

THE INFLUENCE OF COACHING ON ENTREPRENEURIAL GOAL-SETTING
BEHAVIOUR

by

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submitted in accordance with the requirements
for the degree of

MASTER OF COMMERCE

in the subject

INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY

at the

UNIVERSITY OF SOUTH AFRICA

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JUNE 2013

DECLARATION

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I, Lalane Janse van Rensburg (Student Number: 3224-193-3) hereby declare that the material contained within this thesis is entirely my own work and has not been previously submitted to this or any other institution. The author has undertaken this work alone except for when otherwise stated.

.....

Lalané Janse van Rensburg

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Date

ACKNOWLEDGEMENT

I would like to express my sincere thanks to my supervisor Professor Michelle May for her insight into the research process and for allowing me the freedom to find my way. It has truly been an exhilarating journey for me and her energy allowed me to grow.

To the Soshanguve Manufacturing Technology Demonstration Centre and entrepreneurs who participated in my research and allowed me to share their world.

To Productivity SA, my employer who supported my entrepreneurial quest.

To my loving parents, Stephen and Linda who supported my thirst for education.

To my darling children, Alyssa and Ruan, whose love and laughter pulled me through many challenging nights.

Finally, last but by no means least, I would like to express my sincere gratitude to my husband Braam whose belief in my abilities kept me going when I forgot to believe.

We made it and I am grateful.

This thesis is dedicated to my father the late Stephen Trevor de Vos, who inspired me in all aspects of my life.

Even in your passing - You remain my ambassador of life dad.

ABSTRACT

The purpose of this study is to collect data on the current practices of coaching as applied in an incubated environment to report on the influence of coaching on entrepreneurial goal-setting behaviour.

Previous research has indicated that much criticism has been lobbied at government programmes aimed at providing entrepreneurship development and support, some recognition has been given to some of these government initiatives as well as the progress achieved by some. It is further stated in the Global Entrepreneurship Report (2012) that a number of national experts commend the existence of business support agencies (such as the Small Enterprise Development Agency).

A number of significant findings materialized from the current study where it was found that coaching influences entrepreneurial behaviour and that a need exists for more in-depth coaching sessions specifically focused on entrepreneurship in the South African context. Further to this it was found that a need exists for entrepreneurs to be coached by other entrepreneurs and that the role of a coach should be clarified to set realistic expectations from the onset of the intervention. These findings are in agreement with some of the key recommendations from South African national experts as cited in the GEMS 2012 report.

The current research adds to the body of research on coaching in general. It also contributes specifically entrepreneurial development programmes in the South African context. The outcome from this research has implications for business coaches, entrepreneurs and entrepreneurial development/support agencies as well as those who provide training and incubation programmes for entrepreneurs.

KEYWORDS

Organisational psychology; qualitative research; coaching; coachees; entrepreneurship; entrepreneurial development; incubators; phenomenology; support environment; grow; government; goals; goal-setting.

CONTENTS

	PAGE
CHAPTER 1: SCIENTIFIC ORIENTATION TO THE RESEARCH.....	1
1.1 INTRODUCTION	1
1.2 BACKGROUND AND MOTIVATION.....	2
1.3 PROBLEM STATEMENT	6
1.3.1 Research question	8
1.4 AIM OF RESEARCH	8
1.4.1 Specific aims of the literature review	8
1.4.2 Specific aim of the empirical study.....	9
1.5 PARADIGM PERSPECTIVE.....	10
1.6 LITERATURE REVIEW	12
1.7 RESEARCH DESIGN.....	13
1.7.1 Research approach	13
1.7.2 Research strategy	14
1.7.3 Research method	15
1.7.3.1 Research setting	15
1.7.3.2 Unit of analysis	15
1.7.3.3 Point of departure and establishing researcher role.....	16
1.7.3.4 Sampling	16
1.7.3.5 Data collection	19
1.7.3.6 Recording the data	20
1.7.3.7 Data analysis.....	20
1.7.4 Strategies to ensure quality data.....	21
1.7.4.1 Reliability	21
1.7.4.2 Validity	22
1.7.4.3 Transferability.....	24
1.7.5 Ethical considerations of the study	25
1.7.6 Reporting.....	27
1.7.7 Conclusion	27
1.7.8 Limitations of the literature review and empirical study	27
1.7.9 Recommendations	27
1.8 CHAPTER DIVISION	28
1.9 CHAPTER CONCLUSION	29
CHAPTER 2: LITERATURE REVIEW: ENTREPRENEURSHIP AND COACHING.....	30
2.1 INTRODUCTION	30
2.2 ENTREPRENEURSHIP DEFINED	31
2.3 TOTAL ENTREPRENEURIAL ACTIVITY (TEA).....	32

2.4	PHASES OF ENTREPRENEURSHIP	33
2.5	SOUTH AFRICAN ENTREPRENEURIAL LANDSCAPE.....	34
2.5.1	Government support agencies	36
2.5.2	Business development support: Incubation.....	39
2.6	COACHING	40
2.6.1	Types of coaching	41
2.6.2	Coaching models in practice	43
2.6.3	GROW model	44
2.6.4	Coaching structure, duration and delivery	45
2.6.5	Profile of a coach in practice.....	46
2.7	ENTREPRENEURIAL GOAL-SETTING AND COACHING	48
2.7.1	Goal-setting	48
2.7.2	Entrepreneurial goal-setting	51
2.7.3	Entrepreneurial goal-setting in coaching	51
2.7.4	The impact of coaching on goal-setting.....	52
2.8	CONCLUSION	54
	CHAPTER 3: ARTICLE.....	55
	CHAPTER 4: CONCLUSIONS, LIMITATIONS, CONTRIBUTION AND RECOMMENDATIONS	103
4.1	CONCLUSIONS	103
4.1.1	Conclusions drawn from the literature review	103
4.1.1.1	Entrepreneurship.....	104
4.1.1.2	Business incubation	104
4.1.1.3	Coaching	100
4.1.1.4	Entrepreneurial goal-setting behaviour.....	106
4.1.2	Conclusions pertaining to the phenomenological aims.....	107
i.	Working hypothesis based on the phenomenological study	113
4.2	LIMITATIONS	114
4.2.1	Limitations of the literature review	114
4.2.2	Limitations of the phenomenological study.....	114
4.3	CONTRIBUTION	114
4.3.1	Contribution of the findings for the researcher	115
4.3.2	Contribution of the findings to entrepreneurs	115
4.3.3	Contribution of the findings towards coaching in industrial and organisational psychology.....	115
4.3.4	Contributions of the findings to the South African government.....	116
4.3.5	Contributions of the findings to society at large	116
4.4	RECOMMENDATIONS	116
4.4.1	Recommendations in terms of the literature review	117
4.4.2	Recommendations in terms of the phenomenological study	117
4.4.3	Recommendations in terms of Industrial and Organisational Psychology	117
4.4.4	Application of the findings for government incubators.....	117
4.5	CHAPTER SUMMARY	118

Annexure A: Research Consent Form.....	134
Annexure B: Pre-Interview Questionnaire – Current Research	135
Annexure C: Semistructured Interview Template – Current Research.....	136
Annexure D: RESEARCH REQUEST PACK.....	137

LIST OF TABLES

	Page
Chapter 1	
Table 1: Details of gender, race, age of entrepreneur, age of business and business category	16
Chapter 3	
Table 1: Details of gender, race, age of entrepreneur, age of business, and business category	69
Table 3: Themes in current research	75

LIST OF FIGURES

Chapter 2	
Figure 1: Current research: Literature review	31
Figure 2: Major activities during coaching	44
Figure 3: SMART goal-setting	47
Chapter 3	
Figure 1: Interpretation of government support programme and coaching overflow in current study	62
Figure 2: Current research findings: profile of an entrepreneurial coach	81
Figure 3: Influences of coaching on entrepreneurial goal-setting behaviour	83

CHAPTER1: SCIENTIFIC ORIENTATION TO THE RESEARCH

1.1 INTRODUCTION

The primary agenda of any country that is geared towards development such as South Africa is the creation of a vibrant private sector, the development of entrepreneurship, and the creation of small and medium-sized enterprises (SMEs). These SMEs are considered to be the principal driving force in economic development.

Deputy Minister Elizabeth Thabethe, (March, 2012).

South Africa's efforts to nurture entrepreneurship should be based on an understanding of the businesses the economy can best support. The nature of economic activities that can profitably and sustainably be conducted varies from one country to the next. Investment should be appropriately directed towards suitable interventions for entrepreneurial development that is unique to the South African environment.

According to the *SBP Headline Report* of November 2011, the small and medium-enterprises (SME) sector is routinely hailed as indispensable to resolving South Africa's economic issues. In his October 2011 speech to the South African Chamber of Commerce and Industry, Minister Gordhan, the South African Minister of Finance, stated : "*Small and medium-sized firms are critical for overall employment and job creation ...*" Research is imperative in all fields related to entrepreneurial development initiatives and fast-tracking the growth of entrepreneurs. The outcome of this research could promote job creation and provide a boost to the South African economy.

It is the view of the researcher that an opportunity is available to contribute to the development of entrepreneurs. These entrepreneurs operate in an environment supported by government programmes aimed at resolving South Africa's economic issues. The title of this research study was specifically selected to indicate how coaching influences entrepreneurial goal-setting behaviour.

This chapter provides an orientation to the study. It is followed by a description of the background to and the motivation for the research. The problem statement and the objectives of the literature review and the phenomenological study will be formulated. The paradigm perspective and disciplinary relationship of the study will be clarified. The research design and research methodology will be detailed, and the chapters and their contents will be explained.

1.2 BACKGROUND AND MOTIVATION

The fundamental focus of this study is to collect data on the coaching provided in a government-supported environment, known as incubation, to explore the influence of the coaching on entrepreneurial goal-setting behaviour.

Cope (2005, p.374) writes that coaching has become a very popular and socially accepted approach to entrepreneurial development. Parker's research (2006) confirms the notion that entrepreneurship is an important component of a country's economy.

The South African government introduced various enterprise development and support processes to help small businesses. One such process was the creation of small-business incubators to focus on coaching assistance to entrepreneurs. This has become a national priority.

Business and technology incubators nurture entrepreneurs, helping them to survive and grow during the start-up period. Services provided by these incubators include shared office space, business planning services, mentorship and coaching services, networking opportunities, and access to funding (Wyeth, 2007).

According to the Global Entrepreneurship Monitor Report (GEM) 2012, entrepreneurship is important to the growth of an economy. The GEM Report is widely recognised as the most comprehensive and authoritative study of entrepreneurs around the world and South Africa has been participating in this study since 2001 (Herrington, Kew & Kew, 2009).

The South African Enterprise Development Agency (SEDA) Annual Report of 2009 stated that the South African government introduced support programmes for small-business development from this perspective. One of the core services in terms of this national priority is to provide structured coaching programmes for entrepreneurs. These incubation programmes focus on start-up businesses as well as struggling businesses.

The researcher chose business coaching for the initial study as she has been working as a senior manager in various supportive environments for the past decade.

Her initial interest in coaching was sparked when she was appointed as a Business Development Manager at an incubator. She was responsible for the screening of entrepreneurs as well as monitoring their development programmes.

The researcher became curious about the coaching at government incubators, and often attended conferences on incubation. She was later appointed as a consultant to the incubation initiatives in South Africa. As a business development manager and later a consultant in the incubation field, she gained sufficient access to entrepreneurs who received coaching and often discussed their coaching experience with them.

It became clear that some entrepreneurs found it difficult to explain the impact the coaching had on their businesses. The entrepreneurs were asked to provide examples of goals they had achieved. It was found that when the entrepreneurs could link coaching to a specific goal they had achieved, they participated better in the development programme.

The research indicated that coaching was about encouraging behaviour change as the individual progressed (Grant & O'Hara, 2006; Stober, 2008; Whitworth, Kinsey-House & Sandahl, 1998; Zeus & Skiffington, 2002). An interesting perspective was added by a study that described coaching as a popular and socially accepted approach to entrepreneurial development (Monks, 2010).

The coaching provided by government support programmes in South Africa is structured and largely follows a standard approach. However, this approach does not necessarily have the maximum impact on the entrepreneur. In practice, the entrepreneurs receive a predetermined number of coaching hours every month, regardless of the unique situation in every entrepreneur's business. The researcher has often been approached to provide additional assistance to entrepreneurs engaged in development programmes. She became intrigued by how entrepreneurs viewed the coaching they received and wondered whether they required their own model of coaching.

International research into entrepreneurial development considers customised interventions more appropriate because the support would meet individual requirements in different stages of business development (Walker, Redmond, Webster & La Claus, 2007). A comprehensive international literature review on the effectiveness of coaching considered the importance of goal-oriented coaching (Fielden 2005, p.18). This researcher found that goal-oriented coaching stimulated questions about setting goals and how to achieve those (Zeus & Skiffington, 2002, p.189). They further state that the success of a coaching relationship to some extent depends on whether set goals have been achieved. We may therefore accept a clear link between goal-setting theory and coaching in practice.

Fielden's study (2005, p.19) supports targeted development interventions to enable entrepreneurs to adjust to rapidly evolving business environments. She believes that coaching will help them to make the necessary changes (e.g. skills or responsibility) and perform optimally. This study considers coaching the ideal intervention to promote entrepreneurial development.

It was difficult to find literature specific to customised coaching. Researchers have to utilise the literature and methodologies of several disciplines and professional practices. However, there is general consensus among researchers that coaching theory is still in its infancy and that more research is needed (Lawless, 2009). This study aims to contribute to the literature on entrepreneurial development coaching.

The South African Council of Coaches and Mentors (SACCM) (Cilliers, 2005, p.23) provides a foundation for professional recognition. Institutions like the Coaching and Mentoring Association of South Africa (COMENSA) has also been gaining members. According to their virtual space (<http://www.comensa.org.za>), the International Coaching Federation (ICF), founded in 1995, has more than 16 000 associated coaches. This is a global organisation dedicated to advancing the coaching profession internationally.

Coaching is offered in the workplace to improve interpersonal skills and ultimately workplace performance. Coaching practice is no longer a face-to-face session; it includes alternatives such as telephonic meetings and e-mail messaging. It has become an acceptable form of assistance in the 21st-century world of work and is relatively flexible in terms of duration. Coaching is easily adapted to individual requirements (Bachkirova, 2007; Sperry, 1996).

Studies on coaching concepts and their effectiveness in business have been published in recent years (Jones & Spooner, 2006; Levinson, 2009; Palmer & Whybrow, 2007). Coaching has branched out to include life coaching, business coaching, organisational coaching and personal development coaching.

Insights from a recent white paper published by *Endeavour* (2011, p.2), a non-profit organisation that identifies and assists high-growth entrepreneurs in emerging markets include that failure to launch (or post-launch) with entrepreneurs may be ascribed to inadequate entrepreneurial skills, awareness, and preparedness. This white paper states that most entrepreneurs have no idea how to run a business, from registration of the business to hiring staff. It has been found that even the preparation of a standard goal-oriented business plan is a challenge to entrepreneurs who do not have access to guidance (Njiro, Mazwai & Urban, 2010; Monks, 2010; Wyeth, 2007).

Studies to date have established the plausibility of coaching in an entrepreneurial support environment (Walker et al., 2007). However, very little published research is available on coaching in small-business environments. A recent study by Monks (2010) on the sustainable growth of entrepreneurs mentioned the importance of extended coaching and mentoring in government support initiatives as well as creating awareness around the availability of these initiatives.

There is consensus in practice that incubator support works with entrepreneurs who understand what is on offer and know what they wish to achieve (Wyeth, 2007). This view is supported by the *Endeavour* white paper (2011, p.2) which stated that many entrepreneurs do not make the best use of the available support programmes because they cannot formulate their requirements.

Entrepreneurial goal-setting has been included in the research in order to access coaching from a measurable entry point and gain perspective on whether coaching has influenced the goal-setting behaviour of entrepreneurs.

1.3 PROBLEM STATEMENT

According to Esek (2008, p.2), a growing body of academic researchers has examined the effectiveness of entrepreneurship training and support initiatives. Recent studies focused on the provision of training and other skills development opportunities. An important theme that emerged from this work is the failure of many programmes and initiatives to consider the practical needs of entrepreneurs. The findings of this concur with some of the observations by these authors. The coaching of entrepreneurs requires their input to ensure that their unique challenges are incorporated.

This researcher had the opportunity to identify gaps in current coaching practice. One such gap formed the premise for this study. A standard coaching model is used for all entrepreneurs and a standard number of hours are allocated to each entrepreneur (Berry, Cassim, Kesper, Rajaratnam, Van Seventer, & Von Blottnitz, 2002; Tshabangu, 2008; Wilson, 2011). A “one size fits all approach” seems to apply in practice. The effectiveness of the coaching is tracked by a qualitative evaluation, but the approach, duration and frequency of coaching is not customised to unique requirements.

It is customary to complete an evaluation form after the sessions to determine whether goals and expectations have been met. Careful analysis of a multitude of such evaluation forms enabled the researcher to identify the second gap in current coaching practice, namely measuring the impact of the coaching from the entrepreneur’s perspective. The goal-setting behaviour of the entrepreneur is not measured, which makes it difficult to attribute success to

the coaching. The topic for this study was selected to stimulate discussion about developing a hybrid model for coaching entrepreneurs from their own perspective.

The third gap is that the entrepreneurs who received coaching fail to realise the value of coaching and appear reluctant to share personal information with their coaches (Monks, 2010; Mbedzi, 2011).

A recent interview with business coach, J. Kelinko (personal communication, 2 February, 2012) confirmed the existence of this gap. He further noted the difficulty with assisting entrepreneurs on measuring their goal attainment when they do not provide the necessary information to the coach.

Researchers interested in entrepreneurial development have found that customised interventions are more appropriate to entrepreneurial development than a standard “one size fits all” approach (Walker et al., 2007).

Based on these views the current research focused on the following:

- Coaching as applied in practice today has a measurable influence on entrepreneurs.
- Entrepreneurs are able to pinpoint how coaching helped them by linking it to something specific (e.g. a goal has been achieved).

Very few studies address coaching and its influence on entrepreneurs in the South African context. There seems to be consensus in the literature, however, that coaching does influence entrepreneurs, but it is not clear whether this influence is tangible enough to measure (Rogerson, 2006).

An extract from Kilburg’s (1996) definition of coaching is included in this study: Coaching creates a helping relationship between a client and a coach who uses a variety of behavioural techniques to help the client achieve a mutually identified set of goals that improves performance and personal satisfaction.

For this reason setting goals has been included in this study. The researcher wanted the entrepreneurs to formulate their goals and indicate whether these goals have been achieved, and whether they could attribute goal-achievement to the coaching they received.

The inclusion of goal-setting behaviour was intentional as the researcher wanted to explore whether the entrepreneurs who participated in this study were able to list tangible influences in their daily business activities.

1.3.1 Research question

This study aims to answer the following research question:

Does coaching influence entrepreneurial goal-setting behaviour?

1.4 AIM OF RESEARCH

This study aimed to explore the extent to which coaching affected entrepreneurial goal-setting behaviour in an environment specifically tailored for entrepreneurial development. This aim required studying the effect of structured coaching interventions on a preselected group of entrepreneurs, and focused on their goal-setting behaviour during the start-up of their businesses.

1.4.1 Specific aims of the literature review

This study examined entrepreneurship from the perspective of a developing country. The findings were linked to the literature on government initiatives that aimed to support entrepreneurs. Current coaching practice in the South African incubation environment was studied by conceptualising:

- entrepreneurship
- business incubation
- coaching
- entrepreneurial goal-setting behaviour.

The goal-setting behaviour of entrepreneurs and the relevant literature were examined behaviour in order to provide a framework for the phenomenological study.

1.4.2 Specific aim of the empirical study

The specific aim of the empirical study is to:

explore the influence of coaching on entrepreneurial goal-setting behaviour.

1.5 PARADIGM PERSPECTIVE

The research was conducted within the discipline of Industrial and Organisational Psychology. This discipline aims to understand, predict, explain and influence human behaviours in a working environment (Cascio, 2001). The research study falls within the sub-discipline of Career Psychology. According to Arnold and Randall (2010) Career Psychology is concerned with the interplay between individuals and environments and attempts to describe the nature of the positions held and resultant experiences during the individuals lifespan (Arnold & Randall, 2011). The individual in this study is portrayed by the entrepreneur and the career selection is that of entrepreneurship.

According to Mouton (2006), a research paradigm is a set of basic beliefs within a particular framework which provides guidelines in conducting research and analysing issues. According to Neuman (2007), most social research is based on positivism and interpretive social science. Terre Blanche, Durrheim and Painter (2006) state that if a researcher believes that reality comprised subjective experiences of the external world, an intersubjective stance towards reality could be adopted.

The phenomenological paradigm was selected for the current study. As defined by Creswell (2009, p.13), “phenomenology is a research paradigm in which the researcher identifies the essence of human experiences about a phenomenon as described by the participants”. Phenomenology was selected as the researcher was interested in the entrepreneurs own perception of their reality. This reality is therefore the phenomenon to be explored in this study.

According to Kruger (1988: p.13) phenomenology seeks to:

... [F]ind out things about people which we cannot possibly know and ... tries to get people to describe and explicate the meaning structures of their lives and behaviours, in other words to articulate what is thus disclosed.

