact on the development of the mentee. Most of the mentors and mentees interviewed are still in contact with each other, as a result of the relationship that they established during the programme.

Below (see Table 5.3) is the research findings on the mentor-mentee relationship as described by the mentors and mentees.

Table 5.3: The mentor-mentee relationship as described by the mentors and mentees

Mentors' feedback	Mentees' feedback
Start with contracting – clear and measurable objectives, roles and responsibilities, as well as rules of engagement.	The mentors showed an interest in the person first, before focusing on the business.
Boundary management in terms of what the mentor will do and what should not be expected from the relationship, must be made clear.	The mentors visited the mentees' businesses to obtain an understanding of them and met their families and thus better understand the context and business challenges.
First meeting should be at the mentees' business to understand the context and their challenges. Show an interest in the mentee and their family – get to know the person first.	Honest feedback from mentors when they could not help and had to refer mentees or contact other mentors for help.
Introduce mentee to other successful businesses or take mentee to your own business or company for exposure.	The mentors introduced the mentees to other businesses and new networks.
Establish the mentees' needs in terms of personal development needs, support for the SBA programme, and business skills development needs.	There were regular meetings, more meetings than the expected number.
Regular meetings and contact through phone calls, mails and SMS messages. Be accessible if the mentee needs you, and respond to messages and requests from the mentees.	The mentors showed an interest in the assignments and they supported and encouraged the mentees to complete the assignments.
Be familiar with the academic part of the SBA. Know what assignments mentees are required to do and with what subjects they are busy.	Mentors were accessible and contactable through mail, phone calls, SMS messages – they responded to messages. The mentors were flexible in arranging to meet mentees at their work at convenient times.
Honest feedback and communication - know when to refer the mentee to other mentors or sources if you cannot help.	There was trust between the mentee and the mentor, the contracting in the beginning helped to set the rules and agreement for the relationship.

Establishing the rules of engagement and boundary mangagement at the beginning of the relationship contributed to the quality and mutual respect in the relationship. The exposure to new business networks further demonstarted the mentors commitment to the relationship. The mentors were accessible and available to the mentees, and the mentors responded to requests and questions from the mentors. This gave the mentees assurance and confidence, knowing that the mentors would respond to them. Audet and Couteret (2012:526) stated that the establishment of the relationship based on trust will reduce the resistance to change from the mentee.

5.3.5.3 *The management of the agreement and objectives during the relationship*

Contracting and goal setting is the backbone of the mentor-mentee relationship and should be used to gauge progress and the development of the mentee. Baden and Parkes (2013: 298) explained that experiential learning is a cyclical process that starts with planning and goal setting. Both mentor and mentee have a role to play in the management of the objectives during the

relationship. During each meeting, the objectives are reviewed and progress discussed. Some of the mentors introduced additional action plans that complemented the original objectives. The importance of setting and measuring the outcome of the development goals is highlighted by Clutterbuck (2012) as a key requirement for a successful mentorship programme.

Below (see Table 5.4) is the research findings on the management of the agreement and objectives during the mentor-mentee relationship as described by the mentors and mentees.

Table 5.4: The management of the agreement and objectives during the mentor-mentee relationship as described by the mentors and mentees

Mentors' feedback	Mentees' feedback
The feeling of all the mentors was that the objectives that were agreed upon during the mentor-mentee matching were unrealistic. After visiting the mentees' businesses, the objectives were amended to address specific business needs	Most mentees mentioned that the initial objectives remained relevant throughout the programme, but the mentors added to and adjusted some of the initial objectives.
The mentors used the contracting as a point of departure for the relationship. The purpose of the initial contract is to ensure focus and keep momentum – it serves to kick-start the process. The contract should be reviewed and amended to maintain relevance.	The contracting and objective setting helped to clarify the rules and responsibilities of the mentors and the mentees. The sessions and contracting helped to establish trust and contributed to confidentiality in the relationship.
The objectives that were initially agreed upon should be treated as a live document and amended depending on business needs.	The fact that some of the mentees had additional objectives added helped them to keep focus and achieve relevant business objectives.
Additional agreements that indicated meeting dates, times, communication methods and general rules of engagement were developed in addition to the original contract.	The objectives ensured that the mentees maintained focus and kept their commitment, because the mentors always referred to the contract and objectives during the meetings.

Overall feedback was that the objectives did not change significantly during the programme, but additional objectives were added and the original objectives were refined. Although some of objectives were amended during the programme, the view from the mentees is that the development objectives were met.

5.3.6   Suggestions to enhance the existing SBA mentorship programme

The final section of the findings chapter is suggestions derived from the mentors and mentees for possible enhancements to the mentorship programme of the SBA. A consolidated list of recommendations is included in Chapter 6.

5.3.6.1 *Suggestions to enhance the mentor-mentee training*

Both the mentors and mentees felt that the mentor-mentee training is serving its purpose in terms of preparing them for their relationship during the SBA programme. The suggestions, mentioned by both parties should be seen in the context of enhancing the training, and not as suggestions to make any significant changes to the existing mentor-mentee training.

Below is the research findings on suggestions from mentors and mentees to improve the mentor-mentee training.

Mentor's suggestions
•   Opportunities for experienced mentors to share their learnings and experiences with the new mentors should be formalised and included on the agenda for the two days. The mentors felt it was the most helpful part of their training.
•   A skills matrix with all the different mentors' skills and experiences should be circulated to all the mentors during the training. This will enable the mentors to source specific advice from their fellow mentors for their mentees if they are not in a position to help their mentees.
•   Include the relationship cycle during training (storming, forming, norming and performing) to sensitise mentors to the fact that the relationship will take time to establish.
Mentees' suggestions
•   More time need to be allocate for the mentors and mentees to engage prior to the speed dating, in order to get to know each other better.
•   The mentees felt intimidated by the mentors – gap in skill and experience, effort needs to be made to reduce the barrier and break down perceived barriers – this will improve the speed dating engagement and outcomes.
•   More time should be allocated before the objectives are finally agreed – the mentor first needs to understand the mentee's business and the context in which the mentee operates – finalise objectives after the mentor visit to mentee business.

5.3.6.2 Suggestions to enhance the mentor-mentee matching

The concept of the speed-dating exercise was endorsed by both the mentors and the mentees. The view is that it is an effective process for the mentees and mentors to meet each other formally. Most mentors and mentees were satisfied with the outcome of the speed dating, referring to the matches made between mentors and mentees. The suggestions made by the mentors and mentees to enhance the speed dating should be viewed in this context to make the matching more effective in terms of compatibility between mentor and mentee.

Below is the research findings on suggestions from mentors and mentees to improve mentor-mentee matching on the SBA programme.

Mentor's suggestions
•   The mentors would like more time during the speed dating to ask questions to the mentees as well. At this stage, the communication is one way, and they would like to have a dialogue with the mentees.
•   More time during speed dating will allow a better understanding of each other – this will influence the decision of the mentees.
•   The experienced mentors suggest that they should have the first options to choose their mentees. The mentors would like to indicate their preference of mentees as well.
Mentees' suggestions
•   The speed dating was too quick. The mentees felt confused after the speed dating.
•   The mentees needed more time with mentors and time during the speed dating sessions to think and summarise insights about the mentors.
•   More time needed to be spent with the mentors before the speed dating to break down perceived barriers (gaps) between mentors and mentees. The mentees are too intimidated in the beginning to have an authentic conversation with the mentors. They end up asking questions not to sound stupid.

5.3.6.3 General suggestions to enhance the mentorship programme

The overall feedback from both mentors and mentees interviewed was that the mentorship programme contributed to the mentees' development in terms of personal development, support to complete the SBA programme, and the development of business management skills. Despite the effectiveness of the programme and the suggested enhancements listed above, both mentors and mentees made additional suggestions to improve the mentorship programme. The view from both mentors and mentees is not to make significant changes, but to refine the programme continuously.

Below is the research findings on general suggestions from mentors and mentees to improve the mentorship programme in general.

Mentor's suggestions
• The USB should actively retain experienced mentors. The experienced mentors are a source of inspiration and learning for the new mentors.
• The time and effort required should be made explicit to all mentors at the start of the programme.
• Consider a post SBA support programme where the mentees have access to the mentors for a defined period of time.
Mentees' suggestions
• The mentees would like the relationship to continue after the SBA programme – most of the mentees still have contact with their mentors and one mentee is in a formal coaching relationship with her mentor.
• A suggestion was to look for mentors that will match the mentees' needs in terms of business or industry specific knowledge. Development and feedback would be quicker. The mentor would not need to find another mentor with business know-how who can help.
• Mentees from previous years (e.g. top students) should explain, on the first day of the mentor-mentee training, the benefits and contributions of the mentor – this will reduce the fear and uncertainty of the mentees to engage with the mentors.

5.4   SUMMARY

The main findings presented in this chapter have answered the main research question of this study and provided insight into how coaching and mentoring can contribute to the development of the participants on the SBA's Business Development programme.

These findings are summarised in the next and final chapter of this report, together with conclusions and recommendations.

CHAPTER 6
SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1   INTRODUCTION

This chapter provides a conclusion to the research that has been described in the previous chapters. The aim of this study was to explore the contribution of coaching and mentoring to the development of participants in the SBA programme with a view to discovering possible improvements that could be made to the mentorship programme offered to them. This chapter summarises the main findings of the research and makes recommendations to enhance the existing mentorship programme of the SBA. The final section of this chapter makes suggestions for further research in this area.

6.2   SUMMARY OF MAIN FINDINGS

Research conducted on the 2013 pilot programme of the SBA substantiated the significant contribution that mentoring made to the development of the SBA participants (Wehmeyer, 2014). However, the research by Wehmeyer on the pilot programme did not include the contribution of coaching to the development of the SBA participants. Therefore, the contribution of coaching to the development of the SBA participants was unknown. A number of the mentors on the SBA have skills, experience and qualifications in coaching, in addition to their mentoring skills and experience, which provided an opportunity to explore the different contributions of coaching and mentoring to the development of the participants. The summarised findings presented in this chapter were derived from exploratory qualitative interviews with mentors and mentees who participated in the SBA programme in 2013 and 2014. The results of the interviews were analysed and a summary of the findings are presented below.

6.2.1   The contribution of coaching and mentoring to the development of the participants in the SBA programme.

All the mentors and mentees interviewed recognised and acknowledged the contribution of the mentorship programme to the development of the mentees in the SBA programme. Despite the fact that the mentees had no knowledge of coaching, they could describe how the mentors contributed to their development. The detailed findings relating to the main research question have been described in Chapter 5, but can be summarised as:

i)   Focusing on the personal development of the mentees improved their self-esteem and gave the mentees confidence and to achieve the programme objectives. The focus was on understanding the person first, before addressing the business needs *(coaching).*

ii)   Establishing a relationship built on trust with clear roles and responsibilities. This was achieved through questioning, listening and showing interest in the mentees' personal lives *(coaching)*.

iii)   The mentees were allowed time to think and reflect in order to discover their own solutions *(coaching)*.

iv)   The mentees creation of a long-term vision for themselves and their businesses. They were encouraged and used the opportunity to explore the options for growth after the SBA *(coaching)*.

v)   Successful completion of the SBA. The mentors offered support and guidance in the completion of the SBA assignments. The mentors ensured that the mentees maintained momentum with their learning. The mentors made the mentees accountable for their own development and learning *(mentoring)*.

vi)   The translation of theory into practice. The mentors ensured that any learning from the assignments was implemented in the mentees' businesses. The mentors helped the mentees to develop action plans and priorities for their business improvements *(mentoring)*.

vii) Specific and technical knowledge was shared by the mentors in order to improve the mentees business performance – specifically where the mentors had business experience or knowledge *(mentoring)*.

viii) Exposure to new networks and business contacts. The mentors introduced the mentees to the mentors' own businesses and support networks. This provided new avenues of support and inspiration for the mentees *(mentoring)*.

