

**EXPLORING MENTORSHIP FOR FOSTERING SUCCESSFUL YOUTH  
ENTREPRENEURSHIP AT TELKOM, SOUTH AFRICA**

By

BELINDA N. TSHEHLA

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SUPERVISOR: Prof. M.W. LADZANI

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## **Dedication**

*This dissertation is dedicated to my husband, my all – Steven Sotja Tshehla*

“You are my pillar, my strength, my courage. Thank you for pushing me beyond my comfort and for loving me. Thank you for remaining supportive throughout this journey. You are the best study partner I could ever ask for”.

## Declaration

I, Belinda Nomacilongo Tshehla, student number 32297696, declare that this dissertation, “*Exploring Mentorship for fostering successful youth entrepreneurship at Telkom, South Africa*”, is my own work, and that all the sources that I have used or have quoted from have been indicated and acknowledged by means of complete references. The dissertation has not in part or in full, been previously submitted for any other degree or examination at this or any other university.

A handwritten signature in black ink, appearing to read 'Belinda N. Tshehla', is written over a horizontal line.

Belinda N. Tshehla

20 June 2019

Date

## **Recognition and acknowledgements**

I thank God for the mercy, the favour and blessings bestowed upon me. You said in your word you will never leave nor forsake me, and I have seen your goodness in the land of the living.

*“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing.”* Pele

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*“To God be the glory”*

## **Abstract**

South Africa, in general, is plagued by high unemployment, especially among the youth. The study explores how mentorship can be employed to foster youth entrepreneurship at Telkom, South Africa. The primary focus of the investigation was to establish whether mentorship could be the answer to the declining youth entrepreneurship in the city of Tshwane. The study was done by conducting a qualitative research, using the Telkom mentorship programme as the sample. The sample consisted of mentors and youth mentees from the Telkom mentorship database. Data was collected using semi-structured open-ended interviews. Data analysis was done using thematic analysis with Atlas Ti 8.0.

The literature showed that mentoring has benefits for both mentors and entrepreneur mentees. It also showed that the government and private sectors can play a key role in youth entrepreneur mentorship. The findings of the study have proven that mentorship yields positive results for youth entrepreneurs, which supports the literature in this study. The findings of the study yielded five themes, which were: success factors for mentorship, inhibiting factors for mentorship, role of government in mentorship, role of private sector in mentorship and influence of mentorship on successful youth entrepreneurship. In addressing the objectives of this study, the findings have proven that there is a relationship between mentorship and successful youth entrepreneurship, as per the first objective.

The role of government and the private sector were identified as key in the mentorship of youth entrepreneurs. The recommendations made in this study include improvements in the mentorship programme for mentees and mentors, initiatives by government that include more mentorship programmes and better communication as well as providing funding for mentorship programmes. Additionally, the private sector needs initiatives to make their programmes more accessible to the public. Further research to establish the correlation between mentorship and successful entrepreneurship is recommended.

### **Key terms**

*Entrepreneur, Entrepreneurship, Mentorship, Mentor, Mentee, Youth, unemployment*

## Abbreviations

BBBEE	Broad Based Black Economic Empowerment
CFH	Carolina Fintech Hub
CSI	Corporate Social Investment
DSBD	Department of Small Business Development
ECSA	Engineering Council of South Africa
ECSECC	Eastern Cape Socio-Economic Consultative Council
GEM	Global Employment Monitor
HR	Human Resource
ICT	Information and Telecommunication Technology
ILO	International Labour Organisation
N/A	Not applicable
NDP	National development programme
NMM	National Mentorship Movement
NYDA	National Youth Development Agency
NYP	National Youth Programme
SA	South Africa
SME	Small and Medium Enterprise
SOC	Service Operation Centre
StatsSA	Statistics South Africa
TEA	Total Early Entrepreneurial Activity
UK	United Kingdom

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# Chapter 1

## Introduction, Background and Context of Study

### 1.1 Introduction

The significant role that entrepreneurship plays in global economic growth cannot be over-emphasised. As indicated by Ekpe, Razak, Ismail and Abdullah (2016) and Light and Bhachu (2017), there seems to be a greater appreciation that entrepreneurship is an imperative instrument and driver of sustainable economic growth through employment creation, advancement and its welfare impact. Extensive research has been undertaken globally to underscore this role and the participation of young people in the economy (Hustedde, 2018; Fadeyi, Oke, Ajagbe, Isiauwe & Adegbuyi, 2015). As per Herrington, Kew and Mwanga (2017), 77% of Africans are younger than 35 years. However, the African continent seems to lag in terms of youth entrepreneurship.

This is particularly important in Africa where business analysts and social reporters frequently highlight the way that Africa's population is continuously getting more youthful and who are struggling for employment (Herrington et al., 2017). According to Kuhn, Milasi, and Yoon (2018), the global youth unemployment is at 13% which is three times higher than that for adults, in Sub-Saharan Africa this figure is at 67%. In South Africa, this number stands at 38.2% which is nearly three times higher than the world norm (StatsSA, 2018). According to the Youth Enterprise Development Strategy (2013-2023), youth unemployment contributes 73% of the total unemployment in South Africa. The ECSECC (2017) report states that it is difficult for youth to find employment due to lack of experience and abilities, poor instruction and restricted systems and assets. This report further states that youth who could not secure a job in the first three years of graduating from their studies is unlikely to ever find a job. In South Africa, unemployed youth are a majority as they account for 63.5% of unemployed persons (StatsSA, 2018). Unemployed youth in South Africa put an extra burden on a constrained government spending plan (Fatoki & Chindonga, 2011: 161).

## 1.2 Background

Entrepreneurship is viewed as one of the solutions for the high number of youth unemployment (Thurik, Carree, Stel & Audretsch, 2008:682, Ekpe et al., 2016). In many developing economies, small businesses have been shown to contribute significantly to job creation, economic growth and more equal income distribution (Herrington et al., 2017). In an article titled “*The role of ethnicity and culture in developing entrepreneurs in South Africa*”, Van Scheers (2010) revealed that South Africa has a serious deficiency of competent entrepreneurs. This is further aggravated by a 4% decrease from the year 2015 to 2016 in entrepreneurial intent among 18 – 34 year olds (Herrington et al., 2017).

Despite some fast-growing economies in Sub-Saharan Africa, South Africa appears plagued by socio-economic issues (unstable economy, unemployment, state of education), blocking rapid growth of entrepreneurship among its youth population (Gudmastad, 2013). It is indeed noticeable that many governments around the world have recognised the importance of entrepreneurship and duly implemented policies that encourage its adoption and development from an early age. In South Africa, youth entrepreneurship is seen as an integral part of economic growth (National Youth Policy, 2015-2020). The importance of youth development in South Africa is also evident through the development of the current National Youth Development Agency (NYDA). This agency defines youth development as the deliberate, thorough approach that gives space, openings and support for youngsters to expand their individual and aggregate inventive energies for self-awareness and advancement of a more extensive society of which they are a fundamental part (NYP, 2015-2020). The South African government, with the plan to help youth entrepreneurs to develop and thrive, has introduced the entrepreneurship mentorship and coaching programme through the Department of Small Business Development (DSBD). With this programme, the government aimed to enhance performance, survival rates and profitability of youth owned and managed businesses through coaching and mentorship. The mentorship scheme was recognised as a vehicle that could assist in accomplishing South Africa’s key financial goals (Jobs Summit Declaration, 1998).

In addition to government involvement, business also plays a pivotal role in mentorship. According to Riverin (2007), the primary objective of the business mentoring programme is to assist new entrepreneurs acquire fundamental managerial skills, and to produce positive impacts for the protégé. In the United Kingdom (UK), business mentoring is at the centre of

the entrepreneurship ecosystem and 70% of start-up businesses that have access to it, survive for more than five years (Mowgli, 2017).

Telkom South Africa (Telkom) is one example of an organisation which has introduced the mentorship programme in 2011 with the objective of offering employees (protégés) at all levels in the organisation the opportunity to be partnered with experienced mentors. Critically, the programme aims to create a learning partnership between mentor and protégé to develop the latter in areas of personal leadership, skills and career development. It supports and encourages the sharing of knowledge, skills and experience. This is achieved through two streams; business mentorship and talent management mentorship (Telkom mentorship programme database, 2018). To date, the programme has assisted some of the protégés to start successful businesses whilst others have improved their business skills within and outside Telkom.

### **1.3 Problem statement**

Despite various reviews recognising the critical factors that should be addressed to encourage youth entrepreneurship in South Africa, including evidence of various interventions undertaken by the government to advance youth entrepreneurship programmes in the country, the trends still show that youth entrepreneurship is on the decline in South Africa. That includes mentorship interventions through the introduction of some entrepreneurship mentorship programmes which includes the programmes from DSBD, NYDA and Accelerate Cape Town mentorship pilot 2017.

Even with these interventions, the Total Early Stage Entrepreneurial Activity (TEA) in South Africa is still on the decline. According to Herrington et al. (2017), the TEA in South Africa has declined from 7.3 in 2015 to 6.9 in 2016. Even more concerning is that in Africa, South Africa's TEA rates for the youth are amongst the lowest and far below the average (Herrington et al., 2017). It is therefore no surprise that South Africa's circa 40% youth unemployment rate is among the highest in the world (Stats SA, 2018).

These observations and facts highlight the reality that the South African youth face many challenges despite the interventions that have been made towards developing youth entrepreneurial endeavours to date. Telkom has been successful with their mentorship

programme for the youth over the years. The question is whether mentorship could be the resolution to the youth entrepreneurship problem in South Africa? The research question is therefore: What role does mentorship play in promoting youth entrepreneurship in South Africa?

#### **1.4 Objectives of the study**

The primary objective of this study is to explore mentorship for fostering successful youth entrepreneurship at Telkom within the City of Tshwane South Africa.

The secondary objectives are to:

- Explore the relationship between mentorship and successful youth entrepreneurship at Telkom.
- Establish the factors inhibiting mentoring youth entrepreneurs.
- Explore the role that government and the private sector can play in encouraging mentorship for youth entrepreneurs.

#### **1.5 Importance and practicality of the study**

Unemployment is a global problem, particularly youth unemployment. Globally, unemployed youth aged 15–24 years reached an estimated 71 million in 2017 according to Kuhn, Milasi and Yoon (2018). In Africa, youth within the same age group of 15 and 24 comprise 20% of the population, higher than the global average. Equally, youth in Sub-Saharan Africa are facing high unemployment challenges compared to their adult counterparts (Maina, 2016).

Entrepreneurs are seen as the drivers of economic and social transformation (Langevan, Dawa, & Namatovu, 2012). Nurturing youth entrepreneurship has become the key policy option for most developing countries, South Africa included. In South Africa, entrepreneurship has been recognised as one of the approaches to create and develop the economy. The South African government has attempted various interventions to encourage youth entrepreneurship, but youth entrepreneurship is still on the decline. South Africa, with high youth unemployment of 38.6% (Stats SA, 2018), looks at youth entrepreneurship training and mentorship schemes to encourage youth entrepreneurship which is seen not only as source of employment, but also a catalyst for economic growth and social change.

This study serves to investigate whether mentorship could be the answer to improve youth entrepreneurship in South Africa with a focus on the Telkom mentorship programme. The study could help policy makers to make informed policy decisions with regards to youth entrepreneurship and the unemployment problem, as well as contributing to the body of knowledge on entrepreneurship. It will thus assist future students, academics and researchers in the field of business management.

## **1.6 Scope and delimitation of the study**

Scope refers to the enquiry, coverage and reach of the study. It involves limits of the research topic and the area to be reached (Richard & Morse, 2007). The focus of this study was on mentorship only and excludes all other forms of support, which include coaching and counselling.

Mentorship is often used interchangeably with coaching and counselling, however there is a difference between these practices. Mentorship is described by Clutterbuck (2017) as a relationship where one person provides assistance to another in order to transfer knowledge, work or thinking, including being a role model, building networks and the development of personal resourcefulness. Coaching, on the other hand, is defined as a collaborative helping relationship which is focused on working in a systematic way towards agreed goals to enhance professional performance, foster on-going self-directed learning, increase personal satisfaction and personal growth (Grant & Stober, 2006). According to Gladding (2004), counselling involves relationships and deals with wellness, personal growth, career, and pathological concerns.

The sample only focused on the youth mentees and mentors who are registered with the Telkom mentorship programme who are in the City of Tshwane, South Africa. It further included mentees who have been in business for a minimum period of 12 months. The Telkom mentorship programme has been running for a period of more than five years and has produced a number of entrepreneurs since (Telkom mentorship programme database, 2018).



## **1.7 Abridged literature and contribution to knowledge**

The purpose of the literature review is to help researchers comprehend the emerging patterns and trends of pertinent past research (Saunders, Lewis, & Thornhill, 2009). The categories of this literature review are derived from the themes that emerged from the discussion of the problem statement. This literature review presents a critical reflection of the views of academic and industry experts on the following related themes: The role of youth entrepreneurship in the economy, role of government in fostering young entrepreneurs, entrepreneurial success and barriers as well as entrepreneurial mentoring.

### ***1.7.1 The Importance of Youth Entrepreneurship to the National Economy***

The upside of having young people participating in the mainstream of the economy is that they bring fresh ideas, agility and sustainability to the positive economic trajectory. Youth participation is vital for the growth of the economy (Hustedde, 2018). Youth as described by the United Nations are those persons between the ages of 15 and 24. The European Union on the other hand describes youth as persons between the ages of 15 and 30 (European Commission, 2015). In Africa youth are defined as persons between the ages of 15 and 35, however South Africa describes youth as persons from the age of 14 to 35 (National Youth policy 2015-2020).

Equally entrepreneurship has been identified as vital for economic growth (Ekpe, Razak, Ismail and Abdullah (2016) and Light and Bhachu (2017)). Entrepreneurship as described by Nieman and Niewenhuizen (2009:9) is the emergence and growth of new businesses. Langevan et al. (2012) reiterate that entrepreneurs are generally perceived as the drivers of economic and social transformation. In fact, young people bring more to the economy than just ideas. Mutezo (2005:93) posits that “youth entrepreneurship incites a situation for national and regional economic improvement and headway”. This is further reinforced by Dash and Kaur (2012:10) in their assertion that the role entrepreneurship plays in the socio-economic development of a country is well acknowledged. They further point out that youth entrepreneurship has increased more significantly in recent years in many countries with increased interest in entrepreneurship as a way of boosting economic competitiveness and propelling regional development.

The essence of having many business start-ups among the youthful population of the country is to ensure that the youth create jobs for themselves, develop capacity to become employers, and contribute to economic development of the nation and social change (Simpson & Christensen, 2009). Nurturing youth entrepreneurship has become the key policy option for most developing countries, South Africa included. South Africa, with high youth unemployment of over 40% (Stats SA, 2018), looks at youth entrepreneurship training and mentorship schemes to encourage youth entrepreneurship which is seen not only as source of employment but also as a catalyst for economic growth and social change.

### ***1.7.2 Role of government in fostering entrepreneurship***

Governments play a major role in economic development and growth. In South Africa, entrepreneurship has been recognised as one of the approaches to create and develop the economy (South Africa National Development Agency, 2013). It is generally accepted that the youth require guidance and support to urge them to seek entrepreneurship early in their careers. The South Africa National Development Plan (2012) also highlights the crucial role that the government and other stakeholders must play in tending to obstructions to youth entrepreneurship in South Africa.

The lack of management skills, complexity to obtain capital or acquire finance and government bureaucracy were identified by Cupido (2002:78) as the main barriers for the cultivation of entrepreneurial growth. Kim, Aldrich, and Keister (2006) additionally recommended that governmental support systems have a major impact on entrepreneurial activity. They additionally express that government support can be in a form of the following: Regulatory environment and policies; Taxes – particularly business charges; Tariffs; Government support programmes; and International trade agreements, which can influence the competitiveness of entrepreneurs.

Dash and Kaur (2012) explored factors contributing to the advancement of young entrepreneurs and the constraints that obstruct young people from starting and maintaining a business. Their study recognised a lack of working capital and tax regulations as some of the impediments to youth entrepreneurship. Their discoveries unmistakably show that government intervention is vital in supporting youth entrepreneurship. Fatoki and Chindoga (2011:161) underscore these findings by also recognising government support, risk and weak market opportunities as factors

that affect youth entrepreneurship in South Africa. The government has additionally been identified by Smallbone and Welter (2010:331) as a main consideration in influencing the nature and pace of small medium enterprises (SME) development. They contend that this is accomplished primarily through government's influence on the external environment rather than through direct support measures or interventions.

The support of government in business is fundamental. Minniti (2008:788) sees government policy as imperative since it shapes the institutional environment in which entrepreneurial choices are made. The policy can only be effective if there is collaboration between the general public, business and the Government (Minniti, 2008:788). Government policy can allow for an enabling environment for entrepreneurship. The conclusion made from the International Labour conference in 2010 supports this notion in a sense that it highlights the importance of an enabling environment for sustainable enterprises (Torres, 2010). Government policy can unfold in many ways. Torres further distinguished the following as government interventions that could be utilised to support entrepreneurship among the youth in South Africa:

- Promoting of an entrepreneurship culture through crusades, advancing effective entrepreneurs as good examples
- Introducing entrepreneurship training at various education levels
- Improving entrepreneurship training at various education levels
- Providing easy access to finance
- Providing significant business improvement services and support schemes

In response to the identified interventions, the South African government, through the NDP, developed the following strategies (amongst others) to curb youth unemployment:

- Reviewed legislative environment
- Introducing mentorship programmes
- Improving education performance and skills development in the schooling and further education system
- Improving employment services available to the youth to aid matching of skills, job search, career guidance and counselling, skills development and job placement.
- Establishing monitoring report and regular report on progress

- Strengthening relationships with the National Youth Development Agency (NYDA) and other youth services agencies.

It is evident that the government in South Africa is trying a number of interventions to encourage youth entrepreneurship. This is evident through the creation of policies and youth programmes that acknowledge the need to prioritise youth in job creation and strengthening entrepreneurship. These policies include the industrial policy, the job fund and many others. The recent debate around the youth wage subsidy underpins this view. Additional to these policies, the South African government introduced the entrepreneurship mentorship and coaching programme with the aim to enhance performance, survival rates and profitability of youth owned and managed businesses through coaching.

The question is: how successful are those interventions? It is therefore important to investigate how supportive these government mentorship interventions are in order to emphasise and improve them in support of youth entrepreneurship in South Africa.

### ***1.7.3 Entrepreneurship success and barriers***

The achievement of early adopters impacts the activities of slouches, so it is vital for existing entrepreneurs to have examples of overcoming adversity in order to encourage future entrepreneurs. As indicated by Rasheed and Rasheed (2007), accomplishment inspiration as a trademark related with entrepreneurship is seen to be a consistent attribute. Individuals tend to seek after things that have been attempted before. According to Maas and Herrington (2008), South African youth are positive about entrepreneurship. Youth progressively venture into business not out of need, but rather in view of opportunities they want to pursue (Mpafa, 2008). Individuals choose entrepreneurship as a profession because of the need to run their own enterprise or because they have seen that most successful people in the world claim an effective business (Dash & Kaur, 2012). Fatoki and Chindoga (2011:161) also support this notion when they contend that one of the obstacles to the success of an enterprise is the lack of willingness to take risks, which originates from dread of disappointment and humiliation. Without encouragement or inspiration, people have a tendency to be hesitant to attempt new things. Amongst the findings from the study done by Dash and Kaur (2012), lack of committed

entrepreneurs who can motivate future entrepreneurs was distinguished as one of the impediments to youth entrepreneurship.

It is likewise critical to comprehend the barriers that existing young entrepreneurs go through and also what makes them successful. According to Von Broembsen, Wood and Herrington, (2005), it is less likely in South Africa for a new business to survive beyond 42 months and becoming an established firm in any other Global Entrepreneurship Monitor sampled country. Of the newly established businesses in South Africa, 75% fail within the first two years of operation.