Creswell (2009) describes the general structure of phenomenological study as follows:

1. Introduction: problem and questions
2. Research procedures: phenomenological and philosophical assumptions, data collection, analysis, outcomes

3. Significant statements
4. Meanings of statements
5. Themes of meanings
6. Exhaustive descriptions of phenomenon

Creswell (2009) further proposes the following process relating to phenomenological studies as:

1. The researcher needs to understand the philosophical perspectives behind phenomenology and the concept of studying how people experience a specific phenomenon.
2. Research questions should be designed around exploring the meaning of an experience to an individual.
3. Data is collected from individuals who have experienced the phenomenon under study and is typically collected through an interview process.
4. The phenomenological data analysis entails dividing the data into units, which are then clustered into meaning. The clustered meanings are then transformed together to make a general description of the experience. The experience is then captured into a textual description as well as a structural description.
5. The phenomenological report ends with the reader underlying the invariant structure of the experience.

As the research focused on the entrepreneurs' interpretation of their coaching experience, it was ideally suited for the interpretive research paradigm (Henning, Van Rensburg, & Smit, 2005).

Assumptions of phenomenological research according to Creswell (2009, p.13) have been summarised and where appropriate linked to the current study as:

- A process as well as a method, and the procedures involve studying a small number of subjects to develop patterns and relationships of meaning.
- The researcher sets his/her own experiences in order to understand the experiences of the participants of the study.
- The "lived experience" will be explored through questionnaires and/or unstructured interviews.

- Participants are chosen because of their unique status, experiences and knowledge of their respective systems.

The assumptions of the phenomenological paradigm tie in with the focus of this research. The research aimed to gain a thorough understanding of the experiences of a preselected group of entrepreneurs receiving coaching. The researcher identified with this paradigm to understand a phenomenon from the perspective of the person who experienced the phenomenon.

Based on the assumptions of the phenomenological paradigm the following research design aspects, as summarised by Collins and Hussey (2003, p.55), are possible:

- Tends to produce qualitative data.
- Uses small samples
- Concerned with generating theory
- Location is natural
- Reliability is low
- Validity is high
- Generalises from one setting to another.

The above summary helped the researcher to understand the entrepreneurs' own perception of their coaching experience. Phenomena are understood through mental interpretive processes that are influenced by and that interact with social contexts (Terre Blanche et al., 2006).

We may deduce from this phenomenological study that the entrepreneur had to answer specific questions on their coaching experience related to their goal-setting behaviour. Pivotal moments were identified, analysed and interpreted to form the basis of this study.

1.6 LITERATURE REVIEW

Chapter 2 puts the South African entrepreneurial environment in context. Entrepreneurship is defined by referring to the literature, and a definition was adopted because it was appropriate to this study. International entrepreneurial activity is discussed in Chapter 2 and related to the South African context. The South African entrepreneurial landscape is described with specific reference to government incubation programmes. One such incubation programme

was selected for the purposes of this study to represent the entrepreneurs who participated in this study.

A discussion of coaching follows as it forms part of the core support provided by the above incubation programme. Entrepreneurial goal-setting behaviour is discussed to provide a context for describing the influence of coaching.

1.7 RESEARCH DESIGN

Mouton (2001) writes that research design concentrates on the fundamental question of what kind of study will be undertaken. The research design has to provide acceptable answers to the problem or question to be examined. The researcher therefore has to explain the kind of research design followed in the study and why this particular design was chosen.

This phenomenological study was conducted to explain the meaning and essence of the experiences of a group of entrepreneurs who had received business coaching (Christensen, Johnson & Turner, 2010).

The relevant steps in the research design process will now be described in detail. Throughout the steps outlined the researcher ensured that the study was conducted in a scholarly and scientifically rigorous manner according to the techniques appropriate for this phenomenological study described.

1.7.1 Research approach

The study followed a qualitative research approach. The literature confirms that a qualitative approach captures information that may be difficult to address by a quantitative method (Chwalisz, Shah & Hand, 2008). The qualitative approach allows the researcher to explore constructs and to gain insights into human or social processes. This researcher's intention was to add value and depth to the current literature on entrepreneurial coaching in South Africa.

Literature Review

Entrepreneurship was defined with reference to contemporary literature, and the South African landscape in relation to small businesses was discussed. Government agencies were created to support entrepreneurship, and were summarised with a view to discussing one such programme. Incubation was then discussed as the core service of a government programme to

coach entrepreneurs. The goal-setting theory was conceptualised and directly linked to entrepreneurship.

The fact is that research is limited when it comes to coaching related to entrepreneurial development. A model used for coaching in the South African environment was used to gain a better understanding of its applicability to entrepreneurs. This facilitated an exploration of the influence of coaching on goal-setting behaviour from a phenomenological viewpoint. A summary of the components in the literature review are presented later in this study.

Phenomenological Study

This study within a phenomenological paradigm emphasised both experience and interpretation (Smith & Osborn, 2008). The study sought to collect data about and describe the influence of coaching on a small sample of South African entrepreneurs in a very specific developmental programme. A phenomenological study was deemed appropriate to achieve its aims in building a holistic picture of the experience specific to the world of the entrepreneur.

A case study was selected as appropriate to this study's research aims, and linked the empirical data to the research questions. The importance of the entrepreneurs' interpretation of their coaching experience would add depth to the qualitative nature of the study. It was important for the research not to prove whether coaching influences entrepreneurial goal-setting behaviour from an outside perspective but, from the perspective of the entrepreneurs own world experience, thereby describing the phenomenon to the researcher.

1.7.2 Research strategy

A case study is presented based on the perspectives of a small pre-defined group of entrepreneurs (see Bryman & Burgess, 1999). This strategy has been selected as the 'case' is studied onsite within its natural context (Gall, Borg & Gall, 1996).

A case study was selected as the area of interest to the researcher was specifically related to an entrepreneurial environment. A total of eight participants were involved in the study and represented the case for the study.

1.7.3 Research method

It is stated in Mouton (2001) that the research method concentrates on the research process and the type of instrument to be used. It encompasses as a starting point the particular tasks that may be data collection or sampling at hand.

In the next section, a discussion will follow on the techniques and procedures used to conduct the study. Descriptions will be provided on the research setting, point of departure and establishing researcher role, sampling, data collection, recording of data, and data analysis.

1.7.3.1 Research setting

This research situates itself within the entrepreneurial support arena with special emphasis on coaching received by the entrepreneurs. As a result of the numerous government support initiatives available in South Africa, it is imperative that the actual impact of these initiatives are captured to ensure that entrepreneurs get the necessary support they require in order to positively contribute towards the South African economy as a whole.

Data collection by means of semistructured interviews took place at the premises of a government support incubator in Gauteng.

At the time of the study the specific incubator's focus was on supporting small businesses in the manufacturing industry. The businesses that received support from the incubator were mostly trading from the premises of the incubator as it provided them with internet capacity, the use of telephone and meeting rooms and the convenience of a joint reception area.

The interviews took place in the environment that the entrepreneurs were most comfortable in to ensure minimum disruption to their business day.

1.7.3.2 Unit of analysis

A case study is presented based on the perspectives of a small pre-defined group of entrepreneurs (see Bryman & Burgess, 1999). This strategy has been selected as the 'case' is studied onsite within its natural context (Gall, Borg & Gall, 1996). This provides a way to understand the 'bounded system' in its own habitat (Stake, 1978) as the use of a case study reveals a particular event in a real life context (Eisenhardt, 1989; Merriam, 1988).

A case study was selected as the area of interest to the researcher was specifically related to an entrepreneurial environment the researcher was familiar with. A total of eight participants were involved in the study and represented the case for the study.

1.7.3.3 Point of departure and establishing researcher role

Prior to this study the researcher qualified herself in various aspects related to qualitative research. Coupled with her extensive experience with small business incubation as well as her professional coaching background she planned to conduct the research. In line with the university's ethics policy, she received permission to continue with the research project. A government funding agency supporting the incubator as well as the incubator CEO was approached to gain access to the entrepreneurs for the study, for which permission was granted.

Participants were approached individually and a dialogue around the aims of the study was conducted on a one on one basis. Willingness to participate was assessed and permission was obtained by means of completing an informed consent in writing (refer to Annexure A). The participants were then provided with sufficient background information and with the questions to be addressed during the interviews in advance (refer to Annexure C) as well as with a pre-interview questionnaire (refer to Annexure B) to ensure that sufficient background information was available on the participants before conducting the actual study. Participants were furthermore assured that all information provided by them would be treated as confidential (refer to Annexure A).

1.7.3.4 Sampling

As a phenomenological study was selected for current research, sampling is done theoretically and not statistically as with other research methods (Mouton & Marais, 1992). Tashakkori and Teddlie (2003) referred to qualitative sampling as purposive sampling techniques or purposeful sampling.

It can therefore be derived that the freedom of selection is based on the current researcher's opinion of a sample belonging to a specific group of experience. The qualitative nature of the study allowed the researcher to select a judgement sample for the purposes of analysis (see

Miles & Huberman, 1994; Patton, 2002) as the research question was applicable to a select environment with a specific function set as an entrepreneurial development programme.

Cresswell (2009) described a judgement sample as a series of respondents judged by an expert to be representative of a group. The participants who were selected to participate in the study were therefore considered to be the most appropriate sample to answer the research question as per the researcher’s judgement. McQuarrie (2006) deemed judgement sampling to be appropriate for qualitative research studies as we are exploring responses from the general to the absolute. It was the intent of the current research to explore coaching from the perspective of a pre-selected group of entrepreneurs in a specific incubator programme and for this purpose a judgement sample was selected.

A total of eight participants were interviewed. There were five males and three females. In terms of racial composition, all of them were black due to the fact that the incubator used for sampling forms part of a black empowerment government initiative. Their ages ranged between 29 and 51 years. Their business ages ranged from two years to seven years. At that stage their businesses were all trading in the manufacturing sector with specialisation between cleaning products, corporate branding products, toilet paper and roof sheets.

Their demographical information has been depicted in Table 1 below for the purposes of understanding the case study and potential replication of the study in future.

Table 1: Details of gender, race, age of entrepreneur, age of business, and business category

	Gender	Race	Age	Age of business	Business Category
Par1	Male	Black	39	4	Manufacturing: Cleaning products
Par2	Female	Black	35	4	Manufacturing: Corporate branding
Par3	Male	Black	37	4	Manufacturing: Corporate branding
Par4	Male	Black	31	3	Manufacturing: Toilet paper
Par5	Male	Black	29	2	Manufacturing: Roof sheet
Par6	Female	Black	36	2	Manufacturing: Roof sheet
Par7	Female	Black	51	2	Manufacturing: Corporate branding
Par8	Male	Black	43	7	Manufacturing: Roof sheet

The sample size depended on the availability of entrepreneurs who were willing to participate in the study. It was evident after the sixth interview that the sample size of eight was appropriate for the current study.

Saturation was reached with the selected sample size as no new themes emerged (Flinck, Astedt-Kurki & Paavilainen, 2008).

1.7.3.5 Data collection

Semistructured interviews are considered a valid technique for collecting qualitative data (Brod, Tesler & Christensen, 2009). They allow the researcher to explore experiences and gain insights into the human or social processes.

An interview schedule was developed (Brod et al., 2008; Creswell, 2007; Reysoo & Heldens, 2007). The questions were used to guide conversations with the entrepreneurs on how coaching influenced their goal-setting behaviour.

The interview guide is an integral tool in collecting qualitative data. The steps to guide development (Reysoo & Heldens, 2007) were followed:

1. Select the topic.
2. Define all aspects of the topic.
3. Formulate initial questions.
4. Determine the kind of questions.
5. Determine the logical flow of questions.
6. Prepare the introduction and the end of the interview.
7. Prepare the interviews technically.

Cresswell (2011) viewed extensive data collection as the backbone of qualitative research and this view was used as a principal guideline. The researcher made extensive notes during the interviews and audio-taped the interviews for referencing purposes.

1.7.3.6 Recording the data

The interviews, each lasting approximately 60 minutes, were held in a quiet venue selected by the researcher at the premises of the incubator at which the entrepreneurs are housed. With the permission of the participants the researcher recorded all the interviews on a battery operated tape recorder to allow a fuller record of events whilst still taking short-hand notes during the entire process.

The researcher wanted to retain the authentic voices of the participants by audio taping the sessions to ensure cross-referencing could be done between both the notes taken during the interviews as well as reflection by means of listening to the audiotapes as suggested by Chwalisz et al. (2008).

1.7.3.7 Data analysis

Content analysis is focused on patterns that emerge from the data, including antecedent and consequent patterns that could involve superimposing concepts on the data (Chwalisz et al., 2008).

The following steps were followed to process the data:

1. Creating a scheming code.
2. Coding the text.
3. Calculating frequencies of responses that are similar.
4. Conducting hypothesis testing.

The researcher also describes the interpretation process:

1. The transcriptions were read carefully for a general sense of the whole.
2. Ideas and reflections were written in the margins.
3. Emerging themes were captured and clustered. The clusters corresponded with the relevant themes to ascertain the essence of the whole.
4. Each theme was then discussed and interpreted in accordance with the relevant literature.

The researcher reported the analysed data and interpretations by referring to the relevant literature and by providing verbatim evidence to strengthen the themes that emerged from the research. The most prominent themes were utilised to develop a framework that is presented later in this chapter.

1.7.4 Strategies to ensure quality data

The aim of a research design is to plan and structure a given research project in such a manner that it produces findings that are reliable, valid, generalisable and conclusive (Van der Riet & Durrheim, 2006). Although the initial intent of validity and reliability was for natural sciences, Lewis and Ritchie (2003) believe that they can assist with defining the strength of qualitative data. Qualitative research is affected by the researchers perception of validity in the study linked to his/her choice of paradigm assumption. Cresswell (2009, p.191) writes that accounting for validity and reliability in qualitative research projects look quite different from quantitative projects.

According to Van der Riet and Durrheim (2006) the validity of data refers the data being well grounded and sound while the reliability refers to its consistency, stability or repeatability. A recollection of measures ensuring reliability and validity during the current study follows:

1.7.4.1 Reliability

Reliability is the degree to which a measure supplies consistent results. Reliable instruments are known to be robust and work at different times and in different conditions (Cooper & Schindler, 2001). According to Lewis & Ritchie (2003) the reliability of the findings are dependent on the likely recurrence of the original data and the way it is interpreted. He further describes reliability as an examination of the stability or consistency of a study.

Examples of procedures to ensure the reliability of a study have been listed as:

- Check transcripts for obvious mistakes.
- Ensure that there is no drift in definitions of codes or applications of them during the coding process
- Cross-check codes by comparing results that are independently derived.

The researcher ensured reliability of the current study by ensuring that the field work was carried out in a consistent, pre-determined manner. The researcher was also aware of her own possible bias and remained open to interpretations and patterns that differ from her own predispositions and assumptions. The findings were reviewed by one of her peers to seek clarity of understanding and the themes that derived from the data analysis were interpreted and the interpretations were linked to theory.

1.7.4.2 Validity

Validity is the extent to which the research findings accurately represent what is really happening in a specific situation (Collins & Hussey, 2003). Henning et al. (2005) stated that the concord of methodology and methods will assist in creating coherence, but with that also comes a cohesive theoretical structure and substantial theoretical knowledge.

According to Cresswell (2009) qualitative validity is determined by procedural rigor in the study. Procedural rigor is pursued by using various strategies to check the accuracy of the findings and the use of triangulation from different data sources to build a coherent justification of the themes derived from the study through taking the themes back to the participants to determine their accuracy.

Validity is also captured through trustworthiness, authenticity and credibility (Cresswell & Miller, 2000) and a short description of each has been included for the purposes of conceptualising validity in qualitative research.

- *Trustworthiness*

According to Creswell (2009), the trustworthiness of a study is determined by the credibility, transferability, dependability and conformability of it.

- *Credibility*

The credibility of the study is established when the researcher analysed the data through a process of reflecting, sifting, exploring and judging its relevance and ultimately developing themes that accurately depict the experience. A second way of establishing credibility is through member checking by sending the themes or final report back to the participants for verification of its authenticity to the initial research purpose.

- *Dependability*

The dependability of a qualitative study (Patton, 2002) is established with an audit trail which involved maintaining and preserving all transcripts, audiotapes and notes used during the study to ensure that it maintains the respect for the context of the data and presents all perspectives equally.

- *Conformability*

The conformability of a study is determined by linking the data to their sources. Cresswell (2009) writes that conformability is established in phenomenological research when the researcher sets aside his/her potential prejudices and biases in a technique called bracketing.

The validity of the current study was ensured through giving a rich description of both the research design and method (see Henning et al., 2005). Steps to ensure the validity of the current study have been listed below.

- *Validity of interview guide*

The interview guide used for the semistructured interviews was first tested on three independent entrepreneurs to ensure that the questions were understood and responded to. Minor changes were made to the interview guide before it was used for research purposes.

“Tell me about your business?”

This question was included in the interview guide as the researcher felt that the entrepreneur would feel more engaged in the conversation if they were allowed the freedom to talk about their own business first.

“What kind of coaching would you like to receive in future?”

This question was included to allow the entrepreneur to participate in the conversation by allowing him/her the freedom to determine their own needs when related to coaching if any.

The same interview guide was used for all eight interviews and comprehensive notes were taken during the interviews while the interviews were also being audio-taped for further coding purposes.

- *Validity during interview*

The researcher had to guard against assisting the entrepreneurs with their responses as she was familiar with the coaching model used for their sessions.

- *Validity during reporting*

The findings were portrayed in such a way that it still remained true to the original data by means of including direct quotes in the write-up of the study.

- *Validity of study*

The validity was ensured through giving a rich description of both the research design and method (see Henning et al., 2005).

1.7.4.3 Transferability

The external validity/transferability of the study is defined as the scope to which the research findings can be replicated beyond the proximate research case studies or generalisability (Miles & Huberman, 1994). The current research was done with the intention to replicate the case study in all the government supported incubators across South Africa. Due to the logistics and time constraints related to a study of such magnitude, the current research was conducted in one such an incubator. Transferability however has been ensured by the researcher as she is considered an expert in local incubation and has presented at various topical conference on it. The researcher ensured that the questions were not sector-specific and could be replicated in similar case studies at any incubator deemed appropriate for study.

Seale (1999, p.45) advocates that transferability is achieved by “providing a detailed, rich description of the settings studied” to provide the reader with sufficient information to be able to judge the applicability of the findings to other settings that they know. Miles and Huberman (1994, p.232) support this view and describe transferability as the “scope to which the research can be replicated beyond the proximate research case study at hand”.

From this stance the researcher went to the following measures to ensure the transferability of the study at hand:

The current research was done with the intention to replicate the case study in all the government supported incubators across South Africa. Due to the logistics and time constraints related to a study of such magnitude, the current research was conducted in one such an incubator. Transferability however has been ensured by the researcher as she is considered an expert in local incubation and has presented a various topical conference on it.

Further to this, the researcher ensured that the questions that were posed to the entrepreneurs were not sector specific and could be replicated in similar case studies at any incubator deemed appropriate for study. The researcher gave a rich description in order for the reader to decide whether they can replicate this study in their context and/or whether the findings of the current research are relevant to their context (Henning et al., 2005).

1.7.5 Ethical considerations of the study

A holistic description of ethical considerations has been noted by Cresswell (2009, p.191) where he writes that the researcher must anticipate any ethical issues that may arise during the qualitative research process. He further cautions that researchers need to protect their research participants by developing trust with them, promoting the integrity of the research, guarding against misconduct and any impropriety that might reflect on their organisations or institutions, and cope with new challenging problems.

He reiterates that the researcher has an obligation to respect the rights, needs, values, and desires of the participants. Phenomenological research solicits sensitive and deep answers to questions extracting meaning from statements and opinions. He exclaims the importance of protecting the rights of the participant in a study and his ethical considerations have been used as a basis for this study.

A summary of the safeguards that have been used to protect the participant's rights in the current study follows:

- Ethical clearance was obtained from both the university as well as her own employer to ensure relevant buy-in for the research. The incubator was approached for written permission, after which the entrepreneurs were approached directly in order to obtain permission from them to participate in the study.
- All participants were appropriately briefed about the objectives of the study by providing them with both a written outline of the objectives (see Annexure D) as well as a verbal explanation before each interview took place. All participants signed an informed consent form (see Annexure A) granting the researcher permission to proceed with the interviews. Emphasis was placed on the participation being voluntary and that personal information would be kept confidential at all times. Anonymity and confidentiality was further ensured by replacing their names with 'Par1', 'Par2' and 'Par3' in the transcriptions (Neuman, 2007).
- The researcher questioned the subjects as per interview guide and assured the participants that their personal information would remain confidential. Anonymity and confidentiality was further ensured by keeping the data secured after the research was conducted. Transcripts as well as audio recordings were placed in a sealed envelope and locked in a storage facility.

1.7.6 Reporting

Due to the richness of the data collected during the interviews, the analysed data was grouped and through the process of elimination were then clustered into nine themes as shown in Table 3 (see page 74). The themes were then discussed in detail to add depth to the findings. These discussions were followed up with verbatim evidence by means of inserting the most applicable extractions as part of the discussion. The findings of this study will be utilised towards the development of a framework, which will be presented in the next section, followed by a discussion of the conclusions in Chapter 4.

1.7.7 Conclusion

The conclusions of both the literature review and phenomenological study were reported to explain the findings of this research study and to determine whether the problem statement and aims of the research have been met.