6.2.2   How did coaching skills enable the mentoring?

All the mentors interviewed acknowledged that their coaching skills and experience improved their contribution as mentors. Coaching skills and competencies underpinned the quality and output of their mentoring. Their coaching skills and knowledge gave them confidence to establish the relationship and to navigate through difficult periods in the relationship. The value of coaching frameworks and models is confirmed by Stout-Rostron (2014:16). Below is a summary of the key findings relating the contribution of coaching skills to the mentors:

i)   The coaching skills and experience provided the mentors with a framework for a confident approach to the relationship.

ii)   The questioning and listening skills allowed the mentors more easily to develop an understanding of the mentee, as a person and in the business context.

iii) The mentors had a self-awareness of their own limitations, as well as the limitations of the mentees; as a result the mentors knew when to refer their mentees to other mentors for help.

iv)   The value of reflection was understood and transferred to the mentee during experiential learning. Through teaching them reflection, the mentors assisted the mentees to embed the learning as well as to develop their own solutions.

6.3 RECOMMENDATIONS

One of the objectives of the study was *to use the insights from the study to inform potential enhancements to the existing SBA development programme.*

The overall feedback about the mentorship programme, from both mentors and mentees, was positive. The recommendations listed below should be viewed in the context of the enhancement and refining of the existing mentorship programme of the SBA. Most of the recommendations relate to the mentor-mentee training. This is an important phase of the programme. During this two-day intervention, the roles and responsibilities are defined and the mentor-mentee matching is completed. This is the first engagement between mentors and mentees and it serves as the basis for the relationship during the programme. Below are recommendations to improve the existing mentorship programme of the SBA:

i)   **Capitalise on the experienced mentors**. More time should be allocated for the experienced mentors to share their experiences and case studies with the new mentors and the mentees during the training. This should be integrated into the agenda and should not be an *ad hoc* event. Sharing experiences will make the mentorship process and its benefits more tangible for the new mentors and mentees.

ii)   **Excite the mentees about the mentorship programme**. A mentee from the previous SBA programme should address the new mentees during training on the value of the mentorship programme to the mentees. This will reduce their uncertainty of the mentees about the benefits and contribution of the mentorship programme.

iii)   **Reduce the perceived gap between mentors and mentees**. More interaction and engagement between the mentors and mentees prior to the speed dating will help to reduce the fear and the perceived gap between mentors and mentees (as experienced by the mentees). This will improve the quality and authenticity of the conversations during the speed dating.

iv)   **Allow more time for engagement during speed dating**. Both mentors and mentees would like to spend more time with each other during the speed dating exercise, in order to develop a better understanding of each other. The time allocated for these conversations should be increased.

v)   **Set objectives based on the mentees' current reality**. The contracting and objective setting should be finalised only following the mentors' visits to the mentees' businesses. This will allow the mentor the opportunity to understand the context and challenges faced by the mentee.

vi)   **Pro-actively share the mentors' skills and experience**. A skills matrix of all the mentors, detailing the mentors' knowledge, skills and experience, should be developed prior to the SBA mentor-mentee matching event. This skills matrix should be circulated to all mentors prior to the commencement of the mentorship programme. Better skills transfer will take

place between the mentors and their mentees during the programme when both parties work in the same line of business or in same business industry.

vii) **Include coaching skills and techniques during the mentor training**. The mentors should be introduced to basic coaching skills and competencies during the two-day mentor training. This includes the asking of open-ended exploratory questions, listening skills, awareness of the power of reflection and the value of experiential learning. Reflection plays a significant role in the embodiment of knowledge for the mentee. During reflection the mentee is forced to think about what has been learnt and how it was implemented in the business.

viii) **Use coaching to ensure sustainability and growth after the SBA programme**. Assign the coaches to the mentees for a defined period on their completion of the SBA programme. The purpose of the coaching should be to ensure that the mentees maintain momentum and grow their businesses. The coach should focus on the development of the management and leadership competencies of the mentee, and not on the development of the business. USB MPhil in Management Coaching students could be used to coach the SBA mentees. This would also allow the MPhil students the opportunity to apply and practise their coaching skills.

The findings of this study acknowledge the different contributions of coaching and mentoring to SBA participants. The researcher therefore recommends that coaching and mentoring should be defined separately and differently within the context of the SBA. This distinction will certainly avoid the ambiguity between coaching and mentoring, as well as ensure that both the mentoring and the coaching skills of the mentors are developed during the mentor training programme. Below are the researcher's recommended definitions of coaching and mentoring to be used within the context of the SBA mentorship programme.

Coaching focuses on understanding the person being coached and encouraging the coachee to explore different options. Coaching is about building the confidence and self-esteem of the participants while allowing them to make their own decisions. This creates trust and establishes the relationship between the coach and the coachee.

Mentoring is more directive and will ensure that the mentee maintains momentum during the SBA programme. Mentoring contributes to the development of business skills. Mentoring can contribute to the successful completion of assignments, the implementation of theory in practice, and the development of business skills where the mentor has the skills or knowledge required.

The table below gives a side-by-side comparison of COMENSA'S definition of coaching and mentoring and the suggested definition of coaching and mentoring based on the findings of this study.

Table 6.1: COMENSA's definition of coaching and mentoring compared to the recommended definition of coaching and mentoring in the context of the SBA

Coaching as defined by COMENSA	Recommended definition of Coaching in the context of the SBA
Coaching is a professional, collaborative and outcomes-driven method of learning that seeks to develop individuals and raise self-awareness so that they might achieve specific goals and perform at a more effective level. Coaching is about creating change that helps to enhance performance and learning. Coaches emphasise new competencies, learning and goal attainment. The coach is a personal navigator for the journey of life, focusing on what the client wants. Everything in coaching hinges on listening with the client's agenda in mind.	*Coaching* focuses on understanding the person being coached and encouraging the choachee to explore different options. Coaching is about building the confidence and self-esteem of the coachees while allowing them to make their own decisions. This creates trust and establishes the relationship between the coach and the coachee.
Mentoring as defined by COMENSA	**Recommended definition of Mentoring in the context of the SBA**
Mentoring is a partnership in which a mentee is assisted in making significant advances in knowledge, perspective and vision in order to develop his or her full potential; the mentor's wisdom is used by the mentee to facilitate and enhance new learning and insight. The mentor focuses on the development of the learner and passes on personalised, domain-specific knowledge. Mentors help to set the agenda, their primary aim being to develop an individual or small group's ability to learn more comprehensively from their day-to-day working experience.	*Mentoring* is more directive and will ensure that the mentee maintains momentum during the SBA programme. Mentoring contributes to the development of business skills. Mentoring can contribute to the successful completion of assignments, the implementation of theory in practice, and the development of business skills where the mentor has the skills or knowledge required.

6.4   FURTHER RESEARCH

The focus of this study was the exploration of the contribution of mentoring and coaching to SMMEs while they participated in the SBA programme. The findings from this study indicated that both coaching and mentoring make a significant contribution to the development of the participants during the SBA programme. In the South African context, it is of the utmost importance that entrepreneurial development programmes, like the SBA programme, develop entrepreneurs who can contribute to the economy and job creation. The challenge for the entrepreneurs, once they have graduated from the SBA programme, is to continue to grow their businesses without the support and guidance of the SBA. Coaching can assist these entrepreneurs to develop the skills, competencies and self-belief to design and implement a long-term vision for themselves and their businesses. An opportunity exists for future research to explore the contribution of coaching to the transformation of SMMEs, specifically those whose owners are from previously disadvantaged communities, into sustainable enterprises.

6.5   CONCLUSION

This research study has provided insights into the contribution of coaching and mentoring to the development of the SBA programme participants. In addition to the insights derived from this study, practical and relevant recommendations emanated from the study, including a suggestion for further research.

Suggestions for the improvement of the USB SBA programme included the use of experienced mentors where possible, rather than new mentors, inviting SBA graduates to talk to new mentees, increased interaction between mentors and mentees prior to the commencement of the programme, setting objectives based on the mentees current reality, matching mentors and mentees within the same industry, including coaching skills in the mentor training and using ongoing coaching to assist SBA participants once they have graduated from the programme.

Although the focus of the study was the USB SBA programme, the insights and recommendations could be applied to any entrepreneurial mentorship programme. The potential contribution to the South African economy from SMEs, specifically those from previously disadvantaged communities, is acknowledged and recognised. The researcher is confident that the findings and recommendations from this study have the potential to contribute to the sustainability of the SME segment.

Coaching and mentoring has the potential to facilitate the transfer of skills, specifically business acumen, which will contribute to the growth and performance of the enterprise. Sustainable entrepreneurs will contribute to the economic prosperity of South Africa, as well as having a positive social impact within their communities through job creation, resulting in a possible reduction in high unemployment levels.

REFERENCES

Amandla Development. 2009. *Education and Development in South Africa.* [Online] Available: http://www.amandladevelopment.org/images/amandla_whitepaper2.pdf Accessed: 25 March 2015.

Audet, J. & Couteret, P. 2012. Coaching the entrepreneur: Features and success factors. *Journal of Small Business and Enterprise Development,* **19**(3), 515-531.

Babbie, E. 2010. *The practice of social research, twelfth edition.* Belmont, USA: Wadsworth, USA.

Babbie, E. & Mouton, J., 2012. *The practice of social research.* Cape Town: Oxford University Press South Africa.

Bankseta. *Small and Micro Enterprises (SMEs).* [Online] Available: http://www.bankseta.org.za/downloads/sme_reporting_guidelines_2011_12.pdf. Accessed: 25 June 2014.

Baden, D. & Parkes, C. 2013. Experiential Learning: Inspiring the business leaders of tomorrow. *Journal of Management Development,* **32**(3), 295-308.

Bevan, D. & Kipka, C. 2012. Experiential learning and management education. *Journal of Management Development,* **31**(3), 193-197.

Bell, G. 2014. Coaching is key to SME success. *Development and Learning in Organizations: An International Journal,* **28**(3), 35-37.

Brockbank, A & McGill, I. 2012. *Coaching, Mentoring and Supervision.* London, UK: Kogan Page.

Business Day Live. 2014. R300m fund launched to stimulate entrepreneurship. [Online] Available: http://www.bdlive.co.za/business/2014/09/30/r300m-fund-launched-to-stimulate-entrepreneurship Accessed: 12 March 2015.

Business Partners. 2015. Mentorship and consulting services. [Online] Available: http://www.businesspartners.co.za/mentorship-consulting-services. Accessed: 25 March 2015.

Charan, R., Drotter, S. & Noel, J. 2001. *The Leadership Pipeline.* San Francisco, CA: Jossey-Bass.