Fatoki and Chindoga (2011:163) have identified business skills as one of the factors that affect youth entrepreneurship in South Africa. They further point out that lack of entrepreneurship training and mentorship guidance have decreased business management capability of youth entrepreneurs in South Africa. One of the recommendations from the study done by Van Scheers (2010) was that improving marketing skills of ethnic youth entrepreneurs has the potential to solve unemployment problems and improve the South African economy.

Various challenges and barriers that prevent the creation of new businesses as well as cause the high failure rates of new businesses in South Africa have been identified by different scholars. As per Dash and Kaur (2012), the achievement or failure of an enterprise is often subject to conquering a series of potential barriers. These barriers are different and include, but are not limited to; access to finance, access to information, poor education and training and business operating environment, access to credit, acquisition of relevant skills, access to markets, and relevant institutional support (Chigunta, 2002).

Firstly, Access to Finance. One of the major problems to the success of an enterprise is access to finance which was identified by Mazanai and Fatoki (2011:212), Herrington et al. (2009) and Maas and Herrington (2008). The youth is particularly hampered by poor, or lack of, credit history to help them access financial support, especially from mainstream financial institutions. Most of the youth also lack personal savings (Llisterri, Kantis, Angelelli & Tejerina, 2006).

Secondly, lack of information on entrepreneurship support initiatives. Youth do not always have access to information on the services and support systems available to assist them to

become entrepreneurs. They lack social capital and networks that adults may have accumulated over time.

Thirdly, poor education and training. The current South African school system does not place strong emphasis on entrepreneurship education that prepares youth to have a basic understanding of how to start and run a business through courses like financial literacy, marketing and business skills. The high failure rate means that many youths do not qualify for enrolment into further training and education opportunities (Herrington et al., 2009).

Lastly, business operating environment. Lack of access to markets and business advisory services also hinder the success of entrepreneurial mentorship (Llisterri et al., 2006). Access to local and international markets is facilitated through personal and business contacts. Without these networks, it is difficult for a business to compete with those with already established networks and more resources for marketing. Pervasive knowledge of organisations or individuals that provide business advisory services is also a key determinant for youth entrepreneurial mentorship success.

One of the interventions identified by Torres (2010), in the World of work (2010), is to advance an entrepreneurship culture through cultural campaigns, promoting successful entrepreneurs as role models in order to encourage entrepreneurship amongst the youth. When more entrepreneurs prove to be a success and share their success stories, more people will be inspired to become entrepreneurs, especially the youth. The accomplishment of existing entrepreneurs can impact the presence of future entrepreneurs. Understanding what makes existing youth entrepreneurs successful and furthermore, the challenges they face, is significant in order to develop strategies that will encourage entrepreneurship amongst the youth. How influential can this information be to potential entrepreneurs and start up entrepreneurs?

#### ***1.7.4 Entrepreneurial mentorship***

Mentorship is not a foreign concept in entrepreneurship, in fact, it was discovered by Srivastava (2013) as a conceivable answer for issues confronted by start-up entrepreneurs. Pelan (2012) defines mentoring as a process where a mentor helps a mentee to succeed by providing guidance towards achieving practical skills. The benefits of mentorship in entrepreneurship cannot be overemphasised, as identified by Connor (2014), mentorship is an important factor

in building youth entrepreneurs. On the other hand, Laukhuf and Malone (2015) view mentors as creators of entrepreneurial positive results while Kyrgidou and Petridou (2013) consider mentorship to be an important commitment in starting and growing a business.

Mentored youth are associated with positive results and progress even though the benefits of mentoring have not been properly measured quantitatively (Mckevitt & Marshall, 2015; Pompa, 2012). However, mentoring programmes have been associated with improved and increased opportunity for attaining employment, increasing business skills and enhancing career (Ragins & Kram, 2007). According to Beattie (1999), mentoring entrepreneurs in the early stages of their careers yields benefits in their business. Schøtt, Kew and Cheraghi (2015) assert that skill development and market access is unlikely to produce a significant increase in youth entrepreneurial activity without a concomitant investment in mentoring. Mentorship has been revealed as a valuable part of the training provision to support SME growth and overcoming failure in Canada (Audet & Couteret, 2012).

According to Jekielek, Moore, Hair and Scarupa, (2002:6), the following are benefits of mentorship for the youth:

- that the longer the mentoring relationship, the better the outcome;
- that youth are likely to benefit if mentors maintain frequent contact with them and know their families, and
- youth who perceive high quality relationships with their mentors experience the best results.

Over and above these benefits, Ozgen and Baron (2007) and St-Jean and Audet (2013) associate mentored youth with high self-esteem, self-confidence, improved abilities for goal achievement, problem solving, learning, dealing with change and doing business, enhanced contact network and knowledge and opportunity recognition and entrepreneurial self-efficacy. Mentorship has positive benefits; the question is whether these benefits can be linked to successful youth entrepreneurship.

## **1.8 Abridged methodology**

There are various approaches to research depending on the nature, the aims and objectives of the study. When conducting research, one is often confronted with a choice of utilising either a quantitative or subjective technique or a blend of both. It is in such manner that Goode and Hatt (2001) assert that modern research must reject as a false polarity the detachment amongst "subjective" and "quantitative" strategies, or between the "measurable" and the "non-factual approach". The subjective strategy is alluded to as "interpretative" (Terre Blanche, Durrheim & Painter, 2006).

### ***1.8.1 Research design***

This study was largely qualitative in nature as it dealt with human experience of youth entrepreneurs (mentees) and mentors in the City of Tshwane, South Africa. Qualitative methods allow the researcher to conduct the study in greater depth, openness and detail (Terre Blanche et al., 2006). In-depth interviews were used to collect data for the research study.

The qualitative approach through coding common themes in the responses to be elicited in the interviews was used to organise the data for the purpose of analysing the results.

### ***1.8.2 Population***

According to Polit and Hungler (1999:37), a population is an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. The target population in this study consisted of youth entrepreneurs (mentees) and mentors at Telkom SA Centurion office in the City of Tshwane. This particular target population was chosen with due regard to time, cost and accessibility constraints.

### ***1.8.3 Sampling***

Sampling is defined as the act, process or technique of selecting a representative part of a population for the purpose of determining parameters or attributes of the entire population (Coldwell & Herbst, 2004).



### ***1.8.3.1 Sampling Strategy***

The study was exploratory in nature and employed a non-probability sampling method using the purposive sampling technique. The purposive sampling technique allows the researcher to select the participants based on the qualities that the respondents possess (Leedy & Ormrod, 2014). A self-selection sampling strategy was used for this research as this strategy enabled the researcher to select the study's participants based on the researcher's subjective judgment (Saunders et al., 2009). The sample was selected from the Telkom SA mentorship database and consisted of youth entrepreneurs and mentor participants. This method was chosen to be the most appropriate for this study, based on the research question and resources at the researcher's disposal.

In employing this strategy, the following criteria were used to select participants:

- Youth entrepreneurs (34 years or younger) who had been running an enterprise or entrepreneurship activity for at least a period of one to two years and were registered in the Telkom mentorship programme
- Mentors who were registered in the Telkom mentorship programme who had been mentoring youth for at least 12 months

### ***1.8.3.2 Sample Size***

According to Guetterman (2015), the adequacy of the sample size is critical for the credibility of the study. This study used a phenomenological design. According to Blumberg, Cooper, and Schindler (2014), phenomenological research puts the experience central in the study and in the analysis. In this process, the researcher strives to understand what the experience means for those who had the experiences. This, in particular, applies to interpretative phenomenology as it makes sense of the experiences and explores these lived experiences and perceptions (Nanduri, 2018). This is the crux of this study as the youth entrepreneurship mentees and their mentors were requested to provide insights on their lived experiences and perceptions of the mentorship programme on developing successful businesses.

The sample size selected for this study was 20 and comprised of ten youth entrepreneurs and ten mentors. This is expected to be adequate as Saunders, Lewis and Thornhill (2016) provide a guideline of five to 25 participants for this type of study. This range was found to be optimum at 20 from studies conducted by Mason (2011), who asserts that the adequacy of the sample for credibility of the study does not only depend on the number of participants. This number must be complemented by reaching the saturation of the data codes. This means at a certain point in time there will be no new themes that emerge from the interviews. This, in conjunction with power decision, complement the optimum number of the sample size.

The sample of this study consisted of youth entrepreneurs and mentors identified from Telkom mentorship programme. The youth entrepreneurs and the mentors were based in the City of Tshwane. This sampling size was used in one city because of time, budget and accessibility and was considered to be an acceptable representation of the population of interest.

#### ***1.8.4 Research instrument***

Data collection can be done in a number of ways ranging from qualitative, quantitative and mixed methods (Salkind, 2012). This research employed interviews to collect qualitative data.

This study used a qualitative research approach as it dealt with human experience of youth entrepreneurs and mentors at Telkom within the City of Tshwane, South Africa. Semi-structured in-depth interviews were used to collect data for the research study. Using open-ended questions, the intention was to learn more about these entrepreneurs' experiences, perceptions, and feelings with regards to entrepreneurship, as well as the perceptions, youth entrepreneurs have with regards to mentorship in their careers. With this, the researcher was able to assess the impact of mentorship on their careers, their experience, challenges, and what makes them successful.

##### ***1.8.4.1 Interviews***

The data was collected using one-on-one face-to-face interviews. According to Onwuegbuzie, Leech and Collins (2010), interviews allow for non-verbal communication which is important for attaining a deeper shared meaning. Communication is more than spoken words, so it is important to capture even that which is not said verbally. Non-verbal communication clarifies

the meaning of words spoken, and words clarify the meaning of non-verbal communication (Kelly, Barr, Church & Lynch, 1999). With interviews, the aim is to collect data from specific youth entrepreneurs (mentees) and mentors and focus their attention on specific items of interest in the study. The study made use of a semi structured interview approach which involved pre-determined, open-ended questions that allowed exploration of themes that emerged during the interview process. This ensured that certain key elements were covered as well as allowed flexibility.

According to Fontana and Frey (2005:701), there is a difference between structured and unstructured interviews. The difference is that structured interviews aim to capture precise data of a codable nature in order to explain behaviour within pre-established categories, whereas the unstructured interviews attempt to understand the complex behaviour of members of society without imposing any a priori categorisation that may limit the field of inquiry. Using open-ended questions, the intention was to learn more about these entrepreneurs' experiences, perceptions, and feelings with regards to entrepreneurship, as well as the perceptions young graduates have with regards to entrepreneurship as a career. With this, the researcher was able to assess their knowledge and attitude towards mentorship, entrepreneurship, including their experience, challenges, and what made them successful.

### ***1.8.5 Data analysis***

Data analysis involves critical, analytical thinking and creative innovative perspectives (Patton, 1990). This research was qualitative in nature and consisted of words and observations. The analysis of the study was conducted using thematic analysis as it has the flexibility to analyse patterns in the data (Braun & Clarke, 2013). This was done following Braun and Clarke's six phase approach (Braun & Clarke, 2006). The analysis was performed using a computer aided software, ATLAS.ti 8.0, because of its ability to analyse quickly and efficiently. In stage one, the researcher familiarised herself with the verbatim transcribed data. In stage two to four, the data was coded, and the codes were consolidated to form sub-themes after which the themes were developed from the sub-themes. The data was line on line coded and was not coded based on a predetermined framework. During the activity of developing themes, the researcher coded the qualitative data, which resulted in frequency counts (Terre Blanche et al., 2006). According to Terre Blanche et al. (2006: 324): 'this entails marking different sections of the data as being

instances of, or relevant to, one or more of your themes'. In stage five, the refined themes were presented and in the last stage, the report was written to report the findings.

### ***1.8.6 Credibility and trustworthiness***

Salkind (2012) notes reliability and validity to be the first line of safeguard against spurious and inaccurate conclusions. The author alludes to reliability as a measure of the consistency and steadiness of a measurement instrument, and validity as the test for honesty, precision, credibility, validity and soundness of an instrument. As this was a qualitative study, the credibility and trustworthiness were the focus instead of reliability and validity. This was determined by credibility, transferability, dependability and confirmability (Shenton, 2004:64).

#### ***1.8.6.1 Credibility***

Efforts were made to ensure that this study was credible so that it could produce findings which were valid and could be used for decision making and policy development. To ensure credibility, the study used an adequate sample which ensured saturation of data. In addition, the data collected was sent back to randomly selected participants for member checks to ensure that the content and the context was accurately captured by the researcher. During data collection the researcher continuously, captured commentary and reflected on the state of collection and the data that was being provided. The data analysis was done comparing whether the mentors and the mentees are in agreement with the outcome and the success of mentorship. This was done through data triangulation.

#### ***1.8.6.2 Transferability***

As this study used a qualitative approach with a small sample and non-probability sampling method (purposive sampling), there is no focus on generalisation to the whole population. Despite this, efforts were made to get as many diverse views as possible. This was done to ensure that the findings of this study could be transferrable to similar settings.

#### ***1.8.6.3 Dependability***

To ensure that the data collected was dependable, the interview guide was used which ensured that the same questions with a similar approach were asked of all the participants. There was

also an effort of iteration that was made about the success of the entrepreneurial mentorship. At one point, this was done through affording the participants an opportunity to explain whether the mentorship was regarded as being successful. Later in the interview guide, predetermined critical success factors from the literature were used to validate the success of the youth entrepreneurial mentorship.

#### ***1.8.6.4 Confirmability***

In qualitative research, confirmability is synonymous with objectivity. This study was reported in an objective manner where an evidence-based approach was employed. This means that the narrative from the researcher was supported by the verbatim quotations from the participants. In addition, both supporting and contradictory reviews were reported to provide an in-depth overview of the experiences by both the mentees and mentors.

## 1.9 Outline of the report

The report comprises six chapters, which are broken down as follows:

- Chapter 1, as already discussed, introduced the research topic, research questions, importance of the research, and scope of the study.
- Chapter 2 is dedicated to the literature review with a view to present both the theoretical framework on entrepreneurship and a critical review of the existing literature on enablers and barriers to youth entrepreneurship mentorship.
- Chapter 3 discusses the youth entrepreneurial scheme at Telkom. This enabled proper contextualisation of the research setting.
- Chapter 4 discusses the research design and methodology used in the study, focusing on the paradigm, design, population and sampling. This chapter concludes by explaining the credibility and trustworthiness of the study and the methodological limitation.
- Chapter 5 presents the findings, which are based on the analysis of the empirical data.
- Chapter 6 discusses the findings, provides the concluding remarks of the study and gives a recommendation of the mentorship in entrepreneurship for the youth of the City of Tshwane.

## **Chapter 2**

# **Conceptualization of entrepreneurial mentorship and the role of government and private sector in fostering entrepreneurial mentorship**

## **2.1 Introduction**

This chapter reviews the role of mentorship in youth entrepreneurship ventures. The importance of youth entrepreneurship as an instrument of business growth, economic development and social change is discussed. Further, more explorative reviews of factors influencing mentoring success in youth entrepreneurship are investigated and discussed, as well as the role of government and the private sector in fostering mentoring for youth entrepreneurs.

## **2.2 Conceptualisation in the study**

There are three key concepts that underpin the study, which are entrepreneur and entrepreneurship, mentoring and entrepreneurial mentorship.

### ***2.2.1 Conceptualisation of entrepreneur and entrepreneurship***

#### **Entrepreneur**

McClelland (1973) explained that an entrepreneur is a person who is a high-orientated achiever, with a risk-taking attitude, such as starting a new business venture. This person commits to others whether they are customers, shareholders or employees. Zimmerer and Scarborough (2005) support this view and see entrepreneurs as new business or combinations that arise in the face of risk and uncertainty for the purpose of achieving profit and growth. Schumpeter (2000) had earlier explained that an entrepreneur is an innovator who innovates either for personal satisfaction, economic gain, or for independence. This innovation can result in a new product, service, process, or a new business organisation, industry or market. From a business point of view, the entrepreneur is the bearer of business uncertainty with a degree of risk taking. The entrepreneur is the risk taker in the process of a new venture (Memon, Rozan, Ismail, Uddin & Daud, 2015). According to Deakins and Freel (2006), an entrepreneur is capable of

identifying suppliers and customers and acting as an intermediary where profit arises out of the intermediary function.

These different views are generally similar in the view that an entrepreneur is a business person who takes charge of a business venture through innovation and risk taking in order to build a business for profit and has responsibility towards different stakeholders, such as employees, customers and suppliers. The entrepreneur develops entrepreneurial activities. Shane and Venkataraman (2000) explained these entrepreneurial activities as involving the discovery, evaluation and exploitation of opportunities to introduce new goods and services, ways of organising, markets, processes and raw materials through organising efforts that previously had not existed. In support of this view, Reynolds (2005) posits that the entrepreneurial function assists the discovery of opportunities and the subsequent creation of new economic activity, often via the creation of a new organisation. As such, entrepreneurship promotes employment opportunities and fosters innovation and resilience among young people (Chigunta, 2002).

### **Youth Entrepreneurship**

The importance of having majority of business start-ups among the youth of a country is to ensure that the youth create self-employment, become employers, and contribute to economic development of the nation and social change (Simpson & Christensen, 2009). Chigunta (2002) defines youth entrepreneurship as practical application of enterprising qualities into self-employment or employment in start-up business using appropriate skills required for success. In South Africa, youth entrepreneurs are defined as persons between the ages of 15 and 34, who have registered a business or are running a business of their own (Statistics South Africa, 2018). This study has adopted the South African definition of youth entrepreneurs.

#### ***2.2.2 Conceptualisation of mentoring***

The origins of the word “mentor” is believed to be in Greek mythology. According to the legend, Odysseus entrusted his son’s care and development to his trusted friend, Mentor (Klasen & Clutterbuck, 2002). Barker (2005) concurs with this view by stating that mentoring dates back to Ancient Greek times, when it was very common for young and inexperienced men to have a mentor who would deliver knowledge to them in order to turn them into mature men. Garvey and Galloway (2002), on the other hand, view mentoring as an enriching activity



that offers participants the potential to reflect and act through developing understanding through dialogue in a supportive and sometimes challenging relationship.

Pelan (2012) makes a distinction between mentoring and coaching. Mentoring means helping the protégé succeed by providing guidance while coaching focuses on improving performance and skill. This is different from coaching which is characterised as a method for improving a mentee's execution by recognising and outfitting the mentee with aptitudes they need (Grant & Stober, 2006). Grant and Stober (2006) further see coaching as empowering conduct change of a person. The authors see the benefit of coaching as creating a solution focused mind-set. Coaching, as identified by Clark (2003), is preparing, inspiring and co-operating to energise the best execution.

Mentoring can unfold in several different ways. According to Karcher (2005), the models used in mentorship depend on a number of factors which include, but are not limited to age, goals and mentors involved in the programme. According to Bosi, Pichetti and Tudor (2012), there are five major themes on mentoring. These are the roles and function of mentorship, style of mentoring, time aspect and phases of mentorship, mentee-mentor relationship and knowledge acquired through mentorship.

### ***2.2.2.1 Function and role of mentorship***

St-Jean and Audet (2012) suggest that mentoring proficiency develops through various functions a mentor performs. These functions should therefore be considered in deciding on the type of mentoring to be offered and received. Psychosocial and professional mentoring have been recognised by Agumba and Fester (2010:1961) as the elements of coaching. St-Jean and Audet (2012) additionally identified the following as the class of capacities that are typically distinguished in substantial associations and affirmed for the entrepreneurial field.

### ***2.2.2.2 Style of mentoring***

As per Langhout, Rhodes and Osborne (2004), mentors vary in their mentoring styles. They additionally distinguished four distinctive tutoring styles which are direct (gives restrictive support), unequivocally steady (gives largest amount of support), dynamic (gives most abnormal amount of activity) and relaxed (abnormal state of support yet low level of action). Sullivan (2000: 165) states that entrepreneurs find connecting new lessons with their experience to be the most supportive to build up their business. The author keeps up that a good

way to deal with coaching, consolidated with solid association by the guide, would be exceptionally helpful for the entrepreneur since it permits him to profit more from the three mentor capacities specified above, and because it develops wanted results from the relationship.