1.7.8 Limitations of the literature review and empirical study

The limitations of the literature review and empirical study were examined and discussed in detail in Chapter 4.

1.7.9 Recommendations

Based on the insight gained into the influence of coaching on entrepreneurial goal-setting behaviour, this study made recommendations both for future research studies and for practice. Recommendations for future areas of research in Industrial and Organisational Psychology were made to gain a deeper understanding in areas highlighted as significant by the study. Finally, on the basis of the understanding of the influence of coaching on entrepreneurial goal-setting behaviour that this study provided, recommendations were made for government incubators in order to assist with entrepreneurial development.

1.8 CHAPTER DIVISION

This dissertation comprises four chapters that are briefly discussed below:

Chapter 1: Scientific orientation of the research

The first chapter includes the background of and the motivation for this study. The problem statement was generated and the aims of the literature review and the empirical study were formulated. The paradigm perspective, disciplinary relationship, and the theories, concepts and constructs were clarified before the research design and research method were discussed.

Chapter 2: Literature review: Entrepreneurship and coaching

Entrepreneurship is defined and a definition is adopted because of its appropriateness to the study. International entrepreneurial activity is discussed and related to the South African context.

The South African entrepreneurial landscape is then described in terms of government support programmes. One such programme is selected for the purposes of this study. The literature on coaching is then linked to entrepreneurial development internationally and nationally.

A profile of the ideal coach and the typical coaching client or coachee are presented to acquaint the reader with coaching practice.

The model for coaching is described and linked to entrepreneurial goal-setting behaviour after which goal-setting behaviour.

Chapter 3: Article

Chapter 3 differs from the customary layout of dissertations. The research methodology and research findings were combined and presented in article format for potential publication purposes. This chapter was written in accordance with the guidelines and style for authors who intend to publish in an accredited journal.

The chapter starts with an introduction to key focus areas of the study. The research purpose, trends obtained from the literature, the research problem, the aims and the potential value-added are described. The research design follows and the research methodology are discussed in terms of the research approach, methods, setting, the researchers role, sampling, data collection, data recording, data analysis and reporting the findings are presented.

Chapter 4: Conclusion, limitations and recommendations

Important findings in the course of this study are presented. Conclusions were drawn, based on the literature and semistructured interviews conducted with eight entrepreneurs. The research aims (see Chapter 1) were used to evaluate conclusions about the literature review and the interpretive study. The limitations of the study are discussed and recommendations submitted for future research in the fields related to coaching and entrepreneurial development.

1.9 CHAPTER CONCLUSION

The scientific orientation to the research was discussed in Chapter 1 by referring to the background of and motivation for the research, the research problem, research aims, paradigm perspective, and the research design and method.

CHAPTER 2: LITERATURE REVIEW: ENTREPRENEURSHIP AND COACHING

2.1 INTRODUCTION

The focus of this chapter is to conceptualise entrepreneurship and coaching for the purposes of this study. In this chapter, “entrepreneurship” is defined by referring to the literature and a definition is adopted because of its appropriateness to the study.

International entrepreneurial activity is discussed and related to the South African context with reference to the most recent statistics. The South African entrepreneurial landscape is then described with specific reference to government support incubation programmes. One such incubation programme is selected for the purposes of this study to represent entrepreneurs who participated in this study.

A discussion of coaching follows as it forms part of the core support provided by the abovementioned incubation programme.

Entrepreneurial goal-setting behaviour is then discussed to provide a context for describing the influence of coaching on entrepreneurial goal-setting.

The literature review is illustrated in Figure 1.

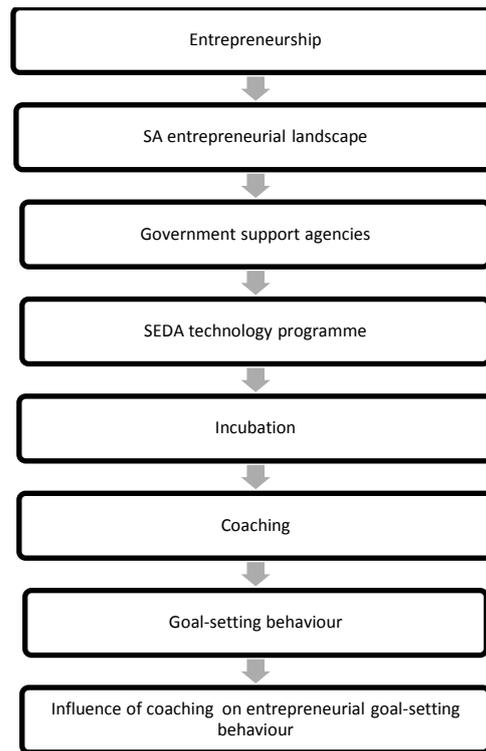


Figure 1: Current research: Literature review

2.2 ENTREPRENEURSHIP DEFINED

According to Schaper and Volery (2004), entrepreneurship is not confined to a particular industry, country or group of persons; it exists in everybody and depends on the individual's desire. The literature supports the notion that the launch of a new organisation or business venture is generally at the core of entrepreneurship (Aldrich, 1999; Delmar & Shane, 2004; Gartner, 1985; 1997; Katz & Garner, 2003, Low & Abramson, 1997). Scarborough and Zimmerman (2006) define an entrepreneur as a risk taker who brings about new products and services, and adds colour to society.

According to Gibbs (2002; 2005), entrepreneurship encompasses skills and attributes that can be applied in an individual or organisational context to deal with innovation, change, uncertainty and complexity. Njiro et al., (2010) define entrepreneurship as an internal spur or desire, that entrepreneurs are born with inherent capabilities such as “thinking out of the box”, being different, willing to take risks, and strength to stand alone. It is from this summation that entrepreneurship is approached in this study.

Njiro et al., (2010) definition has been selected as the definition of choice for the current study as it encapsulates entrepreneurship characteristics like being different and risk taking behaviour but also includes passion and daring to be different which are characteristics that have been observed in the participants of the study and is therefore deemed an accurate description of the entrepreneurs under study from the perspective of the researcher.

Researchers agree that a “Schumpeterian” view of entrepreneurship spurs innovation and speeds up structural change in the economy (Schumpeter, 1942). They also believe that the introduction of new competition encourages entrepreneurs to contribute to productivity in the long run (Bosma, Wennekers & Armoros, 2012).

The Global Entrepreneurship Monitor Report (GEM) 2012 Report defines entrepreneurship as “any attempt at new business or new venture creation, such as self-employment, a new business organisation, or the expansion of an existing business, by an individual, a team of individuals, or an established business” (Bosma et al., 2012, p.9).

2.3 TOTAL ENTREPRENEURIAL ACTIVITY (TEA)

Kelley, Singer and Herrington (2012) refer to the Total Entrepreneurial Activity (TEA) index of the GEM 2012 Report as the proportion of working-age adults in the population who are either involved in the process of starting a business or are active as owner-managers of enterprises less than 42 months old. The Report also refers to overall entrepreneurial activity as an important catalyst for economic development through its job creation, innovation and welfare effect.

The TEA of a country is an excellent indicator of its entrepreneurial wellbeing, something that is closely monitored by countries to determine their growth. The GEM 2011 Report shows that South Africa's total entrepreneurial activity of 9,1% barely increased from the previous year's 8,9%, which is far below the average of comparable economies. "This therefore remains a matter of grave concern, and presents an opportunity for closer investigation and debate around the factors that impact on entrepreneurial activity in South Africa" (Kelley et al., 2012). The Report places South Africa 29th on the list of 54 countries that were surveyed, with a "negligible" increase from 20th position with 6,3% total entrepreneurial activity in 2006, when only 37 countries were surveyed.

Entrepreneurship should therefore be understood in the South African context. It seems evident that South African entrepreneurs need more customised support to ensure their eventual success. Limited research could be found in this regard (e.g. Berry et al., 2002; Rogerson, 2006), although various international studies have been included to contextualise this study for future replication.

According to Kelley et.al (2011, p.20), South-Africa's start-up business rate of 5.2% in 2011 is notably higher than its new business rate of 4.0%, indicating that start-up firms dominate the country's total early-stage entrepreneurial activity. Kelley et al. (2011, p.20) further define the phases of entrepreneurship to classify most of South-African (2011) entrepreneurs as falling between individuals who have not been in a business for longer than three months to individuals that have not been in business for longer than three and a half years. These phases of entrepreneurship will be discussed in the next section to clarify the phase of entrepreneurship under study.

2.4 PHASES OF ENTREPRENEURSHIP

The phases of entrepreneurship defined by Kelley et al. (2011, p.19) have been listed below in order to focus on early-stage entrepreneurial activity as it forms the foundation of this study.

- **Potential entrepreneurs** are individuals who believe that they possess the capability to start a business.
- **Nascent entrepreneurs** are individuals whose intention to start a business is strong enough, and who have not been in business for longer than three months.
- **New business owners** are individuals who have been in business for more than three months, but for less than three and a half years. Nascent and new business owners account for the total early-stage entrepreneurial activity in a country.
- **Established businesses** are older than three and a half years and still trading.
- **Discontinued businesses** represent business owners as well as entrepreneurs who have discontinued their businesses.

This study focuses on new business owners who have passed the nascent phase classified by Kelley et al. (2011, p.19). Understanding the entrepreneurship phase is important for future replication of research purposes and/or future comparison purposes.

2.5 SOUTH AFRICAN ENTREPRENEURIAL LANDSCAPE

The National Small Business Act, 102 of 1996, (i.e. South Africa, 1996) as amended by Act 29 of 2004, (i.e. South Africa, 2004) categorises small organisations into four categories, namely microenterprises, very small enterprises, small enterprises, and medium enterprises. The differentiating factor between these categories is the number of employees, and the criterion for microenterprises is turnover (South Africa, 1996, 2004; Von Broembsen, 2003) as cited by Smith and Watkins (2012).

Smith and Watkins (2012) describe the South African entrepreneurial landscape as a milieu in which small and medium enterprises operate in the same environment without adequate resources. They also state that these small enterprises encounter increasing competitive pressure fuelled by globalisation, legislation, and relaxing trade barriers as well as an increase in market expansion due to emerging technologies and innovation.

According to the *Mail & Guardian Online* (2013), small businesses in South Africa are battling a tough environment despite receiving government support. The small-business community is "... battling with a very difficult environment and operating on very narrow profit margins".

According to Kourilsky (2007), international experience has shown that innovative small businesses have earned billions within a decade or two of their establishment. Rwigema and Venter (2008) write that some start-up businesses are eventually transformed into industrial giants whose revenue and assets match those of small countries.

It is a reality, however, that small businesses in South Africa are struggling to survive compared to their counterparts in other developing countries, because the entrepreneurs are basically supporting only themselves. Molapo, Mears and Viljoen's (2008) findings support this notion. They also believe that although small businesses in South Africa create jobs, many of them are unable to survive. It is for this very reason that the South African

government has shifted its focus to entrepreneurial development and by implication initiatives that support entrepreneurial growth (Molapo et al., 2008).

The Honourable South African Deputy Minister of Trade and Industry, Ms Elizabeth Thabethe, promoted entrepreneurial development in her 2012 speech at the Small Enterprise Development Agency conference in South Africa (October 2012, Pretoria). She stated that entrepreneurship has a vital role to play in improving the competitiveness of small businesses in South Africa.

Government support is based on small businesses playing a key role in job creation (DTI, 2005). There is therefore a critical need for a dramatic increase in the number and distribution of high-impact entrepreneurs to lead the fight against poverty and unemployment in South Africa.

South Africa has gone through a period of phenomenal change in entrepreneurship after 1994. The South African government has committed itself to the development of and investment in its entrepreneurs to ensure a more competitive South Africa as a whole (Kelley et.al, 2011; Tshabangu, 2008, Wyeth, 2007).

One of the most prominent interventions by the South African government was the promulgation of the National Small Business Act, 102 of 1996, which paved the way for the National Small-Business Council and the Ntsika Enterprise Promotion Agency to provide guidelines for promoting small-business development.

Investment in entrepreneurship has been researched by Anokhin and Wincent (2012). Their findings indicate that training is necessary for entrepreneurial development. Merely creating a new business will not advance economic development unless accompanied by investment in the entrepreneurs' education and innovation in general. Levie and Autio (2011) believe that if an economy's government only pretends to support entrepreneurship, the quality of entrepreneurial entries will suffer, and consequently the economic impact of entrepreneurship will ultimately be diminished. Hay (2004) indicates that the ability to assess an opportunity and the skill to put together a good business plan can be taught to an entrepreneur in a supportive environment.

The South African government invests extensively in agencies to implement its policies (Tshabangu, 2008; SEDA, 2009). One of the most prominent agencies in this regard is the Small-Enterprise Development Agency (SEDA) which is discussed in more detail below.

2.5.1 Government support agencies

The most prominent agencies supported by the Department of Trade and Industry and their core functions are described for the purposes of this study. One specific agency is then selected and its entrepreneurial development programme is discussed.

South African Micro-Finance Apex Fund (Samaf)

According to its virtual space (<http://www.samaf.gov.za>), the South African Micro-Finance Apex Fund (Samaf) is a funding institution that was formally established in April 2006. It is a trading entity and is governed by the Public Finance Management Act (PFMA), 1 of 1999.

Samaf is tasked to facilitate affordable access to finance by micro, small and survivalist businesses to increase their income and asset base in order to reduce poverty and unemployment in rural and peri-urban areas. Mbedzi (2011) describes Samaf as one of the institutions that play a critical role in small-business development.

Khula Enterprise Finance Limited (Khula)

According to its virtual space (<http://khula.org.za>), Khula was established in 1996 and operated as an independent agency under the auspices of the Department of Trade and Industry. Khula's primary purpose is to assist with the funding of small and medium businesses (SMEs), often when the commercial financial institutions are unwilling to assume the risk (Khula Enterprise Finance LTD, 2009).

National Empowerment Fund (NEF)

Established by the National Empowerment Fund Act, 105 of 1998, the NEF is a driver in promoting and facilitating black economic participation. It provides financial and nonfinancial support to black-empowered businesses and promotes a culture of savings and investment among black people (<http://www.dti.gov.za/agencies/nef.jsp>).

Industrial Development Corporation (IDC)

According to its virtual space (<http://www.idc.co.za>), the IDC was established in 1940 to promote economic growth and industrial development in South Africa. Its objectives are to:

- contribute to the goals of the Shared and Accelerated Growth Initiative of South Africa;
- be a catalyst for economic change in terms of the government's leadership development strategy;
- develop economies that are viable, sustainable and environmentally and socially responsible;
- develop small and medium enterprises (SMEs);
- accelerate black economic empowerment (BEE);
- promote the aims of the new partnership for Africa's development (Nepad);
- maintain South Africa's financial independence and apply sound business principles.

National Youth Development Agency (Nyda)

The National Youth Development Agency (Nyda) was launched in June 2009 as a merger between the Umsobomvu Youth Fund and the National Youth Commission (UYF, 2008). It is a South African youth development agency aimed at creating and promoting coordination in youth development matters. According to its virtual space (<http://www.nyda.gov.za>), Nyda was formally launched in 2009 by President Zuma in his 2009 State-of-the-Nation Address (UYF, 2009).

Land Bank

According to its virtual space (<http://www.landbank.co.za>), the Land Bank is a specialist agriculture bank, guided by a government mandate to provide financial services to the commercial farming sector and to agribusiness. One of its tasks is to provide new, appropriately designed financial products to facilitate access to finance to new farmers from historically disadvantaged backgrounds. Today, the Bank is a true South African development finance institution that serves all farmers.

Productivity SA

According to its virtual space (<http://www.npi.co.za>) Productivity SA is a Schedule 3A public entity. Its governance board comprises representatives from labour, government and business. Productivity SA's mandate is primarily to enhance the productive capacity of South Africa by promoting a culture of productivity in workplaces.

In a recent speech by the Honourable Minister of labour, Ms Mildred Oliphant, at the Jobs Summit and Jobs Fair in Midrand, Gauteng (2012), she identified Productivity SA as one of the entities partnered by the government to set up skills and training projects.

Small-Enterprise Development Agency (SEDA)

The SEDA was established in 2004 by merging three organisations, namely the Ntsika Enterprise Promotion Agency, the National Manufacturing Advisory Centre (NAMAC), and the Community Public/Private Partnership Programme (CPPP).

SEDA's strategic objectives related to the promotion of small businesses are to:

- enhance competitiveness and the capabilities of small enterprises by means of coordinated services, programmes and projects,
- ensure equitable access for small enterprises to business support services by way of partnerships (SEDA, 2009).

Key services provided by SEDA include the following:

- Helping with business concepts and registration;
- Compiling business plans;
- Facilitating access to markets, finance and technology;
- Assisting with cooperative development;
- Providing business development support in the form of incubation, coaching and mentoring.

Coaching is of significant interest to this study as it is deemed one of the core services provided to entrepreneurs participating in an incubation programme (see below).

2.5.2 Business development support: Incubation

The term “incubator” is often used to describe an organisation that provides a supportive environment to entrepreneurs. Business incubation, according to Buys and Mbewane (2007), is a means to turn the visions of new businesses into reality with reduced risks. Incubators aspire to a positive impact on a community’s economic health by maximising the success of emerging organisations. Entrepreneurs often acquire office space at the incubator and access to its entrepreneurial support services.

According to Buys and Mbewane (2007), a business incubator is an initiative that systematises the process of creating successful new enterprises by providing them with comprehensive and integrated services.

The concept of incubation and the term incubator is not new to the field of Industrial Psychology, a recent journal in the *Journal of Organisational Behaviour* by Wright (2013, p.427) described the goal of an incubator as a forum for ideas that while in the developmental stage, are inherently interesting and may well form the basis for exploration and further investigation. He further states that the incubator has truly been a success since inception, although not widely published to date.

Wyeth (2007), an incubation expert in South Africa, stated in a speech that entrepreneurs are assisted with conceptualising their business ideas, registration of their businesses, development of a business plan, and networking opportunities. Incubators also provide access to coaches to help entrepreneurs with all aspects of their businesses.

According to the DTI’s Annual Report 2010/11, the technology incubation programme of the Department, which is managed by SEDA, created 202 new SMMEs during its financial year. This programme recognises the importance of incubation in South Africa and is therefore relevant to this study.

The next section of this literature review conceptualises coaching in practice as the research interest is the influence of coaching on entrepreneurial goal-setting behaviour.

2.6 COACHING

Historically, working with a coach was often perceived as negative. This was because coaching was frequently implemented to assist with derailing personnel (Johnson, 2007; McKenna & Davis, 2009). This perspective of coaching has changed, however, as documented by Wilson (2011). A coach is now viewed as someone who asks questions to enable a coachee to acquire information.

Underhill, McAnally and Koriath (2007) explain that the word “coach” came from 15th-century Hungary where coaches were first made to transport people to where they wanted to go. The current literature seems to view coaching in a positive light. Underhill, Cummings and Worley (2005) define coaching as a process, working with executive and senior managers in an organisation. The coaching is scheduled to assist them with clarifying their goals, dealing with obstacles, and improving overall functioning and performance.

In essence, a coach moves an executive from a current to a desired state of performance. Bennett and Bush (2009) define coaching as a conversation that focuses on “uncovering possible actions to assist the coachee, or team” to achieve specific goals or outcomes. This definition is supported by Bono, Purvanova, Towler and Peterson (2009) who add that coaching is perceived as an individual learning process that centres on interpersonal and intrapersonal concerns.

Kampa-Kokesch and Anderson (2001) coined the coaching relationship as one that creates measurable behaviour change in individuals. The relationship between the individual (or team) and the consultant facilitates the change, provides direct behaviour-based feedback, and creates opportunities for change. The outcome is increased organisational performance.

According to Kauffman (2006), the role of the coach in positive psychology is to focus the coachees on using their existing strengths to capitalise on what energises and pulls them forward towards a goal and ultimately optimal functioning. Coaching is defined as a process that concentrates on raising a client’s personal awareness by creating solutions and action plans to achieve an objective.

Grant and O'Hara (2006) offer a broad definition of coaching as a goal-oriented, solutions-focused process in which the coach works with the coachee to help identify and construct possible solutions, delineate a range of goals and options, and facilitate the development and implementation of action plans to achieve set goals.

Chapman and Cilliers' (2008) integrated definition of coaching describes coaching as a formal, relatively long-term relationship between a client and a coach who possesses in-depth knowledge of behaviour change and organisational functioning from a relevant psychological perspective.

These definitions of coaching have the following in common:

- Coaching is perceived in a positive light that influences behaviour.
- Coaching happens in a conversation between two people.
- Coaching assists with clarifying goals and removing obstacles.
- Coaching leads to goal-setting and eventual action.
- Coaching leads to measurable behaviour change.

Based on the multitude of definitions on coaching and the similarities between them, coaching denotes a voluntary face-to-face conversation between two people, during which the coach helps the coachee to clarify and set goals that will lead to a measurable change in the coachee's behaviour.

During the face-to-face conversation between coach and coachee, several types of coaching are used and a short description of some of the most prominent types of coaching will be discussed in the next section.

2.6.1 Types of coaching

Several types of coaching are used in practice today. These methods are listed below to provide an appropriate background for this study.

- **Executive coaching**

Kilburg (1996) offers a conceptual definition of executive coaching and highlights the executive as an individual with managerial authority. This description was subsequently supported by Wales (2003). Executive coaching includes a variety of techniques to help achieve the goals formulated by the executive. It is widely used in practice and has grown in popularity.