Clutterbuck, D. 2008. What's happening in Coaching and Mentoring? And what is the difference between them? *Development and Learning in Organizations: An International Journal,* **22**(4): 8-10.

COMENSA. *What is Coaching?* [Online] Available: http://www.comensa.org.za/about/what-is-coaching. Accessed: 22 March 2015.

COMENSA. *What is Mentoring?* [Online] Available: http://www.comensa.org.za/about/what-is-coaching. Accessed: 22 March 2015.

Corner, J. 2014. The fast are eating the slow: Mentoring for leadership development as a competitive method. *Industrial and Commercial Training,* **46**(1), 29-33.

David Clutterbuck Partnership. *Evaluating mentoring.* [Online] Available: http://www.davidclutterbuckpartnership.com/wp-content/uploads/Evaluating-Mentoring.pdf Accessed: 20 March 2015.

De Casterle, B.D., Gastmans, C., Bryon, E. & Denier, Y. 2012. QUAQOL: A guide for qualitative data analysis. *International Journal of Nursing Studies,* **49**, 360-371.

Department of Trade and Industry. 1996. No 102 or 1996: National Small Business Act of 1996: [Online] Available: https://www.thedti.gov.za/sme_development/docs/act.pdf. Accessed 3 March 2015.

Dhilwayo, S. 2008. Experiential learning in entrepreneurship education: A prospective model for South African Tertiary Institutions. *Experience + Training.* **50**(4), 329-340.

Durst, S. & Edvardson, I.R. 2012. Knowledge management in SMEs: a literature review. *Journal of Knowledge Management,* **16**(6), 879-903.

Ekanem, I. 2007. "Insider accounts": a qualitative research method for small firms. *Journal of Small Business and Enterprise Development,* **14**(1), 105-117.

Finlay, I. 2012. Unfolding the Phenomenological Research Process: Iterative Stages of "Seeing Afresh". *Journal of Humanistic Psychology,* **53**(2), 172-201.

Flaherty, J. 2005. *Coaching: Evoking Excellence in Others.* 2nd Edition. Elsevier Butterworth-Heinemann.

Forde, C., McMahon, M. Gronn, P. & Martin, M. 2013. Being a Leadership Development Coach: A Multi-Faceted Role. *Educational Management Administration & Leadership,* **41**(1), 105-119.

Gall, M.D., Gall, J.P. & Borg, W.R. 2003. *Educational Research: An Introduction* (7th ed.). Boston: Allyn & Bacon.

Garrison, J., Neubert, S. & Reich, K. 2012. *John Dewey's Philosophy of Education: An Introduction and Recontextualization for Our Times.* New York: Palgrave Macmillan.

Garvey, B., Stokes, P. & Megginson, D. 2009. *Coaching and Mentoring Theory and Practice.* 1st edition. London: Sage Publications.

Garvey, B., Stokes, P. & Megginson, D. 2014. *Coaching and Mentoring Theory and Practice.* 2nd edition. London: Sage Publications.

Grbich, C. 2007. *Qualitative data analysis: An introduction.* London, UK: Sage Publications.

Gordon, I., Hamilton, E. & Jack, S. 2011. A study of a university-led entrepreneurship education programme for small business owner/managers. *Entrepreneurship & Regional Development: An International Journal,* **24**(9/10), 767-805.

Gray, D., Ekinci, Y. & Goregaokar, H. 2011. Coaching SME managers: Business development or personal therapy? *The International Journal of Human Resource Management,* **22**(4), 863-882.

Greenbank, P. 2006. Does class matter? Mentoring small businesses' owner-managers. *Journal of European Industrial Training*, **30**(8), 639-652.

Guercini, S. 2014. New qualitative methodologies in management. *Management Decision,* **35** (3/4), 662-674.

Higgins, D. & Aspinal, C. 2011. Learning to learn: A case for developing small firm owners/managers. *Journal of Small Business and Enterprise Development,* **18**(1), 43-57.

Higgins, D., Smith, K. & Mirza, M. 2013. Entrepreneurial Education: Reflexive Approaches to Entrepreneurial Learning in Practice. *The Journal of Entrepreneurship*, **22**(2), 135-160.

Higgins, D. & Elliott, C. 2011. Learning to make sense: What works in entrepreneurial education? *Journal of European Industrial Training,* **35**(4), 345-367.

Hind, P. & Smit, A. 2013. *Enabling Sustainability through Responsible Leadership – An Action Research Project with SMEs.* [Online] Available: http://www.up.ac.za/media/shared/Legacy/sitefiles/file/2012_alcrl_enablingsusthroughrlactionresea rchwithsmeprofarnold.pdf. Accessed: 21 January 2015.

Jones, K., Sambrook, S.A., Pittaway, L., Henley, A. & Norbury, H. 2014. Action Learning: How learning transfers from entrepreneurs to small firms. *Action Learning: Research and Practice,* **11**(2), 131-166.

Kennedy, E. 2015. Manager: Alumni, Student & Business Relations and Manager: USB Small Business Academy Office. University of Stellenbosch Business School: Personal interview, 30 March.

Klinke, M.E., Thorsteinsson, B. & Jonsdottir, H. 2014. Advancing Phenomenological Research: Applications of "Body Schema," "Body Image" and "Affordancers" in Neglect. *Qualitative Health Research*, **24**(6), 824-836.

Kolb, D.A. 1984. *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

Kudzhanova, N., Lyons, T.S. & Lichtenstein, G.A. 2009. Skill-Based Development of Entrepreneurs and the Role of Personal and Peer Group Coaching in Enterprise Development. *Economic Development Quarterly,* **23**(3), 193-210.

Kyrgidou, L.P. & Petridou, E. 2013. Developing women entrepreneurs' knowledge, skills and attitudes through e-mentoring support. *Journal of Small Business and enterprise Development,* **20**(3), 548-566.

Ladegard, G. 2011. Stress management through workplace coaching: The impact of learning experiences. *International Journal of Evidence Based Coaching and Mentoring*, **9**(1), 29-41.

Leitch, C.M., McMullan, C. & Harrison, R.T. 2009. Leadership development in SMEs: An action learning approach. *Action learning: Research and Practice,* **6**(3), 243-263.

Malkki, K. 2010. Building on Mezirow's Theory of Transformative Learning: Theorizing the Challenges to Reflection. *Journal of Transformative Education*, **8**(1), 42-62.

Marino, G. 2004. E-Coaching: Connecting Learners to Solutions. In Rossett, A. (ed.), *The Performance Improvement Emporium (PIE)*. San Diego: San Diego State University.

Marshall, C. & Rossman, G.B. 2011. *Designing Qualitative Research, fifth edition.* Thousand Oaks, California: Sage Publications, California, USA.

Maxwell, T.W. & Smyth, R. 2011. Higher degree research supervision: From practice toward theory. *Higher Education Research and Development,* **30**(2), 219-231.

McCarthy, G. 2014. *Coaching and Mentoring for Business.* London: Sage Publications.

Megginson, D. & Clutterbuck, D. 2009. *Further techniques for coaching and mentoring.* Oxford, United Kingdom: Elsevier.

Mezirow, J. 1991. *Fostering Critical Reflection in Adulthood*: *A guide to transformative and emancipatory learning*. San Francisco: Jossey-Bass Publishers.

Moore, G. 2015. Sustainability Manager, TSiBA. Pinelands: Personal interview, 2 March.

Mueller, S. 2012. The mature learner: Understanding entrepreneurial learning processes of university students from a social constructivist perspective. [Online] Available: http://openair.rgu.ac.uk. Accessed: 11 March 2015.

Nicolaides, A. 2011. Entrepreneurship – the role of Higher Education in South Africa. *Educational Research,* **2** (4), 1043-1050.

Peel, D. 2004. Coaching and Mentoring in Small to Medium Sized Enterprises in the UK – factors that affect success and a possible solution. *International Journal of Evidence Based Coaching and Mentoring,* **2**(1), 46-56.

Passmore, J. 2006. *Excellence in Coaching: The industry guide*. London, United Kingdom; Kogan Page.

Pittaway, L. & Thorpe, R. 2012. A framework for entrepreneurial learning: A tribute to Jason Cope. *Entrepreneurship and Regional Development: An International Journal,* **24**(9-10), 837-859.

Rattray, J. & Jones, M.C. 2007. Essential elements of questionnaire design and development. *Journal of Clinical Nursing,* **16**, 234-243.

Renton, J. 2009. *Coaching and Mentoring. What they are and how to make the most of them.* New York: Bloomberg Press.

Republic of South Africa. *The New Growth Path framework.* [Online] Available: http://www.gov.za/aboutgovt/programmes/new-growth-path/index.html. Accessed: 22 November 2014.

Rowley, J. 2011. Conducting research interviews. *Management Research Review,* **35**(3/4), 260-271.

Rolfe, G. 2014. Rethinking reflective education: What would Dewey have done? *Nurse Education Today,* **34**, 1179-1183.

SBP Business Environment Specialists. 2014. Developing a new path for SMEs in South Africa; Reassessing for growth. [Online] Available: http://www.sbp.org.za/uploads/media/SBP Alert Developing a new path for SMEs in South Africa. Accessed: 25 November 2014.

Scheepers, C. 2012. *Coaching Leaders: The 7 P's Tools to Propel Change.* Randburg, South Africa: Knowres Publishing.

SEDA. *Analysis of the Needs, State and Performance of Small and Medium Businesses in the Agriculture, Manufacturing, ICT and Tourism Sectors in South Africa.* [Online] Available: http://www.seda.org.za/Publications/Publications/Analysis of the needs. Accessed: 17 November 2014.

Sherpa Coaching. 2015. Executive Coaching Survey 2015. [Online] Available: http://www.sherpacoaching.com/pdf%20files/2014%20Executive%20Coaching%20Survey%20-%20Public%20report.pdf. Accessed: 5 April 2015.

SME South Africa. What you need to know about choosing the right incubator [Online] Available: http://www.smesouthafrica.co.za/pros-and-cons-choosing-an-incubator-for-your-startup/ Accessed: 21 November 2014.

SME Growth Index 2013. Examining the challenges facing small businesses in South Africa. [Online] Available: http://smegrowthindex.co.za/?p=558 Accessed: 21 November 2014.

Smith, J. & Firth, J. 2011. Qualitative data analysis: The framework approach. *Nurse Researcher,* **18** (2), 52-62.

Stewart, J-A. 2009. Evaluation of an action learning programme for leadership development of SME leaders in the UK. *Action Learning: Research and Practice,* **6**(2), 131-148.

Steinmann, N. 2006. *Fundamentals for effective mentoring, raising giant killers.* Randburg, South Africa: Knowres Publishing.

Steinmann, N. 2015. Partner: People Dynamic Development. Stellenbosch: Personal interview, 13 February.

St-Jean, E. 2012. Mentoring as professional development for novice entrepreneurs: maximising the learning. *International Journal of Training and Development,* **16**(3), 200-213.

Stout-Rostron, S. 2014. *Leadership Coaching for Results: Cutting-edge practices for coach and client.* Randburg, South Africa: Knowres Publishing.

The Centre for Coaching. [Online] Available: http://centreforcoaching.co.za/ Accessed: 24 March 2015.

