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Ndlovu, Elona Nobukhosi. (2024). Developing a South African Entrepreneurial Coaching Framework for Entrepreneurs in Business Incubators [PhD thesis, University of the Witwatersrand, Johannesburg]. WIReDSpace. https://hdl.handle.net/10539/47985

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Developing a South African Entrepreneurial Coaching Framework for Entrepreneurs in Business Incubators

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A thesis submitted to the Graduate School of Business Administration, Faculty of Commerce, Law and Management, University of the Witwatersrand, in fulfilment of the requirements for the degree of Doctor of Philosophy.

December 2024

DECLARATION

I, Elona Nobukhosi Ndlovu, declare that this study is unaided work. It is being submitted for the Degree of Doctor of Philosophy at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.

Signature: _____ Date: _20/12/2024_____

DEDICATION

To the woman who, from a young age, exemplified and ignited my passion for people development: My grandmother Etta, my gentle giantess, your wisdom and guidance will live on in my heart forever. My very first exemplar of a community builder and entrepreneur.

ACKNOWLEDGEMENTS

I want to thank God for blessing me with grace, mental strength, and growth as I worked on this thesis. It is possible! This has been with the blessing of my children, Nami and Esethu! I want to honour myself because there were many nights when quitting would have been easier. However, I chose to finish what I started and persisted until I had completed this thesis.

I want to thank my colleagues in the coaching industry who believed in my research and contributed their confidence in me by participating in data collection as interviewees, sharing my survey with other potential respondents, and consistently being available for brainstorming sessions as the themes emerged and COVID-19 shifted the order of things in the ecosystem.

Furthermore, I would like to thank the respondents who completed my survey. This project would not have been possible without your support.

To my academic writing circle, we met on Wednesday and Friday mornings to discuss thesis development. I am grateful to have met such brilliant young minds on this journey! Thanks to my *personal editor and friend,* who cheered me on through writer's block and many moments of doubt. I also want to express my gratitude to my *personal writing partner, Doctor Hellen,* who wrote with me every evening and saw me through some very difficult moments in the past two years.

To my sisters by blood and by choice, I always appreciate your presence.

"Trust yourself. You know more than you think!" ~ Benjamin Spock

ABSTRACT

Entrepreneurship is a crucial economic driver, with small enterprises recognised as a critical source of employment and poverty alleviation for South Africa. The public and private sectors thus place a strong emphasis on the growth of small businesses to secure their long-term viability and prevent their collapse. However, despite South Africa's focus on small business development and high investment by the public and private sectors in entrepreneurial coaching, small business failure rates remain high. Thus, an urgent need is to develop an entrepreneurial coaching framework to improve the outcomes for entrepreneurs and their incubated businesses.

This empirical research study employs a mixed-method, cross-sectional design within a pragmatic paradigm. Data collected via a questionnaire administered to a sample of 296 entrepreneurs was processed with SPSS v.27 and STATA13 to produce descriptive statistics. Chi-square tests, factor analysis, reliability and structural equation modelling were performed on the primary data. For the qualitative data, semi-structured interviews were conducted with a sample of 32 entrepreneurial coaches, business incubator managers and industry experts; the data was processed via ATLAS.ti version 23 for coding and thematic analysis.

The primary themes and findings of the qualitative study are the entrepreneurial coaching needs of small businesses, critical success factors for entrepreneurial coaching in the South African setting, and features in the incubation programme that enable entrepreneurial coaching success. Contrary to the literature, the findings indicate that demographics and cultural intelligence are critical success factors in South Africa. Specifically, the coach's ability to speak the coachee's language improved cultural relatability, which is crucial in South Africa. The entrepreneurs/study participants reported the coach's surface demographics, such as race, gender and age, as unimportant. Nevertheless, the coach's industry experience was ranked high. The study results are consistent with Ken Wilber's Integral Model. Entrepreneurial coaching outcomes are linked to the following four quadrants demonstrating statistical significance: entrepreneurial

self-efficacy, entrepreneurial resilience, being visionary and building relationships. The results confirm entrepreneurial coaching as a significant predictor of business growth and building relationships.

Considering the literature, an entrepreneurial coach needs to bring more than their coaching skills into the coaching process, especially entrepreneurial experience, networks, diversity, cultural intelligence and empathy. Accordingly, it is recommended that entrepreneurial coaches understand entrepreneurs' needs in the South African context, narrowing these down further to the provincial location of their entrepreneur clients. Thus, the framework that emerged from this study is focussed on enabling business incubator managers to evaluate the coaching services received while providing input into the programme design and also consider critical success factors for entrepreneurial coaching from a programme perspective. Overall, a systems approach is advocated for the effective growth of entrepreneurs, encompassing the entrepreneurial ecosystem in which incubators operate, the community, entrepreneurial coaches, technical trainers, and entrepreneurs.

This study calls for more research to investigate the efficacy of entrepreneurial coaching, its outcomes, and business growth. Longitudinal research is required to assess the long-term impact of entrepreneurial coaching on business growth after incubation. Future research should focus on the deficiencies and challenges in the competency of South African entrepreneurial coaches. Finally, qualitative approaches could be used to gain a more in-depth understanding of entrepreneurs' experiences with the entrepreneurial coaching process.

KEYWORDS: Entrepreneurial coaching, Business Incubators, Entrepreneur development, SMME, Business growth, Success factors

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LIST OF ACRONYMS

ABCCCP	Africa Board for Coaching, Consulting and Coaching Psychology
AQAL	All Quadrants All Levels
BDSP(s)	Business Development Support Provider(s)
BI(s)	Business Incubator(s)
COMENSA	Coaches and Mentors of South Africa
IBASA	Institute of Business Advisors Southern Africa
IMCSA	Institute of Management Consultants and Master Coaches South Africa
NYDA	National Youth Development Agency
NDP	National Development Plan
SE	Small Enterprises
SMME	Small, Medium and Micro Enterprises
SEDA	Small Enterprise Development Agency

CHAPTER 1: INTRODUCTION

1.1 CHAPTER OVERVIEW

This chapter introduces this study's background, purpose, and context. It also presents its theoretical foundations, research problem, objectives, and questions. It concludes by discussing the significance of this study, its assumptions, and delimitations and, finally, presents an outline of all the chapters.

1.2 BACKGROUND AND CONTEXT OF THE STUDY

Job creation and poverty alleviation feature on the agendas of most governments globally (Msimango-Galawe & Hlatshwayo, 2021; Schutte & Direng, 2019; Henricson Briggs, 2017; Karim, 2017; Mazanai & Fatoki, 2011). Globally, the business sector is a key strategic partner in assisting governments in developing small enterprises for job creation against poverty (Haltiwanger, 2021; van der Spuy, 2019; Rudenko et al., 2016; Isenberg, 2010). One of the consequences of the chronically high unemployment rate in South Africa is the increasing number of individuals attempting self-employment and job creation to counter poverty (Maduku & Kaseeram, 2021; Schutte & Direng, 2019; van der Spuy, 2019; Tengeh & Choto, 2015; Choto et al., 2014). The National Development Plan (NDP) Vision 2030 plans to create 11 million jobs in South Africa, with small enterprises identified as a crucial sector in which self-generated income and jobs can be created (Nwagu & Enofe, 2021; van der Spuy, 2019; Worku, 2016; Ranyane, 2015; Choto et al., 2014; Masutha & Rogerson, 2014; Mazanai & Fatoki, 2011). However, in South Africa, a 70–90% small business failure rate at the start-up stage is reported, impacting the potential of the South African small business sector to contribute meaningfully to the economy and employment rates that come with a healthy economy (Ayandibu & Houghton, 2017; Fatoki, 2014; Msimango-Galawe & Hlatshwayo, 2021). Matekenya and Moyo (2022) attribute approximately 70% of small business failures to low skills.

Research on South African small businesses further identify access to markets, business support, infrastructure, and technology, as well as lack of entrepreneurial skills in emerging entrepreneurs as the main reasons for small business failure (Rens, Iwu, Tengeh & Esambe, 2021; van Weele et al., 2017; Worku, 2016); Bureau for Economic Research (BER), 2016; Dubihlela & Van Schaikwyk, 2014). This high failure rate of small South African businesses negatively influences a key goal of the National Development Plan (NDP) to grow the post-apartheid economy through small businesses that can meaningfully contribute jobs towards poverty alleviation (Matekenya & Moyo, 2022; Ramasobana, Fatoki & Oni, 2017). Given this important national mandate, the South African government has developed support organisations to prevent small business failure by promoting business sustainability and growth. These Business Development Support Programmes (BDSPs) take the form of business accelerators, business incubators (BIs) and innovation parks (Meyer et al., 2016; van der Spuy, 2019). Business incubators provide a safe, supportive, and nurturing space for owners of businesses still finding their feet (Meyer et al., 2016; Lose, 2021). This is intended to shield them in the generally highly competitive “swim or sink” market operating space that is overwhelming to newcomers (Lose, 2021).

The main objective of BIs in supporting small businesses within a safe environment is to capacitate them to operate with sustainability and to grow (Meyer et al., 2016). Various BIs work towards these aims in the South African private and public sectors (Lose, 2021; van der Spuy, 2019; Lose et al., 2016; Meyer et al., 2016). BIs have different formats to support small businesses (Lose, 2021; Schutte, 2019; Dubihlela & Van Schaikwyk, 2014; Meyer et al., 2016). Providing small business owners opportunities to develop their business skills is a key focus and strategy of BI programmes to offset the deficit of entrepreneurial skills mentioned above.