- **Business coaching**

Zeus and Skiffington (2002) describe business coaching as “operational mastery” (e.g. business rejuvenation and growth, and improving the workplace atmosphere and morale of staff). A publication of the World-Wide Association of Business Coaches (2008) defines a business coach as someone who helps a client to discover how personal characteristics, including a sense of self and personal perspectives, affect personal and business processes, and the ability to attain objectives in a business context. We may therefore conclude that business coaching is specifically aimed at achieving business objectives, even if applied to the individual in the business (Wilson, 2011).

- **Personal coaching**

According to Starr (2003), personal coaching is a series of conversations related to the coachee’s learning and progress in life. In an exploratory study by Grant (2003), personal coaching is meant to facilitate goal-attainment, improve mental health, and enhance the quality of life of the participants. Wilson (2011) supports this description of personal coaching and underlines the effectiveness of the GROW coaching model.

- **Entrepreneurship coaching**

The coaching of entrepreneurs is included as modules on entrepreneurship are presented at all tertiary institutions in South Africa. A Tertiary Education Satellite Incubation Programme (TESIP) has been established at three South African universities, aimed at providing coaching to entrepreneurship students (Wyeth, 2007). The relevance of a facilitator or coach is highlighted by Shinnar, Pruett and Toney, (2009) as well as Cooney and Murray (2008). A study by Walker et al.(2007) calls for customised training and coaching for entrepreneurs, although further research is recommended.

Different types of coaching rely on different coaching models which will be discussed in the next section.

2.6.2 Coaching models in practice

The most prominent coaching models and their acronyms are listed below to provide a holistic background to how coaching evolved in practice.

- **GROW.** The GROW model was designed by Sir John Whitmore (2002), and the acronym refers to goal, reality, options and wrap-up. The GROW model has been selected to illustrate coaching in practice for this study. **ACHIEVE.** The ACHIEVE model was designed by Dembkowski and Eldridge (2003) and the acronym stands for access current situation, creative brainstorming, hone goals, initiate options, evaluate options, valid action and encourage momentum.
- **LASER.** The LASER model was designed by Franklin in 2003 and has been reported as effective in guiding management on a leadership journey. The acronym stands for learning, assessing, story-making, enabling, and reframing.
- **POSITIVE.** The POSITIVE model was designed by Libri (2004), and is based on the GROW and ACHIEVE models. The acronym stands for purpose, observation, strategy, insight, team, initiate, value and encourage.

The researcher found that the GROW model is currently used by coaches at most incubators in South Africa. It seems to be one of the most popular coaching models in use in practice in South-Africa, and is well ascribed to by the Coaching and Mentoring Association of South Africa (COMENSA) (www.comensa.org.za) It is for this reason that the GROW model is discussed in more detail.

2.6.3 GROW model

Graham (2005) identifies the GROW model as one of the most commonly used coaching models internationally. It is relevant to the coaching process applicable to this study and focuses on the goal-setting behaviour of recipients. The model provides a framework for individual coaching as well as the overall coaching process.

Wilson (2011) is of the opinion that identification of a coachee's deeply desired goal is fundamental to the success of coaching.

The framework provides a simple four-step structure for a coaching session:

- *Step 1: Goal*

The coach and coachee identify and agree on a number of clearly achievable goals before their discussion starts. Passmore (2007) writes that the outcome is to be achieved within the limits of this discussion. However, Wilson (2011) believes that if these goals include the coachee's whole life instead of just one area, the coaching is more likely to succeed.

The role of the coachee during the first step of the GROW model (Passmore, 2007) is that of active participant in the goal-setting process.

- *Step 2: Reality*

This step provides the starting point for moving towards achieving the stated goals. It is a "checking-in" phase during which questions like "What is happening now?" are asked. This step may also be used as part of the reviewing process during future sessions. It creates accountability and identifies future actions and/or coaching sessions.

The role of the coach during this phase is to ask the right questions (Wilson, 2011) whereas the role of the coachee is to account for the answers and to take ownership of the future actions identified.

- *Step 3: Options*

This stage of the framework provides support and enables the client to think differently about achieving the stated goals without facing judgment or evaluation. The coach would record the options and probe further to realise deeper analysis.

Wilson (2011) discussed the role of the coach during this phase as an enabler and the role of the coachee as the creator.

- *Step 4: Wrap-up*

This step focuses on gaining commitment from the client, selecting the most appropriate options and converting them into an action plan with a timeframe.

The role of the coachee during this step is to participate in the creation and commitment to an action plan. The coachee needs to take ownership of the process whilst the coach remains an enabler.

According to Passmore (2007) the GROW model works because it ensures that there is nothing in the client's unconscious to prevent goal-achievement. It checks whether the goal fits the coachee's capabilities and purpose in life, and establishes whether he/she needs to change a current behaviour or acquire new skills to ensure success. Passmore (2007) further recognises that the GROW model works because it ensure that there is nothing at the unconscious level which might prevent the client from attaining their goals. Wilson (2011) writes that the GROW model elicits enthusiasm and therefore supports its use in practice.

2.6.4 Coaching structure, duration and delivery

A review of the literature failed to reveal one particular way in which coaching structures are to be organised. Kampa-Kokesch and Anderson (2007) reported that coaching sessions could last from a few minutes to a few hours. Fielden's (2005) research findings indicate that coaching is accomplished via a multitude of avenues, although face-to-face contact is the traditional form of delivery. These findings are supported by Lowman (2005) who writes that practical coaching is ahead of research and the effectiveness of the coaching process.

In his speech on incubation at Incubator Open Day in Pretoria, Ravjee (2008) explained that face-to-face coaching was standard practice at business incubators in South Africa.

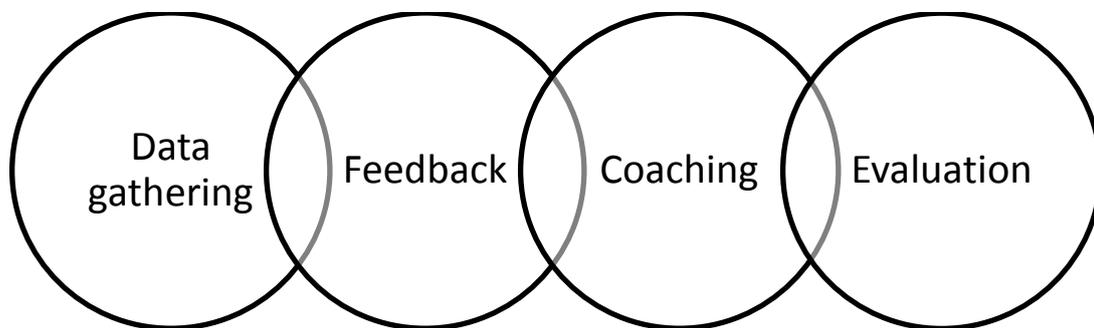


Figure 2: Major activities during coaching

Source: Adapted from Feldman and Lankau (2005)

Figure 2 illustrates the sequence of four major activities in a coaching relationship.

Feldman and Lankau (2005) summarise the four major activities during a coaching session as gathering data, getting feedback, coaching the coachee and evaluating the progress made. Figure 2 further illustrates that the major activities in coaching are linked so as to demonstrate the importance of the activities being dependent on each other.

Based on the multitude of definitions on coaching and the similarities between them, coaching denotes a voluntary face-to-face conversation between two people, during which the coach helps the coachee to clarify and set goals that will lead to a measurable change in the coachee's behaviour.

2.6.5 Profile of a coach in practice

According to Morris and Kuratko (2002), coaches should possess goal-setting tools, be familiar with strategic planning, and know how to move forward. In his opinion most coaches are either therapists or former consultants. Sperry (2007) lists some of the requirements of external coaches, namely anonymity, confidentiality, extensive experience, political know-how, unlikely to evaluate and judge, and objectivity.

No ideal profile of an entrepreneurial development coach could be found in the literature, as this is a relatively new and evolving area in the coaching arena. After some reflection, the researcher decided to include such a profile to add depth to the findings of the study

regarding the influence of coaching on entrepreneurial goal-setting behaviour in an incubation environment.

As a former business development manager at an incubator, the researcher served in a selection panel to screen coaches for pairing with entrepreneurs. Such pairing entailed linking a business coach with an entrepreneur in terms of the perceived incubation requirements. In the researcher's experience in the incubation environment, coaches are screened for the following characteristics:

- **Entrepreneurial background.** Entrepreneurs in an incubation environment prefer to work with a coach that has a successful entrepreneurial background. In the experience of the researcher, entrepreneurs have a tendency to request coaching from individuals who have businesses of their own. Hessels, Grilo, Thurik and van der Zwan (2011) recommend that former entrepreneurs be engaged to assist new entrepreneurs as advisors or mentors. These authors believe that former entrepreneurs can support others and therefore limit the negative consequences of failure; they could add valuable learning experience whether their own enterprises failed for positive or negative reasons.
- **Sound business acumen.** Entrepreneurs prefer to work with a coach who has sufficient business-related knowledge and a high growth orientation. Levie and Autio (2011) suggest that a highly growth-oriented approach to entrepreneurs would create jobs and consequently affect the economy.
- **Strategic orientation.** Entrepreneurs prefer to work with a coach who is strategically oriented and therefore maintains a structured approach. Entrepreneurs are generally more interested in setting long-term goals than involvement in operational matters, and they enjoy having their coaching sessions booked in advance. Morris and Kuratko (2002) supports the notion that clients prefer a strategic orientation when it comes to coaching. Walker et al. (2007) recommend that training and related interventions should be carefully structured, relevant to the particular entrepreneur's needs, require a suitable time of delivery and spacing of sessions.

- **Flexibility.** Entrepreneurs prefer to work with a coach who can change from a coach to a mentor and the like. Entrepreneurs in general do not enjoy being paired with different coaches, so the importance of the coach having a diverse business background cannot be overemphasised. A study by Lawless (2009) found that entrepreneurs prefer some flexibility and appreciate credibility when they evaluate their coaches.
- **Flexible working hours.** Entrepreneurs in general need coaching after business hours and on Saturdays. Weekdays are used to close business deals and pursue business leads, and therefore an entrepreneurial development coach must be flexible in terms of coaching sessions (Deans & Oakley, 2007).
- **Proven local track record.** Entrepreneurs request coaching from the coaches of their peers. They appreciate a coach with a proven track record in and close to the local community (Deans & Oakley, 2007).

2.7 ENTREPRENEURIAL GOAL-SETTING AND COACHING

Entrepreneurial goal-setting behaviour is described for the purposes of this study. This section aims to provide support from the literature for goal-setting and entrepreneurial goal-setting during coaching, and describes the potential impact of coaching on entrepreneurial goal-setting.

2.7.1 Goal-setting

Locke's (1960) research on goal-setting theory and motivation postulated that employees were motivated by clear goals and appropriate feedback. He stated that working towards a goal provided a major source of motivation to achieve set goals, which, in turn, improved performance.

Locke and Latham (1990) later published the five principles of goal-setting being clarity, challenge, commitment, feedback and task complexity. These principles are summarised below to conceptualise goal-setting. This research refers to SMART goal-setting.

- **Clarity:** Clear goals are measurable and unambiguous. When goals are clear, specific and time-bound, misunderstandings decrease.
- **Challenge:** The challenge to achieving a goal is linked to the significance of the anticipated accomplishment.
- **Commitment:** Goals must be understood and agreed upon if they are to be effective.
- **Feedback:** Feedback provides an opportunity to clarify expectations, adjust difficulties to achieving the goal, and gains recognition.
- **Task complexity:** Sufficient time should be allocated to attaining complex goals to ensure that they remain achievable.

Locke and Latham's (1990) research confirms the usefulness of SMART goal-setting, and their theory continues to influence the measurement of performance. The SMART theory is graphically presented for ease of reference. Goals are broken down into five steps to ensure that they qualify as SMART goals: specific, motivation, accountable, responsibility and touchable. SMART goal-setting is relevant to this study as the GROW model requires setting SMART goals in practice.

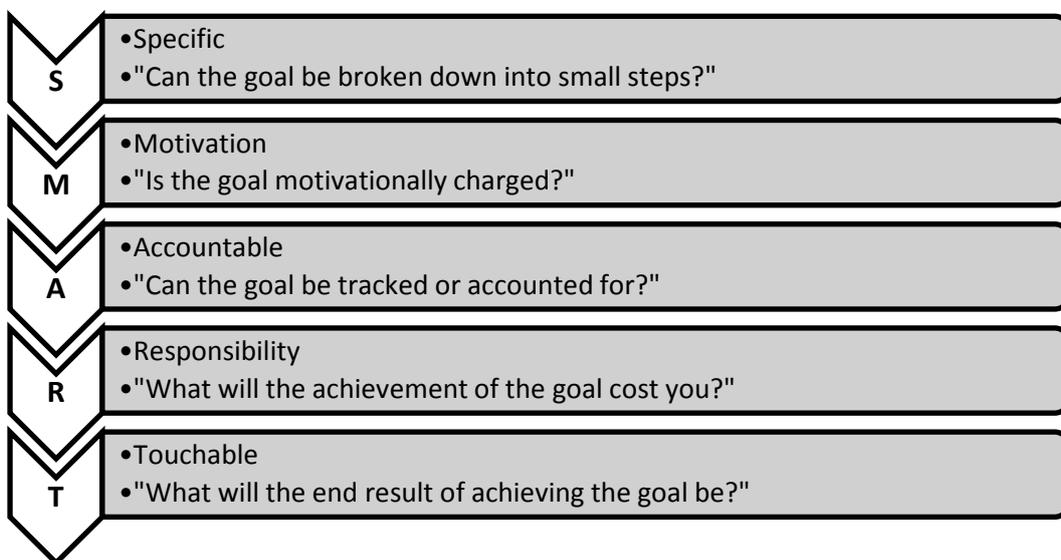


Figure 3: SMART goal-setting

Source: Adapted from Locke and Latham (1990)

According to the available literature, an entrepreneur's goals have a direct effect on the eventual shape of the business (Bird, 1988; Naffziger, Hornsby & Kuratko, 1994). The research has also shown that entrepreneurs aim to achieve various goals, ranging from an increased family income, personal recognition, a balance work-life, to flexibility (Greenbank, 2001; Van Gelderen & Jansen, 2006; Wickham, 2001) cited by Lawless (2009).

The literature on goal-setting recognises goals and movement towards them as action-oriented processes that are important to the relevant individual (Locke, 1991a; Latham, 2003). Goal-setting involves the conscious process of establishing levels of performance in order to obtain desirable outcomes. If an individual finds that their current performance is not achieving desired goals, they typically become motivated to increase their effort or change their strategy (Locke & Latham, 2006). Research suggests that formulating detailed goals, defining their outcomes, and stipulating "a learning orientation" (Latham, 2007, p.269) would boost individuals and their enthusiastic acceptance of the feedback they receive. Further to this, Latham, Borgogni and Petitta (2008) found that individuals who received coaching coupled to goal-setting, joint problem solving, feedback and an evaluation of these goals, significantly increased their workplace performance.

Wilson (2011) describes goal-setting as part of coaching as the formulation of a strategic plan. This author also suggests that coaching should be divided into sessions, and that every session should address a particular goal.

Action plans formulated during previous sessions should be reviewed. Such reviews contribute to the success of the coaching as coachees have to be held accountable for achieving their own goals. Wilson (2011) provides guidance on typical questions during sessions on goal achievement, and some of them appear below.

- "How do you feel about that?"
- "What is the impact of that?"
- "What did you learn from that?"

2.7.2 Entrepreneurial goal-setting

The assistance entrepreneurs receive at incubators is structured and largely dependent on their business plans (SEDA Annual Report, 2009). The success of such assistance has to be measured to inform the government about the progress these entrepreneurs made subsequent to the assistance they received. The SEDA reports every year on the success of the government-supported incubation programme at various incubators across South Africa.

A study by Baum and Locke (2004) over a six-year period found that growth-related goals, along with self-efficacy and organisational vision, predicted future growth. These three motivators mediated the growth of two personality traits, namely passion for the work and tenacity.

In light of the current study, it is important to ascertain how entrepreneurs plan to realise their goals. The importance of entrepreneurial goal-setting and planning behaviour has been supported by researchers worldwide (Perry, 2001; Shane & Delmar, 2003; Timmons, 1978). One thing that all these studies have in common is their emphasis on the fact that business planning helps to focus entrepreneurial goal-setting. Based on this premise, the next section deals with entrepreneurial goal-setting and how it relates to coaching.

2.7.3 Entrepreneurial goal-setting in coaching

Grant and O'Hara (2006) confirms that goal-setting is a necessary precondition for coaching to be successful. Gergen and Vanourek (2009) however cautioned coaches that it is better to have well thought out goals than to have too many goals and not be able to follow through on them. Latham (2004) states the importance of goal mechanisms as they affect performance by increasing motivation to reach set goals. These mechanisms are inputs that affect behaviour in individuals which serve to increase attention to a goal, energy in pursuing a goal, persistence in achieving a goal, and ability to strategize to reach a goal. Latham (2004) further states that goals lead to a persistent pursuit of reaching the goal by providing a purpose to that pursuit.

As the GROW model is generally used when it comes to entrepreneurial development, it has been selected for the coaching of entrepreneurs who receive incubation support (Wyeth, 2007).

The drafting of an acceptable business plan clearly indicating the goals of the business is part of the pre-incubation agreement with the incubator, and as such is used as an indicator of entrepreneurial growth. The business plan maps the destination of the entrepreneur, and the coach assists the entrepreneur to find a way to this destination. A study by Webster and Walker (2005) found that a structured approach to formulating a business plan creates a positive attitude

Based on Wilson's (2011) description of the GROW model, the success of every coaching session depends on receiving feedback from the coach.

The researcher has a special interest in entrepreneurial goal-setting behaviour. She is daily exposed to the entrepreneurial environment and knows from personal experience that measurable goal-setting behaviour directly correlates with entrepreneurial success.

2.7.4 The impact of coaching on goal-setting

According to the literature, coaching is about encouraging behaviour change on the road to attaining set goals (Grant & O'Hara, 2006; Stober, 2008; Whitworth et al., 1998; Wilson, 2011; Zeus & Skiffington, 2002). It is generally accepted that goal-setting is a necessary precondition for successful coaching.

International studies agree on the influence of coaching on goal-setting behaviour (Green, Oades, Grant & O'Hara, 2006; Lawless, 2009; Locke & Latham, 1990; Smither, London, Flautt, Vargas & Kucine, 2003) and local studies subscribe to this view (Chapman & Cilliers, 2008; Wilson, 2011).

According to Locke and Latham (2002, p.705), goals are the central part of the goal-setting process and as such they are noted as "the intended object or aim of an action. Literature on goal-setting recognises goals and the movement towards them as an action orientated process that has an important focusing component for the individual involved (Locke & Latham, 1990).

It can therefore be derived that goals direct an individual's attention away from non goal-enhancing activities but also provide challenge and accomplishment when achieved (Locke &

Latham, 1990; Latham & Locke, 1991). Gollwitzer and Bargh (1996) wrote that an implementation mindset had a positive effect on the individual's goal-setting actions.

The implementation mindset (Gollwitzer & Bargh, 1996; Lawless, 2009) has been included in the literature review of this study as it adds depth to understanding the psychology behind the influence of coaching on entrepreneurial goal-setting behaviour. This interesting perspective on goal-setting and the psychology behind it, is that of having an implementation mindset (Gollwitzer & Bargh, 1996; Lawless, 2009). Lawless (2009) notes the importance of having an implementation mindset as a coachee. Grant and O'Hara (2006) indicated that in coaching, successful action planning facilitates the movement of a coachee from a deliberate to an implementation mindset.

Friese, Hofmann and Schmitt (2008) wrote that once an individual has made a decision to action a goal, his/her rationality aligns towards the implementation and achievement of the goal as it becomes very important to them. It can be derived from his findings that the more difficulties a goal-orientated individual experiences on the path towards achieving a goal, the more goal-orientated and focused the individual becomes.

Viewing coaching and its influence on goal-setting from an implementation mindset perspective is useful to the current study as it offers the researcher insight into the mindsets of the individuals under study. This links back to the initial intent of the research to be conducted as a qualitative phenomenological study in the field of Industrial and Organisational Psychology.

A contrasting perspective on the influence of coaching on goal-setting behaviour is that not all entrepreneurs rely on goal-setting when decisions have to be made. Entrepreneurs tend to rely on their intuition (Wickham, 2001). (Lawless (2009) confirms the existence of this tendency and cites the support of Brouthers, Andriesson and Nicolaes, 1998, and Olson, 1985.

The influence of coaching on goal-setting behaviour has been conceptualised for the purposes of this study, as coaching via the GROW model is part of incubation practice in South Africa.

2.8 CONCLUSION

The purpose of this chapter was to conceptualise entrepreneurship in the South African environment. Entrepreneurship was defined with reference to contemporary literature, and the South African landscape in relation to small businesses were discussed. Government agencies were created to support entrepreneurship, and were summarised with a view to discussing one such programme. Incubation was then discussed as the core service of a government programme to coach entrepreneurs. The goal-setting theory was conceptualised and directly linked to entrepreneurship.