TSiBA. Offering. [Online] Available: http://www.tsiba.org.za/who-we-are/offering Accessed: 11 March 2015

Turesky, E. & Gallagher, D. 2011. Know thyself: Coaching for leadership using Kolb's Experiential Theory. *The Coaching Psychologist*, **7**(1), 5-11.

Turner, D.W. 2010. Qualitative Interview Design: A Practical Guide for Novice Investigators. *The Qualitative Report,* **15**, 754-760.

University of California. 2014. History of Experiential Learning [Online] Available: http://www.experientiallearning.ucdavis.edu/tlbx-links.shtml Accessed: 25 May 2014.

University of Stellenbosch Business School. 2015. *USB, 50 years of learning and growing*. Woodstock: TIP Africa Publishing.

University of Stellenbosch Business School. 2014. *Small Business Academy Khayaplain Project.* [Online] Available: http://www.University of Stellenbosch Business School.ac.za/AboutUs/SmallBusinessAcademy.aspx Accessed: 15 November 2014.

Vidal-Salazar, M.D., Ferron-Vilchez, V. & Cordon-Pozo, E. 2012: Coaching: An effective practice for business competiveness. *International Business Journal,* **22**(5), 423-433.

Walker-Fraser, A. 2011. An HR perspective on executive coaching for organisational learning. *International Journal of Evidence Based Coaching and Mentoring*, **9**(2), 67-78.

Western, S. 2012. *Coaching and Mentoring, A critical text.* Croydon: Sage Publications.

Wehmeyer, M.M.W. 2014. *Evaluation of pilot entrepreneurial development programme for small business owners from Khayelitsha, South Africa.* Unpublished MBA research assignment. Bellville: Stellenbosch University.

Woo, H. & Heo, N. 2013. A Content Analysis of Qualitative Research in Select ACA Journals (2005-2010). *Counselling Outcome Research*, **4**(1), 13-25.

APPENDIX A

INTERVIEW GUIDE FOR MENTORS

Prior to the interview

- Thank the mentor for their willingness and time to participate in the interview.
- Discuss and sign consent to participate document – leave a copy with participant.
- Confirm language preference as was done when the appointment was made.
- Confirm convenience of time and venue.
- Explain role of the recording device.
- Discuss any questions/concerns raised by the participant.

1. What about the SBA programme motivated mentors to apply? • *Where and from which source did you find out about the mentorship programme and how did it influence your decision to apply?* • *Please tell me more about your coaching and mentoring background?*	
2. How did the mentorship training prepare mentors for the mentor-mentee relationship? a. *To what extent did the mentorship training contribute to your understanding of what mentoring is?* b. *What worked well, what was most helpful?* c. *What else can be included in the mentorship training to improve your benefit from the relationship?* d. *Is there anything which could be adapted or excluded?*	
3. Can mentors describe how they established the mentor-mentee relationship? a. *Can you describe how you established the relationship with the mentee?*	
4. To what extent can the mentors differentiate between coaching and mentoring? • *In your view, what is the difference between coaching and mentoring?* • *What informed your view of the*	

differences between coaching and mentoring?	

5. <u>Can mentors describe to what extent they used coaching and mentoring when working with the SBA-student?</u> • *If yes, please describe the different contributions of coaching and mentoring to the process of supporting a SBA-student.* • *Describe when and why a coaching approach and/or coaching skills were used.* • *Describe when and why a mentoring approach and/or skills were used.* • *To what extent will the mentees be able to differentiate between the contribution of coaching and mentoring to their development?*	
6. <u>Can mentors describe where mentoring had the biggest impact on the SBA-student?</u> • *Personal development* • *To complete the SBA* • *To develop business skills that will ensure the sustainability of the business* • *Of the above options, where do you think the main focus of the mentorship programme should be?*	
7. <u>How did the mentors contribute to development of the SBA-student?</u> • *Did you make use of any reflective techniques during your mentoring of an SBA-candidate? If so, please elaborate* • *Will the mentee be able to apply skills/knowledge when they operate independently from you as mentor*	
8. <u>How did the mentors ensure that the SBA-student's objectives of the mentoring programme were met?</u> • *To what extent did the mentoring satisfied the objectives that the mentee had set for the process (as per the mentor agreement form)?* • *To what extend did the mentee*	

change or adapt their objectives for development during the programme? • *If objectives were changed, describe context and process followed.*	

9. <u>To what extent can formal coaching training and development for mentors with no coaching background improve the mentor programme of the SBA?</u> • *What about coaching skills development will improve the mentor programme of the SBA*	
10 <u>What suggestions would you like to make to improve the mentor programme of the SBA?</u>	

APPENDIX B

INTERVIEW GUIDE FOR MENTEES

Prior to the interview

- Thank the mentee for their willingness and time to participate in the interview.
- Discuss and sign consent to participate document – leave a copy with participant.
- Confirm language preference as was done when the appointment was made.
- Confirm convenience of time and venue.
- Explain role of the recording device.
- Discuss any questions/concerns raised by the participant.

1 What about the SBA programme motivated mentees to apply? • *Where and from which source did you find out about the mentorship programme and if it did influence decision to join?*	
2 To what extent have mentees been exposed to coaching and mentoring before their participation in the USB? • *If yes, please tell me more (when, by whom and the context)?* • *How was the experience?* • *In your view, what is the difference between coaching and mentoring?*	
3 How did the mentorship training prepare SBA-student for the mentor-mentee relationship? • *To what extent did the mentorship training contribute to your understanding of what mentoring is?* • *What worked well, what was most helpful?* • *What else can be included in the mentorship training to improve your benefit from the relationship?* • *Is there anything which could be adapted or excluded?*	

4	Can the SBA-student describe how the mentor-mentee relationship was established?	
	• *To what extent can you describe the contribution of the mentor in establishing the mentor-mentee relationship?*	
5	Can the SBA-student describe how mentoring contributed to their development?	
	• *What about mentoring contributed to your development?*	
	• *Was there enough time for reflection/ reflective learning during the mentoring? If so, please elaborate.*	
	• *Will you be able to apply skills/knowledge when you operate independently from your mentor?*	
6	Can mentees describe where the mentorship programme had the biggest impact on them?	
	• Personal development	
	• To complete the SBA	
	• To develop business skills that will ensure the sustainability of the business	
	• *Of the above options, where do you think the main focus of the mentorship programme should be?*	
7	How did the mentees ensure that their objectives of the mentoring programme were met?	
	• *To what extent did the mentoring satisfied the objectives that you had set for the process (as per the mentor agreement form)?*	
	• *To what extend did you change or adapt your objectives for development during the programme?*	
	• *If objectives were changed, describe context and process*	

followed.	
<u>What suggestions would you like to make to improve the mentor programme of the SBA?</u>	

APPENDIX C

EXAMPLE OF A SUMMARISED MENTOR INTERVIEW

Prior to the interview

- Thank the mentor for their willingness and time to participate in the interview.
- Discuss and sign consent to participate document – leave a copy with participant.
- Confirm language preference as was done when the appointment was made.
- Confirm convenience of time and venue.
- Explain role of the recording device.
- Discuss any questions/concerns raised by the participant.

1) What about the SBA programme motivated mentors to apply? • *Where and from which source did you find out about the mentorship programme and how did it influence your decision to apply?* • *Please tell me more about your coaching and mentoring background?*	• As USB Alumni in touch & receives mails & correspondence – he saw SBA there • Completed MDP & MPhil in Coaching (2011) through USB • He is experienced internal coach & mentor which is a positive experience and he wanted test his coaching and mentoring skills in a new environment – make sure that he achieve the same results & SBA provided the opportunity – coaching and mentoring out of his comfort zone Coaching Background – MPhil in 2011 @ USB Mentoring Background – SBA training 2014) by People Dynamics Development – Neil's programme • He is an official internal coach & mentor in his company – well experienced as line manager
2) How did the mentorship training prepare mentors for the mentor-mentee relationship? • *To what extent did the mentorship training contribute to your understanding of what mentoring is?* • *What worked well, what was most helpful?* • *What else can be included in the mentorship training to improve your benefit from the relationship?* • *Is there anything which could be adapted or excluded?*	• The 2 day programme was valuable • Well-structured and presented by Neil • The lion metaphor and the way it was presented gave him a better understanding of his role as mentor & what mentoring is – find the lion metaphor powerful- for him there was strong link between mentoring & lion metaphor • The engagement with "old" mentors was valuable – learn from experience – the engagement with "old" mentors helped to manage mentees expectations – shared learning & experience • Valuable networking amongst mentors & mentees – gave confidence to meet other mentors. • He would not make any changes to the mentor training

3) <u>Can mentors describe how they established the mentor-mentee relationship?</u> • *Can you describe how you established the relationship with the mentee?*	• Contracting process was the base & foundation • Applying learning from "old" mentors helped this mentor to avoid mistakes and gave him confidence what to do - e.g. when asked for help or finances etc. • Coaching & mentoring skills from applying at work to establish relationship with people in team/line • Regular & frequent updates and communication through mails & What's- app • Mentor attended the first meeting at the mentee place of work – respect & understanding of context – meet husband and rest of team • Meetings at USB during SBA Academic blocks – was convenient • Invited mentee to his (mentor) place of work to introduce, tell & show – tips on resolving business issues- exposure to other systems
4) <u>To what extent can the mentors differentiate between coaching and mentoring?</u> • *In your view, what is the difference between coaching and mentoring?* • *What informed your view of the differences between coaching and mentoring?*	• <u>Mentoring</u> example was to bring mentee to workplace to show & tell – must have knowledge and more knowledge than mentee – he followed a mentoring approach during the goal setting phase – telling and directing the mentee • <u>Coaching</u> – questioning to understand the issue – allow mentee time to think and come up with alternative solutions – mentee had to explore other options through questions and guidance – example used speed point & how to finance a bakkie – tracking the progress against the objectives he used coaching to keep momentum and achieving goals • Agree that there is strong overlapping between meaning and application • The MPhil combined with line and OTJ experience clarified the difference between coaching and mentoring clearly.
5) <u>Can mentors describe to what extent they used coaching and mentoring when working with the SBA-student?</u> • *If yes, please describe the different contributions of coaching and mentoring to the process of supporting a SBA-student.* • *Describe when and why a coaching approach and/or coaching skills were used.* • *Describe when and why a mentoring approach and/or skills were used.* • *To what extent will the mentees be able to differentiate between the contribution of coaching and mentoring to their development?*	• Answer was Yes – • <u>Coaching</u> – to explore different options & alternatives – client (mentee) find solutions themselves – example of speed point & bakkie finance • Coaching skills like listening to understand the mentee & her business – does not need any knowledge or experience, but skills to coach • <u>Mentoring</u> – was to help e.g. prepare for presentations & when mentee visited mentor place of work to show and tell what to do – when there was a need for a positive outcome, mentoring was better • Mentoring - need technical and specific skills – e.g. to complete the presentation (power point skills) • Strong overlap between coaching & mentoring • Mentees will <u>NOT</u> be able to differentiate between coaching and mentoring according to this mentor