### ***2.2.2.3 Time aspect and phases of mentoring***

The relationship between mentor and mentee will develop throughout time, and so will the proficiency of the mentee (Kram, 1988). The idea of stages happening in a mentoring relationship is notable. There are various clarifications given, yet most portray mentoring as a formative association with four stages and time aspects. Sullivan (2000:167) uses a life-cycle model derived from the Churchill Phases of a management model which includes conception, survival, stabilisation, growth orientation, rapid growth, research maturity. Some of the stages include start, development, partition, redefinition (Kram, 1988), others include planning, arranging, empowering, shutting (Zachary, 2000). Despite how the stages are indicated, all concur that there is a characteristic spill out of one phase to the following, for the most part with some cover between the stages.

### ***2.2.2.4 Mentee-Mentor relationship***

Pelan (2012) views the mentee-mentor relationship as being collaborative and a relationship of peers. Sullivan (2000:165) maintains that desires on both sides ought to be considered, since both may assume a determinant part in moulding the relationship between the mentor and the mentee. As indicated by Barker (2005), the mentee's desires generally incorporate components, for example, skilful correspondence, shared individual responsibility, aptitude in the field and the capacity to upgrade his vocation and self-improvement. According to de Janasz (2006:131), mentees increase mindfulness and certainty through the mentorship relationship. Berrou and Combarous (2012) argue that solid ties make the coach exceptionally receptive, more dependable and guarantee he shares more profoundly and in a more dangerous manner, his assets with the business person or mentee. They additionally take note that connections worked inside a solidarity system are also critical, because they work as a social protection. They likewise infer that a cosy relationship is critical, since it prompts the entrepreneurial accomplishment in business sectors ruled by vulnerability. According to Murrel (2007), mentoring relationships are unmistakably one of the keys to accomplishment to mentorship.

He additionally takes note of the five stages that develop a powerful mentoring relationship which are need assessment, goal setting and expectation clarification, focus on cultivating a relationship, maintaining contact and mentoring network development.

Lastly, knowledge acquired through mentoring. Most researchers reason that fruitful mentoring prompts incredible outcomes, for example, the positive results of development, positive work dispositions, and vocation duty, while unsuccessful mentoring can bring about outrage, dissatisfaction and low employment fulfilment (Barker, 2005). Keeping in mind the end goal to accomplish incredible results, St-Jean and Audet (2012) have distinguished the sort of information that is passed from a mentor to his mentee. These types of learning include:

- A mentor helping potential entrepreneurs to develop the aim and motivation behind a business.
- The improvement of information abilities like essential bookkeeping capacities, growing the customer base, and how to perceive business opportunities.
- Knowledge can likewise be of a more mental kind, similar to change of self-assurance, development in self-adequacy and advancement of leadership skills.
- Mentors push the novice entrepreneur to consider their own behaviour, perhaps altering future movement and results, empowering behavioural and attitudinal change.

### ***2.2.3 Conceptualisation of entrepreneurial mentorship***

The mentorship has then over the centuries and decades, developed across the disciplines including in entrepreneurship. Entrepreneurial mentorship is defined as the process of nurturing and supporting entrepreneurs (Hisrich & Peters 2002). It is also seen as one of the best ways of coaching and structuring the activities of entrepreneurs and business leaders in every sphere of the economy (Riverin, 2007). As indicated by Srivastava (2013), a conceivable answer for issues confronted by start-up entrepreneurs is mentorship, as it promotes career opportunities. According to Connor (2014), mentorship is key in building youth entrepreneurs. As per Laukhuf and Malone (2015), mentorship creates positive outcomes in an entrepreneur's profession. Krotz (2011) and Kyrgidou and Petridou (2013) consider mentorship to be an important commitment in starting and growing a business. Mentorship, as distinguished by St-

Jean (2011), is an essential viewpoint for entrepreneurs in proceeding with their expert improvement. Also, Olsen (2011) affirmed that mentorship is fundamental in guaranteeing the achievement of future entrepreneurs. The benefit of mentorship is that one can develop and grow as an entrepreneur independently (St-Jean & Audet, 2009).

### **2.3 Theory of Entrepreneurial Mentorship**

There are many and varied theories relating to entrepreneurial mentorship (Haggard, Dougherty, Turban & Wilbanks, 2011). Some of the theories perceive entrepreneurial mentorship as direct aspects of management and business operations as well as access to business networks. According to Ladzani and Van Vuuren (2002:157) entrepreneurship training is one of the basic requirements of starting and running a business. Sullivan (2000:165), on the other hand, emphasises the personalised learning process as a valuable tool for developing business skills. However, Ladzani and Van Vuuren (2002:156) see business skills training as general management, marketing management, production management, financial management, pricing calculations, costing and legal skills than other categories of skills. It is with this view that Sullivan (2000:172) points out that mentorship enhances psychological traits of competence, clarity of identity and effective assumption of a professional role. Bisk (2002) concurs with this view by providing factors required to give effect to the learning process and business skills development. These factors are; value systems, self-worth, personal advice and interpersonal relationships. The latter factor, as substantiated by Sullivan (2000:172), involves friendship, support, acceptance, counselling and role modelling to mentees.

Entrepreneurial mentoring training is also characterised as practical programmes that provide business management skills to entrepreneurs (Bechard & Toulouse, 1998; Vesper, 1990). Within this process, there is a dispensing of practical skills and attitudes required for effective management of business ventures (Rasheed & Rasheed, 2007). St Jean and Audet (2012) contextualise entrepreneurship mentoring further and explained that it facilitates a more efficient and secured transfer of complex experiences into learning and practice. They argue that the provision of personalised, flexible support, tailored to each particular situation is generally seen as crucial for success of mentorship. They however advise that mentoring should

come earlier in the entrepreneurial process in order to influence career satisfaction and retention of novice entrepreneur.

## **2.4 Mentorship success and benefits**

Mentorship employs various mentoring schemes that differ in approaches and, as a consequence, vary in the measure of benefit and success. Mentorship is a personal developmental relationship in which a more experienced person takes a less experienced person "under their wing" (Beckett, 2010). Shepherd (2011) views mentorship as an essential factor in entrepreneurial success.

The significance of mentorship is underpinned by its successes in various areas and spans different disciplines of interest. According to St Jean (2012), success in mentorship is achieved when the mentorship objectives have been met. However, the most significant predictor of positive mentoring results is whether mentors and mentees share a close, trusting relationship that includes ongoing support and monitoring. As per Gallup (2014), success in mentorship lies in the success of the mentorship relationship. Rhodes, Spencer, Keller, Liang and Noam (2006) reiterate that close mentoring relationships result in enhancement of social and emotional development; improvements in cognitive functioning through conversation, joint activity, and guided instruction; and promotion of positive identity development. One of the key factors that places significance on mentorship is self-esteem. In fact, the nature of mentoring relationships, emphasising a close, caring, and supportive relationship between mentor and mentee is particularly well suited to mentoring and results in the development of self-esteem (Schwartz, Lowe, & Rhodes, 2012).

According to Kubicek (2007), successful mentorship has the following characteristics:

- Align with organisation objectives
- Enjoy organisation-wide senior support
- Meet specific developmental needs of mentees
- Recognise contributions of mentors
- Offer training, orientation and networking opportunities
- Establish realistic and time-bound milestones
- Launch with a written, signed commitment

- Respect confidentiality of the relationship
- Recognise successful outcomes

Kubicek (2015) provides the following as steps for a successful mentoring programme. The first is the organisational support with a mentoring culture, second is developing written guidelines, third step is the mentor and mentee profiles, fourth step involves matching mentors to mentees according to their profiles, fifth step involves registering the mentors and mentees in the mentorship programme, sixth step is distributing mentorship guidelines, seventh step involves the designing and delivering a mentoring orientation and finalisation of mentorship contract and the last step is the signing of the contracts.

According to Dinolfo and Nugent (2010), formal mentoring makes a positive impact on organisations, mentors and mentees. For a mentorship programme to succeed, it requires structure, planning, organisational buy in and commitment (ibid). Cohen (2000) earlier agreed with this view in that he says successful mentoring programmes require proper understanding, planning, implementation and evaluation. Successful mentoring is an integral component in a comprehensive development programme that includes, overall talent evaluation; training; succession management; networking or other important career functions (Dinolfo & Nugent, 2010).

As per Dinolfo and Nugent (2010), effective mentoring programmes have the following characteristics:

- Formal goals are outlined and tracked
- Minimum time commitments are designated
- Formal process exists for monitoring the relationship
- Both parties are held accountable; links to talent management exist
- Links to business strategy, goals exist
- Mentors and mentees matched, based on skills/development needs

Organisational leaders often work to retain their employees and teach them the knowledge needed in becoming future organisational leaders. It is of great significance to ensure a healthy and conducive environment in order for leaders to achieve their desired vision. According to

Gassman and Gleason (2011), supervisors and administrators of youth-serving organisations should be intentional about developing and promoting healthy mentoring relationships to create positive environments for staff and the youth being served.

The benefits of mentorship differ from one programme to another. The following lists the benefits from different programmes.

<b>Attributes</b>	<b>University of Toronto mentorship programme</b>	<b>National treasury mentorship programme</b>	<b>Kubicek (2015)</b>
Satisfaction / self-fulfilment	X		
Collaboration	X	X	X
Networking	X	X	X
Professional / leadership development	X	X	X
Recognition / credibility	X		
Feedback	X		
Commitment	X	X	X
Retention / talent pool	X	X	X
Career progression / succession planning	X	X	X
Image enhancement			X
Employee empowerment		X	

**Table 2.1: Benefits from different programs**

#### **2.4.1 Drivers for entrepreneurial mentorship success**

Raeesi, Dastranj, Mohammadi, and Rasouli (2013) postulate that, in general, drivers and barriers are either internal or external. Barker, Rendon and Janis (2014) posit that for mentorship to be successful, key drivers need to be in place.

According to Podsen and Denmark (2000), goal and objective setting is an important driver for successful mentorship. The achievement of mentorship goals leads to the success and expansion of the programme where mentees can also become mentors (Cranwell-Ward et al., 2004; Bickel & Brown, 2005). According to Padilla, Mulvey and Lunsford (2010), goal orientated activities are key to the success of mentorship. In designing the mentorship programme, it is important to set goals and objectives in order to measure the success thereof and to improve the programme if there is a need. Through goal-setting, mentors can assist mentees to define what they want to achieve through the mentorship programme, plan ahead

and be accountable and increase their motivation to achieve their goals (Bickel & Brown, 2005).

For any programme to be successful, support is vital, according to Cranwell-Ward et al. (2004), the support of key stakeholders is pivotal for a mentorship programme success. With support, commitment can be achieved from the organisation and all parties involved in the mentorship programme (Klasen & Clutterbuck, 2002).

One of the key drivers to mentorship success is the relationship between the mentor and the mentee. Stephens, Heaphy and Dutton (2012) view the mentorship relationship as the development of high-quality interactions which provide support in the form of psychosocial, instrumental, and positive interactions. According to Myall, Levett- Jones and Lathlean (2009), the nature and quality of the relationship between mentors and mentees continues to be fundamental to the mentoring process and success, with the personal characteristics and professional orientation of mentor determinants in the effectiveness of the mentoring received by mentees. According to Sambunjak, Straus and Marusic (2009), the mentoring relationship is at the core of the mentorship programme, the authors postulate that for the relationship to be successful, the mentoring process should be characterised by honesty, trust, mutual respect, open communication, and confidentiality. Pelan (2012) views the mentee-mentor relationship as being collaborative and a relationship of peers.

The definition of roles in the mentoring process is also critical in mentorship. Mentoring involves guidance and support through difficult situations that results in building up of self-confidence as well as personal and professional development. Myall et al. (2008) have identified the mentor as a practitioner who facilitates learning and supervises and assesses students in the practice setting. They further state that the responsibility of the mentor should include provision of support and guidance in the practice area; facilitation of mentee learning; assessment and evaluation of the mentee; acting as a positive role model; and ensuring mentees are fit for purpose, practice and award.

The benefits for the mentee are of a personal and a business nature. These results have influenced many organisations in establishing formal mentor-mentee relationships among its newcomers and existing members (Van der Sijde & Weijman, 2013). Mentorship yields benefits to both the mentor and the mentee. According to Podsen and Denmark (2000),



collaboration is a benefit received from mentoring; this is further emphasised by Griffin, Winn, Otis-Wilborn, and Kilgore (2003) who assert that the positive results yielded by mentorship include collaboration, skills improvement, enhanced self-confidence including benefits to the mentor. However, an effective mentorship relationship facilitates the development of independence, self-confidence, job satisfaction, upward mobility, and decision-making/problem-solving skills in the protégé (Shrubbe, 2004). Morton-Cooper and Palmer (2000) put the following table together to list the mentorship benefits for both the mentor and mentees.

<b>Mentee benefits</b>	<b>Mentor benefits</b>
Positive attitude	Ability to share network contacts
Willing to take risks	Coaching and counselling skills
Potential to succeed	Confidence
Decision making	Risk taking
Sound judgement and creativity	Commitment
Being motivated	Satisfaction
Networking	

**Table 0.1: Benefits to mentors and mentees**

## ***2.4.2 Barriers to youth entrepreneurial mentorship***

Despite the best effort of mentors, there are broadly-speaking factors that impede the success of mentorship. According to Klasen and Clutterbuck (2002), it is important to address the barriers associated with the successful mentorship programmes. In order to resolve these barriers, one needs to identify them. It is in this that Klasen and Clutterbuck (2002) further identified the following as some of reasons for failure in the mentorship programmes: 1. Poor planning and preparation, 2. Inadequate mentors, 3. Lack of mentorship skill, 4. Lack of clarity on roles and responsibilities, 5. Inadequate support from the top.

### ***2.4.2.1 Poor planning and preparation***

One of the key requirements for a successful mentorship is a mentorship contract with clear commitments and needs to be signed by both mentor and mentee (Kubicek (2007). Without a contract there will not be clear objectives which should lead to clear milestones. St Jean (2012)

agrees with this view, according to him success in mentorship is achieved when the mentorship objectives have been met. According to Dinolfo and Nugent (2010) for mentorship programme to succeed, it requires structure and planning.

#### ***2.4.2.2 Inadequate mentors***

Without sufficient mentors it becomes a challenge to run a successful mentorship programme. Higgins and McCarthy (2005) argue that when the number of mentees is too large for the available mentor this renders the mentors less effective.

#### ***2.4.2.3 Lack of mentorship skill***

Not everyone is a mentor, mentorship skills are learned. It is vital for mentee-mentor match to be done correctly. As per Kubicek (2015) matching mentors to mentees according to their profiles is key to the success of the programme.

#### ***2.4.2.4 Lack of clarity on roles and responsibilities***

For a mentor-mentee relationship to work, there should be clear roles and responsibilities (St Jean, 2012). Without clear roles and responsibilities mentorship objectives cannot be achieved. Gallup (2014) puts success in mentorship at the success of the mentorship relationship.

#### ***2.4.2.5 Inadequate support from the top***

Kubicek (2007) puts the organisation alignment to the mentorship programme at the core of the success of mentorship, in fact he points out that successful mentorship programmes enjoy support from senior management. Top management support is a key enabler to mentorship. According to Dinolfo and Nugent (2010) no mentorship programme can succeed without organisational buy in and commitment. Kubicek (2007) further states that mentors need to be recognised and this will not be possible without support from the top.

Mentoring relationships have their own complexities and it stems partly from the broad range of functions that mentoring encompasses. These complexities are the drivers of barriers to mentoring, and they are classified as personal (mentee- or mentor-related), relational (where the mentor takes advantage of the mentee or competition between mentor and mentee) and

structural aspects of the mentorship which includes, inter alia, time constraints or lack of continuity (Sambunjak et al., 2009).

Barriers to effective mentoring relationships exist at a mentor and mentee level. Awareness of these can assist participants in preventing these barriers from affecting the success of their mentorship programme. Franklin, Turner, Kariuki and Duran (2001) identified access, time, assessment and vision as barriers to mentorship. Further to these, Marco and Perina (2004) emphasise that the lack of mentor networks is a hinderance that can affect the success of mentorship, as a mentor network may assist in the pairing of proteges with the right mentor.

**Access.** According to Franklin et al. (2001), access to support and access to improve functional, management and technical skills are key barriers to mentorship, however Ralph (2009) identified access to mentors that match the protégé's expectations as a major barrier to mentorship. Additional to that, the desired mentor characteristics include the mentor's personality, interpersonal abilities and professional status (Sambunjak et al., 2009). However, it is desired that mentees possess characteristics that include taking the initiative, having a commitment to the success of the relationship, having a passion to succeed in their career, being willing to learn, being selective in accepting a mentor's advice, preparing for mentorship meetings, completing agreed upon tasks, responding honestly to feedback, performing self-reflection, and having the courage to face their weaknesses and make changes (Sambunjak et al., 2009).

**Vision.** Mentorship requires purpose as there is a lot of time and resources that are invested in this undertaking. Scannapieco and Painter (2014) remonstrate that the lack of understanding of its purpose and importance result in disruption of the mentoring relationship. Mentors who are not prepared adequately for the unique issues of mentorship are cited as a barrier. A vision on how the tools they have at their disposal can be of value in their future endeavours is required.

**Time.** Lack of mentor's time is also a significant impediment to mentorship (Barker, Rendon & Janis, 2014). Making time for mentorship is key, understanding that mentorship is to the mentee's advantage as they benefit from learning and growing their skills. Barriers to mentorship exist if the mentor does not have the appropriate skills to mentor. In addition, lack of skills, integrity, motivation, and time, constitutes some of the barriers in mentorship (Straus, Chatur & Taylor, 2009).

It is however important to overcome barriers in mentorship in order to have an effective mentorship relationship. Overcoming barriers to successful mentorship requires a multifaceted approach. According to Sambujak et al. (2009), the strategies that can be employed to overcome mentorship barriers include, inter alia, targeting the personal aspects, relational aspects and structural aspects of mentoring.

## **2.5 Practices of Entrepreneurial Mentorship**

According to Mason (2011), mentoring can be formulated as a form of practical instructions. Internationally, the practice of mentoring was said to help entrepreneurs face their business management challenges and proactively confront barriers. A key success factor was reported to be the ability to ask for help (Laukhuf & Malone, 2015). Mentors were collaborators who help mentees work through their business and personal issues (Aubert, 2014). Mentorship has been revealed as a valuable part of the training provision to support SME growth and overcoming failure in Canada (Audet & Couteret, 2012).

There is further consensus among various authors that mentors enhance entrepreneurs' performance (Bosma, Hessels, Schutjens, van Praag, & Verheul, 2012; Ozgen & Baron, 2007). Authors like Lafuente, Vaillant, and Rialp (2007) believe that the presence of mentors in a region increases overall firm formation and survival rates as they assist entrepreneurs to develop new business skills and assist them to build localised social capital. According to Feld (2012), mentors are identified as local successful entrepreneurs and business people who provide advice for younger entrepreneurs. Cull (2006) underscores the value of mentorship by stating that a mentor's many years of experience can save a business from major errors and costly mistakes.

Despite this, mentorship to the small business remains poorly researched, despite the importance placed on the SME sector to economic development (Mckevitt & Marshall, 2015: 263). Mentoring of start-up companies is widely regarded as essential to equip the young entrepreneurs with the fundamentals that would let their companies unfold their full potential in globalising and dynamic market realities. (St-Jean, 2012).

In a knowledge-driven economy, like South Africa, the success of youth entrepreneurs is determined by their market knowledge and business management skills. According to Kutzhanova, Lyons and Lichtenstein (2009), skill building lies at the heart of entrepreneurs' prosperity. It is therefore evident that business skills development becomes an integral part in youth entrepreneurship mentoring (Glangchai, 2013). Business skills development is therefore the foundation of successful entrepreneurial culture (Isaacs, Visser, Friedrich & Brijlal, 2007: 613).