CHAPTER 3: ARTICLE

THE INFLUENCE OF COACHING ON ENTREPRENEURIAL GOAL-SETTING BEHAVIOUR

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ABSTRACT

Orientation: Entrepreneurial development forms part of the primary agenda for economic growth in South Africa. An important theme emerged from a growing body of research, and that is the failure of many entrepreneurial development programmes to recognise the practical needs of entrepreneurs in terms of training and support systems.

Research purpose: The purpose of this research was to explore the extent to which coaching influences entrepreneurial goal-setting behaviour in a developmental environment.

Motivation for the study: The researcher believed that a study of coaching in an entrepreneurial environment would contribute towards the understanding of the influence coaching has on entrepreneurial goal-setting

Research design, approach and method: This study was conducted within the phenomenological research paradigm, using a case study research design. Sampling focused on entrepreneurs who participated in accessible government support programmes. Semistructured interviews were conducted and the data were analysed in terms of content. Themes that emerged were analysed and tested against the relevant literature to inform recommendations.

Main findings: The findings indicated that coaching influenced entrepreneurial behaviour and that a need existed for more in-depth coaching sessions specifically focused on entrepreneurship in the South African context. . It was also found that entrepreneurs wanted to be coached by other entrepreneurs, and that the role of a coach had to be clarified to set realistic expectations from the intervention. These findings concurred with some key recommendations by South African experts published in the *Global Entrepreneurship Monitor 2012 Report*.

Practical/managerial implications: This study provided insight into coaching practice specifically related to the goal-setting of entrepreneurs in an incubated environment. The findings of this study and related future studies might influence government decision makers to engage professionals in the Field of Industrial and Organisational Psychology to assist in

developing customised coaching programmes unique to entrepreneurs in the early phases of business development.

Contributions/value-added: This research enhances our understanding of the influence of coaching on entrepreneurial goal-setting behaviour.

Keywords: Organisational psychology; qualitative research; coaching; coachees; entrepreneurship; entrepreneurial development; incubators; phenomenology; support environment; grow; government; goals; goal-setting.

INTRODUCTION

Focus of this study

South Africa's efforts to nurture entrepreneurship require an understanding of the nature of businesses the economy can best support. As such, the nature of economic activities that can profitably and sustainably be conducted will vary from one country to the next. Investment should be appropriately directed towards suitable interventions related to unique entrepreneurial development in the South African environment.

It is imperative that research be conducted in all fields related to entrepreneurial development initiatives and fast-tracking the growth of entrepreneurs. This study focused on coaching and the development of entrepreneurs. The findings of this study could lead to job creation and an eventual boost to the South African economy.

Background to the study

The fundamental focus of this study was to explore current coaching practice in an incubated environment to report on the influence of coaching on entrepreneurial goal-setting behaviour. Business and technology incubators nurture the development of entrepreneurs, helping them to survive and grow during the start-up period when they are most vulnerable. Services provided by these incubators include shared office space, business planning services, mentorship and coaching services, networking opportunities, and access to funding (Wyeth, 2007).

Various researchers have indicated that coaching is about encouraging behaviour change when entrepreneurs progress towards achieving their goals (Grant & O'Hara, 2006; Stober, 2008; Whitworth, Kinsey-House & Sandahl, 1998; Zeus & Skiffington, 2002).

Cope (2005, p.374) suggests that coaching has become a popular and socially accepted approach to assisting with entrepreneurial development. Parker's research (2006) supports the notion that entrepreneurship is an important component of the growth of an economy and is a contributor to the development of a country as a whole. The South African government has instituted various enterprise support processes to promote small-business development as a national priority. One such process is the creation of small-business incubators who focus on coaching assistance to entrepreneurs.

Business coaching through government support programmes is structured and largely follows a standard approach. However, these programmes are not necessarily conducive to having a maximum impact on the recipient.

The standard "one size fits all" approach identified by Lever (1997) and supported by more recent research by Berry et al, (2002) simply does not provide the support entrepreneurs need in their fight for survival in the South African arena. It seems to be standard practice that entrepreneurs receive a predetermined number of coaching hours on a monthly basis, irrespective of the uniqueness of each entrepreneur's situation.

International research on entrepreneurial support considers customised interventions to be more appropriate because they meet individual requirements at different stages of business development (Walker et al. 2007, p.305).

According to Grant (2011, p.96), coaching in its various forms has been extensively researched over the past decade. However, he postulates that attempts at regulating coaching practice in South Africa are still in their infancy. A trend in the literature on coaching seems to draw on methodologies from several disciplines and professional practices. The general consensus among research is that this particular field requires more study (Lawless, 2009, p.9).

The literature on coaching for entrepreneurial development in South Africa is limited, and the researcher believes that a study on coaching in an entrepreneurial environment would contribute to understanding the influence of coaching on the success from an entrepreneurial goal-setting perspective. According to a South African Incubation Case Study by the World Bank (2010, p.72), the research on incubation to date focused on incubation related to entrepreneurial success or failure. However, goal-setting behaviour has been added to the equation to study a tangible outcome of coaching sessions.

Research purpose

According to a study done by Esek (2008), a growing body of academic research has examined the effectiveness of entrepreneurship training and support initiatives. An important theme that emerged from this study is the failure of many programmes and initiatives to consider the practical needs of developing entrepreneurs.

Researchers have found that customised development interventions are more appropriate than the standard “one size fits all” approach (Walker et al., 2007, p.305). Based on these views, the current research focused on whether:

- coaching as applied in practice today has an influence on entrepreneurs
- entrepreneurs are able to pin-point how coaching has assisted their goal-setting behaviour.

Very few studies address coaching and its influence on entrepreneurs in the South African context. There seems to be consensus in the literature that coaching has no influence on entrepreneurs. It is not evident, however, whether the influence is tangible enough to measure (Rogerson, 2006).

An extract from a popular definition of coaching by Kilburg (1996, p.134) is included in this study. He writes that coaching is helpful in the client/coach relationship if a wide variety of behavioural techniques and methods are used to improve performance and personal satisfaction.

Goal-setting has therefore been included in this study as an area of interest. This research aimed to explore:

- whether the entrepreneurs who participated in this study were able to list tangible influences on their daily business activities by referring to examples of formulated coaching goals.
- the extent to which coaching has an impact on entrepreneurial goal-setting behaviour.

Trends in the research literature

An extraction from a conceptualised definition of entrepreneurship:

Entrepreneurship spurs from within and entrepreneurs are born not made as there are some inherent capabilities required for a person to be an entrepreneur such as skills like thinking out of the box, being different, risk taking abilities and strength to stand by oneself. .

Njiro et al., 2010, p.5

Herrington, Kew and Kew (2009, p.46) believe that a strong and sustainable economy needs to have a strong and successful SME sector. The South African SME sector unfortunately performs relatively poorly compared to other SME sectors around the world.

Herrington, et al. (2009) further state that entrepreneurial activity is deemed an important catalyst for the economic growth and development of a country because it creates jobs, innovation, and welfare. This report also states that realisation of the importance of entrepreneurial activity has increased interest in entrepreneurship at an international level.

It seems evident that South Africa offers an ideal environment for small businesses to flourish. Initiatives to support small-business development should therefore become a targeted area for research to ensure that South Africa benefits from the interest in the entrepreneurship arena. This view is well supported by the South African government (State of the Nation Address by former South African President Thabo Mbeki, 2006). The government is committed to a transformation process to ensure ownership of the economy by empowering previously marginalised citizens through small-business development. More research in the field of coaching related to development programmes should therefore be well received by all stakeholders.

The Honourable Deputy Minister of Trade and Industry, Ms Elizabeth Thabethe, stated in her speech to the Small-Enterprise Development Agency (SEDA) conference in March 2012:

As we continue being resolute in our advocacy of SME development, emphasis should be put on the creation of a business-friendly environment in which the transformation of small enterprises towards a market economy should be pursued. . Promoting entrepreneurship has a vital role to play in improving competitiveness of small businesses and improving South Africa's employment situation.

Deputy Minister, Ms Elizabeth Thabethe (2012), p.2.

Njiro et al., (2010) definition conceptualises entrepreneurship as an internal spur or desire, that entrepreneurs are born with inherent capabilities such as “thinking out of the box”, being different, willing to take risks, and strength to stand alone has been accepted for the purposes of this study. Njiro et al., (2010) definition has been selected as the definition of choice for the current study as it encapsulates entrepreneurship characteristics like being different and risk taking behaviour but also includes passion and daring to be different which are characteristics that have been observed in the participants of the study and is therefore deemed an accurate description of the entrepreneurs under study from the perspective of the researcher.

Business incubation has been included for the purposes of this study, selected as a demarcated area for study. Buys and Mbewane (2007, p.356) describes business incubation as a means of turning business visions into reality with reduced risks. Incubators aspire to have a positive impact on economic health by maximising the success of emerging companies. Entrepreneurs often acquire office space at the business incubator and access to entrepreneurial support services available in its portfolio.

One of the practices of these incubators is coaching entrepreneurs who form part of them. Coaching has a prominent history, and Chapman and Cilliers (2008, p.63) formulated an integrated definition of coaching which has been adopted for the purposes of this study because of its relevance as “a formal, relatively long-term relationship between an individual with executive authority in an organisation, and a coach with in-depth knowledge of behaviour change and organisational functioning”.

According to Kauffman (2006), the role of the coach in positive psychology is to encourage coachees to use their existing strengths to capitalise on what energises and pulls them towards achieving their goals and ultimately optimal functioning.

The business coach helps the client to discover how personal characteristics, including a sense of self and personal perspectives, affect personal and business processes and strengthens the ability to achieve objectives in a business context. Business coaching is specifically aimed at achieving business objectives although it is applied to the individual in the business.

An exploratory study by Grant (2003, p.263) found that personal coaching facilitates goal-attainment, improves mental health, and enhances the quality of the participant's life in general. Coaching focuses on the individual's personal capacity, and goal-setting behaviour is linked to personal achievement and not business-related goal-setting. Grant describes the inevitability of an overflow from the personal to the business environment which may indirectly benefit the organisation employing the individual.

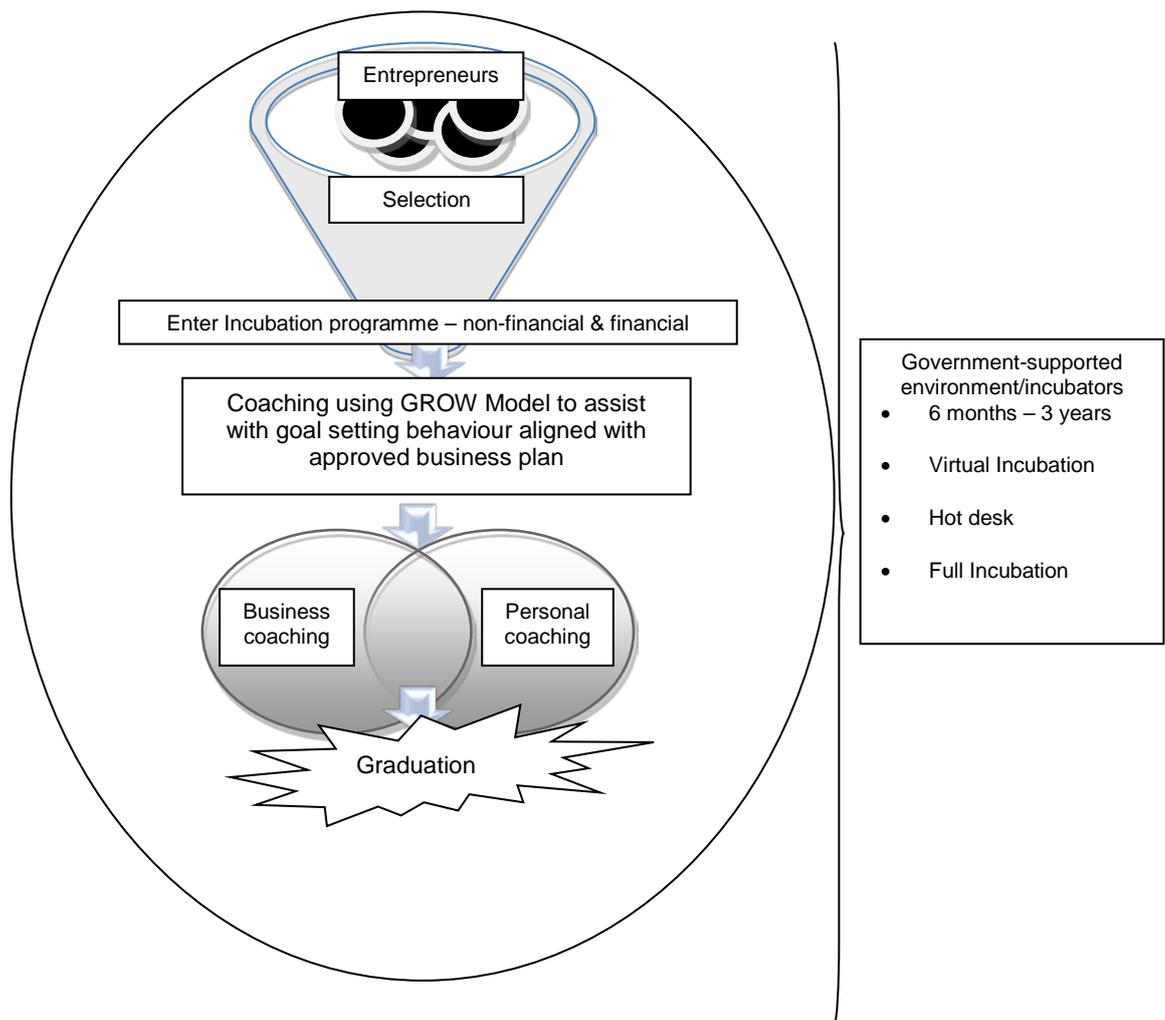


Figure 1: Interpretation of government support programme and coaching overflow in current study

As illustrated in Figure 1, the government selects entrepreneurs to participate in its development programme. After the initial selection, entrepreneurs receive assistance from coaches associated with the programme to ensure business plan development linked to their business goals.

The literature on goal-setting recognises goals and movement towards them as action-oriented processes that are important to the relevant individual (Latham & Locke, 1991; Latham 2007). Goal-setting involves the conscious process of establishing levels of performance in order to obtain desirable outcomes. If an individual finds that their current performance is not achieving desired goals, they typically become motivated to increase their effort or change their strategy (Locke & Latham, 2006). Research on goal-setting further suggests that formulating detailed goals, defining their outcomes, and stipulating “a learning orientation” (Latham, 2007, p.269) would boost individuals and their enthusiastic acceptance of the feedback they receive. Further to this, Latham, Borgogni and Petitta (2008) found that individuals who received coaching coupled to goal-setting, joint problem solving, feedback and an evaluation of these goals, significantly increased their workplace performance.

Figure 1 further illustrates the incubation process as providing a supportive environment to the entrepreneur after the selection process has taken place. This business plan and growth process for the entrepreneur is documented and becomes the incubation agreement. Entrepreneurs who participate in these programmes have access to coaching, training, demonstrations, office space, the internet, networking opportunities, and in some cases funding.

An overlap exists between the realms of personal coaching and business coaching in some of these incubators. This is relevant to goal-setting theory as entrepreneurs are coached by reinforcing goal-setting behaviour according to the attainment of the goals in the business plan (Wyeth, 2007). Figure 1 further illustrates the use of the GROW coaching model in practice as it is aligned towards the approved business plan.

Graham (2005) identified the GROW (i.e. goal, reality, options, wrap-up) model as one of the most common coaching models used internationally. This model is relevant to this study because of its widely known use in government business incubators in South Africa. Passmore (2007, p.15) believes the GROW model works because it “checks whether the goal fits the client’s capabilities and purpose in life”. This model also establishes whether the client needs to change any current behaviours or acquire new skills in order to be successful. Passmore (2007) further recognises that the GROW model works because it ensures that there is nothing at the unconscious level which might prevent the client from attaining their goals.

A review of the literature revealed that there was no particular way in which coaching structures were organised. Coaching sessions can last from a few minutes to a few hours (Kampa-Kokesch & Anderson, 2007). The literature indicated that coaching was accomplished via a multitude of avenues, with face-to-face contact as the traditional form (Fielden, 2005).

Research on the effectiveness of coaching is also limited. It appears that the practice of coaching is “ahead of research relative to evaluating its effectiveness” (Lowman, 2005, p.90). A more recent study by Asplund and Blacksmith (2013) found that individuals who set goals that are based on their own strengths were seven times more likely to be engaged in their work and are therefore more likely to be high performers. Grant and O’Hara (2006) wrote that coaching is about encouraging behaviour change in people as they progress towards achieving their goals. For this reason entrepreneurial goal-setting behaviour was included in the research.

An ICF study (Griffiths and Campbell, 2008) found that coaches often assume that clients are aware of their values, but, within the confines of the study this assumption appeared to be incorrect. The participants of the study indicated that they were not aware of their own values and confirmed that coaching assisted them with establishing their values and assisting with goal-clarifying and goal-setting.

In light of the current study, it is important to ascertain how entrepreneurs plan to realise their goals. The importance of entrepreneurial goal-setting and planning behaviour has been supported by researchers’ worldwide (Perry, 2001; Shane & Delmar, 2003; Timmons, 1978). One thing that all these studies have in common is their emphasis on the fact that business planning helps to focus entrepreneurial goal-setting.

Grant and O’Hara (2006) confirms that goal-setting is a necessary precondition for coaching to be successful. Gergen and Vanourek (2009) however cautioned coaches that it is better to have well thought out goals than to have too many goals and not be able to follow through on them. Latham (2004) states the importance of goal mechanisms as they affect performance by increasing motivation to reach set goals. These mechanisms are inputs that affect behaviour in individuals which serve to increase attention to a goal, energy in pursuing a goal, persistence in achieving a goal, and ability to strategize to reach a goal. Latham (2004)

further states that goals lead to a persistent pursuit of reaching the goal by providing a purpose to that pursuit.

As the GROW model is generally used when it comes to entrepreneurial development, it has been selected for the coaching of entrepreneurs who receive incubation support (Wyeth, 2007). Wilson's (2011) discussion on the GROW model in practice notes that the success of every coaching session depends on receiving feedback from the coach, she strongly supports the use of the GROW model in practice.

This study used an interpretive phenomenological approach as the researcher was specifically interested in the entrepreneurs' own views and interpretations of their own coaching experience. As coaching is recognised as a positive intervention in both the personal and professional development fields, its importance should further be explored in the field of Industrial and Organisational Psychology to assist with the expansion of job-creation initiatives in South Africa.

Research problem and objectives

A growing body of academic research has examined the effectiveness of entrepreneurship training and support initiatives. Recent studies focused on the provision of training and other skills development opportunities. One important theme that emerged is the failure of programmes and initiatives to consider the practical needs of developing entrepreneurs.

Potential value of this study

In view of the limited research on coaching in South Africa, the researcher felt that a study specifically related to entrepreneurial coaching would add value from an entrepreneurial goal-setting perspective.

The GROW model was used for the entrepreneurs who participated in this study to focus on goal-setting behaviour.

What will follow?

The research structure is explained with reference to the research approach, strategy and method. The findings have been grouped into key themes that emerged from the data.

This article concludes with a discussion integrating the findings with the relevant literature, describing the limitations of the study, and submitting recommendations for future research.

RESEARCH DESIGN

Research approach

The study followed a qualitative research approach. The literature confirms that a qualitative approach captures information that may be difficult to address by a quantitative method (Chwalisz, Shah & Hand, 2008). The qualitative approach allows the researcher to explore constructs and to gain insights into human or social processes. This researcher's intention was to add value and depth to the current literature on entrepreneurial coaching in South Africa.

The qualitative approach "captures information that may be difficult to address by a number of quantitative methods" (Chwalisz et al., 2008, p.397). The qualitative approach allowed the researcher to explore experiences and to gain insights into the human or social process. This approach has the potential to reveal complexity (Miles & Huberman, 1994; Terre Blanche, Durrheim & Painter, 2006). It was the intention of the researcher to add some depth to the current literature on the influence of coaching on entrepreneurial goal-setting behaviour.

Research strategy

A case study is presented, based on the perspectives of a small, predefined group of entrepreneurs (see Bryman & Burgess, 1999). This strategy has been selected as the "case" is studied on-site in its natural context (Gall, Borg & Gall, 1996, p.79). The case study provides a way to understand the "bounded system" in its own habitat (Stake, 1978, p.5), and reveals a particular event in a real-life context (Eisenhardt, 1989; Merriam, 1988).

This case study was selected as the researcher was specifically interested in the entrepreneurial environment with which she is familiar. A total of eight entrepreneurs participated in the study, and they represent the case for the study.

Research method

The next section contains a discussion on the techniques and procedures that were followed to conduct this phenomenological study.

Research setting

This research belongs in the entrepreneurial support arena; with special emphasis on the coaching entrepreneurs receive.

In view of the numerous government support initiatives available in South Africa, it is deemed imperative to capture the actual impact of these programmes. Unless entrepreneurs receive the support they require, they cannot provide a positive contribution to the South African economy.

Data were collected in the course of semistructured interviews at the premises of a government support incubator in Gauteng. At the time of the study, the specific incubator focused on supporting small businesses in the manufacturing industry. These businesses mostly traded from the premises of the incubator because of internet capacity, the use of a telephone, the availability of meeting rooms, and the convenience of a joint reception area.

The interviews took place in the environment in which the entrepreneurs were comfortable and to minimise the disruption of their business day.