6) Can mentors describe where mentoring had the biggest impact on the SBA-student? • Personal development • To complete the SBA • To develop business skills that will ensure the sustainability of the business • *Of the above options, where do you think the main focus of the mentorship programme should be?*	• An even split between all 3 options • Mentoring was more used to assist the mentee with assignments • Coaching & mentoring used to develop business skills • The situation determined when to mentor & when to coach – both used • Focus should be on developing business skills with both coaching and mentoring
7) 7)How did the mentors contribute to development of the SBA-student? • *Did you make use of any reflective techniques during your mentoring of an SBA-candidate? If so, please elaborate* • *Will the mentee be able to apply skills/knowledge when they operate independently from you as mentor*	• Yes, as a result of MPhil the mentor use reflection regularly for himself and allowed mentee time to reflect – reference was made to KOLB cycle as an example where reflection is helping to get new perspectives. Mentor used his reflection skills to teach mentee to reflect. • Post every academic block & assignment the mentor asked the mentee to reflect on what was learnt and how it will be implemented in the business. • Yes to second question –the mentee was well developed already & SBA & mentoring took it to next level
8) How did the mentors ensure that the SBA-student's objectives of the mentoring programme were met? • *To what extent did the mentoring satisfied the objectives that the mentee had set for the process (as per the mentor agreement form)?* • *To what extend did the mentee change or adapt their objectives for development during the programme?* • *If objectives were changed, describe context and process followed.*	• The objectives setting post speed dating too soon – mentor needs to understand the mentee & his business challenges before the objectives should be agreed • After the visit to the mentees business, the objectives were changed – the mentor had a better idea of the context and what the needs are of the mentee. • The document should be treated as a "live document" and evolve to remain relevant to mentee needs & challenges • Regular meetings to review objectives and relevance • The progress report from mentors forces them to visit the objectives • The relevance and progress against objectives should be with mentee – mentor should help, but not assume responsibility.
9) To what extent can formal coaching training and development for mentors with no coaching background improve the mentor programme of the SBA? *What about coaching skills development*	• Coaching tools (KOLB & GROW) was mentioned as enablers when the mentor gets stuck. • Coaching focus on exploring options through question, listed, reflection – KOLB facilitation of progress & learning • Coaching gives structure, tools and question framework that gives confidence as mentor

will improve the mentor programme of the SBA	

<u>10) What suggestions would you like to make to improve the mentor programme of the SBA?</u>	• All mentors "old & new should attend both days (this is the case now) to share and learn from experience • The impact on time and effort should be made explicit in the beginning and not be under estimated • Consider setting objectives post visit to mentee business • He would be a mentor again in future

APPENDIX D

EXAMPLE OF A SUMMARISED MENTEE INTERVIEW

INTERVIEW

Prior to the interview

- Thank the mentee for their willingness and time to participate in the interview.
- Discuss and sign consent to participate document – leave a copy with participant.
- Confirm language preference as was done when the appointment was made.
- Confirm convenience of time and venue.
- Explain role of the recording device.
- Discuss any questions/concerns raised by the participant.

1. <u>What about the SBA programme motivated mentees to apply?</u> • *Where and from which source did you find out about the mentorship programme and if it did influence decision to join?*	• Saw the SBA advertisement in the newspaper • The subjects (Finance, Marketing , Business skills) is what she needed at the time for her business • She had never had mentoring and did not understand it – had to Google "mentoring" to get an idea of what it is and what it can do
2. <u>To what extent have mentees been exposed to coaching and mentoring before their participation in the USB?</u> • *If yes, please tell me more (when, by whom and the context)?* • *How was the experience?* • *In your view, what is the difference between coaching and mentoring?*	• Never formal mentor training or exposure, but after "Googling" it she realized that in previous positions/roles she did received mentoring without realizing it was mentoring at the time. • No knowledge of coaching or experience (excluding sports coaching) prior to SBA • She now has a "coaching" relationship with her mentor post the SBA • She describes coaching as guide and "walk beside" – coach has "*wisdom*" • She describes mentoring as helping, advise and showing – mentor must have *"knowledge"* • Both these insight definition ns was developed during/post the SBA programme due to the continued relationship with the mentor
3. <u>How did the mentorship training prepare SBA-student for the mentor-mentee relationship?</u> • *To what extent did the mentorship training contribute to your understanding of what mentoring is?* • *What worked well, what was most helpful?* • *What else can be included in the mentorship training to improve your benefit from the relationship?*	• Yes the training helped, Neil's input • The roles of the mentor and mentee helped to understand what is coming and what to do • The fact that the mentors briefly introduced themselves and shared skills & experience with mentees • Speed dating helped to connect with mentors in a one on one context - they could ask business & personal questions to mentors • Feel 2 days was rushed – 3 days or 2.5 days to spend more time with mentors to understand & connect. • More time should be allocated to discuss and agree objectives and agreements for development – better understanding of mentee &

• *Is there anything which could be adapted or excluded?*	mentee challenges.
4. <u>Can the SBA-student describe how the mentor-mentee relationship was established?</u> • *To what extent can you describe the contribution of the mentor in establishing the mentor-mentee relationship?*	• They established a personal relationship/connection first • Mentor showed interest in the person • Regular check/meetings • Support and guidance with assignments • Patience with mentee – multiple roles & challenges • Sensitive to mentee needs & context • Mentor showed commitment – Attend SBA class session to understand & help with assignments • Helped mentee to connect with other mentors when needed (e.g. legal help).
5. <u>Can the SBA-student describe how mentoring contributed to their development?</u> • *What about mentoring contributed to your development?* • *Was there enough time for reflection/ reflective learning during the mentoring? If so, please elaborate.* • *Will you be able to apply skills/knowledge when you operate independently from your mentor?*	• She had the confidence to contact mentor – connection & trust • Mentor helped to priorities & apply learnings in business context • Mentor helped to translate the theory into practice • Academic part was at times too much &mentor helped to give context and show value/benefit to the business • Mentor allowed enough to think – kept going back to what was learnt and what it will mean for the business – form of reflection • Yes, business is growing and confidence is growing • Mentee is more open minded to new opportunities and options
6. <u>Can mentees describe where the mentorship programme had the biggest impact on them?</u> • Personal development • To complete the SBA • To develop business skills that will ensure the sustainability of the business • *Of the above options, where do you think the main focus of the mentorship programme should be?*	• On personal development and business skills development • Personal development – improved communication skills through coaching, she became aware through coaching of being more "person centered & not "self-centered" – helping the relationship with her staff. • Business skills – controls over the money, how to prepare for meetings & decision making • The mentee's view the focus should be on all three options
7. <u>How did the mentees ensure that their objectives of the mentoring programme were met?</u> • *To what extent did the mentoring satisfied the objectives that you had set for the process (as per the mentor agreement form)?* • *To what extend did you change or adapt your objectives for development during the programme?* • *If objectives were changed,*	• They had a separate agreement & never referred back to original document • It is to soon to set objectives during post speed dating • Mentee should take ownership of objectives – to achieve and to change

describe context and process followed.	

8) <u>What suggestions would you like to make to improve the mentor programme of the SBA?</u>	• Access/continued relationship with mentor post the SBA + 1 year • Mentees from previous intake to share success (specifically mentors) with new intake during mentee-mentor training

APPENDIX E

SUMMARISED FEEDBACK FROM MENTORS

Profile of Mentors

- 3 x female & 4 x male
- 2 x 2013 – 2015 mentors
- 1 x 2013 mentor
- 1 x 2014 – 2015 mentor
- 3 x 2014 mentor

How did you find out about the mentorship programme

- All the mentors are alumni of the USB & USB-ED. The courses studied was Certificate in Coaching, MPhil in Coaching, MBA & MDP
- Most of the mentors were contacted by Salome & Edith via mail or face to face at the completion of programmes on campus. The alumni newsletters was mentioned as a source of information

What motivated the mentors to join the mentorship programme

- The motivation to develop people, share knowledge, experience & skills
- Believe the SME development in previously disadvantaged areas is important for the economy, local community & the country – gave back to communicate
- The opportunity to be exposed to the informal trade/economy – mentors had now knowledge of SMMEs in previously disadvantaged communities
- The mentors will develop new perspectives – cultural education & awareness
- Most of the mentors received mentoring in their careers – wanted to share experience with others
- Most mentors are mentoring in a formal organized context – want to test their mentoring skills with a "different" profile – test skills – mentor out of their comfort zone

Coaching Background

- Certificate in Coaching, MPhil in Coaching, Leadership Development programmes (USB), Internal coaching training & courses
- Combination between coaching as professionals & being used as internal coaches @ work
- Most of them have received coaching as well

Mentoring Background

- SBA training with Neil was first & only formal mentoring training
- Most are mentoring at the moment and have received mentoring in their careers.
- Line manager role as mentor

Experience of the 2 day mentor – mentee training

- The lion metaphor helps to develop a common understanding of the role of the mentor on SBA – positive response to Neil's presentation & content
- The mentors receives a consistent message on their roles as mentors – same perspective on mentoring
- The training reinforced the role of the mentor with experienced mentors.

What was most helpful during training

- Sharing the room with experienced mentors from previous years
- Learning from experienced mentors – experienced mentors sharing their experiences & case studies
- The mentors connect with each other as well as with mentees
- Networking & skills, experience exchange between mentors
- The fact that some mentors were back on the programme gave the new mentors confidence in the programme – something must be working

What else can be done to improve the training

- Mentors and mentees should spend more time together during the 2 days – get to know each other & mentees can listen the stories from experienced mentors – give case studies to mentees of how the mentor helped the mentee – break down the barrier & fear about the mentors.
- It will improve understanding and roles of mentor and mentee before the programme starts

Speed dating & mentor- mentee matching

- Mentors are satisfied with the process & principle of speed dating
- Compatibility & connection between mentor & mentee is important
- Basis for success – important decision
- Suggestions to improve mentor-mentee matching /speed dating
- More time needed during speed dating – the mentees are intimidated & difficulty to communicate
- Mentors & mentees needs more time to understand the person & context
- Mentors needs time to ask questions and indicate preference as well

Suggestions to 2 day training

- Create formal time/opportunity during the 2 days for experienced mentors to share experience & learning – currently happening ad-hoc, with mentors & mentees
- USB needs to actively try to keep experienced mentors for continuity & learning of new mentors – e.g. experienced mentors can choose who they want to mentor first as a benefit of coming back to mentor again

- Develop a skills matrix before the training – share & circulate each mentor's skills & experience with other mentors – will help during mentoring process.

- Include the relationship life cycle for mentors & mentees in training – storming, forming, norming & performing to sensitize & manage expectations

- Consider cultural diversity training/ sensitizing due to demographic differences between mentors & mentees – break down the barriers

To be excluded from the training

- Nothing to be excluded

How did the mentors establish the relationship with the mentees

- Contracting to agree objectives, roles, rules of engagement at the beginning – some mentors drafted additional contract that specified boundaries & engagement, communication etc with mentees.