According to Akande and Ojokuku (2008), business turns out to be more productive when successful entrepreneurial aptitudes are applied. Chowdhury (2007) supports this view by expressing that knowledge about how to start a business improves the probability of becoming an entrepreneur. Mason (2011) states the effective professional mentorship leads to successful youth entrepreneurs. Mason (2011) further maintains that entrepreneurial education and training, and mentorship support are essentially crucial in the creation of a greater pool of entrepreneurs who will embark on entrepreneurial activities in South Africa. Undoubtedly, one of the main obstructions identified by Cupido (2002) for encouraging entrepreneurial growth is the lack of management skills which can be obtained through entrepreneurial education and training. As indicated by Herrington et al. (2011), in the GEM report of 2011, there is an absence of appropriate entrepreneurial training and business management mentorship, particularly among the youth of South Africa.

To promote structured mentorship, several researchers recommend record keeping in mentorship systems. Record keeping is therefore essential for the development of business knowledge and management skills required in running entrepreneurial ventures. According to Howard (2009), most youth enterprises fail because of a lack of proper recording keeping skills. Records of inventory, sales, expenditures and business cash flows are only done for review purposes, and not as vital components of start-up enterprises' functionality and development. No wonder most youth start-up enterprises fail within the first year of operation. According to Zhou (2010), more than half of all youth start-up enterprises fail less than one year after commencement. A similar study done in South Africa on entrepreneurial training and mentoring record keeping by Perks and Struweg (2005), also confirmed the importance of record keeping in start-up enterprises as a means of evaluating business development and growth. In a study carried out by Laukhuf and Malone (2015) on women entrepreneurs and mentorship, it was revealed that mentorship has a strong positive relationship with success of

entrepreneurs. According to Maina (2016), entrepreneurial training and mentorship are the professional instruments which guide youth start-up enterprises to achieve success.

Writing in an article captioned “*Factors leading to satisfaction in mentoring scheme,*” St-Jean (2012) highlights the centrality of mentorship to the continuous development of entrepreneurs, both professionally and personally. This view finds resonance with Memon et al. (2011) and Kyrgidou and Petridou (2013). The former identifies mentorship as a critical factor in the development of an entrepreneur as an individual, and the latter argues that access to mentorship is a contributing factor to success in entrepreneurship. In fact, Wikholm, Henningson, and Hultman (2004) contend that an entrepreneur with a mentor develops more quickly than a newly started company without a mentor.

Brown, Pinderhughes, Simen, Price, and Gillespie (2013) identified advance networking as a significant factor of good mentoring as it helps entrepreneurs to navigate issues in their profession, while Sandberg (2013) elevates the importance of mentorship to the level of the enterprise itself. The author states that the advantage of mentoring is the assimilation of success and enterprise growth for entrepreneurs. In contrast, however, Rhodes (2002) adopts a much broader view of mentorship by stating that it is key in promoting the overall development of young people.

### ***2.5.1 Mentorship of Youth Entrepreneurs in South Africa***

The mentorship schemes have been recognised as vehicles geared towards driving South Africa’s key economic development goals and social change initiatives (Jobs Summit Declaration, 1998:3). The South African government, with the plan to help youth entrepreneurs to develop and thrive, introduced entrepreneurship mentorship and coaching programmes through the DSBD, NYDA, Ithubalentsa Micro Enterprise Programme and Accelerate Cape Town mentorship pilot (2017). With these programmes the government aimed to enhance performance, survival rates and profitability of youth owned and managed businesses.

The role of mentorship in youth entrepreneurship cannot be over-emphasised. Many studies have been highlighting the critical role of mentorship of youth entrepreneurs in achieving business success (St-Jean & Mathieu, 2015, Memon et al., 2015, Maina 2016). According to

St-Jean (2012, 2015), mentorship empowers individual entrepreneurs to become better business professionals and managers. Youth entrepreneurs gain a better business attitude and confidence through mentorship programmes (Memon et al., 2015, Maina 2016). Memon et al. (2015) also identify mentorship as an important factor in the development of an entrepreneur as an individual.

Rhodes (2002) views mentorship as being key in the promotion of the development of young people. The advantage of mentoring is the assimilation of success and business growth for entrepreneurs (Sandberg, 2013). Access to mentorship has been identified as a contributing factor to success in entrepreneurship (Kyrgidou & Petridou, 2013). Other researchers, such as St-Jean and Audet (2009), have reported that mentorship benefits indicated by youth entrepreneurs include an increase in business management knowledge and skills, improved vision for their business venture and identifying new business opportunities. The authors further stated that benefits resulting from effective learning included a great sense of self-efficacy, validation of one's entrepreneurial self-image and lowered sense of business solitude. Fundamentally, all the stated benefits influence entrepreneur resilience in the business space. According to several researchers, one of many sources of start-up business failures is lack of experience and professional competency on the part of new entrepreneurs. Their inadequacies are evidenced by lack of business vision and inability to find a profitable niche for their new business ventures (Gaskill, Van Auken & Manning, 1993; Baldwin, Gray, Johnson, Proctor, Rafiquzzaman & Sabourin, 1997). In close observation of business trends, it appears that inclusive increase of entrepreneur's skills and knowledge within the first year of a company's life is a determining factor in its eventual survival (Gartner, Starr & Bhat, 1999). Some researchers even claim that entrepreneurial mentoring can influence business growth and sustainability (Deakins & Freel, 2006; Priyanto & Sandjojo, 2005). It is evident from these studies that increasing mentoring support to new business is essential for new venture development and success. But some researchers point out that although mentoring support is critical, the training should be tailored to specific entrepreneur requirements, and also take into account the particular business sector dynamics and environment (Dokou, 2001; Morrison & Bergin-Seers, 2002). Some mentorship studies have suggested that mentoring needs to be sufficiently personalised to make new youth entrepreneurs develop business management skills and operational confidence to manage business growth (Sullivan, 2000:165; Bisk, 2002).

Most researchers reason that fruitful mentoring leads to incredible outcomes, for example, positive results in business development, understanding of business operations and, return on investment (Barker, 2005). In an effort to accelerate blockchain innovation in Financial Services and other industries, Oracle recently joined academia and banking industry leaders as part of the Carolina Fintech Hub (CFH) Generation Blockchain Challenge to encourage students to develop commercially viable and cross-industry blockchain applications. The winning student teams who participated in this programme have the option to join the Oracle Start-up for Higher Education programme giving students access to mentorship and other resources required to further develop their entrepreneurial ideas into real enterprises (Oracle Corporation, 2018).

### ***2.5.2 Governments in fostering Youth Entrepreneurship and Mentorship***

Mentorship has become a common tool for empowerment of entrepreneurs in both public and private sectors, but many studies have shown that lack of financial accounting knowledge and limited access to experienced mentors remain major causes of high failure rates in businesses. These two limiting factors expose budding entrepreneurs to wrong advice from inexperienced people and resorting to learning through trial and error, which invariably impact the success of their businesses adversely (Blake-Beard, Murrell & Thomas, 2007; Hall, 2003; St. Jean & Audet, 2012; Lentz & Allen, 2009).

Globally, many countries, including South Africa, have broadened their approach to entrepreneurship and mentoring. Their programmes not only cover graduates from universities and colleges, but also increasingly target poor youth and drop-outs from high schools to spur broader economic development through job creation and reduction in poverty (Maina, 2016). It is now evident that goals of economic and business development are frequently conflated with poverty alleviation to achieve larger economic and social change in the national population (Adam, 2011).

Adam (2011) contented that human capital approaches to formal education do place exaggerated emphasis on the development of knowledge and skills for the purposes of employment, focusing on educational inputs. On the other hand, recent research and policy have shifted the attention to the creation of jobs to address a persistently high rate of educated



but unemployed youth. In framing education for employment and job creation, entrepreneurship education initiatives are designed to emphasise basic business knowledge and technical skills, entrepreneurial knowledge and skills. This also includes access to funding from governments or private institutions to facilitate the desired outcome of business development and job creation, which are all essential to the success of youth business start-up enterprises (Maina, 2016).

The Cabinet of the South African government has recognised that mentoring is pivotal for skills development aimed at improved service delivery and transformation in the public sector. Consequently, cabinet advocates for a well-structured public service mentorship programme that focuses on regular upgrading of the skills of workers. Various South African government departments are now including the development and implementation of mentorship programmes in their broader plans to improve capacity in the public sector (The public-sector mentorship programme, 2006).

There is little doubt that many South Africans possess the willingness and the skills, experience and resources to contribute to the well-being of the country through mentorship. The National Mentorship Movement (NMM) was in fact, established to harness this skill base and spirit. The NMM is a collaborative effort by business, government and religious organisations who met through the initiative of Black and Jewish communities. Fundamentally, the NMM creates a mentorship hub that connects those with mentorship needs with experienced and appropriate mentors (National Mentorship Movement, 2015).

While entrepreneurship and mentorship trainings are broadly directed at job creation, two distinct approaches that guide government policies and programmes include opportunity entrepreneurship which is training for business development, and necessity entrepreneurship, which is training for the creation of micro-enterprises and livelihood that is aimed at getting the entrepreneurs out of poverty. These terms are often used in entrepreneurial and mentorship training to distinguish between those who pursue self-employment by choice and those who pursue it for lack of other desirable options (Naude, 2011). According to Folster (2000) and Kritikos (2014), government policies are important factors that can ensure the survival and growth of entrepreneurship in any society.

Governments play major roles in economic development and growth in most countries. Most governments support formal education, entrepreneurship training, mentorship programmes to business enterprises development and job creation to facilitate both economic and social change. In South Africa, entrepreneurship has been recognised as one of the approaches to create and develop the economy (South Africa National Development Agency, 2013). It is generally accepted that the youth require guidance and support to start their business ventures. These business ventures become sources of economic development, employment and enhancing living standards of the national population. The National Development Plan (2012) (NDP) has highlighted the crucial role that the government, private sector and other stakeholders must play in promoting youth entrepreneurship and business mentorship in South Africa.

Other countries in Africa are promoting youth entrepreneurship training and business mentorship as target programmes for economic development and social change. For example, Akpan, Effiong and Ele (2012) noted that with the challenges experienced by Nigeria with regards to youth entrepreneurship, the Nigerian government introduced a policy that placed an obligation on all universities in Nigeria to offer entrepreneurship as one of the compulsory subjects. With this policy, the government was mandated to establish good mentorship centres with well qualified personnel to educate and train prospective entrepreneurs. The policy further seeks to provide additional funds for business formation in support of these prospective entrepreneurs.

The lack of management skills, complexity to obtain capital or acquire entrepreneurial finance and government bureaucracy were identified by Cupido (2002:78) as the main barriers for cultivating of entrepreneurial growth. Kim, Aldrich, and Keister (2006) additionally recommended that governmental support systems have a major impact on entrepreneurial activity. They additionally expressed that government support can be in a form of the following: Develop Entrepreneur-friendly regulatory environment and policies; Taxes – particularly business charges; Tariffs; Government supported programmes covering business management and entrepreneurial funding; and International trade agreement, which can influence the competitiveness of entrepreneurs.

Dash and Kaur (2012) explored factors contributing to the advancement of young entrepreneurs and the constraints that obstruct young people from starting and maintaining a business. Their

study recognised lack of working capital and tax regulations as some of the impediments to youth entrepreneurship. Their findings state that government intervention is vital in supporting youth entrepreneurship. Fatoki and Chindoga (2011:164) underscore these findings by also recognising government support risk and weak market opportunities as factors that affect youth entrepreneurship in South Africa. The government has additionally been identified by Smallbone and Welter (2010:331) as a main consideration in influencing the nature and pace of small medium enterprises (SME) development. They contend that this is accomplished primarily through government's influence on the external environment rather than through direct support measures or interventions.

The support of government in business is fundamental, as stated by Minniti (2008:788). His study indicated that government policy was imperative since it shapes the institutional environment in which entrepreneurial choices are made. The policy can only be effective if there is collaboration between the general public, business and the government (Minniti, 2008:788). Government policy can allow for an enabling environment for entrepreneurship. The conclusion made from the International Labour Conference in 2010 supports this notion in the sense that it highlights the importance of an enabling environment for sustainable enterprises (Torres, 2010). Government policy can unfold in many ways. Torres (2010) further distinguished the following as government interventions that could be utilised to support entrepreneurship among the youth in South Africa:

- Introducing entrepreneurship training at various education levels
- Improving entrepreneurship training at various education levels
- Providing business support services, such as incubation and mentoring to youth entrepreneurs (promote guided success).

In response to the identified interventions, the South African government, through the National Development Plan (NDP), developed the following strategies (among others) to curb youth unemployment:

- Introducing mentorship schemes
- Improving employment services available to the youth to aid matching of skills, job search, career guidance and counselling, skills development and job placement.

- Establishing monitoring reports and regular reports on progress
- Strengthening relationships with the National Youth Development Agency (NYDA) and other youth services agencies.

It is evident that the government in South Africa is trying numerous interventions to encourage youth entrepreneurship and mentorship support. This is evident through the creation of policies and youth programmes that acknowledge the need to prioritise youth in job creation and strengthening entrepreneurship. These policies include the industrial policy, the job fund, and many others. The recent debate around the youth wage subsidy underpins this view. Additional to these policies, the South African government introduced the entrepreneurship mentorship and coaching programme with the aim to enhance performance, survival rates and profitability of youth owned and managed businesses through coaching. The volunteer Enterprise Mentorship Programme is a scheme that provides mentorship support to youth entrepreneurs. Mentors and young entrepreneurs are assessed, qualified and matched to form an ongoing mentoring relationship aimed at improving the sustainability and growth of a start-up or existing businesses of South African young entrepreneurs (NYDA, 2015).

The question is: how successful are those interventions? It is therefore important to investigate how supportive these government mentorship interventions are in order to emphasise and improve them in support of youth entrepreneurship in South Africa.

### ***2.5.3 Private Sector in Nurturing Youth Entrepreneurship and Mentorship***

Many international corporations, including American Express, General Electric, Goldman Sachs, Johnson and Johnson, Lehman Brothers, and Time Warner, have dedicated resources to building women's networks for helping their female employees build their skills, contacts, and confidence. These mentoring relationships can provide unparalleled training in navigating corporate politics and providing important access to information. Sociologists and psychologists have long observed the reciprocal behaviour of mentees to mentors, benefiting both (Sandberg, 2013). All the business organisations have recognised the importance of mentorship in promoting leader development and career opportunities (Srivastava, 2013). Through mentorship from private companies, youth can benefit by work-experience placement, visits to companies, curriculum development projects, staff development and training and

developing mini-enterprises (Pretorius, 2003). Mentorship has become a part of the corporate culture in many business organisations globally, including South Africa.

In South Africa, several business organisations have instituted mentorship schemes to enhance corporate productivity and competitiveness. Such companies include public owned enterprises, like Eskom and Telkom, which have gone an extra mile to support the South African Government initiative of training youth entrepreneurs and providing mentoring services to youth start-up enterprises. For example, Telkom SA has for several years, been operating schemes for all its new and youth employees; including offering mentoring services to youth entrepreneurs outside the organisations. This programme has yielded results as such, some graduates of this programme have established successful businesses.

Mentoring in the private sector has been associated with positive results which leads to improved professional satisfaction for the mentor and the mentee, with the mentee benefiting more from the first-hand experience of mentors (Sanfey & Gantt, 2012). The direct benefit for the organisation is retention of key skilled employees as well as the development of a pool of mentors (Schrubbe, 2004; Sambunjak et al., 2006; Steele, Fisman & Davidson, 2013). Mentors in the private sector are seen as teachers and guides who have knowledge and expertise which includes academic knowledge, technical expertise or professional stature, and networking to impart to a mentee (Steele et al., 2013). Mentorship goals and a clear definition of roles and responsibilities are key in the mentorship programme. Goals need to be clearly articulated in order to ensure that there is clear alignment in the programme which makes it easy to achieve milestones set, while roles and responsibilities needs to be clear to ensure that there is accountability and commitment (Healy, Glynn, Malone, Cantillon & Kerin, 2012).

## **2.6 Conclusion**

This chapter presented the literature review based on specific objectives of the study. The specific objectives were on fostering successful entrepreneurship through mentoring, the relationship between mentorship and successful youth entrepreneurship and the role of government and the private sector in fostering mentorship in entrepreneurship. The next chapter presents the overview of the Telkom youth mentorship scheme.

## **Chapter 3**

### **Overview of Telkom Mentorship Scheme**

#### **3.1 Introduction**

In this chapter, the research setting, which is Telkom SA SOC Limited (Telkom), is discussed to provide an overview and contextualise the study. This is critical as this provides the insight on the transferability of findings into similar settings (Guba, 1981). Furthermore, it provides the necessary information on the structure of the youth mentorship scheme within the bigger context of the company.

#### **3.2 Overview of Telkom**

Telkom is a leading information and communications technology (ICT) services provider in South Africa ([www.telkom.co.za](http://www.telkom.co.za)). The company's vision is to lead in the converged ICT market through deep and credible relationships and a distinctive customer experience. The Telkom Group of companies offer services such as fixed-line voice and data services, mobile voice and data services, fixed and mobile handsets, diverse internet services, as well as converged services where customers can buy both mobile and fixed services as a single offering (ibid).

Through its Foundation arm, Telkom actively works to bridge the digital divide, with projects including the Connected Schools programme, while Future Makers, the enterprise and supplier development initiative, empowers digital entrepreneurs to realise their vision. One of Telkom's key objectives to future success is to build a high-performance, values-driven culture. The culture of an organisation is one of the principal sources of its competitive advantage and brand differentiation (Telkom Foundation, 2018).

##### **3.2.1 Capitalisation**

As at 31 March 2018, Telkom had consolidated operating revenue of R41 billion and normalised profit after tax of R3 907 million. Total assets amounted to R48.0 billion and equity attributable to the owners of Telkom was R27.6 billion by the end of the 2017/18 financial year (Telkom SA annual results, 2017/18).

### **3.2.2 Number of Employees**

Telkom SA SOC Limited (Telkom) employees around 18 900 employees ([www.telkom.co.za](http://www.telkom.co.za)). This number is comprised of:

Telkom company employees – 10,743

BCX group employees – 7,460

Trudon employees – 508

Swiftnet employees – 136

### **3.3 Mentorship at Telkom**

The Telkom mentorship programme was established in 2010 with the objective to build a mentorship base where both mentors and mentees can grow personally and business-wise (Telkom mentorship programme, 2018). The secondary objective of this programme is to offer mentees the opportunity to be partnered with a more experienced mentor who will develop them in areas of personal leadership, business skills and career development (ibid).

Telkom maintains that effective business mentors can be catalysts to a positive business direction and to boost the business from barely surviving to actively thriving ([www.telkom.co.za](http://www.telkom.co.za)).

The programme focuses 80% on building leadership capability (personal leadership, business leadership, thought leadership, market leadership and people leadership) and 20% on building functional capability (Telkom mentorship programme, 2018).

### **3.4 Telkom Mentorship Scheme**

Telkom's mentorship programme is designed to develop a professional relationship between the mentee and the mentor, where the latter assists the former to develop specific skills and knowledge that enhance the mentee's professional and personal growth. The minimum

duration of the Telkom Mentorship Programme is 12 months and it aims to create a learning partnership between mentor and mentee, where sharing of knowledge, skills and experience is supported and encouraged. The mentoring relationship is characterised by constant encouragement, constructive feedback, openness, mutual trust, respect and a willingness to share. To give practical effect to the main objective of the mentorship programme, Telkom has, over the years, introduced different types of mentorship programmes across all levels of the organisation.

### ***3.4.1 The professional Mentorship for Engineers***

The accredited Professional Mentorship for Engineers enables registration of candidate engineers and ultimately, on completion of the 36-month programme, registration of these engineers with ECSA (Engineering Council of South Africa) as professional engineers. A formalised development track is in place and Candidate Engineers are paired with a dedicated professional mentor. Telkom's chief mentor oversees this professional development programme.

### ***3.4.2 SA Youth mentorship Telkom scheme / Graduate programme***

Through the youth mentorship scheme, Telkom aims to create a young talent and skills pipeline and future entrepreneurs. This pipeline is business focused and assists the company in meeting its strategic goals and objectives.