Entrée and establishing researcher roles

Prior to this study the researcher qualified in various aspects related to qualitative research. She planned the research with reference to her extensive experience of small-business incubation and a professional coaching background. In line with the University's ethics policy, she received permission to continue with the research project. A government funding agency that supported the incubator was approached to gain access to entrepreneurs for the study, and permission was granted.

The participants were approached individually and a dialogue around the aims of the study was conducted on a one-on-one basis. Willingness to participate was assessed, and permission was obtained by completing a consent form (refer to Annexure A). The participants were provided with sufficient background information and questions to be addressed during the interviews (refer to Annexure C). A pre-interview questionnaire (refer to Annexure B) was handed out to ensure that sufficient background information was available before the actual study commenced. The participants were assured that all information would be confidential (refer to Annexure A).

Sampling

As a phenomenological study was selected for the research, the sampling was theoretical and not statistical as for other research methods (Mouton & Marais, 1992). Tashakkori and Teddlie (2003) referred to qualitative sampling as a purposive sampling technique.

Freedom of selection is based on the researcher's opinion of a sample from a specific group. The qualitative nature of the study allowed the researcher to select a judgment sample for analysis purposes (see Miles & Huberman, 1994; Patton, 2002). The research question applied to a select environment with a specific function, namely an entrepreneurial development programme.

Cresswell (2009) describes a judgment sample as a series of respondents, judged by an expert to be representative of a group. The respondents who were selected to participate in the study were therefore considered to be the most appropriate sample to answer the research question. McQuarrie (2006) considers judgment sampling appropriate for qualitative research studies as responses from the general to the absolute were explored. The current research intended to explore coaching from the perspective of a preselected group of entrepreneurs following a specific incubator programme, and for this purpose a judgment sample was selected.

A total of eight participants, five male and three female, were interviewed. In terms of racial composition, all the participants were black because the incubator used for sampling formed part of a black empowerment initiative. Their ages ranged between 29 and 51 years. Their business ages ranged from two years to seven years. At that stage their businesses were trading in the manufacturing sector, with specialisation in cleaning products, corporate branding products, toilet paper, and roof sheets.

Their demographical information is depicted in Table 1 for the purposes of understanding the case study and potential replication of the study in future.

Table 1: Details of gender, race, age of entrepreneur, age of business, and business category

	Gender	Race	Age	Age of business (years)	Business category
Par1	Male	Black	39	4	Manufacturing: Cleaning products
Par2	Female	Black	35	4	Manufacturing: Corporate branding
Par3	Male	Black	37	4	Manufacturing: Corporate branding
Par4	Male	Black	31	3	Manufacturing: Toilet paper
Par5	Male	Black	29	2	Manufacturing: Roof sheets
Par6	Female	Black	36	2	Manufacturing: Roof sheets
Par7	Female	Black	51	2	Manufacturing: Corporate branding
Par8	Male	Black	43	7	Manufacturing: Roof sheets

The sample size was depended on the availability of entrepreneurs who were willing to participate in the study. It became evident after the sixth interview that the sample size of eight was appropriate for the study as saturation had already been reached and not much depth was added after that. More participants would not have added depth to the findings of the study (Flinck, Astedt-Kurki & Paavilainen, 2008, p.326). The researcher concluded that saturation was reached with the selected sample size of eight participants as no new themes emerged.

Data collection methods

Semi structured interviews were used for the purposes of this study. Based on the work of Brod, Tesler and Christensen (2008, p.1263), semistructured interviews are a valid technique for collecting qualitative research data. Semi structured interviews allow the researcher to explore the experiences of and gain insights into the circumstances of the participants.

Not much qualitative research information is available for an interview guide (Creswell, 2007). However, such a guide is deemed an integral tool in qualitative research. The steps to guide development described by Reysoo and Heldens (2007) were followed and are outlined sequentially below.

1. Select the topic.
2. Define all aspects of the topic.

3. Formulate the initial questions.
4. Determine the kind of questions.
5. Determine the logical flow of the questions.
6. Prepare the introduction and the end.
7. Prepare the interview's technical indications.

These steps were followed to guide conversations with the entrepreneurs, and to consider their individual perspectives related to the coaching they received by means of a government support programme.

Cresswell (2011) believes that extensive data collection forms the backbone of qualitative research. This view was used as a principal guideline during the research process. The researcher made extensive notes during the interview for reflection post-interview, and the interviews were audio-taped for referencing purposes.

Recording of data

The interviews, each lasting approximately 60 minutes, were conducted at a quiet venue selected by the researcher at the premises of the incubator, where the entrepreneurs were also housed. With the permission of the participants, the researcher recorded the interviews on a battery-operated tape recorder to ensure a full record. Shorthand notes were also made during the entire process.

The researcher planned to retain the authentic voice of the participants by audio-taping the sessions. This record ensured cross-referencing between the notes taken during the interviews and the audiotapes. The record also facilitated reflection (Chwalisz et al., 2008, p.389).

Data analysis

Content analysis is focused on patterns that emerge from the data, including antecedent and consequent patterns that could involve superimposing concepts on the data (Chwalisz et al., 2008).

The following steps were followed to process the data:

1. Creating a scheming code.
2. Coding the text.
3. Calculating frequencies of responses that are similar.
4. Conducting hypothesis testing.

The researcher also describes the interpretation process:

1. The transcriptions were read carefully for a general sense of the whole.
2. Ideas and reflections were written in the margins.
3. Emerging themes were captured and clustered. The clusters corresponded with the relevant themes to ascertain the essence of the whole.
4. Each theme was then discussed and interpreted in accordance with the relevant literature.

The researcher reported the analysed data and interpretations by referring to the relevant literature and by providing verbatim evidence to strengthen the themes that emerged from the research. The most prominent themes were utilised to develop a framework that is presented later in this chapter.

Strategies to ensure quality data

The aim of a research design is to plan and structure a given research project in a way that produces findings that are reliable, valid, generalisable and conclusive (Van der Riet & Durrheim, 2006). The initial intent of validity and reliability applies to the natural sciences, but Lewis and Ritchie (2003, p.265) believe that validity and reliability help to define the strength of qualitative data. Qualitative research is affected by the researcher's perception of validity, linked to the choice of paradigm assumption.

According to Van der Riet and Durrheim (2006, p.80), **validity** determines whether the data are well grounded and sound, and **reliability** refers to the consistency, stability or repeatability of the data. An overview of the procedures followed to ensure reliability, validity and transferability follows below.

Reliability

According to Lewis and Ritchie (2003, p.265), the reliability of findings depend on the likely recurrence of the original data and the way in which the data are interpreted. The researcher ensured reliability in this way:

- Fieldwork was carried out consistently and according to predetermined dates. The same sequence was used for the semi structured interviews, and all the participants were allowed sufficient time to provide narrative responses to the questions.
- Being aware of interviewer bias, the researcher continuously reminded herself to be open to interpretations and patterns that differed from her own predispositions and assumptions.
- The analysis was carried out systematically and a colleague was asked to cross-check after the first round of analyses.
- All interpretations were linked to theory, and interpreted for inclusion in the findings of the study.

Validity

Validity is the extent to which the research findings accurately represent what is really happening in a specific situation (Collins & Hussey, 2003). Henning, van Rensburg and Smit (2005) stated that the concord of methodology and methods will assist in creating coherence, but with that also comes a cohesive theoretical structure and substantial theoretical knowledge.

According to Cresswell (2009) qualitative validity is determined by procedural rigor in the study. Procedural rigor is pursued by using various strategies to check the accuracy of the findings and the use of triangulation from different data sources to build a coherent justification of the themes derived from the study through taking the themes back to the participants to determine their accuracy.

The researcher used the following measures to ensure the validity of the findings:

- The interview guide for the semi structured interviews was first tested on three independent entrepreneurs to ensure that the questions were understood. Minor changes were made before the guide was used for research purposes.

Tell me about your business?

This question was included in the interview guide because the researcher believed that the entrepreneurs would feel more engaged in the conversation if they were allowed to talk about their own business first.

What kind of coaching would you like to receive in future?

This question allowed the entrepreneur to participate in the conversation, providing the freedom to determine their own needs related to coaching.

- The same interview guide was used for all eight entrepreneurs. Copious notes were taken during the interviews which were also audio-taped for coding purposes.
- The researcher had to guard against prompting the entrepreneurs as she was familiar with the coaching model used for the coaching sessions.
- The findings were presented in a form that remained true to the original data by including direct quotes.
- Validity was ensured by giving a rich description of the research design and the research method (Henning et al., 2005).

Transferability

Maxwell (2002) refers to transferability or generalisability as the extent to which the account of a particular person can be extended to another person. He notes that transferability in qualitative research can be enhanced by detailing the methods, contexts and assumptions underlying the study.

The current research was intended to replicate the case study in all government-supported incubators across South Africa. Due to the logistics and time constraints in a study of such magnitude, the research was conducted at one such an incubator. The researcher is considered an expert in local incubation, and has made presentations at various topical conferences. The researcher ensured that the questions that were posed to the entrepreneurs were not sector-specific and could be replicated in similar case studies.

Ensuring ethical research principles

The researcher took cognisance of the fact that she had an ethical obligation towards the participants in the study, and referred to the literature when in need of guidance (Henning et al., 2005). Ethical clearance was obtained from both the University and her own employer to ensure acceptance of the research. The incubator was approached for written permission, after which the entrepreneurs were approached directly to participate in the study.

- All the participants were briefed about the objectives of the study. They were provided with both a written outline of the objectives (see Annexure D) and a verbal explanation before each interview took place. All the participants signed an informed consent form (see Annexure A), granting the researcher permission to proceed with the interviews. Their voluntary participation was emphasised, and they were assured that personal information would remain confidential. Anonymity and confidentiality were ensured by replacing their names with “Par1”, “Par2” in the transcriptions (Neuman, 2007).
- The researcher asked the questions in accordance with the interview guide.
- Anonymity and confidentiality were maintained by keeping the data secured after the research was conducted. Transcripts, audio recordings and a portable flash drive containing all the saved data were placed in a sealed envelope and locked in a secure storage facility.

Reporting

The analysed data were grouped into themes and clustered as shown in Table 1. The themes were discussed in detail to add depth to the findings. These findings were supported with verbatim evidence by inserting the most applicable comments during the discussion.

The findings of this study are presented in the next section, followed by a discussion that has been integrated with the literature, and conclusions were drawn.

FINDINGS

The themes and related aspects are discussed in this section (refer to Table 1).

Table 3: Themes in current research

1. The business plan is not used as a “living document”.
2. Entrepreneurs have goal-setting history prior to the coaching they received.
3. Entrepreneurs display “airy-fairy” goal-setting behaviour.
4. Coaching changes goal-setting behaviour in terms of time, activity and direction.
5. The coach is approached with unrealistic expectations.
6. Entrepreneurs rely on intuition and are flexible with their business goals.
7. Entrepreneurs require life coaching as well as business coaching.
8. Entrepreneurs seek coaching from other entrepreneurs.
9. One size does not fit all.

Theme 1: Business plan not used as a “living document”

One question posed to all participants was whether they did their own business planning. It became evident from the responses that almost all the entrepreneurs had received some form of business plan guidance as part of their coaching at the incubator. The balance of the entrepreneurs had either redrafted their original business plan with the assistance of a coach, or had used coaching input at some point during the incubation cycle.

It was noted that the entrepreneurs did not use their business plans as a reference document. They also reported that they used the business plan as a compliance document.

I have always been scared of business plans ... they seem complicated. My coach has made it easy for me to apply my business plan in my actual business.

(Par1)

I found the business plan guidance useful, as I could position my goals in the template and see them come to life.

(Par4)

I only have a business plan because I want to receive help from the incubator, I don't believe that I need one ...

(Par8)

Theme 2: Entrepreneurs have goal-setting history

All the participants were asked whether they had goal-setting experience. As only one entrepreneur indicated having no prior exposure to setting goals, it was evident that the participants from this sample group have some history of goal-setting behaviour. Two participants Par4 and Par6 admitted to setting their own goals and requiring minimal assistance from their respective coaches.

It is my business after all ... I set my own goals for it, goals I have dreamed of for a long time, even before coaching started.

(Par4)

I am very hands-on in my business. I like to set my own rules and design my own destiny. Setting goals is something I have always been able to do ... ever since I was a young child.

(Par6)

Goal-setting experience was an important factor for the entrepreneurs and its significance was highlighted by seven of the eight participants. Although the businesses of the entrepreneurs who participated in this study were at an early stage, the majority stated that they needed assistance from a coach to set goals.

Theme 3: Entrepreneurs display “airy-fairy” goal-setting behaviour

The participants in the study were asked what their goals were for their businesses. They were also requested to list the three most important business goals, thereby allowing the researcher access to the “as is”.

The participants in the sample group were unable to define their goals in quantifiable and measurable terms. Of all the goals listed by the eight entrepreneurs, only three had dates linked to their goals. The goals seemed to have been verbalised in an “airy-fairy” manner. Even when dates were linked to their goals, they seemed unrealistic.

I want more cash flowing into the business within the next couple of months. (Par1)

I want a growing business in 3 to 4 years' time. (Par4)

It seemed evident that the entrepreneurs had not given enough thought to a timeframe for achieving their goals. In general, their personal beliefs and ideals were listed as business goals.

This finding is substantiated by responses like these:

I want to be a director and have managers to do the work. (Par2)
I want to create jobs for others. (Par1; Par6)
I want to regain my respect in the community. (Par8)
I want to buy a car. (Par5; Par8)

The initial responses clearly indicated that goal-setting behaviour was not receiving the attention it deserved. The participants evidently needed to discuss their life goals as well as their business goals.

Theme 4: Coaching changes goal-setting behaviour in terms of time, activity and direction

All the participants reported at some point that coaching had helped them to set goals in their respective businesses. The following interesting examples of setting goals specifically related to their individual coaching experiences were mentioned:

Coaching has made me realise what the impact of unproductive behaviour like wasting time is on my business ... This has helped me value myself and my time more. I am starting to feel like a real business person now. I am also paying it forward by telling my sisters about goal-setting and valuing your time. (Par1)

Coaching has capacitated me to make effective business decisions. (Par2)

My coach has helped me close a big deal. (Par3)

A response of significant interest (Par6) was that coaching has allowed her business to follow in a specific direction. She reported that:

Before I used to do anything and everything ... I am much more focused now. (Par6)

The entrepreneur ascribed her goal-oriented behaviour to receiving coaching at the incubator. She used various examples of setting goals in her day-to-day business family activities.

Further to this, another entrepreneur reported:

Coaching has made me realise the value of my time. (Par7)

Par7 now sticks to an eight-hour business day and does not allow herself to “sleep in” or accept visitors that are not business-related during her business day. She confirmed that this fundamental shift in her business behaviour has made her more serious and more focused. Her previous behaviour was described by words such as *unproductive behaviour, lack of time management, and lack of focus* which were replaced by *directed behaviour, increased productivity and effective time management*.

The entrepreneurs were asked to list their business goals during the interview. A mixture of life goals, visionary goals and business goals were mentioned as examples of goal-setting with their coaches. Business coaches seemed to play a hybrid role in helping these entrepreneurs to verbalise their life goals, visionary goals as well as business goals during coaching sessions.

Theme 5: The coach is approached with unrealistic expectations

Some of the participants clearly had unrealistic expectations of their coached. Statements supporting this theme during the interviews:

Yes, my coach assisted me with goal-setting behaviour ... but, you can't eat a goal. I still don't have money in the bank. (Par6)

My coach helped me set the goals. I still need more assistance though. I want him to walk his talk and help me close that deal. (Par5)

I want my coach to be on the ground with me ... how can they help me if they are not working the field with me? (Par3)

The participants seemed to have expectations from coaching that are not being satisfied. These expectations surfaced throughout the interviewing process. The participants needed help with closing actual business deals and “working the field”.

Theme 6: Entrepreneurs rely on intuition and are flexible with their business goals

Seven of the eight participants in this sample were flexible about achieving their business goals. When they were asked whether they relied on their intuition when they made a business decision, all the entrepreneurs responded positively. An interesting example of intuitive decision making follows below.

Yes, I knew nothing about a big opportunity that came my way. I pursued it anyway because I had a good feeling about it, I just knew it would work. (Par3)

The above response gives the impression that the participant does not necessarily pursue a goal-orientated approach. Another example of intuitive behaviour:

When it comes to marketing I base my decisions on my gut ... I meet people and then decide whether I want to engage with them. I decide who buys on credit and who doesn't after I've met them. (Par5)

Yes, I look for opportunities. I just went into SPAR and decided that I want to provide them with mugs. I just went for it while I was buying bread. (Par7)

I base all my decisions on gut. That is why I resigned my job, although now I don't have the luxury of driving around anymore. (Par8)

It was evident that although all the participants had received coaching on setting goals at various stages of their business's life cycle, all of them reported using their intuition and were consequently flexible in their business decisions.

Theme 7: Entrepreneurs require life coaching as well as business coaching

Eight participants recollected previous coaching sessions. It was interesting that six of the eight participants referred to previous training as coaching. The training they mentioned was related to financial management and productivity improvement.

Participants 6 and 7 used their coaching sessions for business as well as personal reasons. Participant 7 also referred to her pastor as her coach.

In general the participants from this sample group referred to any form of assistance they had received as coaching. This could mean that the participants found it difficult to manage their expectations from a coach.

Figure 2 contains statements by the participants about the characteristics of an ideal coach. There were similarities in their desire for a coach:

- a successful entrepreneur
- from a similar environment
- who has access to funding
- who is not academically inclined
- who is available at all times
- who is willing to participate in the business when required.

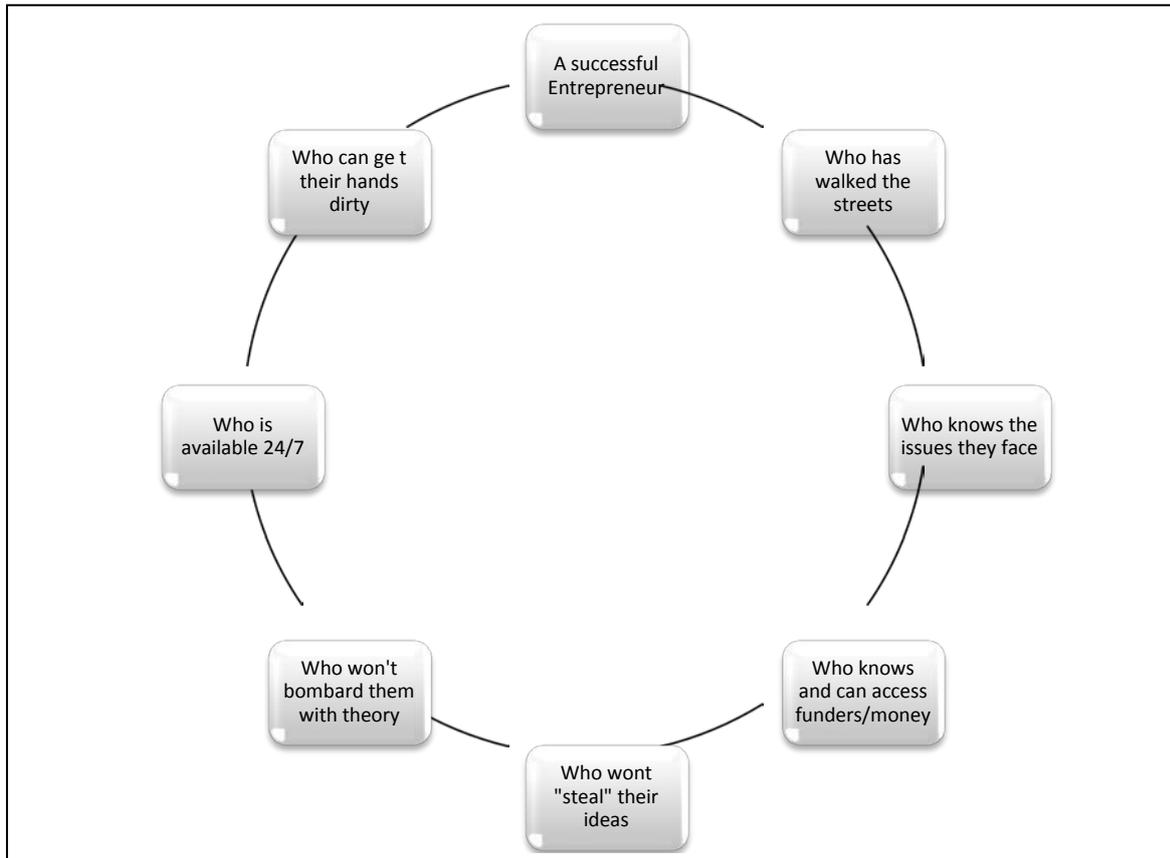


Figure 2: Current research findings: profile of an ideal coach

Theme 8: Entrepreneurs seek coaching from other entrepreneurs

Participants 4 and 5 could not recall adjustments to the way they set business goals. Participant 5 said: *I change my goals as I go...* A previous response by the same participant was: *I give the market what it wants when it wants it.* This could mean that the participant either had not received appropriate support in setting unique business goals, or that the participant derived no benefit from the weekly coaching sessions.

An interesting yet unintended finding was that although not all the participants could relate setting goals to business success, they did acknowledge learning from other entrepreneurs. Six of the eight participants reported that they benefited from incubation because it provided an opportunity to view other entrepreneurs in action.