- Set meeting dates in advance – show commitment & improve planning

- First meeting at the mentees place of work to understand context, business challenges & meet the family – show interest

- Make time & effort to get to know the person first before proceeding with business challenges MO7) had to address personal issues before business skills was developed – build trust & confidentiality

- Establish the mentees needs (personal dev) & business needs through questioning & listening skills – foundation of the relationship

- Regular meetings (most mentors exceeded the minimum number of meetings), if possible meet mentee during study blocks, convenient & relevant

- Regular contact through phone, mail, sms & what's ap

- Show interest in assignments & offer support – but do not help to complete – now what assignment is about & when due – where possible attend lectures to show interest & know what mentee is learning

- Take the mentee to mentor own business/place of work or to similar successful business for mentee to see & learn from success

- Maintain a balance between being to directive & allowing mentee to much freedom – now hen to direct & now when to guide

- Used mentoring to get momentum, but more coaching for trust & relationship

- Know when to refer mentee to other mentors/ sources for help – build trust

The difference between coaching & mentoring according to the mentors

- All the mentors agreed that there is a strong overlap & interchangeability between coaching and mentoring during the process. They used both. The context, challenge, mentee skills & experience & mentee motivation and attitude influenced when to coach & when to mentor.

The mentor should have the skills, experience & awareness to know the difference and to know when to coach & when to mentor.

- <u>Mentoring</u> – directive & knowledge required to mentor the mentee in specific field, knows more than the client about topic/objective, driving the mentee in a pre-determined direction - to show & tell –expert in the flied, must have skills & knowledge on what he needs to mentor, must have specific knowledge & must have network that can help and enable mentee - the mentee don't know what they don't know – the mentor helps with that. Mentor provide structure & rules for the mentee to develop - push & guide to support business needs, generally business support – to grow & improve the results & business - structured approach focusing on improving the business and business skills – clear objectives & rules to follow – take the mentee under your wing" – show & help – protect against mistakes

- <u>Coaching</u> allow the client to determine the direction and pace. Mutual agreement (more client led) determine objectives and outcomes – more time to think for the client, provide guidance and support – work together with client - questioning to understand the issue – allow mentee time to think and come up with alternative solutions – mentee had to explore other options through questions and guidance– no specific knowledge or experience, content, but listening– does not need a network for success or benefit – assume the answer/insight is within the person (mentee). What works for the mentee in a specific context – not telling and directing. More fluid process - Soft skills – focus on person & to grow the person –To help mentee to think long term & "what is next" – The mentee take more of the responsibility on what needs to be done. The mentee is expert of own business & own life – mentee knows what will be best for her – coaching helps to discover this

<u>What informed the mentors views of the difference between coaching & mentoring</u>

- The coaching training & qualifications, specially Cert & MPhil from USB, experience as coaches, mentors and line managers
- SBA mentor training was the first & only time where formal and agreed concept of mentoring was presented/discussed

<u>Can mentors describe when they used coaching and when they used mentoring</u>

- The answer is **YES**, but the mentors agreed that there is a strong overlap & interchangeability between coaching and mentoring during the process. They used both. The context, challenge, mentee skills & experience & mentee motivation and attitude influenced when to coach & when to mentor. The mentor should have the skills, experience & awareness to know the difference and to know when to coach & when to mentor. The fact that it was a mentorship programme the focus was more on mentoring & being directive to fast track progress & ensure outcomes.

<u>When was mentoring used</u>

- <u>Mentoring</u> as per relationship process - Contracting at the start to get mutual agreement & alignment on what the focus and priorities will be. Through mentoring – used directive approach to suggest focus areas. Used mentoring to make progress and focus on outcomes of agreement

- <u>Mentoring</u> – was to help e.g. prepare for presentations & when mentee visited mentor place of work to show and tell what to do – when there was a need for a positive outcome, mentoring was better

- <u>Mentoring</u> - need technical and specific skills – e.g. to complete the presentation (power point skills)

- <u>Mentoring</u> – Business skills & performance – technical – how to manage the business – used mentoring to develop skills to resolve problems & skills development.

- <u>Mentoring</u> – to develop business skills & performance – technical skills. E.g. job titles, salary for staff & SOH discussions – where mentor had a definitive solution/better suggestion to make. –THERE IS A BETTER WAY

- <u>Mentoring:</u> focus on business skills (acquire finance & write request) as well as support with assignments. Heed mentee to fast track the process for startup, conducted market analysis to identify opportunity.

- <u>Mentoring</u> – "help with assignments – review & give input before submission – keep to deadlines. Business mentoring – helped to expand supplies to buy products (ME7)

- <u>When was coaching used</u>

- <u>Coaching</u> – Listening and questioning skills to understand the mentee, coaching skills made the mentoring more effective.

- <u>Coaching</u> – to explore different options & alternatives – client (mentee) find solutions themselves – example of speed point & bakkie finance. Coaching skills like listening to understand the mentee & her business – does not need any knowledge or experience, but skills to coach

- <u>Coaching</u> – to focus of discuss personal issues (the mentee had challenges with partner husband interfering with business) – enabler to make sure person – used coaching to identify the issue (question & listen) & agree with mentee

- <u>Coaching</u> – scenarios to explore – options to expand the business , what direction to take to grow, used brain storming & questions to facilitate more options/outcomes - EXPLORATORY

- <u>Coaching:</u> to build confidence & engagement style skills with external stakeholders, forced mentee to think of implications and alternative approaches to engaging with people – forced mentee to think & asking "why?' & "explain"

- <u>Coaching</u> addressing personal issues – addressed low self-esteem – lift esteem & confidence, motivate the mentee to continue with business & SBA, remove limiting assumptions of the mentee

<u>Will mentees be able to differentiate between coaching & mentoring – received</u>

- Mentees will NOT be able to differentiate between coaching and mentoring according to this mentor

<u>Where did the mentorship had the biggest impact on the mentee</u>

- It was a combination of all three options (personal development, SBA completion & business development. The situation, profile & experience of the mentee influenced when and how the mentor supported – if there were personal challenges it had to be resolved before focusing on business skills. As far as support for SBA, mentor should show interest, guide & support, but not do the assignment for mentee.

<u>Where should the focus of the mentorship be?</u>

- Business skills for sustainability The focus should be on business skills and sustainability with both coaching and mentoring
- Personal development – developed the ability/capacity to think & take time before acting – allow mentee to identify problem self – develop the skills to think about the business
- Mentor feels the focus should be a combination of all three (3) but not to do the work for the mentee during SBA. The approach should be to combine the development of the person (coaching) whilst developing business skills (mentoring)
- Completing the SBA should remain responsibility of the student – with support from mentor

<u>How did the mentors contribute to the mentees development</u>

- Question, Listen, support and create safe space as well as confidentiality
- Break down barriers before the learning start
- Helped the mentee to think long term and beyond the programme
- Forced to think where he wants to take the business – not be content with the business making a profit
- Helped the mentees to prioritize between work, studies, persona challenges
- Helped to prioritize where to focus in the business
- Helped mentees to develop action plans – to implement ideas & concepts
- His mentee was successful, but he helped to grow & improve business, they still have contact
- Made sure that the assignments & academic content was applied in the business- make sure theory was applied to enforce learning & experience
- Build the confidence of the mentee
- Exposed mentees to other mentors/business networks
- Developed engagement & communication skills – the softer

- Support & put pressure to complete assignments & the programme – personal pride of mentors
- Convert concepts in practice – implement & take action
- Build confidence & self-esteem
- Stretch mentee to think & come up with alternative ways of doing things to improve the business.
- Held them accountable to transfer knowledge into business
- Encouraged the mentees to continue with the programme – to complete

The role of reflection in the learning process for the mentee

- The time that was created for mentee to think and discuss objectives was a form of reflection, but it was not deliberate.
- As a result of MPhil the mentor use reflection regularly for himself and allowed mentee time to reflect – reference was made to KOLB cycle as an example where reflection is helping to get new perspectives. Mentor used his reflection skills to teach mentee to reflect.
- Post every academic block & assignment the mentor asked the mentee to reflect on what was learnt and how it will be implemented in the business.
- Certificate in Coaching practice developed mentors ability & awareness of reflection and the benefits – allow time to think & develop own solution- create opportunities for mentees to think – and then to provide feedback. Buy in was more sustainable – take ownership of issue & solution.
- Reflection was achieved by forcing the mentee to share what they were thinking, challenge the mentee to think of more options – where appropriate.
- Ask mentee to think – feedback on assignments before submission

Will the mentee be able to apply skills post the SBA

- Answer is Yes, 6 of the mentees are still in business & growing
- Due to fact that they arrive at SBA as successful bus people (2015 specific). The SBA & mentorship programme makes them better at what they are doing already – 2015 intake specifically
- The mentee was well developed already & SBA & mentoring took it to next level
- They still have a coaching relationship and the business is growing

The role of the formal contracting between mentor & mentee

- Contracting at the start to get mutual agreement & alignment on what the focus and priorities will be
- Establish the mentees needs & help mentees to focus
- Backbone of the programme – start every session with the prioritized list

- Draft objectives (SMART) and action plan to achieve objectives
- Was a collaborative approach to agree on focus areas – up to mentee to make sure they stay relevant
- The progress report from mentors forces them to visit the objectives
- Mentor used the objectives as a point of departure & referred back to the document initially to ensure focus & momentum. The document/objectives ensured that the mentee kept focus on the programme. Served as a kick start to the process/relationship, but it is up to the mentee to manage and make sure it remains relevant
- Used the documents for engagement principles & communication – boundary management

How frequently did the objectives changed/reviewed during the relationship

- The objectives from the agreement is transferred to new document – top priorities and this remains the focus for the programme
- The document should be treated as a "live document" and evolve to remain relevant to mentee needs & challenges
- Regular meetings to review objectives and relevance
- The relevance and progress against objectives should be with mentee – mentor should help, but not assume responsibility.
- After the visit to the mentees business, the objectives were changed – the mentor had a better idea of the context and what the needs are of the mentee.
- Evolved as programme went along – once he and mentee had a better understanding of the challenges & long term plans it changed
- Their programme changed due to scope change – moved to start up business focus (MO6)
- Stick to original objectives but drafted her own agreement and adjusted based on the need of the business & mentee
- They converted generic objectives into more specific for the mentee

Who should be responsible for the achieving/adjustment of the objectives

- Should be mentee – they benefit from development, but mentor should know what is going on with the objectives

Suggestions for improvement

- The objectives setting post speed dating too soon – mentor needs to understand the mentee & his business challenges before the objectives should be agreed

How will coaching skills development for mentors with no coaching experience improve the mentor programme

- Coaching background gives him a model – resulted in confidence & structured process (GROW) model.

- Coaching allows mentor and mentee to look at different alternatives – not always the mentors suggestions
- Skills to listen, question, pause and think before acting for both mentor & mentee
- Coaching tools (KOLB & GROW) was mentioned as enablers when the mentor gets stuck.
- Coaching gives structure, tools and question framework that gives confidence as mentor
- The awareness, ability and skills to allow mentee to reflect & self-reflect on the process & mentees perspectives.
- The ability to ask questions (style, structure & tone) that will allow mentee time and space to think
- Listening skills to comprehend and appreciate to describe/identify issue & solution – lasting results
- Focus on person first & results will follow and more sustainable – quality of relationship will be deeper & better
- Listen before response (Time to Think)
- Johari Window (levels of consciousness) of self and mentee – have the awareness – know what you don't know.
- The awareness that the mentee may have the solution – better solution than mentor
- Develop an insight about the person - focus on person first & results will follow and more sustainable – quality of relationship will be deeper & better
- Will give mentors a framework (1st time mentors) & confidence
- Reflection and self-awareness will help to "know what you don't know" – better to ask if you don't know then to assume
- Questioning & listening – will make aware to keep balance between mentoring (push & direct) and offering support
- They will be more sensitive (aware) of the personal issues – focus on person first
- More sensitive to cultural differences
- There is a process to establish the relationship

Suggestions to improve overall mentorship programme of SBA

- Mentors and mentees should spend more time together during the 2 days – get to know each other & mentees can listen the stories from experienced mentors – give case studies to mentees of how the mentor helped the mentee – break down the barrier & fear about the mentors.
- More time needed during speed dating – the mentees are intimidated & difficulty to communicate
- Mentors & mentees needs more time to understand the person & context
- Mentors needs time to ask questions and indicate preference as well

- Create formal time/opportunity during the 2 days for experienced mentors to share experience & learning – currently happening ad-hoc, with mentors & mentees

- USB needs to actively try to keep experienced mentors for continuity & learning of new mentors – e.g. experienced mentors can choose who they want to mentor first as a benefit of coming back to mentor again

- Develop a skills matrix before the training – share & circulate each mentor's skills & experience with other mentors – will help during mentoring process.