The mentoring programmes focuses 80% on building business management and leadership capability with particular emphasis on:

- Personal leadership,
- Business leadership,
- Thought leadership,
- Market leadership and,
- People leadership

The other 20% is on building functional capability and skills in areas such as:

- Information Technology



- Finance
- Marketing and Sales, and
- Human Resources.

### **3.5 Mentorship benefits and challenges**

#### **3.5.1 Telkom mentorship benefits**

An organisational mentorship programme provides benefits for both the mentor and mentee, the Telkom mentorship programme is no different. The Telkom mentorship programme has been phenomenally successful, and currently boasts a total of 40 mentors and 160 mentees. It is also heartening that about 5% of the mentees have started their own businesses outside Telkom, 90% have grown into senior leadership positions inside and outside of Telkom, and the remainder are also adding considerably more value in their current positions (Telkom mentorship programme, 2018).

The benefits of the Telkom mentorship programme are:

- Enhancing strategic business initiatives
- Encouraging retention
- Reducing turnover costs
- Improving productivity
- Breaking down the "silo" mentality that hinders co-operation between company departments or divisions.
- Elevating knowledge transfer from just getting information to retaining the practical experience and wisdom gained from long-term employees.
- Enhancing professional development.
- Linking employees with valuable knowledge and information to other employees in need of such information; encouraging on the job training which can have a greater impact than classroom training.
- Using our own employees, instead of outside consultants, as internal experts for professional development, thereby reducing the cost.
- Supporting the creation of a multicultural workforce by creating relationships among diverse employees and allowing equal access to mentoring.

- Creating a mentoring culture, which continuously promotes individual employee growth and development.
- Building business networks

### **3.5.2 Challenges**

The major challenges facing the various mentorship programmes are the availability of mentors in the programme. There are more mentees than mentors (40 mentors and 160 mentees) as a result most mentors find themselves overloaded with mentees. The overload for mentors results in time constraints where mentors do not have adequate time to mentor mentees (Telkom mentorship programme). The allocated time for mentorship is also not sufficient for both mentors and mentees as there is no specific allocated time during working hours for mentorship. The last challenge for the mentorship programme is dedication to the mentorship programme. Most mentees are not dedicated to the programme as a result missing sessions and not honouring the mentorship contract (ibid).

## **3.6 Conclusion**

This chapter presented the overview of Telkom and its youth mentorship scheme. This was critical in order to understand the setting of the research better and contextualise it for the study. The next chapter presents the methodology used in this study, using Telkom as the research setting.

## **Chapter 4**

### **Research methodology**

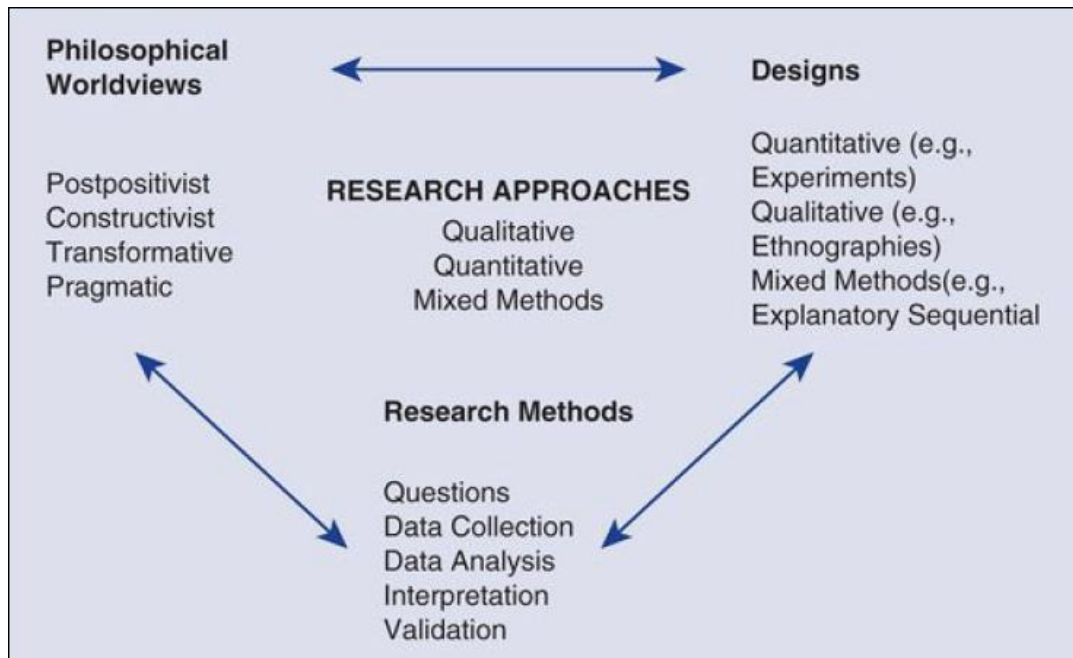
#### **4.1 Introduction**

Research methodology refers to methods for getting, sorting out and analysing data (Polit & Hungler, 2004:233). It is an approach to efficiently solve the research problem, which includes the various steps that are considered by a researcher in exploring the research problem as well as the rationale behind them (Kothari, 2004:7). As per Burns and Grove (2003:488), methodology incorporates the layout, setting, sample, methodological limitations, and the data collection and analysis techniques in a study.

There are various approaches to research depending on the nature, the aims and objectives of the study. In chapter 1, the aim of the study was explained, which was to explore mentorship for fostering successful youth entrepreneurship in the City of Tshwane, South Africa. This aim was explored by investigating the following three objectives:

- Explore the effect of mentorship on successful youth entrepreneurship in the city of Tshwane.
- Establish the factors inhibiting mentoring Tshwane youth entrepreneurs.
- Explore the role that government and the private sector can play in encouraging mentorship for youth entrepreneurs.

In this chapter, the methodology used to investigate the objectives of the study is presented. The study followed the research framework as proposed by Creswell (2013). According to this author, the research framework comprises research approaches, design, philosophical world views, and research methods (Figure 3.1).



*Figure 0.1: Framework for research*

Source: Creswell (2013:345)

It must be noted that this framework does not clearly stipulate the population and sample which comprises population, unit of analysis, sample size, sampling method and techniques. As such, this section was included before the research methods.

## 4.2 Approach

According to Creswell (2013), there are three common research approaches that are utilised during research in social sciences. These are qualitative, quantitative and mixed research approaches. This is congruent with the earlier assertions of Goode and Hatt (2001), who argued that when conducting research, one is often confronted with a choice of utilising either a quantitative or subjective technique or a blend of both. In this study, the qualitative research approach was selected. It was the appropriate approach as the objectives of the study sought to investigate in-depth experiences rather than numeric quantification as normally found within the quantitative research approach (Creswell, 2013; Blumberg, Cooper & Schindler, 2014). Qualitative methods allow the researcher to conduct the study in greater depth, openness and detail (Terre Blanche et al., 2006). The major advantage of the qualitative approach is its exploratory nature in order to gain new insight and enables the research to be flexible and to

study the real world rather than an experimental or manipulated setting (Ritchie & Lewis, 2003).

### **4.3 Design**

Zikmund, Babin, Carr and Griffith (2010) indicate that there are four common designs in qualitative research. These are phenomenology, case study, grounded theory and ethnography. In this study, the phenomenology design was selected, as it investigates the experiences of the participants. According to Blumberg et al. (2014), phenomenological research puts the experience central in the study and in the analysis. In this process, the researcher strives to understand what the experience means for those who had the experiences. This, in particular, applies to interpretative phenomenology as it makes sense of the experiences and explores these lived experiences and perceptions (Nanduri, 2018). This was the crux of this study as the youth entrepreneurship mentees and their mentors were requested to provide insights on their lived experiences and perceptions of mentorship programme on developing successful businesses.

### **4.4 Philosophical world views**

Philosophical world views are also commonly known as the research paradigm (Creswell, 2013; Lincoln, Lynham & Guba, 2011). The paradigm is regarded as the starting point in the research as it evaluates the philosophical views within the research. There are several paradigms in the research and the most common are: post positivist, constructivist, transformative and pragmatic (Creswell, 2013). This study employed constructivism which is also aligned to interpretivism. This paradigm is generally regarded as an optimum paradigm for qualitative research approaches as it allows for individuals to develop subjective meanings of the experiences. The goal of the research using this philosophical view is to rely as much as possible on the participants' views of the situation that is being studied.

Scotland (2012) posits that the research paradigm includes an ontology which is the nature of the reality and epistemology which addresses how knowledge is created and acquired. The ontological position of the study is relativism as it views the reality as being subjective and can vary from persons to persons. This is similar to the earlier assertions of Goode and Hatt (2001) who argued that modern research must reject as a false polarity the detachment amongst

"subjective" and "quantitative" strategies, or between the "measurable" and the "non-factual approach". The subjective strategy is alluded to as "interpretative" (Terre Blanche et al., 2006). At the same time, the epistemological position of the study is subjectivism that is based on a real-world phenomenon. This position advanced a view that the meaning of the world does not exist independently from the people's knowledge of it. To this end, the philosophical position for this study is that the knowledge and the meaning about the successes of youth entrepreneurs using mentorship can be constructed out of the interaction between the mentors and the mentees, if developed and transmitted into a social context.

## **4.5 Population and sample**

### ***4.5.1 Unit of analysis***

According to Zikmund et al. (2010), there are four main units of analysis in research studies, these are: individuals, groups, organizations, as well as artefacts. The study focused on individuals (mentees and mentors) and an organization (Telkom) as the unit of analysis as the interest is on individual experiences to effectively evaluate the outcomes of the mentorship programme (Telkom mentorship programme).

### ***4.5.2 Population***

According to Polit and Hungler (1999:37), a population is an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. The target population in this study was the youth entrepreneurs and mentors at Telkom SA Centurion office in the City of Tshwane. The target population is 200 consist of 40 mentors and 160 mentees (Telkom mentorship database, 2018). This particular target population was chosen with due regard to time, cost and accessibility.

### ***4.5.3 Sampling***

Sampling is defined as the act, process or technique of selecting a representative part of a population for the purpose of determining parameters or attributes of the entire population (Coldwell & Herbst, 2004). Sampling involves the sampling strategy and the sample size.

#### **4.5.3.1 Sampling strategy**

As the study was exploratory in nature and was not targeting to generalise to the population of all mentorship programmes, the non-probability methods were adequate for this purpose (Leedy & Ormrod, 2014). Within non-probability methods, there are several sampling techniques which include convenience sampling, quota sampling and purposive sampling (Leedy & Ormrod, 2014). The study used a purposive sampling technique to select youth entrepreneurs and mentors as this technique allows the sample to be selected for a particular purpose. This technique was appropriate to select this group of people to investigate the selected questions. A self-selection sampling strategy was used for this research as this strategy enabled the researcher to select the study's participants based on the researcher's subjective judgement (Lewis et al., 2009).

This group of youth entrepreneur and mentor participants selected was from the Telkom mentorship database. This method was chosen to be the most appropriate for this study based on the research question and resources at the researcher's disposal.

In employing this strategy, the following criteria were used to select participants:

- Youth entrepreneurs (35 years or younger) who had been running an enterprise or entrepreneurship activity for at least a period of one to two years
- Mentors who have been mentoring youth for at least 12 months

All participants who suited the criteria were sent an email requesting their participation in the study. The first 10 mentors and 10 mentees that responded positively to the request were selected to participate in the study.

#### **4.5.3.2 Sample size**

Guetterman (2015) argues that the adequacy of the sample size is critical for the credibility of the study. As this study was using a phenomenological design, the target sample size was 20 which comprised ten youth entrepreneurs and ten mentors. This was expected to be adequate as Saunders et al. (2016) provide a guideline of five to 25 participants for this type of study. This range was found to be optimum at 20 from studies conducted by Mason (2011). The adequacy of the sample for credibility of the study does not only depend on the number of

participants. This number was complemented by reaching the saturation of the data codes. This means at a certain point in time there were no new themes emerging from the interviews. This, in conjunction with power decision, complement the optimum number of the sample size. The power decision for related studies was found to be in two similar studies done by Maphalla, Nieuwenhuizen and Roberts (2010) (30 participants) and Straus, Chatur and Taylor (2009) (21 participants).

## **4.6 Data collection - instrument, method**

The research methods of the study are those methods followed to implement the research which includes research instrument, data collection, data analysis and data validation (Creswell, 2013).

### ***4.6.1 Research instrument***

Data collection can be done in a number of ways, ranging from qualitative, quantitative and mixed methods (Salkind, 2012). According to Zohrabi (2003), data validity and reliability can be improved by using mixed methods to collect data. This research employed interviews to collect qualitative data. This study used a qualitative research approach as it dealt with human experience of youth entrepreneurs and mentors in the City of Tshwane, South Africa. Semi-structured in-depth interviews were used to collect data for the research study. Using open-ended questions, the intention was to learn more about these entrepreneurs' experiences, perceptions, and feelings with regards to entrepreneurship, as well as the perceptions, youth entrepreneurs have with regards to entrepreneurship as a career. With this, the researcher assessed the impact of mentorship, their knowledge about entrepreneurship, their experience, challenges, and what makes them successful.

### ***4.6.2 Data collection method***

The data was collected using one-on-one face-to-face interviews. According to Onwuegbuzie et al. (2010), interviews allow for non-verbal communication which is important for attaining a deeper shared meaning. Communication is more than spoken words, so it is important to



capture even that which is not said verbally. Non-verbal communication clarifies the meaning of words spoken, and words clarify the meaning of non-verbal communication (Kelly et al., 1999). With interviews, the aim was to collect data from specific youth entrepreneurs and focus their attention on specific items of interest in the study. The study made use of a semi-structured interview approach which involved pre-determined, open-ended questions that allowed exploration of themes that emerged during the interview process. This ensured that certain key elements were covered, as well as allowed flexibility.

To prepare for the interview, an invitation was sent to the selected respondents through e-mails and a follow-up was done by telephoning them to secure appointment dates for the interview. The invitation included information relating to the purpose of the study, including criteria, contact information, and a brief explanation about the interview. The interview was recorded using an audio tape after obtaining permission from the respondent to do so and documented by taking notes during the interview.

The interviews were conducted at the respondent's work premises or businesses which is where they were easily accessible. Permission was requested from the participants to conduct the interview and allocate time and location for the interview. Each participant was interviewed for 30 minutes and only once, the time allocated was sufficient to ask and get responses from all the questions and also to allow probing in order to get clarification on unclear questions or answers.

#### **4.7 Data analysis**

Data analysis involves critical, analytical thinking and creative innovative perspectives (Patton, 1990). This research was qualitative in nature and consisted of words and observations. The analysis of the study was conducted using thematic analysis as it has the flexibility to analyse patterns in the data (Braun & Clarke, 2013). This was done following Braun and Clarke's six phase approach (Braun & Clarke, 2006). The analysis was performed using a computer aided software, ATLAS.ti 8.0 because of its ability to analyse quickly and efficiently. In stage one, the researcher familiarised herself with the verbatim transcribed data. In stages two to four, the data was coded, and the codes was consolidated to form sub-themes after which the themes were developed from the sub-themes. The data was line on line coded, based on a predetermined framework. During the activity of developing themes, the researcher coded the

qualitative data (Terre Blanche et al., 2006: 324), which resulted in frequency counts (Lee, 1999). According to Terre Blanche et al. (2006: 324): “this entails marking different sections of the data as being instances of, or relevant to, one or more of your themes”. In stage five, the refined themes were presented and in the last stage, the report was written to report the findings.

#### ***4.7.1 Credibility and trustworthiness***

Salkind (2012:65) notes reliability and validity to be the first line of safeguard against spurious and inaccurate conclusions. The author alludes to reliability as a measure of the consistency and steadiness of a measurement instrument, and validity as the test for honesty, precision, credibility, validity and soundness of an instrument. As this was a qualitative study, the credibility and trustworthiness were the focus instead of reliability and validity. This was determined by credibility, transferability, dependability and confirmability (Shenton, 2004:64).

##### ***4.7.1.1 Credibility***

Efforts were made to ensure that this study is credible so that it produced findings which were valid and could be used for decision making and policy development. To ensure credibility, the study used an adequate sample which ensured saturation of data. In addition, the data collected was sent back to randomly selected participants for member checks to ensure that the content and the context were accurately captured by the researcher. During data collection, the researcher continuously captured commentary and reflected on the state of collection and the data that was provided. The data analysis was done, comparing whether the mentors and the mentees were in agreement with the outcome and the success of mentorship. This was done through data triangulation.

##### ***4.7.1.2 Transferability***

As this study used qualitative approach with a small sample and a non-probability sampling method (purposive sampling), there was no focus on generalisation to the whole population. Despite this, efforts were made to get as many diverse views as possible. This was done to ensure that the findings of this study could be transferrable to similar settings.

#### ***4.7.1.3 Dependability***

To ensure that the data collected was dependable, the interview guide was used which ensured that the same questions, with a similar approach, were asked to all the participants. There was also an effort of iteration that was made about the success of the entrepreneurial mentorship. At one point, this was done through affording the participants an opportunity to explain whether the mentorship was regarded as being successful. Later in the interview guide, predetermined critical success factors from the literature were used to validate the success of the youth entrepreneurial mentorship.

#### ***4.7.1.4 Confirmability***

In qualitative research, confirmability is synonymous with objectivity. This study was reported in an objective manner where an evidence-based approach was employed. This meant that the narrative from the researcher was supported by the verbatim quotations from the participants. In addition, both supporting and contradictory reviews were reported to provide an in-depth overview of the experiences by both the mentees and mentors.

### **4.8 Methodological limitations**

The principal limitation to this study was the size of the sample. Due to the fact that this study was constrained to a small geographical area and a limited number of youth entrepreneurs and mentors, the sample was too small to make the results applicable to the rest of South Africa.

The second limitation to the study was generalisation of the findings. Mentors and entrepreneurs used for the study were from one industry which is the telecommunications industry in South Africa. The learnings can therefore not be easily transferred to other industries and provinces.

### **4.9 Conclusion**

This section's purpose was to outline the research methodology used in this study. The population was all participants of the Telkom mentorship programme as registered in 2018. The research design and methodology used in this study were aimed to ensure that the research

question has been answered. The exploratory nature of the study allowed for the findings not only to be credible but also to reflect the reality as perceived by respondents. The next section will discuss the findings based on the data collected.

# Chapter 5

## Research Findings

### 5.1 Introduction

The primary objective of this study was to explore mentorship for fostering successful youth entrepreneurship at Telkom South Africa within the City of Tshwane, South Africa. This was done in the form of interviews, where both mentors and mentees were interviewed to understand both views and experience during the programme. The data was analysed with thematic analysis using the six-stages proposed by Braun and Clarke (2006). This chapter presents the findings of the study, starting with an overview of the sample, findings which include open coding, consolidated codes and themes. Flowing from this, the three research questions of this study are answered.

### 5.2 Overview of the Sample

The overview of the sample was profiled in a three-pronged approach by detailing the length of the interviews and thus the transcripts, word cruncher for total words and profile of relevant words, then the profile of the participants.