I enjoy seeing other businesses in action. I sometimes think, Wow! Maybe I should just watch them move. I don't feel so alone when I do. (Par6)

It's good to learn from other players in the field. It beats reading a book because you can learn from their mistakes without paying for them yourself. (Par7)

You can pick up opportunities from other businesses in the incubator by just holding your ear to the ground ... and then go for them if you think you can make a go of it. (Par3)

Theme 9: One size does not fit all

A significant theme about the approach to coaching emerged during six of the interviews. The participants evidently understood that coaching had to follow a structured approach, but they did not appreciate the predetermined duration of the coaching sessions nor the limitations to the coaching content allocated per month.

I don't think my problems can be solved in two hours. Sometimes I need two days to brainstorm ideas. (Par6)

I think I need weekly coaching. I sometimes forget my problems by the time I get to meet with my coach. (Par3)

I hate waiting my turn with coaching. I want to phone her up and ask her for help as and when the need arises, not when someone else decides I need help. (Par7)

Figure 3 illustrates the findings about entrepreneurial goal-setting behaviour. Entrepreneurs have different perspectives on coaching because they are influenced by several factors in their support environment. Factors noted in the course of this study included goal-setting history, coaching history, trust relationship with the coach, networking opportunities, and the success or failure of other entrepreneurs.



Figure 3: Influences of coaching on entrepreneurial goal-setting behaviour

The findings of this study were both rich in depth and rich in unintended benefits. The researcher for example became aware that the participants in the study believed that coaching influenced their goal-setting behaviour.

Some confusion evidently existed regarding the role of a coach. The researcher decided to include a finding that surfaced during interpretation of the data. Although the profiling of an entrepreneurial coach was not part of the initial research plan, it strongly manifested in the findings and thus became a prominent if unintended finding.

DISCUSSION

Main objective of the study

The main objective of this study was to explore whether coaching had an impact on entrepreneurial goal-setting behaviour from a qualitative perspective. A graphical interpretation of the themes that emerged was then included to clarify the entrepreneurial perspective on coaching and its influence on goal-setting behaviour. This aspect contributed to the available literature and facilitated recommendations to government support agencies.

Main contributions to the study

The South African economy benefits from entrepreneurs and government support programmes therefore had to be customised to cater for the unique entrepreneurial environment. Coaching is perceived as helpful to entrepreneurs, although they were evidently confused about the role of the coach. A second problem was that coaching was presented in a “one size fits all” manner for a couple of hours a month.

The importance of coaching assistance with setting business goals was confirmed by most participants in this study. They also volunteered valuable contributions to the ideal profile of a coach, and their expectations of the coach and coaching became clear in the course of the study.

Integration of findings and literature

The findings of this study have been integrated with the international and local literature to determine whether the literature supported or refuted them. The integration was based on themes that emerged during interviews.

1. The business plan is not used as a “living document”

It was found in the study that entrepreneurs had received assistance from the incubator with their business plan development. The literature on setting goals in relation to business plan development suggests that the skill to put together a good business plan can be taught to an entrepreneur in a supported environment (Hay, 2004).

The literature on business coaching indicates that coaching that specifically corresponds with set business objectives tends to be successful (Wilson, 2011). The literature on both goal-setting and coaching emphasises the importance of setting goals (Locke & Latham, 2002; Grant & O’Hara, 2006). According to the literature, coaching on business plan development assists entrepreneurs as long as the business plan is regularly consulted and used as a “living document”.

2. Entrepreneurs have a history of setting goals prior to coaching

The findings in this study indicate that entrepreneurs have prior goal-setting experience. This aspect is supported by the literature. Entrepreneurs therefore enter the coaching arena with a pre-established goal-setting experience (Greenbank, 2001; Lawless, 2009; van Gelderen & Jansen, 2006; Wickham, 2001).

Grant and O’Hara (2006) support the importance of a general acceptance of goal-setting as a necessary condition for coaching to be successful.

3. Entrepreneurs display “airy-fairy” goal-setting behaviour

The findings of this study indicate that entrepreneurs were unable to define their goals in quantifiable and measurable terms. Their responses clearly indicated that goal-setting behaviour was not receiving sufficient attention in their respective businesses. Literature however did not support this finding.

4. Coaching promotes goal-setting behaviour in terms of time, activity and direction

The study established that coaching promotes goal-setting behaviour in terms of time, activity and direction. Wyeth (2007) supports the notion that business coaches at incubators can assist entrepreneurs with all aspects of their business, including setting goals.

Wilson’s (2011) view supports the use of entrepreneurial coaching as an enabler in business development. Bennett and Bush (2009, p. 7) advocate coaching to move entrepreneurs from their current desired state to a desired goal-oriented future state. This view is strongly supported in literature (Grant & O’Hara, 2006; Kampa-Kokesch & Anderson, 2008; Latham, 2007). Starr’s (2003) findings further support that coaching facilitates goal-attainment, improves mental health, and generally enhances the entrepreneur’s quality of life.

The incubator uses the GROW model in practice because it stimulates enthusiasm (Wilson, 2011) and is therefore an effective enabler of growth.

5. Unrealistic expectations from the coach

Research by Bono, Purvanova, Towler and Peterson (2009, p.361) describe coaching as an individual experience centred on interpersonal and intrapersonal concerns. Kauffman (2006, p.193) believes that coaching focused on existing strengths and weaknesses that are not necessarily business-related, pulls a coachee towards goal-achievement and optimal functioning.

Limited evidence in support of this contention was found. Indications of unrealistic expectations from the coaching could be related to other factors that are not necessarily linked to goal-setting behaviour. However, these factors might be attributed to expectations that were created before the coaching started. Further research is required to determine how these expectations manifested.

6. Entrepreneurs rely on intuition and their business goals are flexible

It was established that entrepreneurs rely on their intuition for day-to-day business decisions. Even when goals have been set when the incubation started, these goals were flexible and regularly adapted when new opportunities occurred.

Findings from a similar international study by Lawless (2009) confirm that clients prefer some flexibility during coaching. The ultimate decision about adapting goals remained is the client's and not the coach's. Flexibility in goal achievement is confirmed in a study by Brouthers, Andriesson and Nicolaes (1998). Olson (1985) and Wickham (2001) as well as Lawless (2009) found that entrepreneurs tend to rely on their intuition.

7. Entrepreneurs require life coaching as well as business coaching

This study found that entrepreneurs are confused about the role of coaching in terms of business support. The entrepreneurs evidently appreciated the assistance they received from coaches, but they expected coaching to address personal as well as business-related matters.

Support for this finding was found in the literature. A study by Morris and Kuratko (2002) indicated that coaches should have a variety of goal-setting tools, should be familiar with strategic planning and know how to plan all aspects related to coachees. Other studies reported that if a goal is holistic, encompassing the coachee's whole life and not just a business aspect, coaching sessions are more likely to succeed (Lawless, 2009) as well as Wilson (2011). This study established that entrepreneurs need life coaching as well as business coaching.

8. Entrepreneurs seek coaching from entrepreneurs

This study found that entrepreneurs seek coaching from other entrepreneurs whose businesses succeeded because they would know how to "fast track" business growth.

Shinnar, Pruett and Toney, (2009) and Cooney and Murray (2008) recognised the relevance of this finding and highlighted the importance of entrepreneurial mentors to advise others. A study by Hessels, Grilo, Thurik and Van der Zwan. (2011) recommended that entrepreneurs should be engaged to serve as business advisors or mentors. They further reported that coaching succeeded when the coach had a local, proven track record or when the coach came from similar surroundings.

9. "One size" does not fit all

Findings from this study strongly argue that entrepreneurs needed more customised support to ensure eventual success. The participants mentioned various requirements from their coach, depending on the different phases of their business and their life cycles. Clear support for customised coaching was found in the literature (Berry et al, 2002; Levie & Autio, 2011; Rogerson, 2006; Walker et al., 2007). A recent study by Anokhin and Wincent (2012) recommends that entrepreneurial training and development should be customised to unique requirements.

Conclusion

The research aimed to determine whether coaching had an effect on entrepreneurial goal-setting behaviour in an incubation environment. The researcher wanted answers to the key questions that led to the study, and reasonable conclusions and recommendations were reported.

The researcher believes that this study could contribute towards the enhancement of the model which is currently used for entrepreneurial support. Entrepreneurs who participated in this study reported improved goal-setting behaviour, and stated that coaching was important to achieving their business goals.

This study established a need for in-depth coaching sessions that were specifically tailored for their unique requirements. Greater flexibility is required when coaching sessions are arranged. Entrepreneurs also wanted to be coached by other successful entrepreneurs.

Key recommendations:

Recommendations in terms of the literature review

Further research is required to ensure that all applicable literature is covered in relation to coaching in its many forms and applications. It is further recommended that more literature is published on coaching related to entrepreneurs in the South African environment. The contribution to research related to entrepreneurship in South Africa may lead to greater government support for these initiatives, greater credibility of coaches in the entrepreneurial arena and a greater appreciation for the role that a coach can play in relation to small business.

Recommendations in terms of the phenomenological study

Replication of this study is a key recommendation to enhance the transferability as well as the validity of the findings from the current study. It is imperative that the sample size be increased to include an accurate representation of government support programmes in South Africa to ensure that the findings are generalisable and can be published internationally as an indicator of the influence of coaching on entrepreneurial goal-setting behaviour in South Africa. A study of this velocity could gain prominence in publications by the World Bank, as

well as the Global Entrepreneurship Monitor and could contribute a great deal to literature on this topic.

Recommendations in terms of Industrial and Organisational Psychology

The researcher recommends that future research be undertaken within the domains of Industrial and Organisational Psychology to explore each thematic concern identified in greater depth. The findings of this study represent a starting point in developing a detailed and holistic theory of the influence that coaching has on entrepreneurial goal-setting behaviour.

It is suggested that future research describe and articulate the entrepreneurial experience, establish relationships and test the working hypothesis formulated in the findings of this study.

Application of the findings for government incubators

Taking the findings of this study into account, the following recommendations are made for application in government support programmes or business incubators:

- Business plan guidance should be provided throughout the incubation cycle specific to actionable activities and not just at the onset of the incubation relationship. The business plan should be reinforced as a “living document” to the entrepreneur. A “Business Plan Checking-In time” should be included as part of the coaching model to ensure that entrepreneurs continuously acquaint themselves with their goals and take ownership of their business plans. The business plan should therefore be incorporated in a “means-to-an-end” approach instead of a compliance document for the entrepreneur. The role of the coach in relation to the business plan should be clearly contracted with the entrepreneur and additional coaching requirements in all aspects of the entrepreneur’s life should be incorporated into a customised coaching plan for the entrepreneur. The success of this coaching plan lying in the “buy-in” and active participation from the coachee as player instead of a passive recipient of coaching.

- A portfolio of coaching assistance with mini-profiles and pictures should be made available to entrepreneurs to allow them the freedom to select whatever coach they think might add value to their business. Entrepreneurs should have the opportunity to select a coach that they feel comfortable enough with to share their life and business goals with. The pairing of the coach with the coachee is viewed as an important factor in the achievement of a optimally functional coaching relationship.
- A customised coaching model should be proposed to government that provides incentives for entrepreneurs who take the time to coach other entrepreneurs, thereby cultivating a coaching culture within the entrepreneurial environment. It is proposed that this model should be incentivised by government.

Limitations of this study

A limitation of the phenomenological study may be contained in the size and selection of the judgement sample used for the study. Although the methodological rationale for using a sample of only 8 participants was based on sound research (Miles & Huberman, 1994; Mouton & Marais, 1992; Patton, 2002; Rod, 2011; Tashakkori & Teddlie, 2003) issues pertaining to the sample could be regarded as a limitation.

A second limitation to this research study was the structure of the questions used for the interview guide. Although the researcher had specific questions that were also provided to the participants prior to the interviews, the participant responses often sparked other parts of conversation.

The third potential limitation to this study was the possibility of researcher bias during the interviews as the researcher seemed to engage more with participants that were more forthcoming with their responses.

Future research

Strong support was found for the question whether coaching had an influence on entrepreneurial goal-setting behaviour (Bennett & Bush, 2009; Grant & O'Hara, 2006; Kampa-Kokesch & Anderson; Latham, 2007, Lawless, 2009; Wilson, 2011). Some findings of the study confirm those reported by Njiro, Mazwai and Urban, (2010), for example that business growth and expansion are promoted by innovative intervention design.

It seems that coaching in isolation is not enough to take entrepreneurs to the next level of business growth. Further research is required to determine the feasibility of designing a coaching model that is specific to entrepreneurial requirements.

One size simply does not fit all.

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CHAPTER 4: CONCLUSIONS, LIMITATIONS, CONTRIBUTION AND RECOMMENDATIONS

The conclusions, limitations and recommendations of the study are formulated in this chapter. The findings of the research, the literature review and the phenomenological study are evaluated based on the research aims discussed in Chapter 1. This research and its contribution to a better understanding of the influence of coaching on entrepreneurial goal-setting behaviour are assessed. The limitations of both the literature review and the phenomenological study are discussed later in this chapter. Recommendations are submitted for future research and organisational application.

4.1 CONCLUSIONS

In this section, conclusions pertaining to the literature review and phenomenological study will be discussed.

4.1.1 Conclusions drawn from the literature review

The research was designed to answer the following question:

Does coaching influence entrepreneurial goal-setting behaviour?

In line with the above questions, the specific aims relating to the literature review were:

- entrepreneurship
- business incubation
- coaching
- entrepreneurial goal-setting behaviour

These will be discussed in more detail below:

4.1.1.1 Entrepreneurship

Entrepreneurship was conceptualised from a local perspective of a well reputed researcher in the field (Njiro et al., 2010). The summative definition of entrepreneurship by Njiro et al., (2010) was adopted as a starting point for this study because of its relevance to understanding the unique South African entrepreneurial environment.

International entrepreneurial activity was discussed as a foundation to the conceptualising of entrepreneurship and related to South Africa's performance in the Global Entrepreneurship Monitor Report as this report is considered to be an effective indicator of entrepreneurial growth in countries across the globe. Extractions from both the (GEMS, 2011) and (GEMS, 2012) have been included in the literature review.

There seems to be a disparity in literature when it comes to entrepreneurial development. This disparity is around two themes that were very evident in the sources consulted for the current study. Although there is clear support for entrepreneurship as a positive contributor towards job creation (Kourilsky, 2007; Mbedzi, 2011; Rwigema & Venter, 2008), the lack of business survival in South Africa is very evident and is a concern (Molapo et al., 2008). It seems that there are two camps that are in agreement on the importance of entrepreneurship, although one camp aligns itself with entrepreneurship as a powerful saving mechanism that boosts the economy, while the opposing camp is considered with the survival rate of new businesses and the detrimental effect it has on the economy.

A shift in local literature has been evident since 2006 as the South African government has entered into a paradigm shift when it comes to supporting entrepreneurship. Government support initiatives are receiving attention from literature, although the trend seems to be around benchmarking South Africa against international standards more than it is around understanding the unique South African entrepreneurial environment. A clear quantitative approach is evident in literature when entrepreneurship is concerned.

4.1.1.2 Business incubation

Business incubation and its relation to entrepreneurship was conceptualised as a separate component of the literature review as it contains the current study to the influence of coaching in an incubated environment.

A summative description by Buys and Mbewane (2007) was selected as an introduction to the concept of incubation because of its simplistic representation of incubation as an initiative that systemises the process of creating successful new enterprises by providing them with comprehensive and integrated services. A comprehensive literature review was not included on the effectiveness and history of incubation as it falls outside of the scope of the current study.

Publications by Wyeth (2007) and Ravjee (2008) have been included because of its prominence to the current study as both of them are considered local experts in the field of incubation and have been cited in the World Bank Case Study on Incubation in South Africa. An interesting trend that unveiled itself during the literature review was that although South Africa is focusing on incubation as a vehicle for entrepreneurial development, limited qualitative research has been done on its success.

The Department of Trade and Industry (DTI) Annual Report 2011/2012 was also integrated into the business incubation concept as it published findings on the importance and success of SEDA business incubators in South Africa. It was however evident that independent studies were limited when it comes to the various support interventions within the incubators. The current research has been conducted at one such incubator and therefore reinforces the prominence of this inclusion into literature.

4.1.1.3 Coaching

The view that a coach should not be the solution but a facilitator of questions to enable the coachee to acquire their own information (Underhill, Cummings & Worley, 2005; Wilson, 2011) is a suitable descriptor of coaching to the current study.

A plethora of literature as summarised (Bennett & Bush, 2009; Bono et al., 2009) supports the notion that coaching moves an individual from the current to a desired state of performance. Literature specific to 2009 (Bennett & Bush, 2009; Purvanova, Towler & Peterson) supports the link between goal-setting theory and coaching and for this reason should be outlined as a prominent year for literature when related to goal-setting theory in industry.

The views of the most prominent findings of these researchers have been included in this study as it resonates well with the GROW coaching model that is currently in practice in South African incubators and has been included in this literature review (Latham, 2007; Passmore, 2007; Wilson, 2011; Wyeth, 2007). It was however not evident from literature why other coaching models have not been considered for implementation in the government incubation initiative.

Consideration was given to literature identifying a concern that coaching lacks a sound theoretical foundation and related empirical research (Latham, 2007; Pousa & Mathieu, 2010). The prominence of this inclusion supports the identification of the current researcher to do research in the field of coaching in relation to entrepreneurial development. It was interesting to find that a multitude of publications on coaching exists on the web, although the current researcher decided not to include this in the literature review as she found the information commercial and not academically viable enough for academic review.

Goal-setting theory was then introduced with the introduction of the GROW coaching model (Passmore, 2007) and it was found to be appropriately supported in practice (Wyeth, 2007) as well as academically by Wilson (2011) in her publication on the use of the GROW model.

4.1.1.4 Entrepreneurial goal-setting behaviour

Entrepreneurial goal-setting behaviour and its relation to coaching in practice has been included in the literature review because of the prominence it holds as the current study is based on the premise that goal-setting theory is applied with the current coaching model in use for this study.

Goal-setting theory and its link to coaching effectiveness have established a well published trend in literature as supported by (Grant & O'Hara, 2006; Stober, 2008; Whitworth et al., 1998; Wilson, 2011; Zeus & Skiffington, 2002). In light of the constant progressive trend in literature, extractions of their findings have been included in the literature review.

Goal-setting theory and its relation to coaching (Latham, 2007) has been adopted as the theory suggest that creating goals, defining outcomes and a learning orientation would boost the probability of success. This probability of success from the perception of the entrepreneur ignited the initial research interest in the current study. Further support for this probability was found in a study by Latham et al., (2008) who found that goal-orientated coaching to the increase of workplace performance.

A practical description by (Wilson, 2011) has been included and holds prominence to the current study as the GROW model under study was described in practice and its relation to goal-setting behaviour. The GROW model is viewed as an effective model to apply to entrepreneurs in an incubator (Wyeth, 2007) as it is based on a goal-setting principle.

In conclusion, the influence of coaching on entrepreneurial goal-setting behaviour has been appropriately covered by the literature foundation of this study as it holds relevance to the natural environment under study and not to coaching in a general context. The current researcher is convinced that the literature supports the current study sufficiently and demonstrates an understanding of the various concepts under study.

4.1.2 Conclusions pertaining to the phenomenological aims

The specific aim of the empirical study was to explore the influence of coaching on entrepreneurial goal-setting behaviour. Entrepreneurial goal-setting behaviour was studied in an incubation environment. The entrepreneurs explained how they perceived the coaching sessions and whether the coaching influenced their businesses. The findings of the study were integrated with the literature to determine whether the literature supported or refuted them. Integration was thematic and discussed in abstract terms.

- **The business plan is viewed as a compliance document that allows entrepreneurs access to other forms of financial support.**

The business plan is intended to streamline the planning process for the entrepreneur. It is however perceived by the entrepreneur as compliance document and therefore perceived as a barrier. Entrepreneurs do not view the document as a map that paves the journey to success, and therefore do not take ownership of their own business plans. The findings of the current study support that entrepreneurs do not link their coaching goals to their initial business plan and it is therefore not seen as a “living document”. The goals that are set during the coaching sessions are therefore viewed as flexible to the entrepreneurs who then base their decisions on their gut instinct instead of referencing their business plan. The flexibility displayed with decision making therefore is indicative of the entrepreneur not internalising the goals that have been set for their business.

- **Entrepreneurs have previous goal-setting experiences and do not enter the coaching relationship with a clean slate.**

It seems to be assumed that entrepreneurs enter the incubator with a clean slate when it comes to goal-setting experience. Coaching is based on SMART goal-setting that is generally accepted to be a very effective coaching method in practice. It was however found in the current study that entrepreneurs feel somewhat patronised by the fact that they need to be taught how to set goals. Coaching is perceived as a compliance mechanism and the coach acts as an agent for government to gather intelligence on business progress. The relationship of trust is therefore hampered before the coach even has an opportunity to be introduced to the entrepreneur. The entrepreneurs in the current study did not respond well to the idea that coaching progress is captured and fed back to the incubator. There seems to be a general misconception around the support that the government is supposed to provide to entrepreneurs versus the support that they are actually receiving from the incubator.