Mamabolo, Kerrin and Kele (2017) identify critical skills for South African entrepreneurs in the following categories: financial management, human resource management, start-up, social and interpersonal, business leadership,

business personality, marketing, technical management, and business management. Currently, business incubators are geared to foster skills acquisition in small business owners in all these areas (Lose, 2021; Allie-Edries & Mupela, 2019). A key component of BI initiatives is support for entrepreneurs through entrepreneurial coaching. Entrepreneurial coaching involving a coach providing guidance and support to the business owner is identified as an effective way of developing entrepreneurial skills (Hunt, Fielden, & Woolnough, 2019; van Coller-Peter & Cronjé, 2020). Brinkley and Le Roux (2018) note that while concepts about coaching and mentoring relating to small businesses in South Africa are currently much debated, the benefits of coaching far exceed any perceived drawbacks.

Entrepreneurial coaching benefits are primarily associated with developing business skills and new or innovative business perspectives; coaching focuses on improving entrepreneurs' self-awareness and knowledge about business theories and practices (Schutte, 2019; Kotte et al., 2021). Mamabolo et al. (2017) assert that developing these entrepreneurial skills in South African entrepreneurs is essential for business growth and sustainability. Smyrnios (2011) and van Coller-Peter and Cronjé (2020) note that South African studies about coaching outcomes for entrepreneurs remain limited. Yet, coaching is still a potentially vital contributor toward increasing entrepreneurial success and business growth. Schutte (2019), who highlights, supports this view that coaching for incubated entrepreneurs in South Africa must be positioned as a key intervention in practice and research.

However, while the above is noted about small-business needs, especially regarding skills provision, the nuanced realities of the South African context where emerging small business owners operate, especially early-stage entrepreneurs, appear largely unaddressed (Habiyaremye, 2022). Various business coaching models are used and presumably to some good effect; however, most of these models are adopted from Western contexts and lack the contextual fit for South African entrepreneurs and their businesses (Maritz, 2013). Thus, there is a need for the intentional contextualised use of adapted coaching

models and for providing a framework that can be used in the South African business development sector. This gap is evident in Schutte (2019), who finds that although business (entrepreneurial) coaching is valuable, it is still underused and under-researched in South Africa. This suggests the need for more effective entrepreneurial coaching models with an inclusive framework to directly target the needs of emerging entrepreneurs. Such a framework could animate the capacity and potential of emerging entrepreneurs to operate successfully in complex business environments in South Africa. These include developing townships, rural economies and marketplaces, and more developed ones.

Entrepreneurial coaches use various coaching models; the GROW model is the most used globally (Panchal & Riddell, 2020). While effective, the GROW model has been criticised for perceived oversimplification and limitations (Dembkowski & Eldridge, 2003; Grant, 2011). Some argue it falls short of dealing with complexities beyond goals, realities, options, and will (Bishop, 2015). The GROW model has been praised for its adaptability to different coaching niches. However, this has been disputed by recent researchers who call for environment-specific coaching models (Webb, 2019; Kurz, Reddy & Glover, 2017). Thus, there is no existing framework to guide entrepreneurial coaches about the critical success factors aligned to a coaching model, specific goals on which to focus, and such critical success factors and entrepreneurial goals related to business growth in the South African context. This study, therefore, seeks to align with and explore the ideas of Mamabolo et al. (2017) regarding the social, interpersonal (relationship-related), leadership and personality skills categories for developing successful entrepreneurs. These identified soft-skill categories link directly to the *localised* needs of emerging South African business owners in the complex small business sector.

Mamabolo et al. (2017) suggest three skills categories that yield four entrepreneurial variables for effective coaching interventions involving small business owners: (i) entrepreneurial self-efficacy, (ii) entrepreneurial resilience, (iii) being visionary and (iv) building relationships. Entrepreneurial coaching focussing on variables derived directly from Mamabolo et al. (2017) is more likely

to achieve results that translate into small-business sustainability and growth. This study believes such results might emerge when combined with effective strategies to address the demographic and socio-cultural realities of the complex entrepreneurial operating environment that dictate the needs of emerging small-business owners.

At the very least, the abovementioned variables will orient entrepreneurial coaching towards providing emerging business owners with more relevant soft skills (Stambaugh & Mitchell, 2018). This will further build competencies for improved entrepreneurial self-efficacy, entrepreneurial resilience, being visionary and building relationships to navigate their businesses in the complex South African entrepreneurial environment (Mamabolo et al., 2017; Pekkan, 2018; Msimango-Galawe & Hlatshwayo, 2021; Fletcher & Sarkar, 2016; Mosteo, Batista-Foguet, Mckeever, & Serlavós, 2016). These psychosocial-related soft skills and competencies offer the possibility of building an inclusive entrepreneurial coaching framework that is considerate and responsive to nuanced realities entrepreneurs face in the developing small business sector.

Entrepreneurial coaching, as a key avenue through which entrepreneurs can learn and develop critical skills for business growth and sustainability, is identified by many researchers (Tsai & Barr, 2021; El Hallam & St-Jean, 2016; Fletcher & Sarkar, 2016; Saadaoui & Affess, 2015). Entrepreneurial coaching can potentially help develop more sustainable small businesses in South Africa. Thus, a framework for its application needs to be established that includes skills that address the needs related to the realities in the local South African context via Business Development Support Programmes (BDSPs), especially business incubators (BIs).

1.3 RESEARCH PROBLEM

South Africa has been grappling with disturbingly high unemployment rates. Over the past five years, unemployment has consistently remained above 29% (STATSSA, 2022). This chronic issue of unemployment has prompted the

government and researchers to advocate for developing small enterprises as a critical strategy for generating employment opportunities. Small businesses are particularly significant in South Africa, employing approximately 60% of the country's workforce (McMillan & Zeufack, 2022). However, there is a worrying trend: between 2020 and 2021, the number of registered small businesses fell by 0.66 million (SEDA, 2021; 2020), alongside a rise in the unemployment rate by 5.13% between 2020 and 2022 (STATSSA, 2022; 2021; 2020).

Small businesses in South Africa are considered essential drivers of job creation and economic stability, yet they experience alarmingly high failure rates, with up to 70–90% of small businesses failing within their first few years of operation. This high rate of failure is exacerbated by several systemic factors, including a lack of entrepreneurial skills, limited access to financial and market resources, and an absence of culturally relevant support structures (Ayandibu & Houghton, 2017; Msimango-Galawe & Hlatshwayo, 2021). The persistence of these high failure rates is detrimental to small businesses and may lead to even higher unemployment rates in the long term. In response, the South African government has invested significantly in various support mechanisms, such as establishing Business Incubators (BIs) and other Business Development Support Providers (BDSPs), to bolster the success of small enterprises (van der Spuy & Antonites, 2022; Bosma et al., 2020; van der Spuy, 2019; Kavhumbura, 2014; Lose & Tengeh, 2015). This ongoing support emphasises the need for BDSPs and BIs to enhance their capacity to support the development, sustainability, and growth of small businesses in South Africa.

Bergman and McMullen (2022) highlight that BDSPs, including BIs and accelerators, have become a staple in many economies. They argue that BDSPs aim to reduce small-business failure rates through a variety of programs, such as capacity development, back-office support, market access, financial assistance, and professional services, with entrepreneurial coaching being a key component (Msimango-Galawe & Hlatshwayo, 2021). Entrepreneurial coaching, recognised globally for its importance in fostering business development, plays a critical role in empowering business owners (Salem & Lakhal, 2018; Crompton et al., 2012;

Dobrea & Maiorescu, 2015; Saadaoui & Affess, 2015). Many countries incorporate entrepreneurial coaching as a non-financial support service in business incubators, where its positive impact on entrepreneurs has been well-documented (Schutte & Direng, 2019; van Weele et al., 2017; Dobrea & Maiorescu, 2015).

Despite its recognised benefits, entrepreneurial coaching within South Africa lacks consistent implementation by BDSPs, as there are no standardised guidelines, frameworks, or regulations for its practice (Schutte, 2019). While entrepreneurial coaching is increasingly seen as a crucial tool for enhancing entrepreneurial success, many existing coaching models—such as the GROW model, widely used in Western contexts—fail to address the unique challenges and the socio-cultural needs of South African entrepreneurs due to a lack of contextual sensitivity (Brinkley & Le Roux, 2018; Schutte, 2019; Webb, 2019). Traditional coaching frameworks often focus narrowly on goal achievement without considering the broader systemic and socio-cultural factors that significantly shape an entrepreneur's journey. This is particularly relevant for South African entrepreneurs, who operate in marginalised or resource-limited environments and require a coaching approach that incorporates individual and collective dimensions.