- Include the relationship life cycle for mentors & mentees in training – storming, forming, norming & performing to sensitize & manage expectations

- Consider cultural diversity training/ sensitizing due to demographic differences between mentors & mentees – break down the barriers

- The objectives setting post speed dating too soon – mentor needs to understand the mentee & his business challenges before the objectives should be agreed

- The impact on time and effort should be made explicit in the beginning and not be under estimated

- Where possible & where a mentor have 2 mentees, try to make sure that the 2 mentees have similar business – results in peer mentoring & ensure sustainability post programme – CAUTION – consider competitiveness (customers & trade secrets- use discretion) – make it easier for mentor with 2 mentees.

- Mentors should have the opportunity to indicate preference of mentees as well after speed dating. Mentors would like more time and opportunity to match their skills with mentee needs. There should be a connection between mentor & mentee – not forced or artificial. Compatibility between mentor & mentee is important.

- Detailed bio of mentors experience & skills for networking

- Commitment from other mentors to help "your mentee" if they have the skills & knowledge

- SBA should try to keep experienced mentors for continuity & feedback – each year have a split between new & "old" mentors

- Detailed bio of mentors experience & skills for networking- skills matrix to share before hand

- Screening of mentees to avoid "opportunist" – becomes frustrating for mentor – was not his expectation to "start-up" a business.

- Change life cycle needs to be explained to both mentors & mentees – storming, forming, norming & performing – prepare for what is to come.

- Research should be conducted to identify the failure causes post SBA completion

- Post SBA support programme

- Make it explicit that the program ends – no further connection and or support from USB

APPENDIX F
SUMMARISED FEEDBACK FROM MENTEES

<u>Profile of mentees</u>

- 2 x male
- 4 x female
- 1 x 2013
- 5 x 2014

<u>How did you find out about the mentorship programme</u>

- Saw the SBA advertisement in the newspaper
- Pamphlet at the ABSA Bank in Khayelitsha
- EKASI networking meeting followed by a presentation about SBA from Edith and was inspired by Edith's passion for SME development

<u>What motivated you to join the SBA</u>

- The subjects (Finance, Marketing , Business skills) is what she needed at the time for her business
- Wanted to join to learn about business & to make the business more successful – she had no previous business training of any sort or kind
- Wanted to develop business & administrative skills- the business was doing well, but wanted to learn more to improve business
- Had had a successful business, but never had any training or development, the marketing and business skills excited him to join the SBA

<u>What did you know about the SBA mentorship programme & did it influence decision to join</u>

- Never had mentoring and did not understand it – no idea what it was and what it could do – the mentorship programme had no influence on her decision to join
- She had never had mentoring and did not understand it – had to Google "mentoring" to get an idea of what it is and what it can do (ME1)
- (ME5) heard about mentoring and was excited/interested to find out and learn about mentoring

<u>Have you been exposed to coaching or mentoring before you joined the SBA</u>

- Never formal mentor training or exposure, but after "Googling" it she realized that in previous positions/roles she did received mentoring without realizing it was mentoring at the time (ME1)
- No knowledge of coaching or experience (excluding sports coaching) prior to SBA(ME1)
- No knowledge of what mentoring is – have heard about it, but did not know

- No knowledge of coaching or experience prior to SBA
- Could not differentiate between coaching & mentoring – know it is different, but not clear as to what & how

Can the mentees describe the difference between mentoring and coaching

- The understanding they have of mentoring & coaching is as a result of the mentor training on SBA & experience of the mentorship programme through there mentors
- (ME1) now has a "coaching" relationship with her mentor post the SBA
- She describes coaching as guide and "walk beside" – coach has "*wisdom*"
- She describes mentoring as helping, advise and showing – mentor must have "*knowledge*"
- The definition was developed during/post the SBA programme due to the continued relationship with the mentor
- Mentoring as helping, advise and showing –
- Understanding of mentoring post SBA due to the experience of having a mentor

How did the mentorship training prepare SBA-student for the mentor-mentee relationship?

- The roles of the mentor and mentee helped to understand what is coming and what to do
- The fact that the mentors briefly introduced themselves and shared skills & experience with mentees
- Yes the training helped to understand what mentoring is and how the mentor will help
- They had to share their business insights with the mentors
- They had to be transparent & honest about their businesses & challenges
- The training helped to develop a clear understanding of mentoring and what the mentor will do – but event after the training she was still not clear of how the mentor will help, she develop a better understanding as the mentoring progressed and she experienced the benefits.
- The meeting between mentor – mentee helped her to develop an understanding of the role of the mentor.
- He was inspired by the mentors – their success, experience & skills – not intimidated due to being successful for 14 years.
- The mentor training opened his mind to what it can do for him
- The contracting clarified the roles – helped to understand what will happen and how mentor can help.
- Yes the training helped to develop a clear understanding of mentoring was and the role of the mentor – but he was still not clear or sure HOW the mentor will help and be of value
- If I get "stuck" I know I have someone to ask for help – previously had to fix/solve problems self
- Mentoring/mentor will push and support, but mentee will have to do the work

- Mentor will direct & guide the mentee
- The mentor will show interest & follow up with mail & sms
- She felt intimidated by the mentors due to their skills/experience & large organizations they represent, but was "honored" that the mentors take the time to help them.
- Updates given to mentor from mentee forces mentee to stay up to date with assignments – forced mentee to keep going

Speed dating & mentor- mentee matching

- Speed dating helped to connect with mentors in a one on one context - they could ask business & personal questions to mentors
- Speed dating helped to get right mentor – for this mentee it was positive & adequate time
- Matching is important for success – spend enough time to achieve best result for both mentor & mentee

Suggestions to improve mentor-mentee matching /speed dating

- The speed dating was too quick/short – they need more time with the mentors
- Speed dating – was confused afterwards, felt too rushed – could not make a decision about a mentor in such a short time
- Speed dating – would like to spend more time to get to know mentors – time in between to make notes & summaries
- Only one mentee & one mentor in speed dating – 2 mentees in speed dating to competitive, do not want to share infront of other mentee – (competitive threat or shy)
- Due to her introverted nature she found the speed dating difficult, but she understands the role of the SD & she participated. – she found it difficult to start the conversation with a "stranger"
- She would have liked to spend more time with the mentors (during speed dating), felt rushed to develop a better understanding of the mentor and their skills – have to make an important decision in a short time
- Speed dating was good, but need more time to get to know mentors – big decision based on quick meeting – risk
- Speed dating – would like to spend more time to get to know mentors – time in between to make notes & summaries

Suggestions to 2 day training

- Feel 2 days was rushed – 3 days or 2.5 days to spend more time with mentors to understand & connect.
- More time should be allocated to discuss and agree objectives and agreements for development – better understanding of mentee & mentee challenges.

- She felt intimidated by the mentors experience & business skills – all experienced from big companies and mentee from small informal
- The 2 days was too long – takes public transport and only got home too late – impact on the business not good
- Perhaps looking at 3 days, but leaving earlier & more time together with mentors
- Needs to make it less intimidating – perceived big gap between mentors & mentees
- Felt intimidated by gap between mentors (successful from big business) did not want to ask "stupid" questions so end up asking questions that they think the mentor will understand – they are not sure at this stage if mentors can relate to their business – gap is perceived to be big at this stage
- Break down barriers before speed dating – more interaction to close the perceived gap

To be excluded from the training
- Nothing to be excluded

How did the mentor establish the relationship with the mentee
- They established a personal relationship/connection first
- Mentor showed interest in the person
- Regular check/meetings
- Support and guidance with assignments
- Patience with mentee – mentee fulfills multiple roles & challenges
- Sensitive to mentee needs & context
- Mentor showed commitment – Attend SBA class session to understand & help with assignments
- Helped mentee to connect with other mentors when needed (e.g. legal help).
- Talk about the mentees business – show interest
- Mentor visit the mentees business to get understanding of context
- Mentor encourage to engage in the relationship & the programme
- Mentor was honest with mentee on feedback
- Mentor was on time for meetings
- Mentor was accessible & contactable – mail & what's ap
- Mentor offered help
- Meetings during study blocks
- Pressure to complete assignments
- Regular contact – mail, sms, phone between sessions – accessible
- Set up appointments – commitment in advance & keep to appointments
- Meet at convenient time and location – flexibility

- Force the mentee to set deadlines (assignments & business improvement) - hold mentee to deadlines & commitment
- Trust & confidentiality – discussed during contracting
- Mentor never did the work (assignments) but offered advice & support
- Encouragement to keep going
- Show interest in academic content – ask after each block
- Assist & discus the assignment – instructions help to take the right approach to completing assignments
- Feedback on assignments before submission
- Accessible, contactable & respond to e-mails & messages
- Mentor was available outside of the agreed meeting periods
- Open & honest relationship – there was trust
- Mentor asked questions to get to know the person & understand his business
- Mentor was honest that if he did not know the mentee business – he would ask other mentors to help– he did not pretend that he had all the skills & knowledge
- Visited the mentee business many times
- Available & always responded to mails & messages
- Gave feedback as per deadlines
- Mentee felt safe due to accessibility of mentor

Mentoring relationship did not work with original mentor
- She did not enjoyed the fact that the mentor had 2 mentees
- There was misunderstanding between mentor & mentee – never really connected with the mentor
- Expectations was not aligned between mentor & mentee
- Language barrier could have caused miss alignment between mentor & mentee
- She was expecting the mentor to establish business connections – language could have caused this – perhaps not clear enough in mentee/mentor training

How did the mentoring contribute to the mentees development – mentee perspective
- Mentor helped to priorities & apply learnings in business context
- Mentor helped to translate the theory into practice
- Academic part was at times too much &mentor helped to give context and show value/benefit to the business
- Mentor helped to implement in business what was learnt in class & assignments
- Mentor helped with financial discipline & accurate accounting (now keeping record of all expenses & banking)