#### 5.2.1 Details of the Transcripts

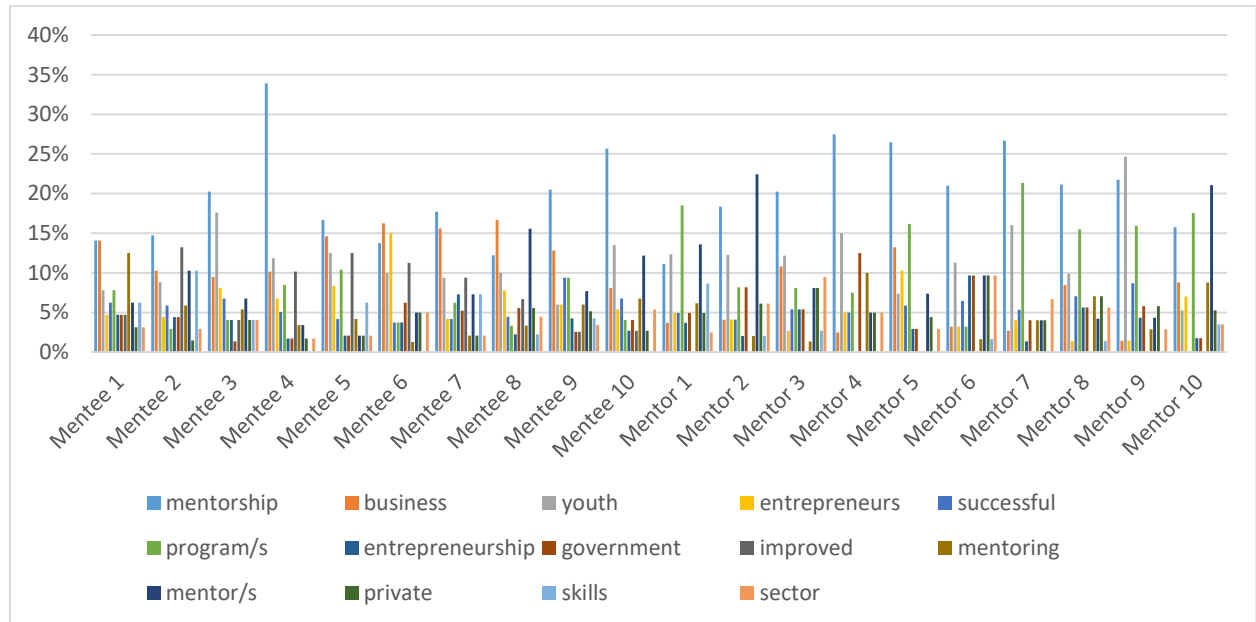
A total of 20 participants were interviewed for this study. The total duration time of the interviews was 142:35 minutes, with the average times being 7:12 minutes. The shortest interview was 3:40 minutes and the longest interview was 11:31 minutes (Table 5.1)

Description	Quantity
Number of interviews	20
Total duration of the interview	142:35
Average duration	7:12
Shortest duration	3:40
Longest duration	11:31

Table 5.1: Length of the interviews



Edited words, relevant to the purpose of the study, resulted in 1444 words, and these relevant words are provided across the 20 interviews (Figure 5.2).



**Figure 0.2: Distribution of key words across the interviews**

The most mentioned word across the interviews was mentorship which appears 286 times, followed by youth which was said 162 times, business appeared 141 times. Amongst these words, skills only appeared 45 times; this was one of the words that was not said a lot by the participants, followed by entrepreneurship which was said 57 times.

## Profile of the participants

<b>Participants</b>	<b>Type of Organisation</b>	<b>Position</b>	<b>Mentee/ Mentor</b>	<b>Experience</b>	<b>Age</b>
Mentee1	Engineering	Sole proprietor	Mentee	1 year	33
Mentee 2	Catering	Sole proprietor	Mentee	3 years	26
Mentee 3	Real Estate	Sole proprietor	Mentee	7 years	33
Mentee 4	Public phones	Sole proprietor	Mentee	3 years	34
Mentee 5	Taxi owner	Sole proprietor	Mentee	5 years	32
Mentee 6	IT Consulting	Sole Proprietor	Mentee	2 years	31
Mentee 7	Marketing	Sole proprietor	Mentee	3 years	33
Mentee 8	Project management	Sole proprietor	Mentee	3 years	29
Mentee 9	ICT consulting	Partnership	Mentee	2 years	26
Mentee 10	Telkom SA	Manager	Mentor	3 years	N/A
Mentor 1	Telkom SA	Operations manager	Mentor	6 years	N/A
Mentor 2	Telkom SA	Executive	Mentor	2 years	N/A
Mentor 3	Telkom SA	Senior manager	Mentor	5 years	N/A
Mentor 4	Telkom SA	Operations manager	Mentor	5 years	N/A
Mentor 5	Telkom SA	Senior Specialist	Mentor	5 years	N/A
Mentor 6	Telkom SA	Specialist	Mentor	10 years	N/A
Mentor 7	Telkom SA	Senior manager	Mentor	3 years	N/A
Mentor 8	Telkom SA	Specialist	Mentor	7 years	N/A
Mentor 9	Telkom SA	Senior manager	Mentor	4 years	N/A
Mentor 10	Telkom SA	Executive	Mentor	10 years	N/A

**Table 0.1: Profile of the participants**



## **5.3 Findings**

During the data analysis, the open code or initial codes were developed. These were followed by the consolidated codes, which were then used to form the themes of the study.

### **5.3.1 *Open coding***

The raw data from the 20 interviews was transcribed to prepare them for analysis. ATLAS.ti software was utilised for coding, reducing (groups) and networks (relationship) stages with the process flow to answering the questions. A total of 128 codes were achieved and these codes are provided in Appendix I.

### **5.3.2 *Consolidate codes***

The 68 codes were filtered, consolidated, including potential duplications, resulting in a total of 37 consolidated codes (Table 5.3). These are the groups which were used to develop the themes.

Theme 1	Growth in mentors and mentees
	Skilled and Knowledgeable individuals
	Well-shaped individuals
	Mentee exposure into product environment
	Exposure on management and stakeholder activities
	Positive feedback from mentees
	Creates employment opportunities
	Goal realisation
Theme 2	Lack of role models
	Lack of enough information
	Lack of willing and capable mentors
	Poor commitment
	Lack of resources
	Social impact
	Lack of programme awareness
	Mentor and mentee alignment
	Current education system
Theme 3	Avail mentoring programmes funds
	Alignment of private sectors and government
	Introduction of programme at an earlier stage
	Formalisation of mentoring programmes
	Recognise mentorship as part of BBBEE
	Publicise the programme
Theme 4	Identify opportunities
	Youth involvement
	Leadership programmes
	Upgrade youths' interpersonal skills
	Mentorship programmes
	Funding
	Partnership formation
Theme 5	Successful business owners
	Open networking channels
	Shape career goal
	Provides guidance
	Develops skills and competencies
	Ability to be open minded
	Self-confidence

Table 0.2: Consolidated codes

### 5.3.3 Themes

The codes groups yielded five themes in this study, namely, Success factors of mentorship, Inhibiting factors for mentorship success, Role of government on mentorship success, Role of private sector on mentorship success and Influence of mentorship on successful youth entrepreneurs.

#### 5.3.3.1 Theme 1 Success factors of mentorship

Theme 1 was developed to understand the success factors of mentorship. There was a total of eight consolidated codes that were extracted from the interviews of the mentors to support this theme. The mentees were also interviewed and shared their views on their experience during the mentorship programme.

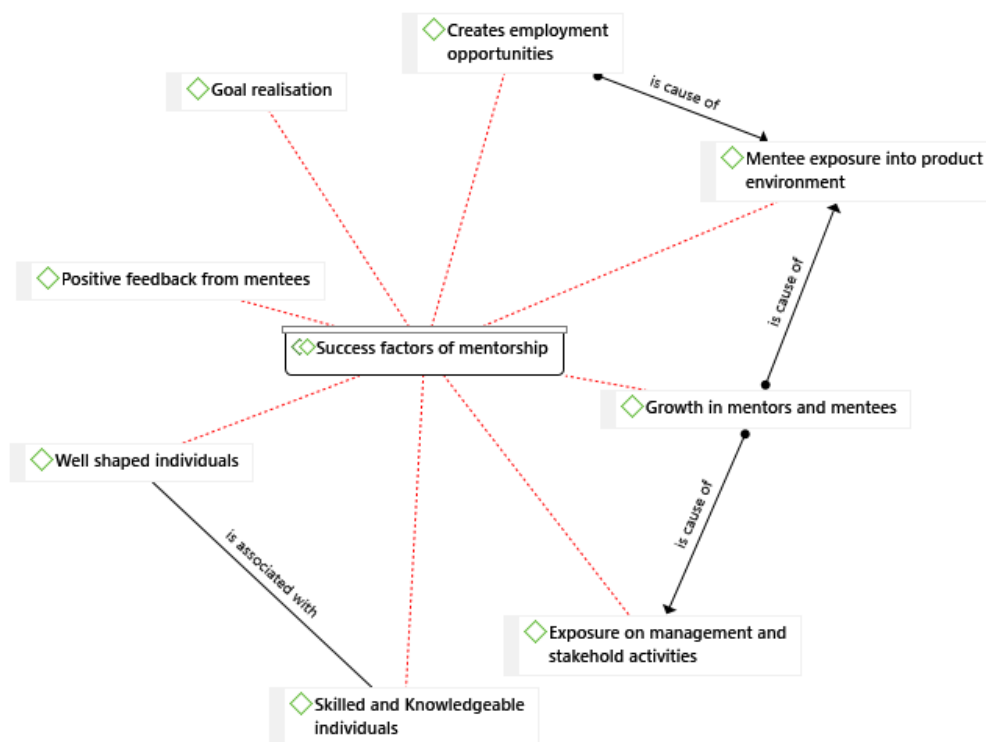


Figure 0.3: Map for Success factors of mentorship

## **Growth in mentors and mentees**

It is important for the mentors to see results of growth from their mentees, that they are not stuck in one place or position for a long period of time. Growth in mentors and mentees was one of the success factors that the mentors identified.

The programme is a success because most of the mentees that we had in our programme are now in good positions and are doing well. **Mentor1**

Yes, I would. Because most of the mentees, like half of them are already. They've already grown from where the way they gotten promotions, some of them have gotten permanent job somewhere else. Some of them have become way better than what they had thought they could be when they started this. So, I believe, yes, it is. **Mentor4**

So, they've been successful in growing their career expanding somewhere else. **Mentor7**

Part of growth in mentees to be able to stand on their own and be successful business owner or grow within their work place by securing higher positions. The mentees agree that the programme helped them to grow and be successful in the business world.

It was successful because I was able to start and my business and now is making profit. Even though there were challenges, I managed to overcome all the challenges. **Mentee4**

## **Skilled and Knowledgeable individuals**

The main reasons for mentoring programmes are to upskill and develop knowledgeable individuals, the mentors indicated that their mentees are very skilled and have more knowledge; after the mentoring programme these mentees can stand on their own and are well-shaped.

Like I said of the six that I have the unknown holding good positions. They are skilled with best knowledge and this big very profound. **Mentor1**

Absolutely. The knowledge which the mentees have gained through the mentorship programmes has not only helped them to be top performers at Telkom, but most of them have started other successful business initiatives to complement what they do here at Telkom.

**Mentor8**

The mentees agreed and were positive that the programme was useful, and their skills were developed, they further indicated that they grew and gained more knowledge during the mentoring programme.

I have grown my business management skills, presentation skills, and I can be able to interact with other people. **Mentee1**

When I started I had no skill in terms of software development and I was not focusing my energy in the right place so the mentorship, it has helped me develop my technical skills as well as my business skills. So today I'm able to respond to customer requirements and I'm able to it. **Mentee2**

I have developed many skills through this programme to name a few marketing skills, financial management, business management and leadership skills. **Mentee5**

### **Well-shaped individuals**

The results of this programme were well-shaped individuals according to the mentors.

We have those who run their business very well, especially in the environment of the ICT. I could say the, the, the, the individuals are very well shaped. **Mentor1**

### **Mentee exposure into product environment**

The mentoring programme opens a lot of doors for the youth and mentees, during the programme they are exposed to more opportunities as well as the corporate environment, this is a success factor because they encounter more skills and are more knowledgeable about the corporate world.

So, in my opinion, the mentorship programme ran over a cycle of about a full calendar year from 2013. So, I did that for let's say, four years up to now, which I feel was successful in exposing the mentees into the day to day function of the product environment. **Mentor5**

So also, when somebody is still new, they don't understand the corporate environment. And so, to give them a confidence thing, I think the mentors do help in that respect. **Mentor9**

Um, with regards to the mentorship being successful, I would certainly say yes because the mentees, um, went on to achieve greater things, um, in the, uh, in their life, you know, um, most of them, some of them use that even outside the work environment. **Mentor6**

### **Exposure on management and stakeholder activities**

while incorporating management activities, particularly in dealing with stakeholder management **Mentor5**

### **Positive feedback from mentees**

Positive feedback from mentees is another way to identify the success factors because the mentees have positive stories to tell about the programme and show gratitude.

So, some of the mentees that I had in my team, really ended up with the responsibilities that were beyond what they had aspired for you in a short space of time. So, I believe it really added value in that sense and some of them do give feedback personally to say it really made a difference in their lives, you know, to be fast tracked through a process of mentorship. So, I believe there is value into it. **Mentor5**

The mentees had positive feedback to give regarding the mentorship programme and that was identified as a success factor because they show results and identify the skills that they gained during the programme.

It's important because now I can be able to have a business plan and have a mission of my business. **Mentee1**

Now I can be able to do formal presentation to people know what I'm talking, felt in how um, the product that I'm selling, it's been presented to the people. **Mentee1**

### **Creates employment opportunities**

The mentoring programme is helpful to the mentees because it creates job opportunities, whether they are employed or start their own businesses. The more mentees who are employed after the mentorship programme, the more individuals who will be motivated to join this programme.

The mentorship is successful because normally they get jobs outside or inside or even do their own things. So, by only because they get jobs outside or the inside or even do their own thing. So, I would say the mentorship is successful. **Mentor9**

they achieved some started businesses because they were very exposed to, you know, um, the intellectuals that they received from the mentorship programme. **Mentor4**

### **Goal realisation**

The mentoring programme helps the individuals to realise their career goal in that way they are focused and perform with good results, this is identified as a success factor because in most cases, individuals take longer to know and realise their goal immediately after school but with a mentor to guide you can easily and effectively realise your passion.

Okay. So, the only time I regard a mentorship programme as successful is where I see a mentee being able to realise they are goal, the career goal. That's when I can be able to gauge the mentorship programme has been successful or not. **Mentor2**

### 5.3.3.2 Theme 2 Inhibiting factors for mentorship success

Theme 2 was conducted to understand what the hindrances for mentorship success were, according to the views of the mentors. There was a total of nine consolidated codes that were developed to support this theme. The mentees also gave their personal views on the inhibiting factors to support or argue with the views of the mentors.

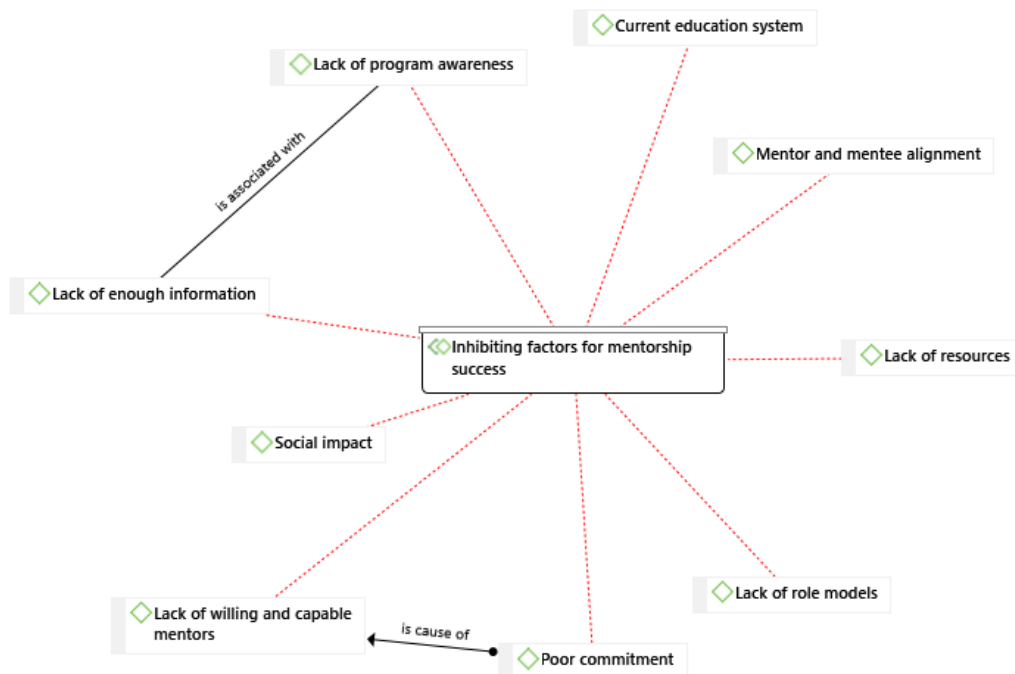


Figure 0.4: Map for inhibiting factors for mentorship success

### Lack of role models

It is critical for mentees to have role models, someone that they can look up to and be motivated by. In that way they are encouraged and have a drive in becoming successful entrepreneurs. Secondly is, um, the lack of role models because our youth don't have role models, they don't have the drive to get somebody to assist them in achieving a certain or objective or goal in their lives. So, lack of role models plays a big role in inhibiting youth entrepreneurial mentorship. So, um, those I think are the things that hamper youth entrepreneurial mentorship. **Mentor2**

The mentees agree with the mentors that there is a lack of role models, people that the young upcoming entrepreneurs can look up to.

Factors that inhibit youth mentorship will be the fact that sometimes you don't have role models, um, in front of us, people that you can copy. **Mentee3**

### **Lack of enough information**

One of the major reasons the mentorship programmes are not successful is because of the lack of enough information presented to the public so that they can gain more interest in the programme and to also be knowledgeable about the mentoring programme.

Um, I think lack of sufficient information is presented to the youth and the other thing, the way in which the programme has been presented. I don't think it's presented in a way that it appeals to the youth. **Mentor3**

Um, what inhibits them is lack of knowledge. For one, they don't know that this programme is that the, so they wouldn't be able to register or to apply for them because they don't know. So, I believe if we can put the word out there for people to know, then they will be able to join.

### **Mentor7**

Yeah, I would say the factors that inhibit the youth interpreting entrepreneurship is more around accessibility. Whether there's information around mentors available. **Mentor9**

in my opinion, access to mentorship information. **Mentor10**

The lack of information was one of the challenges that were faced by both the mentor and mentees.

we don't have enough information as, as young people. **Mentee3**

### **Lack of willing and capable mentors**

If there are no mentors who are willing to take part in the mentoring programme, that becomes a challenge because there will be a shortage of staff members which will mean that the willing and available ones have loads of work. Lack of capable mentors is also identified as a hindrance to the success of mentorship programmes. The more unwilling the mentor is to be part of the programme, the less commitment they have.

I think lack of, of mentors that are willing and capable and, and you find those mentors that, that are willing and capable, but they don't have time, you know, it's busy. They also have their life going on, have either businesses that they're running. So, you find that they're not always accessible. **Mentor3**



Um, what comes to mind is access to mentors, which is really the first hurdle that we see, which then results in a few mentors even to accommodate more numbers than is practical to execute at any given period of time because there's a lot of commitment that you have to have in each and every mentee and by you having to spread your time over more than three at a time.

#### **Mentor5**

and lack of capable mentors are some of inhibitors of entrepreneurial mentorship. **Mentor10**

#### **Poor commitment**

It is critical that the youth show commitment and willingness to take part in the programme, because poor commitment discourages the mentors and end up losing interest on wanting to help the mentees.

I look at it for mentorship and sometimes the commitment from the youth side in terms of they are focusing more on social media than businesses. **Mentor8**

#### **Lack of resources**

Participant **Mentor7** indicated that the lack of time resources is another case of Inhibiting factors for mentorship success, if there are no resources to conduct the mentorship programme, then the programme will not be a success.

Time resources is also one of the constraints because people get so inundated that there's practically no time to spare to assist upcoming entrepreneurs. **Mentor7**

#### **Social impact**

Once you get the mentor then maybe relating to them on a more social level does help as opposed to maybe they've got social problems at home and things like that. So, although it's about entrepreneurship but you must also consider there are social ills at home. Maybe they don't have first to come in and meet you and things like that. So, uh, I would say also consider the social impact **Mentor8**

#### **Lack of programme awareness**

If the public is not knowledgeable and aware of this programme, then there will not have any interest of it. It is critical that the programme is advertised and put out there for people to learn about and have interest of it.