As noted, the development of entrepreneurs does not occur in a vacuum. South African entrepreneurs' socio-cultural and economic realities, including cultural and societal dynamics, necessitate tailored entrepreneurial development approaches integrating psychosocial skills relevant to specific regions (Bolosha, Sinyolo & Ramoroka, 2022). Although there have been contributions to the field, such as the work of Mamabolo et al. (2017), there is still a significant gap in the literature concerning integrating socio-cultural dynamics within entrepreneurial coaching, especially regarding how these factors impact entrepreneurial development and coaching outcomes. This study identifies key success factors for entrepreneurial coaching—entrepreneurial self-efficacy, resilience, visionary capacity, and relationship-building skills—which are essential for effective networking and are particularly relevant to the nuanced operating environments

of South African entrepreneurs. These "soft skills" play a critical role in facilitating effective coaching outcomes, as coaches need to be aware of the socio-cultural factors that influence their coaching delivery and client engagement.

According to Bwisa and Ndolo (2011), understanding language, cultural, and demographic factors is essential when supporting entrepreneurs in multicultural and multi-ethnic settings. This view is echoed by Darley and Blankson (2020), who emphasise that African culture and belief systems shape entrepreneurial activities. Despite South Africa's rich diversity—with 11 official languages, four main racial groups, and numerous ethnic and cultural backgrounds—research on these topics within the South African entrepreneurial context remains limited. These factors are essential to consider regarding the skills provided to entrepreneurs and in shaping the content, processes, and specific needs addressed in entrepreneurial coaching.

Schutte (2019) further points out that relatively little is known about the approaches and methodologies of entrepreneurial coaching, which presents a challenge for the field. In South African practice, the inconsistency in coaching approaches is compounded by a lack of an entrepreneurial coaching framework, leading to different methods being employed by different coaches and a lack of consistent measurement. This inconsistency results in challenges for replication and effectiveness, causing BIs to rely on trial-and-error delivery models (Schutte, 2019; Brinkley & Le Roux, 2018; Stout-Rostron, 2006). This study assumes that entrepreneurial coaching directly or indirectly impacts business growth, a relationship it aims to explore to establish entrepreneurial coaching as a distinct domain within the South African context.

Entrepreneurial coaching does not always consider regional, demographic, and cultural differences across South Africa. Furthermore, a "one-size-fits-all" coaching approach is often applied to small business owners despite significant economic disparities between established, well-resourced entrepreneurs and those in the informal sector (Brinkley & Le Roux, 2018). This diverse landscape

underscores the need for an entrepreneurial coaching framework that addresses South Africa's unique multicultural, multi-ethnic, and multilingual population.

Thus, while existing coaching models such as Whitmore's (2009) GROW model, Kotte et al.'s (2020) Two-Dimensional Framework, and Snyder et al.'s (2015) Practice-Based Coaching; provide some value to small businesses, they lack an integrated framework that addresses the systemic, cultural, and socio-economic realities unique to South Africa. This study proposes a systemic and integral coaching framework grounded in systems and integral thinking theories, tailored specifically to the South African context. This framework will integrate essential competencies such as self-efficacy, resilience, visionary capacity, and relationship-building to create a cohesive, contextually relevant coaching approach. By addressing individual skills and collective environmental factors, this study aims to reduce the high failure rates of small businesses and align coaching practices with the unique needs of South African entrepreneurs, particularly within business incubators.

In light of the above, the research problem can be stated as follows:

Despite significant focus and investment in entrepreneurial coaching by the South African public and private sectors, small business failure rates remain persistently high.

1.4 RESEARCH PURPOSE STATEMENT

The current research study considers participants' input from BIs, programme managers and industry experts, entrepreneurs, and coaches. It aims to develop a *South African* entrepreneurial coaching framework to improve outcomes for entrepreneurs (developed business skills) and their incubated businesses (sustainable businesses and business growth).

As already mentioned, small businesses are seen as potentially significant contributors to the country's fight against chronic high unemployment and poverty (Rens, Iwu, Tengeh & Esambe, 2021; Schutte & Direng, 2019; Karim, 2017; Lose et al., 2016; Dubihlela & Van Schaikwyk, 2014). However, small businesses are faced with various challenges that hinder their success, including, amongst others, a lack of various types of skills, the impact of crime on business operations and a lack of funding and access to technology for emerging businesses (Mundhree & Beharry-Ramraj, 2022; Sitharam & Hoque, 2016; Worku, 2016; Fatoki & Garwe, 2010). BIs offer various forms of support to small business owners, including entrepreneurial coaching. Opportunities offered by BIs can significantly improve the chances of survival and success of small businesses (Schutte & Chauke, 2021; Amamou & Ali, 2019; Meyer et al., 2016).

Entrepreneurial coaching is commonly used in BIs for developing entrepreneurs and their businesses (Nair & Blomquist, 2018; Amamou & Ali, 2019; Schutte & Direng, 2019; Dobrea & Maiorescu, 2015;). Studies on entrepreneurial coaching in South Africa suggest the important need for an effective framework for coaching in BIs, as entrepreneurial coaching improves outcomes for both the entrepreneur and the coach (Schutte, 2019). Much literature exists on business coaching for executives and business leaders but not much on entrepreneurs, especially entrepreneurs enrolled in business incubators (Schutte, 2019; Hawkins & Turner, 2019; Dobrea & Maiorescu, 2015; Stout-Rostron, 2006; Leedham, 2004). These are some of the motivations for undertaking this study.

As mentioned, current BDSP coaching models have yet to address the nuanced realities and needs of the environments in which emerging entrepreneurs operate. The contextual differences between the corporate business environment and emerging entrepreneurs in South Africa are vast. Where corporate business leaders have access to a large pool of experts and networks on which to draw, emerging entrepreneurs still mostly operate on their own. However, entrepreneurs require skills and competencies different from those used in corporate coaching (Salem & Lakhal, 2018). This is especially true regarding the psychosocially related or soft skills for developing leadership, entrepreneurial

resilience, entrepreneurial self-efficacy, being visionary and building relationship skills needed to successfully operate small businesses.

However, the literature on entrepreneurial coaching, including its success factors and models for successful coaching delivery, is still largely borrowed from the corporate executive coaching field (Hawkins & Turner, 2019; Dobrea & Maiorescu, 2015; Schutte & Steyn, 2015; Stout-Rostron, 2006). Leedham (2004) positions business coaching in a corporate organisational setting in their paper investigating the Return on Investment (ROI) of business coaching. This study offers insights into how the broader literature focuses on coaching within large organisational structures. In addition, Dobrea and Maiorescu (2015, p. 248) argue that empirical research in business coaching is restricted, prompting a reliance on theories and evidence drawn from executive coaching. They further posit that the delineation between coaching for executive managers and business coaching remains ambiguous. Moreover, Schutte and Steyn (2015, p. 1) articulate business coaching as predominantly associated with leadership development, setting a distinct conceptual threshold with their study's framing of business coaching and my research. Hawkins and Turner (2019, p. 48) explore business coaching within a corporate organisational setting, not entrepreneurs or small businesses. Wiginton and Cartwright (2020, p. 1) position business coaching within an organisational context marked by layers of management. Their emphasis on a hierarchical organisational structure underscores the divergence from the entrepreneurial context within BIs.

Blackman, Moscardo, and Gray (2016, p. 459), in their extensive review of 111 empirical papers on business coaching, notably position business coaching as an HR development intervention. Their study's sheer volume of papers underscores the enduring connection of business coaching with Human Resources (HR) development, emphasising a distinct orientation from the focus on entrepreneurs in BIs. Notman (2019, p. 1132) expands on the association between business coaching and Human Resource Development (HRD), operationalising it as a process for developing leaders. Notably, they highlight the interchangeable use of terms like business coaching and executive coaching,

further emphasising the organisational and leadership development context. Recently, Ton, van Rijn, and Pamuk (2023, p. 74) explored business coaching for SME development. They emphasised that systematic reviews conducted by Athanasopoulou and Dopson (2018), Blackman et al. (2016), and Pandolfi (2020) predominantly focus on coaching studies in developed countries and large organisations.

These observations reinforce the scarcity of entrepreneurial coaching literature specifically addressing entrepreneurs in business incubators and highlight the predominant application of business coaching in large organisations as an HRD intervention. Yet, as noted, the operating environments of corporate executives and the marketplaces they tap into differ significantly from the complex environments where small business entrepreneurs operate. Vastly different resources are needed by these different economic sectors, and thus, vastly different skills are needed, too, to operate.

It is thus not a simple matter of adapting executive coaching models and frameworks for coaching entrepreneurs. The nature of entrepreneurship, small business, operating environments, economies, and needs differ. The daily work tasks, outcomes and efforts of an entrepreneur are different. Thus, the skills and competencies for small business leadership, such as entrepreneurial self-efficacy, entrepreneurial resilience, being visionary, and building relationships, are different. The gap in the literature is thus related to real-life environments in which small businesses in South Africa operate, which should also influence the development of a small business owner. A framework focusing on entrepreneurial coaching for the business incubator environment will address the gap in entrepreneurial coaching literature and practice. These are additional motivating factors for this study.

Moreover, South African studies generally have little statistical data on entrepreneurial coaching in the local small business environment (Schutte, 2019; Stout-Rostron, 2006). This makes it difficult to measure entrepreneurial coaching success or to predict future impact for improving entrepreneurial success rates.