- Mentor wanted to see (she had to show) the mentor how she did the banking – by showing & explaining to the mentor she learnt how to do it.
- The mentor asked questions & forced mentee to keep going & implementing what was new
- Mentor pushed her to complete the assignments
- Updates given to mentor from mentee forces mentee to stay up to date with assignments – forced mentee to keep going
- Mentor helped "how to overcome obstacles" – mentor was helping but not doing
- The fact that the mentor showed examples to the mentee helped her to learn and understand – the mentor "opened my mind"
- Mentor helped her to keep focus & prioritize
- Mentor asked for examples/evidence where the theory (academics) were implemented
- Motivation – mentee wanted to quit the SBA (ended being top student), but mentor motivated & encouraged to continue
- Mentor made sure she kept momentum & focus
- Helped mentee to introduce/implement business processes in the business – still relevant today
- Developed action plan to do all tasks – accountability & follow through
- Mentor helped to build her confidence/self-confidence – pushing her to complete & implement plans.
- She remained confident even post SBA
- Encouragement to keep going with programme - had challenge with finance assignment mark, mentor followed up & resolved (ME5)
- Acknowledge, recognize achievement s & progress – resulted in motivation
- Mentor made sure she kept momentum & focus
- Build the confidence of the mentee
- Helped to make theory a reality – show how the theory will help
- Mentor reduced his fear (ME5) to expand & try new business
- They still keep contact
- He remained confident even post SBA, looking for new opportunities
- Implement systems in the business to make it better (ME6)
- Helped the mentee to implement & make it work – from theory to practice in own business – made the learning real to see the benefits
- He remained confident even post SBA, looking for new opportunities
- Implement systems in the business to make it better (ME6)
- Helped the mentee to implement & make it work – from theory to practice in own business – made the learning real to see the benefits
- Mentor made sure she kept momentum & focus

- Showed interest in the assignments, but did not do it
- Kept the mentee on his toes (ME6).
- Put "pressure to implement"
- The business is now more compliant (regulations & rules) – mentor helped to do business in the right way.
- Mentor made sure she kept momentum & focus
- Showed interest in the assignments, but did not do it
- Kept the mentee on his toes (ME6).
- Put "pressure to implement"
- Mentee is more open minded to new opportunities and options

Was there enough time to think & reflect

- Mentor allowed enough to think – kept going back to what was learnt and what it will mean for the business – form of reflection
- Reflections was done during assignments – thinking about the assignment and how to implement in the business
- Mentor forced her to think – not giving the answers – had to look for more options

Can the mentees apply the skills independently from the mentor

- She still applies the skills and knowledge gained from the SBA & Mentor – e.g. Marketing skils – not only word of mouth, social media & Youtube
- She can apply the skills & the business is growing as a result of what was learnt at SBA & mentor helped to make it practical – still doing the banking the way the mentor showed/helped
- Yes, business is growing and confidence is growing
- They still keep contact
- She often think :" what will Piet say about this"

One mentee had both coach and mentor once the original relationship terminated

- Coaching – helped her to motivate and keep going with the programme
- Mentoring – encourage, give feedback, share knowledge, show interest

Where did the mentorship had the biggest impact on the mentee – mentees perspective

- Personal development – improved communication skills through coaching, she became aware through coaching of being more "person centered & not "self-centered" – helping the relationship with her staff.
- Business skills – controls over the money, how to prepare for meetings & decision making
- Business skills – better marketing & business is growing

- Although mentor & coach encouraged to do assignments, the main benefit was business skills development
- Business skills - financial discipline & accurate accounting (now keeping record of all expenses & banking)
- SBA completion – mentor motivate to keep going & ask about assignments – kept the pressure to complete – would not have completed without the mentor
- She needed more time for assignments – mentor encouraged her to ask for extension
- Combination of all three areas – equal but focus was different depending on issue & context
- She feels the personal focus is important – I her case the improved self-confidence was a highlight
- Focus was on business skills, it reduced his fear (ME5) to expand & try new business
- Focus was on business skills- new systems & compliance, but mentor showed interest in him & support with assignment
- Focus should be on business development

Where should the focus of the mentorship be?

- It should be on all three areas, but the overall feeling from mentees is that it is a programme to develop business skills, but mentors should not neglect the personal development & support with SBA if and when required

The role of the formal contracting between mentor & mentee- mentee perspective

- They never changed the objectives, but the agreement clarified the rules of engagement & confirmed commitment & communication – it helped to establish trust & confidentiality
- They had a separate agreement & never referred back to original document
- Used a guide to clarified the rules of engagement & confirmed commitment & communication – it helped to establish trust & confidentiality
- They exceeded the hours and original objectives
- The focused on what needs to be learnt – even if it was not in the agreement

How frequently did the objectives changed/reviewed during the relationship

- The formal objectives did not change in the document, but additional objectives in separate agreements with mentors were included

Who should be responsible for the achieving/adjustment of the objectives

- Mentee should take ownership of objectives – to achieve and to change
- It is to soon to set objectives during post speed dating

Suggestions for improvement

- The objectives setting post speed dating too soon – mentor needs to understand the mentee & his business challenges before the objectives should be agreed – should finalize objectives post meeting at mentees business

Suggestions to improve overall mentorship programme of SBA – mentees perspective

- Access/continued relationship with mentor post the SBA + 1 year
- Mentees from previous intake to share success (specifically mentors) with new intake during mentee-mentor training
- More meetings with mentor
- Where possible match mentees with mentors with same "industry" will reduce time , mentor does not have to ask other mentors for help
- Find mentors based on the profile & needs of mentees – look at mentees are from and then try to find mentors that can help them in their industries.

APPENDIX G

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH - MENTORS

STELLENBOSCH UNIVERSITY

CONSENT TO PARTICIPATE IN RESEARCH

The contribution of coaching and mentoring to the development of the participants on the Small Business Academy of the University of Stellenbosch Business School

You are asked to participate in a research study conducted by JP Cronje, MPhil in Management Coaching student, from the Business School at Stellenbosch University. The results of my study will contribute to a research paper with the aim to explore the contribution of coaching and mentoring to the development of the participants on the Small Business Academy. You were selected as a possible participant in this study due to the fact that you participated as a mentor on the Small Business Academy from the University of Stellenbosch Business School in 2013 or 2014.

1. PURPOSE OF THE STUDY

The aim of the study will be to the aim to explore the contribution of coaching and mentoring to the development of the participants on the Small Business Academy. The insights gained from this study can be used to recommend enhancements to the existing development programme of the SBA.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following:

To be interviewed by myself at a convenient time and location for you. The content of the interview will focus on how you experienced the mentoring programme as a mentor during the Small Business Academy in 2013 or 2014. It is intended to be a once off interview and the duration will be no longer than 1 hour. No preparation is required from you.

3. POTENTIAL RISKS AND DISCOMFORTS

No risks for the participants or their societies anticipated and the interviews will be conducted at a convenient time and location for you. The right to withdraw from the research is covered under point 7. On the following page.

4.   POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

There will be no benefits for the participant as a result of the study. The benefits of the study will be to recommend enhancements to the existing mentorship programme of the SBA.

5.   PAYMENT FOR PARTICIPATION

No payment will be made to participants.

6.   CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. No names or personal details of the participants will be published. The data will be recorded electronically by myself as the researcher and saved on a personal device that is password protected and I will be the only person who will have access to the data. As the researcher I am only interested in the findings across participants collectively and not per individual participant. Research results will only be published on the overall findings level and no names of individuals or businesses will be published.

7.   PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8.   IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact

Dr Salome van Coller from the USB

Phone number: +27 (0)21 918 4278

E- Mail: Salome.VanColler@usb.ac.za

9.   RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to [*me/the subject/the participant*] by JP Cronje in [*Afrikaans/English/Xhosa/other*] and [*I am/the subject is/the participant is*] in command of this language or it was satisfactorily translated to [*me/him/her*]. [*I/the participant/the subject*] was given the opportunity to ask questions and these questions were answered to *[my/his/her]* satisfaction.

[I hereby consent voluntarily to participate in this study/I hereby consent that the subject/participant may participate in this study.] I have been given a copy of this form.

_____   _____

Name of Subject/Participant – SBA Mentor   **Name of Legal Representative (if applicable)**

_____   _____

Signature of Subject/Participant or Legal Representative   **Date**

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ [*name of the subject/participant*] and/or [his/her] representative _____ [*name of the representative]. He*/she] was encouraged and given ample time to ask me any questions. This conversation was conducted in [*Afrikaans/*English/*Xhosa/*Other*] and [*no translator was used/this conversation was translated into _____ by _____*].

_____   _____

Signature of Investigator   **Date**

APPENDIX H

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH - MENTEES

STELLENBOSCH UNIVERSITY

CONSENT TO PARTICIPATE IN RESEARCH

The contribution of coaching and mentoring to the development of the participants on the Small Business Academy of the University of Stellenbosch Business School

You are asked to participate in a research study conducted by JP Cronje, MPhil in Management Coaching student, from the Business School at Stellenbosch University. The results of my study will contribute to a research paper with the aim to explore the contribution of coaching and mentoring to the development of the participants on the Small Business Academy. You were selected as a possible participant in this study due to the fact that you participated as a student on the Small Business Academy from the University of Stellenbosch Business School in 2013 or 2014.

1.   PURPOSE OF THE STUDY

The aim of the study will be to the aim to explore the contribution of coaching and mentoring to the development of the participants on the Small Business Academy. The insights gained from this study can be used to recommend enhancements to the existing development programme of the SBA.

2.   PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following:

To be interviewed by myself at a convenient time and location for you. The content of the interview will focus on how you experienced the mentoring programme as a student during the Small Business Academy in 2013 or 2014. It is intended to be a once off interview and the duration will be no longer than 1 hour. No preparation is required from you.

3.   POTENTIAL RISKS AND DISCOMFORTS

No risks for the participants or their societies anticipated and the interviews will be conducted at a convenient time and location for you. The right to withdraw from the research is covered under point 7. On the following page.

4.   POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

There will be no benefits for the participant as a result of the study. The benefits of the study will be to recommend enhancements to the existing mentorship programme of the SBA.

5.   PAYMENT FOR PARTICIPATION

No payment will be made to participants.

6.   CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. No names or personal details of the participants will be published. The data will be recorded electronically by myself as the researcher and saved on a personal device that is password protected and I will be the only person who will have access to the data. As the researcher I am only interested in the findings across participants collectively and not per individual participant. Research results will only be published on the overall findings level and no names of individuals or businesses will be published.

7.   PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8.   IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact

Dr Salome van Coller from the USB

Phone number: +27 (0)21 918 4278

E- Mail: Salome.VanColler@usb.ac.za

9.   RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to [*me/the subject/the participant*] by JP Cronje in [*Afrikaans/English/Xhosa/other*] and [*I am/the subject is/the participant is*] in command of this language or it was satisfactorily translated to [*me/him/her*]. [*I/the participant/the subject*] was given the opportunity to ask questions and these questions were answered to *[my/his/her]* satisfaction.

[I hereby consent voluntarily to participate in this study/I hereby consent that the subject/participant may participate in this study.] I have been given a copy of this form.

_____   _____

Name of Subject/Participant – SBA Student   **Name of Legal Representative (if applicable)**

_____   _____

Signature of Subject/Participant or Legal Representative   **Date**

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ [*name of the subject/participant]* and/or [his/her] representative _____ [*name of the representative].* [*He*/she] was encouraged and given ample time to ask me any questions. This conversation was conducted in [*Afrikaans/*English/*Xhosa/*Other*] and [*no translator was used/this conversation was translated into* _____ *by* _____*].*

_____   _____

Signature of Investigator   **Date**