I think the factors that inhibit entrepreneurial mentorship is the fact that there's lack of awareness of the programme that exists to help, uh, you know, most of the time you'd find that people are not even aware of subject matter experts that, um, that can help them, um, within, um, the entrepreneur desires is okay. So, um, yeah, I think that's the main thing. **Mentor6**

The factors that inhibit youth entrepreneurial mentorship, uh, most of the time, it's lack of awareness of the availability of programmes that are in our **Mentor8**

According to the mentors, not a lot of people are aware about this programme and the mentees agree that the public is not knowledgeable and that is the major inhibition, not only is the programme not out there, it is also not easily accessible.

Lack of knowledge about the mentoring programmes and lack of access to the programme.

**Mentee1**

Lack of knowledge on mentorship programme is one of the factors that inhibit youth entrepreneurial mentorship and not enough mentorship programme. **Mentee4**

### **Mentor and mentee alignment**

The mentees need to be aligned with the right mentor for their career path, someone who is in the same career stream as he or she is willing to take, because chances are that the mentor is more knowledgeable and exposed on it. It is therefore seen as a constraint if the mentee is not put with the correct mentor for the programme.

Um, uh, the match, if, if less there maybe they're your now an already committed to a certain mentorship programme and the match between the mentor and the mentee or the specific youth. It needs to be aligned. Um, I think those are major inhibitors. **Mentor8**

**Mentee3** agrees that there must be proper mentor and mentee alignment, because if your leader has travelled the road you about to travel it makes it easier for him to coach you, based on the experiences. Furthermore, there must be positive relation or interaction between the mentor and mentee.

I regard mentorship is being successful because of my interaction with my mentor, I would say that really helped me a lot because, um, she has travelled the journey that I was about to travel in, so it was easier for her to, to coach me. And then for me not to make the same mistakes that she has made. So, I would say it was successful because we were connecting at that level.

**Mentee3**

## Current education system

The current education system also plays a big role in the mentorship programmes, it does not give enough support to entrepreneurs or encourage entrepreneurship.

I think one thing that inhibit youth entrepreneurial mentorship it's our education stream because our youth are programmed in such a way that you must go to school, um, you must get your degree, you must graduate. So many mentorship or entrepreneurship is seen as a last resort. If ever you are not able to go to school, you're unable, then that's when you think about starting your own thing. **Mentor6**

### 5.3.3.3 Theme 3 Role of government on mentorship success

The government must play a role in encouraging and installing successful entrepreneurs, theme 3 is developed to understand the views of the participants on the role that the government must play on mentoring success. A total of six consolidated codes were conducted to support this theme.

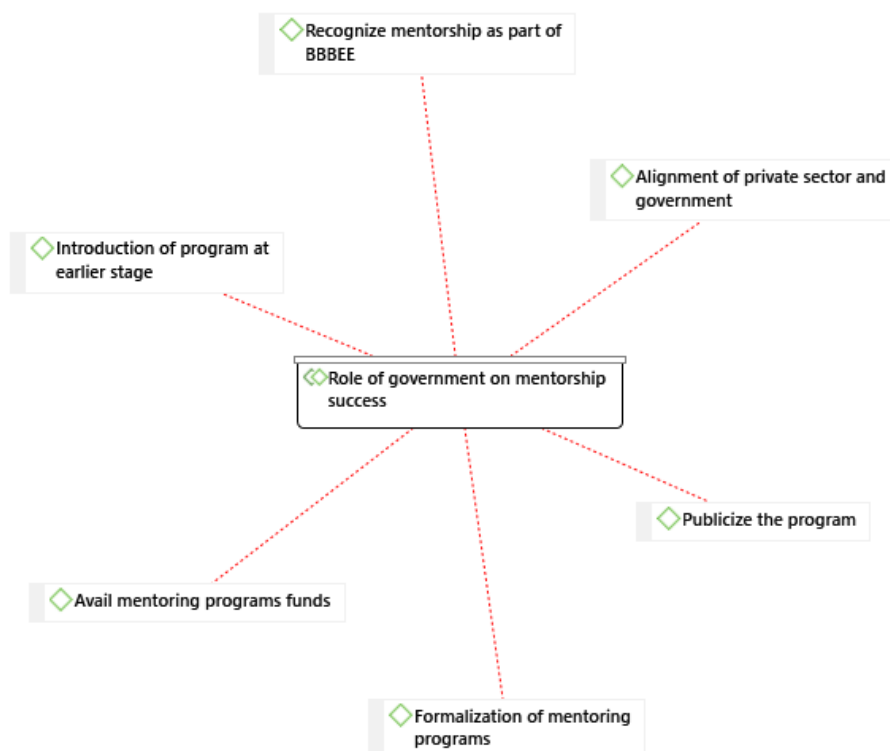


Figure 0.5: Map for role of government on mentorship success

### **Avail mentoring programmes funds**

The government should show support to this programme by making mentoring funds available, so that the needed resources to conduct this programme can be made available, to motivate the mentors by paying them a salary and to meet all the needs regarding the success of this programme.

Our government can, for one try to avail funds, make specific funds which are like meant towards um, the mentoring programmes in that more youth will have the opportunity to be well-skilled. **Mentor1**

In terms of funding, they can assist with funding because some of the entrepreneurs come from poor backgrounds or they will need funding. **Mentor7**

The government is very significant within mentoring, you know, youth entrepreneurs particularly I think one of the major things that they need to do is fund, have a fund where they have a pool of mentors that they have identified that will share, the, uh, um, pads and guidance to the youth, you know, so that they can succeed in whatever they want to embark on. **Mentor4**

I'm also arrange funding through those youth programme, uh, for those ones that are involved in public mentorship. **Mentor7**

Firstly, to introduce and fund more mentoring programmes. **Mentor10**

The government does not fund enough the mentorship programmes, the mentees agree that there must be more funds provided for to this programme.

must subsidize mentorship programmes. **Mentee4**

by creating more of these programmes and create a database for future youth funding. **Mentee5**

### **Alignment of private sectors and government**

The government and private sector should work hand in hand in making this programme a success by aligning its objectives, share the same vision, also by using the same tools.

Also try to align the private sector monitoring programmes with the government. If they can have the same objectives, the same language, the same tool, then hopefully it would be, would have, um, a better, better, better, better, but needs. **Mentor1**

So, part of the internship programmes from government should, in my opinion, incorporate mentorship support from private sector and who can impart knowledge on leadership aspects which will contribute to the success of entrepreneurial journey, I don't know. **Mentor5**

Uh, instead of going that route, they can also take a route of an aligning with private sector in terms of having the programmes and taking their students to the private sectors to be involved in the programme of mentorship. **Mentor7**

secondly to allow the private sector mentoring programmes with their own programmes. **Mentor10**

According to mentee 8 the government should work hand in hand with the private sector and encourage each other to take part and develop more mentoring programmes.

The government should encourage more mentorship programs in both government and private sector **Mentee8**

### **Introduction of programme at an earlier stage**

It is important that the entrepreneurship mindset is installed to individuals at an earlier stage of their lives, so that they can grow with that mindset and be able to uplift themselves. This will lower the unemployment rate.

Now the other thing introduced the mentoring programme at an earlier stage so that it can help mentees to build their career path. **Mentor1**

### **Formalisation of mentoring programmes**

The government should formalise the programme by adding it as a module in schools. The moment this programme is formalised, the high chances that the people will take it seriously.

I think any government should formalise formalised mentorship programmes. **Mentor3**

The mentees agree that the government should formalise the mentoring programme to innovate both the mentor and the mentees

I think there should be a programme whereby there's, some kind of what for both the mentor and mentees or you could have like a business hub or innovation hub where you could have the entrepreneur your maybe running their business from there or you could have the government service of the entrepreneur so that they can with their customer base and their confidence. **Mentee2**

Government has done enough talking about, um, establishing entrepreneurs. Right. So, I think, uh, what the role that they can play in mentorship is to establish mentorship programmes. Those programmes as well because I think they've wasted a lot of money because they invest in these businesses, but then these kids are not guided, you know **Mentee 3**

Government should create more mentorship programmes, should create awareness about mentorship programmes. **Mentee 4**

### **Recognise mentorship as part of BBBEE**

Government can also recognise mentorships as part of triple BEE scoring to stimulate corporates to do more mentorship of youth without expecting direct benefit to the organisations. So, there is a lever that government can use in channelling business to do more in terms of leadership. I mean we know of CSI programs, that are expected to happen within corporate environment? So, if mentorship can be highlighted, this, one of the things that must happen **Mentor5**

### **Publicise the programme**

Not a lot of people are aware of this programme, therefore the government can play a role of promoting this programme by advertising it on newspapers, social media, launch youth awareness or empowerment programmes also make it part of school curriculum.

The government, I believe that the government should put the word out there to the whole country because the government has more voice than anybody else. The government gazettes, they can use that to put this out to the youth, to everyone to say, guys, there's this thing happening, and they can get people to go to schools, high schools, tertiaries to say guys if you are interested in this kind of environment. We have a mentorship in this kind of environment, not just for Telkom, but for all companies in a broader scale. Yeah. **Mentor2**

The economic strain, which this country currently finds itself in can be kept by entrepreneurial activities, but because there are no programmes in government that promote mentorship, many entrepreneurs end up with their ideas dying prematurely. **Mentor4**

I would say in terms of the government I can say they must host summits also maybe in, in newspapers and maybe they should have had a small column where they publish a venue where mentorship programmes would be held. **Mentor6**



## **Identify opportunities**

The mentors believe that the private sectors can play a role by identifying opportunities for the young and upcoming mentees within their sectors. This is another form of empowering the young entrepreneurs.

So private business should identify opportunities within their sector entrepreneurs to target so that to broaden their chain in, in meaningful and strategic approach. By that I mean it can lead into indirect employment and poverty alleviation. **Mentor5**

## **Youth involvement**

The youth must be involved and given the platform to implement their innovative ideas before they can go to the outside world, they can be involved by being given internship, workshops and working with management and stakeholders.

So, I believe private sector has got its own role to play to make sure that they grow sector better through involving the youth that come with very innovative ideas on how to improve some of the areas of challenges. **Mentor5**

## **Leadership programmes**

Um, our youth should be instilled with the courage to have interest in entrepreneurship skills which should be part of, um, higher learning path. It must be a priority for the private company to have leadership programmes specifically for the entrepreneurs. **Mentor1**

I think private sector I can go a long way as well. They can use the people working in the company, the employees, because word of mouth goes a long way. They can broadcast that in their internal group comms or whatever to say guys, we have this goal in one. Can you put it out to your families, your relatives, anybody that you know or friends to see if they're interested in this thing? They can come in and register for this thing and whatever they would need, they can just come with whatever they have. We can see from the if the qualify or not, and then we can take it from the. **Mentor3**

## **Upgrade youths' interpersonal skills**

The mentors believe that the private sector can play a role by upgrading youths' interpersonal skills.



The private company, they need to have, um, the interest in upgrading or more lenient or more interest on the entrepreneurship, on interpersonal skills on our youth. **Mentor1**

Meanwhile the mentees think that the way the private sector can do this is by playing a role in hiring the young people, empowering them to have ideas and be able to implement those ideas. Private sector has a big role to play they hire a lot of young people and the private sectors have not introduced entrepreneurs in the company, in the organisation. So, they really need to make use of the young people that have fresh ideas that can be implemented in the, in the, in the company, so they need to have like some platforms we, the voices of the youth can be heard. So that's where like, I think **Mentee3**

### **Mentorship programmes**

It is important that the entrepreneurs take part in mentorship programmes because they learn, and their skills are developed. They get to adopt new ways of thinking and see things differently and be innovative. The mentors believe that if the private sector could play a role in developing mentorship programmes that would help a lot of the youth.

It is very important for the private sector to have a mentorship programmes because you shouldn't look at mentorship programmes as a special project. It should be the business of the day. It should be everything that is inculcated in the way that business incorporate because if you look at Telkom currently, we have a mentorship programme that is part and parcel of what Telkom is because we encourage everyone to have an entrepreneurial mindset so that they be able to actually churn out new innovations and ways of doing business. **Mentor7**

The mentees agree and support that the private sectors should provide more mentoring programmes and make them easily accessible to the youth.

on your private sector I think they can give most skills on how to conduct mentoring or do mentorship. Maybe they can introduce more programmes with skills to train more people about mentoring. **Mentee1**

Must create mentorship programmes and make them accessible to the public. **Mentee4**

### **Funding**

Like the government and the private sector should also play a role of funding the mentorship programmes.

Some of the moneys can be channelled to enabling youth in terms of funding. So yeah, I would say they cannot do it alone. The private sector must also help in terms of funding. **Mentor9**

**Partnership formation**

The mentees believe that the private sector should also form partnership with the young entrepreneurs, this can help their businesses to grow and be strong; this will also give courage and motivation to the entrepreneurs.

Private sector. They could also, again, your mentor in your mentee's. They could have partnership where they bring in the successful entrepreneur in work with them as a partnership.

**Mentee2**

**5.3.3.5 Theme 5 Influence of mentorship on successful youth entrepreneurs**

Theme 5 speaks to the influences of mentorship on successful youth entrepreneurs, according to the mentor’s views.

Theme 5: Influence of mentorship on successful youth entrepreneurs	Successful business owners
	Open networking channels
	Shape career goal
	Provides guidance
	Develops skills and competencies
	Ability to be open minded
	Self-confidence

*Table 0.3: Influence of mentorship on successful youth entrepreneurs*

**Successful business owners**

The most common reason for mentorship programmes is to influence the mentees to become successful business owners, to gain more business skills and knowledge.

Yes, I do. I do think so as previously said the ones that we had or the ones that I personally had they're running their business successfully. **Mentor1**

Yes. Uh, my, uh, mentorship has proven successful, uh, as most of my proteges, they, uh, have been given promotion at the current position of the, some of them, they also have started their

own business, which are, they are still serving in their businesses and running businesses

**Mentor8**

The mentees agreed with the statement by the mentors that the programme helped develop successful business owners. The mentees indicated that they encounter better management skills during the programme and they were also motivated by the mentor's feedback on their performants.

Businesses receive aid from mentorship programmes in the sense that they contribute to their development. It helps on people's business plans and ads and again connect them to leisure networks. **Mentee1**

And as a result, you have better management skill. So, when you have a mentor, they'll keep on giving you constructive feedback, either regarding communication skills or leadership.

**Mentee2**

**Open networking channels**

The respondents indicated that the mentorship programme opens networking channels for the mentees, to be able to market themselves in getting jobs and meeting the relevant people to motivate them on their journey of entrepreneurship.

They have a good networking. **Mentor1**

and provide them with information that they mentee was not aware of and it also give them a platform and networking opportunities because most probably as a mentor you will want your mentee's to be able to get, to tap into your network, your social network and, um, career and before, um, it also gives them. **Mentor7**

The mentees were interviewed, and they confirmed that the programme opened networking doors for them and they benefit from the networks.

I would say that it opened at great channel for networking for me because I'm her links became my links and I mean before I never used to know her. And then now I'm really benefiting from that network. I think I've increased my network because the people that I know, I think um, my value will be over two hundred. So, I think I've really made a good metric for myself through the mentorship. **Mentee3**

Now I can be able to network more with other small businesses, with other people around myself and around my community. **Mentee1**

I'm able to build or increase my customer base through networking. **Mentee2**

### **Shape career goal**

The mentors indicated that the programme helps shape career goals for individuals, which results in mentees establishing their goal and becoming successful business owners.

Mentorship is one of the practices that puts most careers into perspective for the youth as they use that fast track experience to shape their career aspirations. **Mentor5**

The mentees were positive and believed that the programme helped shape their career and were able to achieve their goals.

Mentorship helps establish your goals and can achieve and concentrate on them **Mentee2**

### **Provides guidance**

The objective of the programme was to give career guidance and develop successful entrepreneurs. The mentors agree and are positive that they gave guidance to the mentees and they developed skills and empowered the youth during the time of the mentorship programme. Most certainly. I mean, the mentorship programme provides guidance to individuals um, that's part of the programme. So that's, um, that guidance, you know, goes a long way because it helps them even, you know, in the entrepreneurial um, uh, aspect. **Mentor4**

However, the mentee 3 disagree that the mentors gave guidance to the mentees, they further indicated that they had no one to help direct them on how to sustain their business ideas. Meanwhile mentee 4 and 5 indicated that there was a positive influence by the mentors and they helped guide them and open networks for them as well.

and then no guidance in how to enter such relationship for that matter because there's. A lot of young people when they enter entrepreneurial efforts, they don't have anybody to guide them. And um, usually people just go in with their big ideas, but nobody tells them executive how to sustain those ideas and how to go about making money and sustaining their businesses. So, I think when somebody is ahead of you is always easier to learn from them because they must've had made their mistakes and then it's easy for one to learn from those mistakes. **Mentee3**

He does have a positive influence because every first that the individual is taking needs someone to guide and give direction as to how certain circumstances or effect needs to be resolved or handled. **Mentee4**

One can learn from experienced people which assist in dealing with challenges like growing your network and many more. **Mentee5**

### **Develops skills and competencies**

The mentors believe that this programme helps develop the skills and competences of the youth that is why it is critical that the young entrepreneurs take part in the programme.

and to improve on skills and competencies as part of day to day practice. So that for me, I believe is where it adds value in the long run. **Mentor5**

Yeah, I think mentorship does help in youth entrepreneurship. So, there's two people that I've mentored have opened her own business in retail especially around. Although entrepreneurship is informal, but the business skills that we teach them in their corporate environments help them in terms of like time management and just and, and things like those. So, I would say mentorship does help in, in youth and entrepreneurship. **Mentor9**

some of them which are still within the company, uh, they've been, they've grown, they've been appointed at a higher position due to the, uh, entrepreneurship skills that can make their leadership a much better. **Mentor8**

and they have um, good personnel, um, skills as well. I strongly believe that they are given an opportunity to improve because they are given an opportunity to improve their skills, so therefore they become better amongst their peers. **Mentor1**

### **Ability to be open minded**

With this programme the youth is developed with the ability to be open-minded and be able to think out of the box, this is critical because it is part of the entrepreneur's characteristics to see things different and be able to identify advantages.

for me as well, yes, I do at work, but the mentorship even helped me to think broader and the, you know, do things that helped. **Mentor4**

Um, yes to some extent I think it has because mentorship assist the mentee to see things differently. It allows them to think out of the box. **Mentor7**

## **Self-confidence**

**Mentor7** indicated that the mentorship programme helps the mentees by boosting their self-confidence, in that way they believe in themselves and are motivated to become successful entrepreneurs.

What I've seen is that it gives them self-confidence. **Mentor7**

## **5.4 Conclusion**

This chapter of the study presented the research findings. The data presented was from 20 interviews where 128 codes were derived, from these codes five themes emerged. The findings presented in the chapter endeavoured to answer the research question stated earlier in the study - What role does mentorship play in promoting youth entrepreneurship at Telkom within the City of Tshwane, South Africa?

The next chapter summarises chapters one to three and discusses the findings and limitations of the study. This chapter further provides the conclusions and recommendations of the study.

## **Chapter 6**

### **Discussions, conclusions and recommendations**

#### **6.1 Introduction**

As discussed in chapter 1, the primary objective of this study was to explore mentorship for fostering successful youth entrepreneurship at Telkom South Africa within the City of Tshwane, South Africa. This was an important and critical study as South Africa is finding itself with very high unemployment rates which were reported as 27.7% in the third quarter of 2018 (StatsSA, 2018) and high levels of poverty. This situation is even worse with the youth with unemployment at almost 50%. Doing this study allowed the researcher to investigate the role of mentorship in successful youth entrepreneurship. The successful entrepreneurship will allow more and more youth to consider self-employment as a viable alternative for them to be economically active instead of solely relying on employment.

In chapter 2, the literature related to the mentorship was reviewed. This included conceptualisation of the study, which comprised three key concepts that underpin the study. These are entrepreneur and entrepreneurship, mentoring and entrepreneurial mentorship. In addition, the literature related to mentorship success and benefits, drivers for entrepreneurial mentorship success, as well as barriers to youth entrepreneurial mentorship success, were examined.