The same applies to identifying and providing the necessary skills and access to support small business owners to grow and sustain their businesses. Nonetheless, what can be identified in the available literature on entrepreneurship and entrepreneur coaching in South Africa is the localised nature of emerging small businesses. Mamabolo et al. (2017), in their excellent work on small businesses, highlight the socio-cultural and personal dimension skills needed for navigating the complex economic, social and interpersonal dimensions related to the operating environments of small businesses. As such, Mamabolo et al. (2017) identification of the three skills categories provides a critical entry point for developing an inclusive entrepreneurial coaching framework for the South African context. The four derived entrepreneurial variables for the successful entrepreneurial coaching of small business owners include entrepreneurial self-efficacy, entrepreneurial resilience, being visionary and building relationships that are geared in that direction.

1.5 SIGNIFICANCE OF THE STUDY

This study provides significant contributions across three key areas: theoretical, methodological, and practical. By integrating multiple perspectives on entrepreneurial coaching, especially within the context of South Africa's business incubators, this research addresses gaps in entrepreneurial coaching literature, extends the theoretical understanding of coaching frameworks, and offers valuable insights for practitioners and policymakers. The findings of this study have implications for developing coaching frameworks that are culturally sensitive, methodologically robust, and contextually relevant to the unique needs of South African entrepreneurs.

1.5.1 Theoretical Contribution

This study makes substantial theoretical contributions by contextualising and expanding existing theories within the South African entrepreneurial landscape. It draws on Systems Theory (Von Bertalanffy, 1972), Entrepreneurial Ecosystem Theory (Isenberg, 2014), and Wilber's Integral Theory (AQAL model) (Wilber, 2005) to provide a comprehensive framework for entrepreneurial coaching. By

applying these theories to South Africa's socio-cultural and economic conditions, the research fills a significant gap, showing how systemic and integral frameworks can be adapted to enhance entrepreneurial support in developing economies.

i. **Systems Theory:**

This study applies Systems Theory to entrepreneurial coaching by demonstrating the complex, interdependent relationships between individual, relational, and systemic factors that influence entrepreneurial success and business growth (Johnson, Kast & Rosenzweig, 1964; Isenberg, 2014; Lai & Lin, 2017). In resource-limited environments, such as those faced by South African entrepreneurs, a systemic perspective is essential for understanding how various elements within the business incubator ecosystem-including coaches, incubator managers, financial resources, and market access, create a supportive environment. Systems theory emphasises the interdependence of components within an organisational system, highlighting how factors like coaches, incubator managers, financial resources, and market access collectively influence the success of entrepreneurs (Lai & Lin, 2017).

This research advances our theoretical understanding by illustrating how shifts within one component, such as an entrepreneur's self-efficacy, can ripple through the ecosystem to affect outcomes in other areas, like business growth and network development (Rapp & Corral-Granados, 2024). The interplay among these elements influences entrepreneurs' success, as systemic relationships enhance resource accessibility and operational efficiency (Khuzwayo, 2020). Integrating Systems Theory into the coaching framework, the study reveals how a holistic, multi-layered approach to coaching can enhance the sustainability and scalability of small businesses, particularly in environments where resources are scarce, and challenges are multifaceted (Goodman, 2002; Mele et al., 2010).

ii. Entrepreneurial Ecosystem Theory:

Using Entrepreneurial Ecosystem Theory as a foundation, this study emphasises the critical role of a cohesive and supportive ecosystem in fostering small-business growth and sustainability (Theodoraki, Dana & Caputo, 2022). The entrepreneurial ecosystem comprises interconnected domains-policy, finance, culture, support organisations, human capital, and markets-that collectively contribute to business success (Isenberg, 2014; Stam & van de Ven, 2021). This study provides a novel application of the theory by situating entrepreneurial coaching within the support domain of the ecosystem. Through this perspective, the research offers insights into how entrepreneurial ecosystems can better nurture development by ensuring entrepreneurs access the necessary tools, resources, and networks within business incubators (Audretsch & Belitski, 2021). This approach is especially pertinent in emerging markets like South Africa, where the ecosystem must address economic factors and socio-cultural barriers to success. By highlighting the dynamic interplay between ecosystem components, this study extends the Entrepreneurial Ecosystem Theory to show how well-structured coaching within incubators can reinforce the broader support system, thereby driving local and national economic development (Isenberg, 2010; Stam & van de Ven, 2021).

iii. Wilber's Integral Theory (AQAL Model):

The AQAL model provides a comprehensive, holistic framework for examining the multi-dimensional factors that impact entrepreneurial success, making it particularly suited to the complexity of entrepreneurial coaching in South Africa (Wilber, 2005; Perloff, 2010). Wilber's model emphasises four dimensions-individual, collective, internal, and external-enabling, a more nuanced understanding of how individual competencies, such as resilience and self-efficacy, interact with external factors, like relational networks, cultural norms, and market conditions (Tirel, 2012; Duffy, 2020). This study extends

Integral Theory by illustrating how these dimensions collectively shape entrepreneurial outcomes in a culturally and economically diverse context. By incorporating the AQAL model into the coaching framework, the study addresses the often-overlooked socio-cultural dynamics that influence coaching effectiveness (Wilber, 2005; Tirel, 2012; Roqai, Ennida & Allouani, 2024). This adaptation of Integral Theory fills a critical gap by making the AQAL model applicable to entrepreneurship in developing economies, where diverse cultural and socioeconomic factors must be considered to support entrepreneurial growth effectively (Wilber, 2000; Darley & Blankson, 2020).

These theoretical contributions collectively provide a richer, more comprehensive understanding of entrepreneurial development, highlighting how integral and systemic factors influence coaching outcomes in resource-limited settings.

1.5.2 Methodological Contribution

This study makes substantial methodological contributions through its rigorous concurrent, explanatory, mixed-methods design within a pragmatic research paradigm and its incorporation of diverse data sources. This approach enhances the study's capacity to capture the complexities of entrepreneurial coaching, particularly within the distinctive socio-economic and cultural landscape of South Africa. By integrating quantitative and qualitative methods, this study offers a more comprehensive understanding of the factors influencing coaching effectiveness, filling methodological gaps in previous research.

i. **Mixed-Methods Approach:**

By combining quantitative and qualitative data, this study captures measurable outcomes and in-depth contextual insights, offering a holistic understanding of the impact of entrepreneurial coaching (Creswell & Inoue, 2024). Quantitative data alone may not reveal the nuanced factors influencing coaching effectiveness in dynamic and resource-limited environments such as South Africa’s small business sector. The mixed-methods approach enables the study to quantify the

tangible outcomes of coaching, such as business growth and resilience, while also capturing qualitative insights that highlight the socio-cultural, relational, and psychological factors shaping the entrepreneurial journey (Creswell & Plano Clark, 2011; Dawadi, Shrestha & Giri, 2021). This dual perspective is particularly valuable in settings where success depends not only on measurable results but also on factors such as cultural adaptability and personal motivation, better understood through qualitative methods.

ii. Pragmatic Research Paradigm:

The study employs a pragmatic research paradigm, which prioritises practical solutions to complex, real-world issues (Morgan, 2020). Pragmatism allows for blending quantitative and qualitative methods to address the multi-faceted nature of entrepreneurial coaching, especially within contexts characterised by resource constraints and socio-cultural diversity (Tashakkori & Teddlie, 2003; Kelly & Cordeiro, 2020). This paradigm is particularly suited to studying entrepreneurial coaching within South Africa's business incubators, where a rigid, single-method approach would fail to account for the real-world complexities facing entrepreneurs (Kelly & Cordeiro, 2020; Morgan, 2020). The pragmatic paradigm enables the researcher to draw on multiple data sources and methods, focusing on outcomes that have tangible, practical relevance for entrepreneurs, coaches, and business incubators (Okoroji, Mackay, Robotham, Beckford & Pinfold, 2023). This approach contributes to the field by demonstrating how mixed methods can yield a more comprehensive and context-sensitive understanding of entrepreneurial coaching outcomes (Bachkirova & Borrington, 2019).

iii. Unique Data Sources:

Unlike previous studies that rely on single methodologies and homogeneous samples, this research draws on various data sources. As the behavioural science field increasingly acknowledges, a

"heterogeneity revolution" is essential for meaningful, context-specific insights (Bryan, Tipton & Yeager, 2021) by incorporating quantitative data from coached entrepreneurs and qualitative insights from coaches, business incubator managers and industry experts. This multi-perspective approach bridges the gap between quantitative metrics (e.g., business performance indicators) and qualitative insights (e.g., relational dynamics and cultural challenges) to provide a well-rounded understanding of entrepreneurial coaching. By integrating these diverse perspectives, the study addresses a gap in the literature, as prior research on entrepreneurial coaching has often been limited to either quantitative or qualitative methods alone (Salem & Lakhal, 2018; Schutte, 2019; Kotte et al., 2021).

Including qualitative data from coaches and incubator managers enriches the findings, allowing for a complex interpretation of how coaching processes are perceived and implemented within incubator settings and offering insights into the challenges and successes experienced by different stakeholders. Together, these methodological innovations advance the research field by demonstrating the value of a comprehensive mixed-methods approach in capturing the complexities of entrepreneurial coaching within a resource-constrained, culturally diverse environment (Okoroji et al., 2023). By bridging quantitative and qualitative data, the study offers a robust methodological framework that future researchers can apply when studying similarly complex phenomena in other developing economies.