- **Entrepreneurs display “airy-fairy” goal-setting behaviour because of a dependence on the coach, and an unrealistic expectation of the coaching relationship.**

The findings indicate that entrepreneurs were not able to accurately recollect the goals that have been set in their own businesses. Initially the findings indicated that entrepreneurs were not receiving the necessary support when it comes to goal-setting but upon further reflection, a general distrust of coaching unearthed itself. Coaching seems to create a *dependence* and *expectation* relationship with the entrepreneurs in the current study. The expectation on coaching is that coaching is a means-to-an-end. There seems to be a belief that entrepreneurs who attend the coaching sessions, will be favoured and will therefore be considered for other forms of funding if they comply with the rules of engagement. It seems to be having a negative self-fulfilling prophecy as the entrepreneurs do not value the coaching they receive as the support that is expected, and it therefore does not succeed in its intended objective of capacitating the entrepreneur and fast tracking success. The expectation it seems on coaching is therefore not to assist with goal-setting behaviour, but, to provide a direct line to financial support.

Dependence is further created during the coaching sessions, entrepreneurs do not set their own goals during the sessions but become passive participants of the process. The participation factor is very important for coaching to be effective as stated by Wilson (2011). The GROW model requires entrepreneurs to take ownership of the goals in order for the coaching to be successful. Entrepreneurs in the current study did not display ownership of their own goals. A similar study on executive coaching sessions by Koortzen and Oosthuizen (2010) noted that the GROW model does work in practice, but that a competency executive coaching model will assist with coaching success on executives.

- **Dependence on coach as a saviour in-stead of a supporter.**

It is evident from past recollections of goal-setting behaviour that entrepreneurs do have goal-setting experience, it does however seem that the entrepreneurs in the current study have actually become dependent on the coach as a “saviour” in-stead of a supporter. This unrealistic expectation is transferred onto the coach and was evident during all the interviews, which indicate a general consensus on this finding.

Entrepreneurs display a need to be hand-held. The intent of coaching is to capacitate the entrepreneur and the outcome in practice is actually that it seems to be inhibiting growth in its current form. Entrepreneurs have an expectation of being funded and having access to office space and other services. Dependence is transferred onto the coach that he/she is in control of the growth of the business and that the entrepreneur will carry out the activities as agreed during the session, very much like a parent-child relationship (Motsoaledi & Cilliers, 2012). This relationship however is destructive as the dependence on the coach is either extreme to the extent that the coach is blamed when deals are not being closed. Out of fear-of-failure, entrepreneurs then jump from opportunity to opportunity as they arise as they desperately try to survive the entrepreneurial world without being properly capacitated to do so. The outcome of this is the unleashing of entrepreneurs into an unforgiving market, which they have clearly not been prepared for. The outcome of which tends to be failure as soon as they graduate from the dependence relationship.

- **Entrepreneurs require a full spectrum of coaching, not just business coaching, indications are that their current needs are not being met**

Anxiety levels are extremely high for entrepreneurs. They have a clear need to be assisted with their work-life balance. It is evident that they are not maximising the potential of the coaching that is on offer to them and therefore do not derive its intended benefits. Entrepreneurs enter the support relationship with a need to be assisted, and an almost unquenchable hunger for government support. The coaching that is applied does not seem to satisfy the softer issues they have to cope with on a day to day basis as leaders of their own small businesses (Koortzen & Oosthuizen, 2010). A fear of failure is evident, and entrepreneurs need to talk to someone about it without feeling that it may breach confidentiality or expose them. Similar findings were found in the study by Koortzen and Oosthuizen (2010) who observed that some participants displayed a reluctance to share information during the sessions. There seems to be an expectation of instant success upon entering a government support environment and the disappointment is evident when entrepreneurs refer to the fact that coaching cannot be eaten and that they cannot buy a car with coaching. A need clearly exists to have someone to soundboard these anxieties to without being judged.

It seems that the value system of entrepreneurs in the current study don't allow them to show weakness. They are part of a competitive environment filled with like-minded individuals who are all after the same goal – the goal of surviving.

- **Entrepreneurs seek coaching from successful entrepreneurs who are not viewed as competitors and who do not threaten their business**

Entrepreneurs in the current study profiled their ideal coach. They have a desire to be coached by someone who has already succeeded in business and has practical experience of the challenges they face. It was however evident that they do not wish this person to take an interest in their business or to compete with them. Competition and the fear of losing their business deals were very evident during the interviews. The trust relationship with the coach surfaced as being one of the most important contributors of tapering coaching success. Entrepreneurs do not seem to trust the coaches enough to share their business success with them out of fear of competition from the coach him/herself or fear that the coach may share their business ideas with other competitors. Entrepreneurs further indicated a need to talk to someone that has succeeded. They clearly feel isolated and display a general distrust in the coaching process. At the same time, they indicate a need to speak to someone that has actually succeeded - a motivator who can urge them towards success and to show them that it can be done.

- **One size fits all model frustrates entrepreneurs and is viewed as limiting.**

The fact that coaching is compulsory is not perceived well by entrepreneurs. Entrepreneurs seem to feel forced into the coaching relationship and restricted with regards to the duration and limitations linked to it. Entrepreneurs have a desire to select their own coach and to have a solution that is customised towards their individual needs. Coaching is viewed as a “packaged generic solution” and their options seem to be limited. Entrepreneurs in this study require their coaches to give them unique attention, to assist them with mapping their businesses and to be available at the discretion of the entrepreneur, not as stipulated by the incubator. The value addition is therefore not viewed as such, but becomes a compulsory action in order to remain part of the support programme.

Conclusion

The research aimed to determine whether coaching influenced entrepreneurial goal-setting behaviour in an incubation environment. The findings confirm this influence and the research have therefore succeeded in its aim. The findings however unearthed various factors that require further research to ensure that entrepreneurs receive the support they require in order to boost the South African economy as a whole

The findings of the study reveal a need for more in-depth coaching sessions that specifically focus on entrepreneurship in the South African context. The role of a coach should be clarified to ensure realistic expectations from the onset of the intervention. The findings are in agreement with some key recommendations of South African experts published in the Global Entrepreneurship Monitor 2012 Report.

The findings indicate that entrepreneurs experience various challenges after establishing their new businesses. An expectation of support from government clearly exists from entrepreneurs entering the incubator environment. A clear dependence on support services exists and entrepreneurs have unrealistic expectations from coaching from the onset of the relationship.

A fear of failure exists which is projected onto the coach and creates a relationship of distrust. A reluctance to share business specific information exists, and a tendency to not take ownership of the growth process surfaced during the interpretation of the findings. Entrepreneurs have profiled a successful entrepreneur as an ideal coach, which further serves as evidence that a need exists to see success in order to replicate it.

The findings of this study are rich and in depth as well as rich in unintended benefits. The researcher was able to recognise themes that emerged, that the participants in this study believed that coaching had an influence on their goal-setting behaviour, and that they were confused about the role of a coach. A profile of an entrepreneurial coach emerged when the data were interpreted. This aspect was not part of the initial research plan, but strongly manifested and therefore became a prominent addition to the research.

Prominent areas requiring further research that have surfaced seem to resonate around the softer unspoken side of entrepreneurship. Government seems to be succeeding in supporting entrepreneurship from a technical perspective; the South African entrepreneur however requires customisation when it comes to the solutions provided to them. A call for research is therefore evident when it comes to entrepreneurial support programmes with attention drawn to the work-life-balance, fear-of-failure, entitlement, value-systems, resilience and general coping mechanisms of the entrepreneur.

i. Working hypothesis based on the phenomenological study

The working hypothesis was drawn from the findings that have been illustrated in Figure 3 (see page 83) of this document and have been included below.

Although coaching influences entrepreneurial behaviour, this influence is tapered by various factors that have an influence on its success, such as.

- The business plan is viewed as a compliance document that allows entrepreneurs access to other forms of financial support.
- Entrepreneurs have previous goal-setting experience, they do not enter the coaching relationship with a clean slate.
- Entrepreneurs display “airy-fairy” goal-setting behaviour because of a dependence on the coach, and an unrealistic expectation of the coaching relationship.
- Dependence on coach as a saviour in-stead of a supporter.
- Entrepreneurs require a full spectrum of coaching, not just business coaching, indications are that their current needs are not being met
- Entrepreneurs seek coaching from successful entrepreneurs who are not viewed as competitors and who do not threaten their business
- One size fits all model frustrates entrepreneurs and is viewed as limiting.

4.2 LIMITATIONS

4.2.1 Limitations of the literature review

Although substantial literature is available on coaching in practice, the availability of literature exploring the influence of coaching in an entrepreneurial setting, specifically related to the South African environment is limited.

4.2.2 Limitations of the phenomenological study

A limitation of the phenomenological study might be the size and selection of the judgment sample. However, the methodological rationale for using a sample of only 8 participants was based on sound research (Miles & Huberman, 1994; Mouton & Marais, 1992; Patton, 2002; Rod, 2011; Tashakkori & Teddlie, 2003). By virtue of the fact that the entrepreneurs who participated in the study were part of an organised programme for entrepreneurs, they may not have been typical of the general population of entrepreneurs who set up businesses without receiving support from government.

A second limitation of this research could be the structure of the questions in the interview guide. The researcher wanted answers to specific questions (that were provided to the participants prior to the interviews), but the participant responses often sparked other topics of conversation (Cresswell, 2009).

The third potential limitation is the possibility of researcher bias during the interviews as the researcher seemed to engage more often with the participants who were forthcoming with their responses.

4.3 CONTRIBUTION

This section considers the contribution of the study's findings to the researcher, to the entrepreneurs, the coaching society, Industrial Psychology, the South African government and society at large.

4.3.1 Contribution of the findings for the researcher

This study provided information from an entrepreneurial perspective for a better understanding of the influence of coaching on entrepreneurial goal-setting behaviour. It became evident that the journey towards completing a dissertation could be linked to that of an entrepreneur being coached. There are significant similarities when faced with the unknown and the need for guidance. Assistance is available, but will only be provided and be beneficial when you understand and integrate it into your goals.

This study found that coaching has an influence on entrepreneurial goal-setting behaviour. Entrepreneurs need to understand the role of the coach, as a student needs to understand the role of a supervisor. Entrepreneurs need access to support from a plethora of available interventions, as a student needs access to the masses of knowledge available in the literature. Setting goals is a universal requirement to life and not only to entrepreneurial success. Coaching assumes many shapes and the recipients are fortunate to participate.

4.3.2 Contribution of the findings to entrepreneurs

The framework presented in Chapter 3 of this study could help entrepreneurs to gain a better understanding of the potential influence of coaching on their goal-setting behaviour. The profile of an entrepreneurial coach could help entrepreneurs in the same way as government support programmes could implement the initiative to coach others.

4.3.3 Contribution of the findings towards coaching in industrial and organisational psychology

The value of understanding the influence of coaching on entrepreneurial goal-setting behaviour in the discipline of Industrial and Organisational Psychology is that coaching can be explored from various levels. Research on coaching can contribute towards the development of a unique entrepreneurial development coaching model that may assist the South African economy as a whole. The discipline of Industrial and Organisational Psychology can play a prominent role in the entrepreneurial development arena.

The framework presented in Chapter 3 can contribute to the literature on the profiling of an entrepreneurial development coach. The richness of the current study resonates around the fact that entrepreneurs profile their needs without being asked to do so. Replications of this study could contribute to expanding the literature on coaching and more specifically on entrepreneurial development programmes.

4.3.4 Contributions of the findings to the South African government

The researcher believes that an opportunity exists for the South African government to contribute significantly to entrepreneurial development, which could fast-track business growth.

The title of this study was specifically selected to understand how coaching influences entrepreneurial goal-setting behaviour when entrepreneurs are exposed to government support programmes aimed at ultimately resolving South Africa's economic issues. Government support programmes could utilise a customised model of coaching that is unique to the needs of entrepreneurs

4.3.5 Contributions of the findings to society at large

This study emphasised the importance of understanding the needs of others. It became evident in this study that a "one size fits all" approach does not always work. The framework presented in Chapter 3 facilitates understanding the influence of coaching on the goal-setting behaviour of entrepreneurs. The findings of this study could contribute to understanding the challenges entrepreneurs face in the South African business environment. Further research on this topic would contribute to the literature on coaching.

4.4 RECOMMENDATIONS

This research was designed to answer the following phenomenological question:

Does coaching influence entrepreneurial goal-setting behaviour?

4.4.1 Recommendations in terms of the literature review

Further research is required to cover all the applicable literature on the many forms of coaching. It is recommended that more literature should be published related to entrepreneurs in the South African environment. Research related to entrepreneurship in South Africa could increase government support and promote the credibility of coaches in the entrepreneurial arena.

4.4.2 Recommendations in terms of the phenomenological study

Replication of this study is recommended to enhance the transferability as well as the validity of its findings. The sample size should be increased to ensure an accurate representation of government support programmes in South Africa. Further research would ensure that the findings are generalisable and can be published internationally. A study of this nature could gain prominence in publications by the World Bank and the Global Entrepreneurship Monitor.

4.4.3 Recommendations in terms of Industrial and Organisational Psychology

The researcher recommends future research in the domains of Industrial and Organisational Psychology to explore each thematic concern in greater depth. Prominent areas suggested for future research are on stakeholder trust relationships in support programmes; dependence relationships between coach and coachee and on customising a coaching model for entrepreneurs. The findings of this study offer a starting point to developing a detailed theory on the influence of coaching on entrepreneurial goal-setting behaviour.

It is suggested that future research describe and articulate entrepreneurial experience, establish relationships, and test the working hypothesis formulated in the findings of this study.

4.4.4 Application of the findings for government incubators

Taking the findings of this study into account, the following are recommended for application in government support programmes or at business incubators:

- Business plan guidance should be made available throughout the incubation cycle and not just at the onset of the incubation relationship. The business plan should be reinforced as a “living document”. An entrepreneurial development plan should be drafted according to the unique needs of each case. The coach and client should agree on the plan and should start the goal-setting experience from both the development plan as well as the business objectives in the business plan. The development plan should cover the softer aspects for development.
- The coach and his/her role should be clearly contracted with the entrepreneur. Additional coaching requirements should be incorporated into a customised coaching plan for the entrepreneur. The success of this coaching plan lies in the active participation of the coachee instead of a passive recipient of coaching.
- Entrepreneurs should be free to select whatever coach they think might add value to their business or their life. The pairing of the coach with the coachee is an important factor in achieving an optimally functional coaching relationship.
- Coaches that are acquainted with various coaching models and methods should be used for coaching. Industrial and organisational professionals should be approached for assistance with coaching interventions.
- A customised coaching model should be proposed to government. This would provide incentives for entrepreneurs who take the time to coach other entrepreneurs, and would cultivate a coaching culture in the entrepreneurial environment.

4.5 CHAPTER SUMMARY

The conclusions, limitations and recommendations of the study were discussed in this chapter. The research aims discussed in Chapter 1 served to evaluate the conclusions of the literature review and the study. The limitations of the study were listed and recommendations were made for the practical application of these findings and for potential future research.

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Annexure A: Research Consent Form

RESEARCH CONSENT FORM

My name is Lalané Janse van Rensburg, I am an M-Comm (Industrial Psychology) student at the University of South Africa. I am undertaking research examining the influence of coaching on entrepreneurial goal setting behaviour and have received ethical clearance to proceed with such research.

Thank you for agreeing to take part in my research.

Please note the following:

- Participation in this research is entirely voluntary and you may withdraw at any time
- You are free to refuse to answer any questions you are not comfortable with
- All interactions with the researcher will be used for the purpose of research only and all information will be kept confidential.

The research will be conducted as follows:

- Participants will be asked to complete a short pre-interview questionnaire that will be sent to them electronically.
- Semistructured interviews will be set up with each delegate upon receiving the completed questionnaire back.
- Participants who participate will receive an option for additional coaching upon completion of the semistructured interview.

Please note:

The research interview will be taped, however, if you would like to stop the tape at any point during the interview you are at liberty to do so. The tapes will be destroyed once the research has been analysed and accepted by UNISA. The data generated from the research interviews will be used only to make general statements for reporting purposes.

Additional coaching received by participants will not be taped and all information will be kept confidential.

Please indicate your understanding of this outline by signing this form.

Signed by:

Date:

Researcher:

Date:

Contact details of Researcher: Lalané Janse van Rensburg

lalanejvr@productivitysa.co.za; 071 674 9276

Annexure B: Pre-Interview Questionnaire – Current Research

PRE-INTERVIEW QUESTIONNAIRE

Please complete the information below and send back
to lalanejvr@productivitysa.co.za on or before 25 June 2012.
Thank you for contributing to research.

Participant Name	
Company Name	
Description of company	
Contact details: (email & cell)	

Are you an entrepreneur?	
If yes, how long have you been an entrepreneur?	
Are you part of an incubation programme?	
If yes, how long have you been part of such a programme?	
Have you received any form of coaching since being part of this programme?	
Please elaborate	

Annexure C: Semistructured Interview Template – Current Research

Dear participant – thank-you for agreeing to participate in my study.

Attached please find the questions that will be asked during the semistructured interviews that are to take place later this week. Kindly note that opportunity will be provided after each question to clarify.

If you need to contact me before the interview, please find my details below.

INTERVIEW QUESTIONS

The following list of questions will be used during the semistructured interviews:

Topic: Entrepreneurial Coaching

- *Tell me about your business?*
- *Do you do your own business planning?*
- *Do you have goal setting experience? If yes, please elaborate.*
- *What are your goals for your business at present? (Unpack short term and longer term)*
- *To what extent do you think that these goals are achievable?*
- *Do you sometimes make business decisions based on a “gut feel” or intuition?*
- *Are you flexible when it comes to goal achievement? If yes, please elaborate.*
- *What is your view on the coaching that you received?*
- *Have you changed your goals since receiving coaching?*
- *Has coaching assisted you with setting goals for your business? If yes, please indicate whether they were short term or longer term goals.*
- *Do you stick to your goals once they have been set?*
- *What kind of coaching would you like to receive in future?*
- *Can you give me an example of a goal that has been achieved in your business?
Where other stakeholders involved in making this goal a reality?*

Contact: Lalané Janse van Rensburg, Cell: 071 674 9276, lalanejvr@productivitysa.co.za

Annexure D: RESEARCH REQUEST PACK

LALANÉ JANSE VAN RENSBURG

TOPIC: The influence of coaching on entrepreneurial goal setting behaviour

SAMPLE: SMTDC Incubator

PROPOSED DATES FOR SEMISTRUCTURED INTERVIEWS: 28 – 29 JUNE 2012

PURPOSE: The general aim of the research is to explore coaching practice in an entrepreneurial support environment with specific focus on the influence coaching has on entrepreneurial goal setting behaviour.

SAMPLE SIZE: It would be ideal to have all SMME's at incubator participate – it is however possible to limit to 10 SMME's per case study conducted.

CONFIDENTIALITY: Any information that is able to identify a specific person and/or organisation will be kept confidential.

RESEARCH CONSENT FORM

My name is Lalané Janse van Rensburg, I am an M-Comm (Industrial Psychology) student at the University of South Africa. I am undertaking research examining the influence of coaching on entrepreneurial goal setting behaviour and have received ethical clearance to proceed with such research.

Thank you for agreeing to take part in my research.

Please note the following:

- Participation in this research is entirely voluntary and you may withdraw at any time
- You are free to refuse to answer any questions you are not comfortable with
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- Participants will be asked to complete a short pre-interview questionnaire that will be sent to them electronically.
- Semistructured interviews will be set up with each delegate upon receiving the completed questionnaire back.
- Participants who participate will receive an option for additional coaching upon completion of the semistructured interview.

Please note:

The research interview will be taped, however, if you would like to stop the tape at any point during the interview you are at liberty to do so. The tapes will be destroyed once the research has been analysed and accepted by UNISA. The data generated from the research interviews will be used only to make general statements for reporting purposes.

Additional coaching received by participants will not be taped and all information will be kept confidential.

Please indicate your understanding of this outline by signing this form.

Signed by:

Date:

Researcher:

Date:

Contact details of Researcher: Lalané Janse van Rensburg

lalanejvr@productivitysa.co.za; 071 674 9276

PRE-INTERVIEW QUESTIONNAIRE

Please complete the information below and send back to lalanejvr@productivitysa.co.za on or before 25 June 2012.

Thank you for contributing to research.

Participant Name	
Company Name	
Description of company	
Contact details: (email & cell)	

Are you an entrepreneur?	
If yes, how long have you been an entrepreneur?	
Are you part of an incubation programme?	
If yes, how long have you been part of such a programme?	
Have you received any form of coaching since being part of this programme?	
Please elaborate	

Interview Questions

The following list of questions will be used during the semistructured interviews:

Topic: Entrepreneurial Coaching

Tell me about your business?

Do you do your own business planning?

Do you have goal setting experience? If yes, please elaborate.

Have you ever been assisted with goal setting in your business? If yes, by whom and to what extent.

What are your goals for your business at present? (Unpack short term and longer term)

To what extent do you think that these goals are achievable?

Do you sometimes make business decisions based on a “gut feel” or intuition?

Are you flexible when it comes to goal achievement? If yes, please elaborate.

What is your view on the coaching that you received?

Have you changed your goals since receiving coaching?

Has coaching assisted you with setting goals for your business? If yes, please indicate whether they were short term or longer term goals.

Do you stick to your goals once they have been set?

What kind of coaching would you like to receive in future?

Can you give me an example of a goal that has been achieved in your business? Where other stakeholders involved in making this goal a reality?