In chapter 3, the methodology of the study which was used to investigate the specific objectives was discussed, which can be recapped as,

- Explore the relationship between mentorship and successful youth entrepreneurship at Telkom within the City of Tshwane.
- Establish the factors inhibiting mentoring youth entrepreneurs.
- Explore the role that government and the private sector can play in encouraging mentorship for youth entrepreneurs.

Based on the objectives of the study and the literature reviewed, the research method of choice was the qualitative approach. This method allowed the participants of the study to provide experiences and insights which effectively responded to the objectives of the study. The data

was collected from one-on-one semi-structured interviews of which ten were from the mentees and the other ten from mentors who participated in the Telkom mentorship programme. The collected data was transcribed verbatim and analysed using the six-phase thematic analysis by Braun and Clarke (2006). The findings of the study were then presented and interpreted in chapter five.

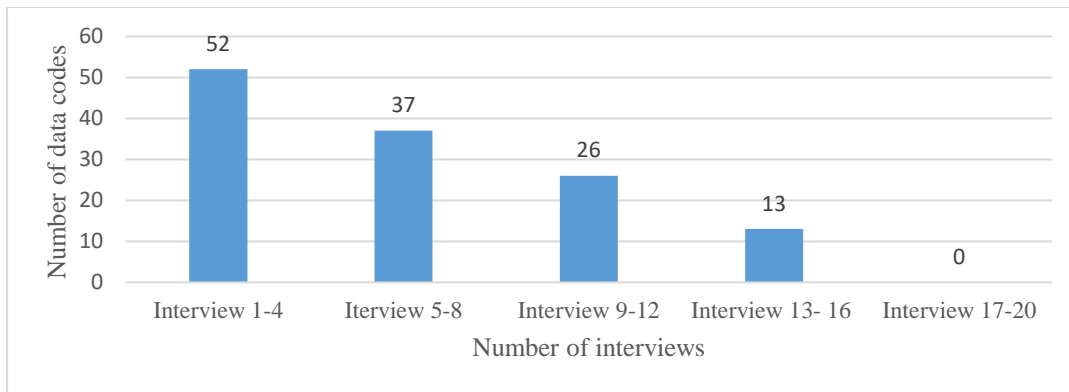
In this chapter, these findings are discussed as well as the limitations of the study which provide the context in which these findings must be consumed by the reader. The last part of this chapter are the conclusions as well as recommendations which are divided into the mentees (youth entrepreneurs), mentors, the facilitator of the programme (Telkom), as well as for academia for future research.

## **6.2 Discussion of the findings**

Before the discussion of the findings of the study, it was prudent to discuss the credibility of the findings. According to Guetterman (2015), the adequacy of the sample as well as the relevance of the sample are critical in determining the credibility in the qualitative research. This is in addition to the trustworthiness, which is determined by the credibility, conformability, transferability and objectivity as explained in chapter 3.

In this study, the adequacy of the sample size was determined based on three aspects. Firstly, this was determined by the number of the interviews, in line with the design of the study which is phenomenology. There was a total of 20 interviews which fell in the range of 5 to 25 interviews for this type of study according to the proposals of Saunders et al. (2016). Mason (2011) also supports 20 interviews as an adequate number of the interviews for this type of study. Secondly, the adequacy is determined by the saturation which focuses mainly on code saturation (Figure 6.1).





**Figure 0.1: Code saturation graph**

A total of 128 codes were developed, and after 16 interviews, there were no more new codes. This means that the last two interviews for both the mentors and the mentees did not yield any new information. Lastly, it was the power decision that complemented the optimum number of the sample size. The power decision for related studies was found to be in two similar studies done by Maphalla et al. (2010) (30 participants); Straus, Chatur and Taylor (2009) (21 participants). Based on this, it can be confirmed that there was adequacy of the sample in the study.

Additionally, the profile of the respondents confirmed the relevance of the sample. The mentees were entrepreneurs between the ages of 26 and 34 who have been running a business for a period not less than one year. The mentors were all from the Telkom mentorship programme with mentoring experience of more than two years. This confirmed that the sample was relevant.

It can thus be concluded that the sample was both adequate and relevant. When analysing the findings, the findings were found to be evidence-based, and where applicable, the triangulation of the data was conducted between the mentee and the mentor. This confirms the credibility of the findings.

### ***6.2.1 Relationship between mentorship and successful youth entrepreneurship***

#### **Objective 1: Explore the relationship between mentorship and successful youth entrepreneurship at Telkom within the City of Tshwane.**

To understand the relationship between the mentorship and the successful youth entrepreneurship, firstly, efforts were made to understand the critical success factors of the mentorship, as this was integral in that if these are in place and transferred into a mentee, they will contribute towards success of the youth entrepreneur. According to Haggard et al. (2011), there are many and varied theories relating to entrepreneurial mentorship. Some of the theories perceive entrepreneurial mentorship as direct aspects of management and business operations as well as access to business networks.

In this study, the findings indicated that successful mentorship is characterised by a well-shaped mentee with developed skills and knowledge. Mentorship, when done well, will culminate in positive feedback from the mentees about the mentors as personal growth for both the mentors and mentees.

It has been found that skills and knowledge development are likely to be present in a mentee who is exposed to the critical aspects of entrepreneurship. These aspects include management, stakeholder engagements, exposure to the product and market environment and the realisation of the mentorship programme goals. This finding places the mentor at the centre of the mentee development in a mentorship relationship. Myall, Levett-Jones and Lathlean (2008) also recognise the importance that the mentor, as a practitioner, plays in facilitating learning, supervision and assessment of mentees in a mentorship relationship. This then supports the views of the participants of the study when they emphasised the need for skills development in mentorship. Myall et al. (2008) further highlight the importance of including the following factors: support and guidance in the practice area, facilitation of mentee learning, assessment and evaluation of the mentee, acting as a positive role model, and ensuring the mentees are fit for purpose and are rewarded accordingly.

The nature and quality of the relationship between mentors and mentees continue to be fundamental to the mentoring process and success. Additionally, the personal characteristics and professional orientation of the mentor determines the effectiveness of the mentoring that

students receive. Critically, an effective mentorship programme will allow for the opportunities to be created for the mentees to advance their business aspirations.

The finding on the positive feedback and growth underpins the relationship between the mentor and the mentee. This finding is congruent with that of Sambunjak et al. (2009) who explained that the relationship between the mentor and mentee transcends the initial objective and evolves into a peer relationship. These authors also explained that the mentoring process should be characterised by honesty, trust, mutual respect, open communication, and confidentiality.

As explained, the mentorship allows for the mentees to develop skill and knowledge in the key aspects of the business. The findings from the study show that the influence of mentorship on successful youth entrepreneurs can be done by entrepreneurs developing successful businesses, shaping career goal, opening networking channels and developing skills and competencies, improving self-confidence and developing the ability to be open-minded. Podsén and Denmark (2000) explain that goal setting is an important driver for successful mentorship as identified by an effective mentorship relationship that facilitates the development of independence, self-confidence, job satisfaction, upward mobility, and decision-making/problem-solving skills in the protégé (Shrubbe, 2004).

Considering that both the hard skills such as improved networking, management and stakeholder engagements, who is exposed to product and market environment, and soft interpersonal qualities such as self-confidence and shaping of career, it can be concluded that there is a relationship between mentorship and successful youth entrepreneurship. This is a view that was also confirmed by all 20 participants of the study. The findings of the study align with the literature as the literature explained that entrepreneurial mentoring training is also characterised as practical programmes that provide business management skills to entrepreneurs (Bechard & Toulouse, 1998; Vesper, 1990). Within this process, there is a dispensing of practical skills and attitudes required for effective management of business venture (Rasheed & Rasheed, 2007).

## **6.2.2 Factors inhibiting youth mentorship success**

### **Objective 2: Establish the factors inhibiting mentoring youth entrepreneurs.**

According to Sambunjak et al. (2009), barriers to mentoring can be classified as personal (mentee- or mentor-related), relational (where the mentor takes advantage of the mentee or competition between mentor and mentee) and structural aspects of the mentorship which includes, inter alia, time constraints or lack of continuity. The findings of the study have revealed that there were seven key factors that were inhibiting youth mentorship success. These were lack of information or awareness about the mentorship programme, lack of resources to conduct mentorship programmes, poor relationship between mentor and mentee, poor commitment from the mentor or mentee, lack of capable mentor and role models, lack of enabling education system and social impact. These findings concur with the findings from the study done by Klasen and Clutterbuck (2002), who identified poor planning and preparation, inadequate mentors, lack of mentorship skill, lack of clarity on roles and responsibilities and inadequate support from the top.

The finding of lack of mentors and role models was further confirmed by Marco and Perina (2004), who emphasised the lack of mentor networks as a key hindrance affecting mentorship success; according to these authors, a mentor network plays a key role in ensuring that proteges are paired with the right mentor. Ralph (2009) also supports this view in that he identified lack of access to mentors that match the protégé's expectations as a major barrier to mentorship success.

According to Barker et al. (2014), making time for mentorship is key to the success of the mentorship, they identified the lack of mentor's time as a key impediment to the mentorship success. This is in line with the finding of lack of commitment from mentors and mentees.

The finding of the study also suggests that lack of information or awareness about the mentorship programme and the lack of resources to conduct mentorship programme as barriers to mentorship success. This corroborates the work of Franklin et al. (2001), who identified access to support and access to resources to improve functional, management and technical skills as key barriers to mentorship.

### ***6.2.3 Role of government and private sector in youth entrepreneurship***

**Objective 3: Explore the role that government and the private sector can play in encouraging mentorship for youth entrepreneurs.**

Mentorship has become a common tool for empowerment of entrepreneurs in both public and private sectors. Many studies have shown that lack of financial accounting knowledge and limited access to experienced mentors remain major causes of high failure rate in businesses. These two limiting factors expose budding entrepreneurs to wrong advice from inexperienced people and resorting to learning through trial and error, which invariably impacts the success of their businesses adversely (Blake-Beard et al., 2007; Hall 2003; St. Jean & Audet, 2012; Lentz & Allen, 2009).

The findings of the study have revealed five key factors in which the government can play a key role. These key factors were introducing and formalising the mentorship programmes to youth entrepreneurs, publicising the mentorship programmes and making them easily accessible to the public, availing funds for mentorship programmes, aligning public sector mentoring programmes with government mentoring programmes and including mentorship as part of BBBEE scoring policy.

According to Torres (2010), government policy can be used to provide business support services such as incubation and mentoring to youth entrepreneurs (promote guided success). The author's view concurs with the findings on introducing and formalising the mentorship programmes to youth entrepreneurs, publicising the mentorship programmes and making them easily accessible to the public. Foelster (2000:137) and Kritikos (2014) also underscore this view in that they see government policies as important factors that can ensure the survival and growth of entrepreneurship in any society. It is clear that the government plays a pivotal role in the mentorship of youth entrepreneurs.

In order to influence the pace of entrepreneurial development, Smallbone and Welter (2010) contend that the government can influence the external environment through direct support measures or interventions. The finding on including mentorship as part of BBBEE scoring policy underpins the view of Smallbone and Welter (2010).

The finding on availing funds for mentorship programmes and aligning public sector mentoring programmes with government mentoring programmes aligns with the views of Kim et al. (2006). Kim et al. (2006) view governmental support systems to have a major impact on entrepreneurial activity. The governmental support according to the authors can be in the form of developing entrepreneur-friendly regulatory environment and policies, taxes – particularly business charges, tariffs, government supported programmes covering business management and entrepreneurial funding.

According to Srivastava (2013), most business organisations have recognised the importance of mentorship in promoting leader development and career opportunities. The findings of the study have revealed four key factors in which the private sector can play a key role. These were partnership formation, youth involvement, funding and leadership and mentorship programmes accessibility to the public.

Mentorship in private companies is privately funded and are for the organisations' own benefit. The direct benefit from mentorship for the organisation is retention of key skilled employees as well as a development of a pool of mentors (Sambunjak et al., 2006; Steele et al., 2013). With this information it is thus rare for private organisations to fund mentorship programmes outside the organisation or form partnerships of such nature if the benefits will not be realised by the organisation. The findings on partnership formation and youth involvement clearly shows the need for more private companies to have more mentorship programmes as they have a pool of managers with skills they can impart to youth entrepreneurs. These findings concur with the views of Steele et al. (2013), who view mentors as guides who impart knowledge and expertise to a mentee. The downside about mentoring in the private sector is that these programmes are only available to employees of that particular organisation and not to the public, as a result not everyone can benefit from these programmes.

### **6.3 Limitations of the study**

This study, like any research studies, was not without limitations. In this section, the key limitations are highlighted to contextualise the findings of the study. This study was concentrated on one mentorship programme and gaps in its performance might transfer to how the mentor and mentee are assessing the success of the mentorship. This is because they will have the expectations and the outcomes of the programme as their baseline. The second

limitation was with regards to the scope of study, which did not include an objective quantifiable measure of before and after effects of the mentorship. An example would be focusing on how many clients the youth entrepreneur had before and how many clients the youth entrepreneur had after the mentorship, considering that one of the success factors of mentorship was improved networking and possibly marketing. This, in essence, would have been the most effective measure of the success of mentorship. The quantifiable measure was not the focus of the study. The study only focused on the mentees and mentors and their perceived view on whether the mentorship programme they participated in was successful for the youth entrepreneurs. Despite these limitations, the study had critical findings which will ensure that there is transferability into similar settings.

## **6.4 Conclusion**

The study explored mentorship for fostering successful youth entrepreneurship in the City of Tshwane, South Africa. There was unanimous agreement between all the mentees and mentors that mentorship was critical for the successful youth entrepreneurs, this was because it plays critical roles of ensuring that the youth entrepreneurs develop knowledge, skill and competencies which are technical, managerial and personal growth related. Among these were networking, managerial, stakeholder engagements, product and market environment dynamics as well as interpersonal qualities such as self-confidence and career shaping. Despite this, it was evident that the success of the mentorship itself is not easy as there were several inhibiting factors such as lack of information or awareness about the mentorship programme, lack of resources to conduct mentorship programmes, poor relationship between mentor and mentee, poor commitment from the mentor or mentee, lack of capable mentors and role models, lack of an enabling education system and social impact.

These challenges are such that they increase the complexities within the mentorship, and as such, require the government and private sector to play active roles such as bringing mentorship incentive schemes and effective collaboration between the private and public sectors. Therefore, mentorship can be a catalyst for youth entrepreneur success, and this is essential for South Africa to achieve its objectives of decreasing unemployment, inequality, youth participation in the economy and poverty, with entrepreneurship as the driver for this achievement.

## **6.5 Recommendations**

The purpose of this section is to highlight the key recommendation with the purpose of assisting with the improvement of youth entrepreneurship using mentorship. These recommendations are based on the data collected from the study, including the gaps identified in the findings. These recommendations are also based on the information found in the literature review. The recommendations are for mentors and mentees, the mentorship programme, policy makers, and future academia.

### ***6.5.1 Recommendations to the mentees and mentors***

The findings of the study indicated that for mentorship to be successful, a relationship needs to exist between a mentor and a mentee. This entails commitment to the mentorship as a key foundation. The recommendation for both mentors and mentees is that they both need to be committed to the mentorship, including the willingness to be mentored as mentees and willingness to mentor and share information for mentors. It is also recommended that both mentors and mentees need to be driven in order to achieve their mentoring goals. In order to achieve these, a mentorship contract with clear goals and milestones need to be in place, implemented and tracked.

### ***6.5.2 Recommendations to the Mentorship Programme facilitators***

Even though mentoring programmes do exist in both the government and private sector, the lack of accessibility and information about of these mentorship programmes to the youth entrepreneurs was found to be prominent in the study. It is recommended that the government and private sector do proper marketing of mentorship programmes in order to make them easily accessible to the public. This can be done through word of mouth and the media. The advertising should detail the benefits of the programme and where such programmes can be accessed. Furthermore, a framework should be created to ensure that the programme is fully functional and can be adopted by other organisations to ensure alignment across the government and private sector.



### ***6.5.3 Recommendations to the Policy markers***

The findings of the study indicated that mentorship is vital for the success of the youth start-up entrepreneurs, it is therefore recommended that the government, through the skills development levy, include mentorship as compulsory for all private companies. This can be done by ensuring that managers in private companies are mandated to commit to hours of mentorship in a year as part of their key performance indicators. These mentoring hours should be in mentoring youth outside their own organisation and include youth from high schools and tertiary institutions.

To further align the government and private sector mentorship initiatives, it is recommended that mentorship incentives be introduced for private companies where private companies can be incentivised when they offer mentorship for youth entrepreneurs. This can be done through tax rebates and inclusion of mentorship as part of BBBEE. It is also recommended that the government introduce mentorship accreditation. Through the accreditation, a mentorship database of mentors and their skills can be created which will assist in creating a mentor pool which will make it easy to match mentors to mentees.

### ***6.5.4 Recommendations to academia for future research***

The purpose of this study was to explore mentorship in fostering successful youth entrepreneurship in the City of Tshwane using the Telkom mentorship programme as a sample. While this study has proven that there is a relationship between mentorship and successful youth entrepreneurship, there were gaps that were identified. As a result, it is recommended that further research be done on the objective impact assessment of the Telkom mentorship programme with financial and operational metrics in order to quantify the benefits of mentorship. It is further recommended that a correlation study be conducted for the relationship between mentorship and successful entrepreneurship.

### ***6.5.5 Recommendations for the study organisation, Telkom South Africa.***

The focus of the study was in the Telkom mentorship programme. The programme has been proven to be successful, however some improvements can be made to the programme. It is therefore recommended that the programme be accessible to the public and also be made compulsory for persons in management positions to be part of the mentorship programme as

mentors. It is also recommended that the youth entrepreneurs also be included as mentors in the programme once they have completed their term as mentees in the programme. Lastly, it is recommended that an incentive be introduced for mentors in order to attract more mentors to the programme.

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# Annexures

## Annexure A: Mentors questionnaire

### Exploring Mentorship for fostering successful youth Entrepreneurship in the city of Tshwane, South Africa

Interview guide for mentors

1. Please tell me about your mentoring background.

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2. Please explain your role in the mentorship programme in detail.

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3. Would you regard the mentorship as being successful? Why do you say so?

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4. Do you think mentorship has an influence in successful youth entrepreneurship? Please explain.

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5. In your view what would you say are the factors that inhibit youth entrepreneurial mentorship?

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6. What do you think should be the role of government in encouraging mentorship for youth entrepreneurs?

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7. What do you think should be the role in private sector in encouraging mentorship for youth entrepreneurs?

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8. Do you have anything else to add that is related to this topic?

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## **Annexure B: Mentees questionnaire**

### **Exploring Mentorship for fostering successful youth Entrepreneurship in the City of Tshwane, South Africa**

Interview guide for mentees

1. Please state your age

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2. Please tell me about your entrepreneurial background.

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3. Have you participated in mentorship for youth entrepreneurs? Please explain your role in detail.

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4. Would you regard the mentorship as being successful? Why do you say so?

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5. Do you think mentorship has an influence in successful youth entrepreneurship? Please explain.

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6. In your view what would you say are the factors that inhibit youth entrepreneurial mentorship?

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7. In your view why should start-up entrepreneurs use mentoring?

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8. What in your opinion could be improved in business mentoring?

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9. What do you think should be the role of government in encouraging mentorship for youth entrepreneurs?

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10. What do you think should be the role in private sector in encouraging mentorship for youth entrepreneurs?

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11. How would you rate yourself on the following in comparison to after the mentorship and why? (Mentee only)

<b>Critical success factor</b>	<b>Rating (same, improve, regressed)</b>	<b>Justification</b>
1. Networking		
2. Business management		
3. Collaboration		
4. Presentation		
5. Commitment to entrepreneurial career		

12. Do you have anything else to add that is related to this topic?

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## **Annexure C: Research Ethics Review Certificate**



Approval Certificate  
[078].pdf

## **Annexure D: Telkom Consent Letter**



Gatekeeper  
letter.pdf