1.5.3 Practical Contribution

The study provides actionable insights for stakeholders, including entrepreneurial coaches, business incubator managers, and policymakers. By identifying critical success factors, such as cultural adaptability, resilience-building, and relationship skills, this research offers a framework for developing tailored coaching interventions that are culturally sensitive and aligned with the needs of South African entrepreneurs.

i. For Coaches:

Coaches play a critical role in the entrepreneurial ecosystem, directly influencing the success of entrepreneurs within business incubators. This study provides several actionable insights that coaches can implement to improve their effectiveness and adapt their coaching strategies to South Africa's unique socio-cultural context.

a. Developing Cultural Intelligence (CQ):

Given South Africa's multicultural and multilingual landscape, coaches must cultivate cultural intelligence to better connect with and support entrepreneurs from diverse backgrounds. CQ training, which includes understanding language preferences, cultural norms, and belief systems, can help coaches establish trust and relatability, which are crucial for effective coaching relationships. For example, understanding culturally specific business practices can enhance a coach's ability to offer relevant guidance, making the coaching process more meaningful and contextually appropriate (Brinkley & Le Roux, 2018; Darley & Blankson, 2020).

b. Developing Resilience and Self-Efficacy:

The study highlights resilience as a key factor in entrepreneurial success, especially in resource-constrained environments. Coaches can incorporate resilience-building strategies, such as stress management techniques, adaptability exercises, and mental toughness training, into their coaching sessions. These strategies help entrepreneurs develop the inner strength and confidence to navigate the challenges of running a small business in a volatile economy. Building self-efficacy through positive reinforcement, setting achievable goals, and celebrating incremental successes can empower entrepreneurs to overcome obstacles and remain committed to their business goals (Bandura, 1997; Masten, 2014).

c. **Promoting Relational Skills for Networking and Collaboration:** Effective networking and relationship-building are critical for entrepreneurs to access resources, mentorship, and support within the ecosystem. Coaches can guide entrepreneurs on how to build strategic partnerships, engage with stakeholders, and leverage social capital to gain a competitive edge. For instance, coaches might encourage entrepreneurs to participate in industry events, connect with local suppliers, and form alliances with complementary businesses, all of which can open doors to new opportunities and enhance business growth (Gyllensten & Palmer, 2006; Mamabolo et al., 2017).

By implementing these strategies, coaches can create a more supportive and responsive coaching environment that addresses the unique needs of South African entrepreneurs, fostering long-term resilience, self-efficacy, and relational skills essential for business success.

ii. **For Business Incubator Managers:**

Business Incubator (BI) managers oversee the structure and implementation of programs that support entrepreneurs. This study offers actionable recommendations to help BI managers optimise their incubator programs, improve the quality of coaching provided, and ultimately enhance entrepreneurial outcomes within the incubator.

a. **Integrating Systems Thinking in Programme Design:**

Recent studies still consider entrepreneurial ecosystem literature as critical but in its nascency stage (Thai et al., 2023). Thus, this study can guide BI managers in enhancing their programmes by incorporating systems thinking into support structures. This approach involves understanding and addressing the interconnected elements within the entrepreneurial ecosystem, such as access to resources, market conditions, and cultural factors. Managers can create support modules that address

personal and systemic barriers, ensuring that entrepreneurs receive well-rounded assistance that prepares them for the complexities of running a business in South Africa's socio-economic environment (Goodman, 2002; Mele et al., 2010).

b. **Standardising Coaching Frameworks and Measurement Tools:**

The study identifies inconsistencies in coaching approaches as a challenge in the BI environment. BI managers can develop standardised frameworks and measurement tools to evaluate coaching effectiveness and ensure consistency across coaching programs. By implementing a common framework like the proposed Integral Entrepreneurial Coaching Framework (IECF), managers can monitor progress, track outcomes, and replicate successful coaching practices, thereby improving the reliability and quality of entrepreneurial coaching within the incubator (Leedham, 2004; Ben Salem & Lakhal, 2018).

c. **Creating a Supportive, Culturally Inclusive Environment:**

To maximise the impact of coaching, BI managers can foster a culturally inclusive environment that values diversity and supports cross-cultural collaboration. This can include offering language support, encouraging diversity in mentor and coach recruitment, and incorporating cultural competency training for all incubator staff. Such initiatives can make the incubator environment more welcoming and accessible, allowing entrepreneurs from diverse backgrounds to feel understood and supported and enhancing engagement and retention within the program (Brinkley & Le Roux, 2018).

1.5.4 For Policymakers

Policymakers have the authority to shape the entrepreneurial ecosystem by developing policies and standards that influence coaching practices. This study

offers insights that can guide policymakers in creating supportive frameworks and resources for entrepreneurial coaching, contributing to a more robust and inclusive entrepreneurial ecosystem.

i. **Developing National Standards for Entrepreneurial Coaching:**
One of the study's key findings is the lack of standardised coaching practices in South Africa. Policymakers can address this by developing national guidelines or certification programs that outline core competencies, ethical standards, and best practices for entrepreneurial coaching. Such standards would clarify the skills and knowledge required for effective coaching, ensuring consistency and quality across coaching providers and supporting the professionalisation of entrepreneurial coaching in South Africa (Schutte, 2019; Hawkins & Turner, 2019).

ii. **Funding Culturally Relevant Training Programs for Coaches:**
Given the importance of cultural adaptability in coaching, policymakers can allocate resources to support training programs focused on cultural intelligence and diversity. These programs could be part of government-supported business development initiatives, equipping coaches with the skills to engage meaningfully with entrepreneurs from varied cultural backgrounds. Funding these programs would strengthen the capacity of coaches to address the unique needs of South Africa's multicultural and multi-ethnic population, making coaching interventions more effective and inclusive (Mamabolo et al., 2017; Darley & Blankson, 2020).

iii. **Incentivising Business Incubators to Adopt Integral Coaching Models:**
Policymakers can encourage business incubators to adopt coaching frameworks, like the Integral Entrepreneurial Coaching Framework (IECF), which addresses entrepreneurship's systemic, relational, and cultural dimensions. This could be achieved through grants, tax

incentives, or recognition programs that reward incubators that successfully implement holistic, culturally sensitive coaching approaches. Such incentives would motivate incubators to prioritise quality coaching, ultimately contributing to the growth and sustainability of small businesses across South Africa (Blackman, Moscardo & Gray, 2016).

By adopting these recommendations, policymakers can play a pivotal role in creating a more structured, inclusive, and supportive environment for entrepreneurial coaching, promoting sustainable small-business development and economic growth. These practical implications of this study offer valuable, actionable insights for coaches, business incubator managers, and policymakers. By implementing culturally sensitive and contextually relevant coaching practices, stakeholders across these groups can foster an entrepreneurial ecosystem better equipped to support the growth and resilience of small businesses in South Africa. The study's proposed framework and recommendations encourage a systemic and integral approach to coaching, ultimately contributing to the professionalisation of entrepreneurial coaching and enhancing the overall success rates of small businesses within business incubators.

Overall, this study addresses significant gaps in the literature on entrepreneurial coaching within the South African context, particularly for business incubators. Through its theoretical, methodological, and practical contributions, the study enhances our understanding of coaching frameworks, offers a comprehensive approach to capturing coaching outcomes, and provides actionable stakeholder recommendations. By developing a culturally sensitive and contextually relevant coaching framework, this research contributes to advancing entrepreneurial coaching practices in South Africa and other developing economies. The findings benefit a wide range of stakeholders, from decision-makers in government and private institutions to emerging and practising entrepreneurial coaches and can ultimately support the growth and sustainability of small businesses within business incubators.

1.6 THEORETICAL APPROACH OF THE STUDY

The current study draws on multiple theories to create an integrated framework for entrepreneurial coaching tailored to South Africa. The theoretical foundations include Wilber's AQAL model, Systems Theory, Integral and Systemic Coaching Theory, and Entrepreneurial Ecosystem Theory. Each of these theories contributes unique insights into understanding and addressing South African entrepreneurs' multidimensional challenges, especially those in business incubators.

This study is underpinned by a systemic and integral approach, with Wilber's AQAL model serving as a core framework. The AQAL model explores human experiences across four dimensions—internal and external, individual and collective. In entrepreneurial coaching, the AQAL model facilitates a multidimensional examination of the factors influencing entrepreneurial success. This approach acknowledges that an entrepreneur's development is shaped by individual competencies and external systemic forces, such as socioeconomic conditions, cultural expectations, and the quality of institutional support provided by business incubators (Wilber, 2000).

Given the country's complex socio-economic landscape, applying this integral model to South African entrepreneurial coaching is essential. South African entrepreneurs often operate in environments marked by limited resources, cultural diversity, and systemic barriers to market access. A coaching framework that addresses these interconnected challenges from an individual and a collective perspective can better support entrepreneurs in overcoming obstacles and developing sustainable business practices. Consequently, this study employs an AQAL-based approach incorporating resilience, self-efficacy, relational skills, and visionary capabilities to create a holistic coaching framework specifically for South African business incubators.

1.6.1 Systems Theory

Systems Theory posits that society's complexities cannot be effectively addressed using traditional, linear problem-solving approaches, as these methods often overlook the interconnected nature of societal elements (Lynch, Andersson & Johansen, 2021). A system comprises interrelated components, encompassing nature, society, the economy, and other domains (Soltanzadeh & Mooney, 2016; Mele et al., 2010). Since we live in a complex, multi-layered world, Systems Theory advocates for a systemic view, focusing on a network of interacting elements rather than isolating a single element as the root cause of a problem (Forrester, 1994; O'Neill, 2007).

In Systems Theory, each component within a system impacts the system as a whole, while subsystems exert influence over each other (Soltanzadeh & Mooney, 2016; Goodman, 2002). In the context of this study, shifts in the individual entrepreneur can lead to changes within the business entity, which aligns with the goals of entrepreneurial coaching within business incubators. Coaching entrepreneurs is intended to instigate transformation within their business entities. Thus, Systems Theory provides a framework that allows this study to position small businesses, entrepreneurial coaches, incubator managers, and industry experts as distinct elements within a system, all working collectively to promote the sustainability and growth of small businesses. This systemic perspective is integral to developing a comprehensive entrepreneurial coaching framework tailored for the South African business incubator (BI) environment.

1.6.2 Integral and Systemic Coaching

Entrepreneurial coaching aims to enhance organisational success by influencing the actions of the business owners who receive coaching (Kahn, 2011). The term "integral" has philosophical significance, with Ken Wilber being one of its most prominent proponents. Wilber expanded the concept of "integral" to provide a holistic understanding of individuals and systems, emphasising the need to consider both observable and non-observable aspects and the context in which individuals operate (Darley & Blankson, 2020). In 2000, Wilber formalised his

perspective with the AQAL model, which provides a macro-level approach to understanding and transforming systems.

Wilber's AQAL model has been used to develop a holistic view of individuals and organisations, making it particularly relevant to entrepreneurial coaching. According to Landrum and Gardner (2012), the AQAL model allows for a comprehensive view that integrates various dimensions of a person or organisation. In entrepreneurial coaching, this model supports the notion that effective coaching aligns and integrates the individual entrepreneur with their business entity, fostering a cohesive and mutually beneficial relationship between personal development and business growth (Louis & Fatien Diochon, 2018; Marshall, 2006). This alignment is critical in South Africa, where socio-economic and cultural factors substantially shape entrepreneurial success.

1.6.3 Entrepreneurial Ecosystem Theory

Initially developed by Isenberg (2010), Entrepreneurial Ecosystem Theory identifies six key domains for fostering entrepreneurship: policy, finance, culture, support organisations, human capital, and markets. These domains interact to form an ecosystem, where changes in one domain can trigger shifts in others, facilitating the transformation of the entire system. This theory underscores the importance of a systemic perspective, where a holistic view of interconnected components is essential for entrepreneurial development (Isenberg, 2014). Researchers such as Stam and van de Ven (2021) and Fredin and Linden (2020) argue that the systemic perspective offered by entrepreneurial ecosystems is crucial for enabling entrepreneurial development, as each domain provides resources and conditions that support entrepreneurial activity. Entrepreneurial ecosystems provide the foundation for early-stage business growth and expansion, contributing to local vitality and national economic development (Isenberg, 2014).

In South Africa, entrepreneurs operate within an ecosystem comprising multiple stakeholders contributing to or impacting their growth journey. This study leverages the Entrepreneurial Ecosystem Theory to understand the role of coaching within the broader ecosystem and to place this research within the

support domain of the entrepreneurial ecosystem. Business Incubators (BIs), which serve as support organisations, provide essential development resources to enhance business growth through targeted coaching interventions. In this study, the ecosystem's support domain is examined as a vital component of South Africa's entrepreneurial landscape, with coaching acting as a key mechanism for empowering entrepreneurs and fostering sustainable business growth.

This study's theoretical approach integrates Systems Theory, Integral and Systemic Coaching Theory, Wilber's AQAL model, and Entrepreneurial Ecosystem Theory to develop a comprehensive entrepreneurial coaching framework for South African business incubators. These theories provide a systemic, integral perspective that addresses the individual, relational, and structural factors influencing entrepreneurial success. By understanding the interplay of these elements, this study aims to contribute to a more effective and culturally relevant coaching framework that supports the unique needs of South African entrepreneurs.

1.7 RESEARCH OBJECTIVES AND QUESTIONS

This study examines the influence of an integral (AQAL) entrepreneurial coaching approach on business growth. It investigates the critical success factors for inclusion in an entrepreneurial coaching framework that will enable effective and measurable coaching delivery toward higher success rates of incubated businesses. The overarching aim of the current study is to develop an integral entrepreneurial coaching framework for the effective delivery of coaching for entrepreneurs in South African BIs. This main objective is subdivided into five sub-objectives. These five sub-objectives are presented in the table below to demonstrate the link between the sub-objective and different aspects of the research question analysed and discussed concerning the study data.

Table 1.1: Research Objectives and Questions

Number	Research Sub-Objective	Research Question
1.	To establish the extent to which entrepreneurial coaching moderates the relationship between:	To what extent does entrepreneurial coaching moderate the relationships between:
	a) Entrepreneurial self-efficacy and business growth	a) Entrepreneurial self-efficacy and business growth?
	b) Entrepreneurial resilience and business growth	b) Entrepreneurial resilience and business growth?
	c) Being visionary and business growth	c) Being visionary and business growth?
	d) Building relationships and business growth	d) Building relationships and business growth?
2.	To investigate the influence of entrepreneurial self-efficacy:	What is the influence of entrepreneurial self-efficacy:
	a) As an entrepreneurial coaching outcome on business growth.	a) As an entrepreneurial coaching outcome on business growth?
	b) On the relationship between entrepreneurial resilience and business growth.	a) On the relationship between entrepreneurial resilience and business growth?
3.	To investigate the influence of entrepreneurial resilience:	What is the influence of entrepreneurial resilience:
	a) As an entrepreneurial coaching outcome on business growth.	a) As an entrepreneurial coaching outcome on business growth?
	b) On the relationship between being visionary and business growth.	b) On the relationship between being visionary and business growth?

Number	Research Sub-Objective	Research Question
4.	To investigate the influence of being a visionary:	What is the influence of being a visionary:
	a) As an entrepreneurial coaching outcome on business growth.	a) As an entrepreneurial coaching outcome on business growth?
	b) On the relationship between building relationships and business growth.	b) On the relationship between building relationships and business growth?
5.	To investigate the influence of building relationships:	What is the influence of building relationships
	a) As an entrepreneurial coaching outcome on business growth.	a) As an entrepreneurial coaching outcome on business growth?
6.	To explore the role of entrepreneurial coaching in the success of small enterprises.	What is the role of entrepreneurial coaching in the success of small enterprises?
7.	To explore the critical success factors for entrepreneurial coaching in business incubators in South Africa.	What are the critical success factors for entrepreneurial coaching in business incubators in South Africa?
8.	To explore the elements of an entrepreneurial coaching framework for business incubators in South Africa.	What are the elements of an entrepreneurial coaching framework for business incubators in South Africa?

1.8 ASSUMPTIONS

Several assumptions made in this study are presented below.

a) Entrepreneurial coaching has a direct or indirect impact on business growth.

b) The questionnaire respondents (entrepreneurs/coachees/coaching candidates) understood the questions and provided truthful and honest answers.
c) The interview participants had sufficient knowledge of the subject matter.
d) The entrepreneurs responded based on their BI experiences of being coached.
e) The coaches, program managers, and industry experts interviewed responded based on their BI coaching experiences.

1.9 DELIMITATIONS OF THE STUDY

The research in the current study is limited to entrepreneurial coaching and excludes life, executive and other domains of coaching. The study focuses on entrepreneurial coaches in the business-incubator environment in South Africa. It excludes coaches in the corporate context, who coach executives and corporate business leaders but not incubated entrepreneurs. The respondents and participants in this study are entrepreneurial coaches, business incubator managers, industry experts and coached entrepreneurs only. The study considers self-generation of income, job creation, competitor sales growth, increase in client base, increase in the number of employees and sales growth as measures of small business growth. Many coaching outcomes can be mapped on the AQAL model; however, the study limits coaching outcomes in the four quadrants to entrepreneurial self-efficacy, entrepreneurial resilience, being visionary (and building relationships. The study is limited to business incubators with second-generation, third-generation and more recent models and excludes BIs providing infrastructure only.

1.10 DEFINITION OF KEY CONCEPTS

Presented below are explanations of eleven key concepts used throughout the study.

1.10.1 AQAL Model

The AQAL model has four quadrants that can be collectively utilised to provide a holistic approach to coaching. The benefit of the AQAL model is that it is multi-disciplinary and has been used across various fields of study. When using this model as a measure for integral coaching, it is important to ensure that all four quadrants (Individual Interior, Individual Exterior, Collective Interior and Collective Exterior) include coaching outcomes towards effective entrepreneur development for improved enablement of business growth, what is termed "entrepreneurial coaching outcomes or ECOs" (Kahn, 2011; Wilber, 2000). The entrepreneurial coaching outcomes identified for investigating and testing in this study are (i) entrepreneurial self-efficacy, (ii) entrepreneurial resilience, (iii) being visionary and (iv) building relationships. The integral AQAL model, a system that combines the four entrepreneurial coaching outcomes, is proposed as follows: entrepreneurial self-efficacy in the Individual Interior (II) quadrant, entrepreneurial resilience in the Individual Exterior (IE) quadrant, being visionary in the Collective Interior (CI) quadrant and building relationships in the Collective Exterior (CE) quadrant. A key assumption of a systemic approach based on Wilber's (2000) AQAL model is that change in one system element influences the rest of the system (Mele et al., 2010).

1.10.2 Business Development Service Providers (BDSPs)

In South Africa, these are government-funded programmes for supporting and developing entrepreneurs. Examples of these are the Department of Trade, Industry and Competition (DTI), the Small Enterprise Development Agency (SEDA), the National Youth Development Agency (NYDA) and the Small Enterprise Finance Agency (SEFA) (BER, 2016; Meyer et al., 2016; Sitharam & Hoque, 2016). There are also private sector initiatives for supporting and developing entrepreneurs through incubators, accelerators, venture capital and angel investors (Mhlongo & Mzyece, 2022; Lose et al., 2016).

1.10.3 Business Growth

Business growth refers to the growth of the business entity (small enterprise or business), measured by the relevant metric, such as sales growth, job creation,

and increase in market share or turnover (Fatoki & Garwe, 2010; Wiklund et al., 2009).

1.10.4 Business Incubators (BIs)

This study focuses on BIs that are both process and space that support entrepreneur growth. BIs are understood as both a process and an environment that aim to support early-stage small businesses via accelerating business growth by providing training, professional services and, at times, workspaces (Mhlongo & Mzyece, 2022; Karim, 2017; Lose et al., 2016; Pompa, 2013). BIs include “innovation hubs”, “incubation hubs”, “accelerators”, “co-working spaces”, “science parks”, “techno-parks”, “tech hubs”, etc. Depending on the context, these names can refer to the same entities and activities (Mhlongo & Mzyece, 2022). The purpose of incubation is to enrol weak but promising entrepreneurs and their small businesses in a safe and supportive training environment that stimulates their growth as business owners and, in turn, their businesses (van der Spuy, 2019; Pompa, 2013).

1.10.5 Coaching

O’Neill (2007) frames coaching as a space in which the coach assists the client in resolving barriers to transformation through learning. Whitmore (2009) defines coaching as a process in which the coach facilitates unlocking the coachee’s potential for growth. Grant (2006) argues that coaching is a process in which the coach and coachee jointly lead with a focus on solutions during which the coachee is stretched through a learning process. The coach takes a systemic, evidence-based approach and is located within professional coaching ethical standards. More recently, Pandolfi (2020) defines coaching as a one-to-one intervention in which a professional coach assists a coachee in attaining specific goals relating to their small enterprise. This study focuses on coaching delivered professionally as a collaborative learning process, focusing on achieving the coachee’s goals.

1.10.6 Culture

This study will focus on the South African cultural factors deemed important for entrepreneurial coaching success, including the value of accounting for demographics in the entrepreneurial coaching sector. Culture in the context of this study is defined, according to Hofstede (1989), as a communal programming of the mind that separates members of one group or category of people from another. These groupings are based on religion, nationality, language variations, gender, race and ethnic origin. Bwisa and Ndolo (2011) highlight that it is important to understand these cultural factors when developing entrepreneurs in countries with multicultural and multi-ethnic populations. Ajekwe (2017) similarly asserts that culture is important when developing entrepreneurs.

1.10.7 Entrepreneurial coaching

Kutzhanova et al. (2009) argue that coaching the entrepreneur is different to other forms of coaching in that the focus is on coaching entrepreneurs in a process in which the coach and coachee are active contributors. Saadaoui and Affess (2015) conceptualise entrepreneurial coaching as one-on-one support for entrepreneurs to develop entrepreneurial skills. Entrepreneurial coaching is conceptualised in this study as personalised support for the entrepreneur delivered by a professional entrepreneurial coach (Grant, 2006). Further, the entrepreneurial coach brings their entrepreneurial experience and skills into the coaching relationship to support the entrepreneur's business development and soft skills to positively impact business growth (Kotte et al., 2021; van Coller-Peter & Cronjé, 2020; Salem & Lakhal, 2018). Overall, entrepreneurial coaching acts as a tailored support system specifically designed to help entrepreneurs carry out business functions efficiently and overcome challenges (Mohamed et al., 2024). This is a key differentiator of entrepreneurial coaching to other domains of coaching where the coach's experience or skills are not prerequisites.

According to Dobrea and Maiorescu (2015), what differentiates entrepreneurial coaching from corporate coaching is not simply coaching in a small business environment but rather the focus of the entrepreneurial coaching agenda. These authors added that entrepreneurial coaching is a collaborative relationship in

which the coach brings their experience and insights to guide entrepreneurs to improve their small-business performance.

1.10.8 Entrepreneurial coaching outcomes

Entrepreneurial coaching outcomes are outputs derived from coaching engagements by the coaching stakeholders (Leedham, 2004). Wiginton and Cartwright (2020) argue that coaching outcomes are evident in individual coaching and the business. Pandolfi (2020) argues that key ingredients must be present for coaching interventions to produce effective outcomes. Recently, Hinkelmann et al., (2024) asserted that entrepreneurial coaching helps entrepreneurs deal with psychological challenges of venture building while supporting wellbeing and performance. This supports the notion that entrepreneurial coaching focusses on both the entrepreneur and the entity. In this study, coaching outcomes reported by entrepreneurs refer to their self-reported, perceived outcomes from their entrepreneurial coaching experiences. The entrepreneurial coaching outcomes identified for the successful development of entrepreneurs and the growth of a business are (i) entrepreneurial self-efficacy, (ii) entrepreneurial resilience, (iii) being visionary and (iv) building relationships.

1.10.9 Entrepreneurial coaching success

A systemic and holistic approach is most beneficial and successful, especially when aligned with the stakeholders' goals for business growth (Tsai & Barr, 2021; Salem & Lakhal, 2018; Kahn, 2011). This study asserts entrepreneurial coaching success as a systemic coaching approach in which the coaching outcomes cover more than one element of the entrepreneur (coachee) (Maxheimer & Nicholls-Nixon, 2022; Kahn, 2011; Landrum & Gardner, 2012).

1.10.10 Entrepreneurs

Entrepreneurs start a small business venture by identifying and exploiting an opportunity, gathering resources, and bearing the risk of failure in an attempt to collect profits (Bruyat & Julien, 2001). Debates about whether one can be taught to be an entrepreneur resound as entrepreneurship develops. The findings of

Henry et al. (2005) emphasise that entrepreneurship involves both science and art, suggesting that certain aspects of entrepreneurship can be acquired through learning. More recently, Van Ness, Seifert, Marler, Wales and Hughes (2020) define entrepreneurs as forward-thinking, creative individuals who serve as key spark plugs for economic vitality. Entrepreneurs are assumed to have a distinct set of beliefs, attitudes and personal attributes that serve as motivators for business development. In this study, the definition of the entrepreneur is aligned with Van Ness et al. (2020) and Henry et al. (2005), who assert the possibility of teaching entrepreneurial skills.

1.10.11 Entrepreneurship

Entrepreneurship involves taking risks to create or seize profit opportunities (Luger & Koo, 2005). It is also an economic driver and process that involves the entrepreneur maximising their creative and unique perspectives to seize opportunities to gain profits (Yetisen et al., 2015; Landstrom, 2005).

1.10.12 Small businesses (small enterprises)

In this study, “business” refers to small businesses (or small enterprises) unless otherwise indicated as big businesses or corporates. 2019 the new term “small enterprise” was gazetted (Department of Small Business Development, 2019). The usage in this study aligns with the South African government's current use of these terms regarding business entities in the small business (or small enterprises) sector. The 2019 South African government gazette states that a small enterprise is a “separate and distinct business entity, together with its branches or subsidiaries, if any, including cooperative enterprises, managed by one owner or more predominantly carried on in any sector or subsector of the economy classified as a micro, a small or a medium enterprise as per stipulated guidelines” (Department of Small Business Development, 2019). This definition aligns with the profile of small enterprises typically enrolled in business incubator programmes in South Africa (van der Spuy, 2019; Fominienė & Grigaitienė, 2021). Further, small enterprises refer to small businesses with 5 to 50 employees with an annual turnover of less than R14 million (SEDA, 2021). It is

also called a Small Business Corporation or SBC by the South Africa Revenue Services (SARS) (Ayandibu & Houghton, 2017).

1.11 ORGANISATION OF THE STUDY

This study is reported in seven chapters, as outlined below.

Chapter 1: Introduction: This chapter provides the background, purpose and context, research problem, theoretical foundation, aim, research objectives, research questions, significance, assumptions, delimitations, and terms used in the study.

Chapter 2: Literature Review: The chapter highlights the critical areas in which entrepreneurship intersects with entrepreneurial coaching and business incubation. It explores entrepreneurial ecosystem theory, systemic coaching and relationships between entrepreneurship, entrepreneurial coaching, and business incubation. It states the hypotheses and propositions for the research questions posed in Chapter 1 and a proposed conceptual model that accounts for an integral approach to entrepreneurial coaching, which will be tested and revised in subsequent chapters.

Chapter 3: Research Methodology: The chapter covers the methodological approach, research design, research population/sample, data collection methods, data analysis methods, data testing methods, including pilot studies undertaken, as well as measures for the study's ethical compliance.

Chapter 4: Qualitative Data Findings: This chapter presents the qualitative research findings and analysis of data collected from entrepreneurial coaches, BI programme managers, and industry experts, including emergent themes and sub-themes.

Chapter 5: Quantitative Data Findings: This chapter provides the findings and analysis of the quantitative data collection involving entrepreneurs/coaches, including the tests undertaken and mediation analysis.

Chapter 6: **Discussion of the Findings:** The chapter discusses the findings of the quantitative and qualitative studies and the integration of the two. It also considers the revisions to the conceptual model presented for testing in Chapter 2. The chapter also establishes the integral entrepreneurial coaching framework for the South African context, explaining in detail how the framework would benefit BI coaching programmes for improved successful entrepreneurial coaching outcomes towards entrepreneurial development and business growth.

Chapter 7: Conclusions and Recommendations: In this final chapter, conclusions and limitations of the study are provided, and recommendations are made, including those for further research. Systems theory, Integral theory and entrepreneurial ecosystems theory are used to explain conclusions about the study's findings. The proposed South African Integral Entrepreneurial Coaching Framework is discussed regarding recommendations for theory and practice in entrepreneurial coaching.

1.12 CHAPTER CONCLUSION

This chapter presents the study's introduction, including the background, context, and research problem. Furthermore, it outlines the research purpose, aims, objectives and questions, as well as a brief overview of the theoretical underpinnings of the study. The study's assumptions, delimitations, and definitions of key terms were discussed. The following chapter provides a literature review at the foundation of this study.

CHAPTER 2: LITERATURE REVIEW

2.1 CHAPTER OVERVIEW

The previous chapter established the context of this study, the South African entrepreneurial coaching field in the multicultural socio-economic environment of the country. This chapter conceptualises entrepreneurial coaching and development as an integral system in which all role player's needs must be accounted for in establishing an integral entrepreneurial coaching framework for the South African context.

This chapter is broadly segmented into five sections. The initial segment explores entrepreneurship and its cultivation within the context of business incubators in South Africa. The second part examines entrepreneurial coaching and its critical success factors, as identified in the literature, including business growth as the ultimate such factor. The third part looks more closely at the entrepreneurial coaching outcomes identified in Chapter 1 as the variables the study will test via a mixed methods approach (discussed in more detail in Chapter 3) and the appeal of a framework for entrepreneurial coaching success. The fourth part looks closely at systems theory--systemic entrepreneurial theory, entrepreneurial ecosystem theory and systemic coaching theory. Reference is made specifically to a systemic coaching theory, the Integral theory and its AQAL model. The researcher has identified the AQAL model for generating an inclusive, integral, and dynamic framework for the multicultural South African context.

The fifth part refers to the critical success factors for coaching, business growth and the four variables in entrepreneurial coaching outcomes to generate several propositions and hypotheses that this study will investigate via fieldwork. These will all collectively contribute to the conceptual framework proposed for the South African entrepreneurial coaching field this study seeks to establish. The study proposes this as a dynamic framework that accounts for the key variables relating to coaching outcomes and their relationship with each other, as well as the multicultural context of South Africa, relating to its demographics and diversity.

2.2 ENTREPRENEURSHIP

This section examines entrepreneurship as an economic engine and a process involving the entrepreneur. It also looks at entrepreneurial development, specifically via coaching for business development.

The word “entrepreneur” derives from the French verb “*entrepredre*”, which means to “undertake” (Davis, 2002). The etymology suggests that entrepreneurship is considered an active process. Various competing perspectives contribute to conceptualising entrepreneurship, such as economics, psychology and sociology (Hisrich et al., 2007; Landstrom, 2005). This suggests that the study of entrepreneurship is a multidisciplinary undertaking. Iversen et al. (2008) observe that Richard Cantillon has recognised entrepreneurship as a key economic driver since the 1700s. This suggests the history of entrepreneurship as linked to the rise of modern trade and markets in Europe during European global expansion and the movement towards democratic state formation when free enterprise involving European citizens began. Cantillon (1959, as cited in Landstrom, 2005) asserts that entrepreneurship involves taking market risks.

Hisrich et al. (2007) define an entrepreneur as identifying and acting on prospects despite the risks involved. The latter definition emphasises the thinking processes of the entrepreneur as a key aspect of entrepreneurship. Thus, entrepreneurial skills or the skills the entrepreneur possesses in the undertaking are key contributors to small business growth (Fatoki, 2014). This is the basis of entrepreneurial development in small business incubators in South Africa and the rationale for entrepreneurial coaching. Conversely, a lack of entrepreneurial skills is a hindrance to entrepreneurship. This is the case for South African entrepreneurs’ post-apartheid, the reported major reason for the high implosion rates of small businesses (Msimango-Galawe & Hlatshwayo, 2021; Mamabolo et al., 2017; Kelley et al., 2012).

2.2.1 Entrepreneurship as an economic driver

Entrepreneurship is a key economic driver by supporting job creation, poverty alleviation and wealth creation (Santos, Costa, & Morris, 2022; Schutte & Direng, 2019; Karim, 2017; Choto et al., 2014; Landstrom, 2005). Economic growth in post-apartheid South Africa is identified as a key means of addressing the legacy of apartheid poverty and social under-development, as noted in the previous chapter. This is indeed a global phenomenon, with research conducted in South Africa presenting a similar picture for the local economy and indicating small enterprises as an integral part of job creation, poverty alleviation and wealth creation efforts (Dawson, 2020; Lose et al., 2016; Sitharam & Hoque, 2016; Mazanai & Fatoki, 2011).

As noted in Chapter 1, South Africa has a very high unemployment rate, which reached a record high in 2019 and continues to climb, as indicated in 2022 reports (STATSSA 2022; STATSSA, 2019a). Many reasons include corruption, government mismanagement, failure to draw sufficient investment into the country, and the small business sector (Olarewaju & Msomi, 2021; Bushe, 2019). Thus, low levels of small business growth are just one of many issues the country needs to tackle. However, the high rate of small business failure still causes concern and needs addressing, as argued in this study.

Many see big corporate expansion in South Africa as a key driver of the economy. However, others argue that the current neo-liberal policies and the negative impact of large corporations with overseas imperatives operating in developing economies like South Africa led to more job losses, political corruption, increasing poverty and inequality via failure in socio-economic development (Mbeki, 2009). Critics highlight big business gains in this scenario as occurring to the detriment of the development of local economies and small businesses, with entrepreneurship lagging behind post-apartheid (Mbeki, 2009).

The South African Government's National Development Plan (NDP) (2019) acknowledges the need for stimulus in the country's small business sector and national economy. The NDP, while not rejecting the government's continual neo-

liberal emphasis, nonetheless attempts to pay attention to stimulating the national economy via the small business sector (SEDA, 2020). The NDP thus identifies small enterprises as the avenue through which to create most new jobs (90%) in the bid to alleviate poverty (Small Enterprise Development Agency (SEDA), 2020). Given the high contribution entrepreneurship is tasked with making in the South African economy, it is important to counter the high failure rate of small local businesses in the early stages of their establishment (Msimango-Galawe & Hlatshwayo, 2021; Sitharam & Hoque, 2016; Fatoki, 2014; Fatoki & Garwe, 2010).

2.2.2 Entrepreneurship as a process

Entrepreneurship is a process of venture creation that involves identifying opportunities and taking the associated risks to produce contributions to the economy (Mamabolo & Myres, 2020; Landstrom, 2005). Moreover, entrepreneurship is a learning process wherein the individual develops entrepreneurial skills, which intrinsically extends to the development of the business entity (Tri Harinie, 2017). Hisrich et al. (2007) note that entrepreneurship is setting up a business entity and continuing to grow it throughout its lifespan. This would suggest a long-term learning process for the entrepreneur, with different needs and skills required for different growth stages of a business, including ensuring its sustainability throughout. Researchers thus conceptualise entrepreneurship as a process with developed stages or cycle-based frameworks that foster the growth of business entities (Salamzadeh & Kawamorita Kesim, 2015; Scott & Bruce, 1987).

In the early stages, most small enterprises in South Africa are identified for failure (Cunningham, Lehmann, & Menter, 2022; Fatoki, 2014; Seeletse, 2012). In this study, the “early stages” refers to start-up to three years in which the business operates without interruption or closure. Researchers argue that the three-year duration is a significant milestone that portends the ability of the business to survive and expand (Cunningham, Lehmann, & Menter, 2022). Thus, in this study, the age and stage of the entrepreneurs' businesses enrolled as study

participants are important for understanding some of the primary and key skills entrepreneurs need.

2.2.3 The individual entrepreneur

Hisrich et al. (2007) view the entrepreneur as an individual who identifies and acts on prospects despite the risks involved. This suggests that the entrepreneur knows the risks and possible solutions to overcome them to succeed in the business venture. Here, the emphasis is on the entrepreneur's thinking processes as a key part of the entrepreneurship or undertaking (Hisrich et al. (2007). The risk aspect relating to the entrepreneur aligns with one of the earliest English dictionary definitions of the term in 1755 (as cited in Landstrom, 2005, p. 9), in which an entrepreneur is identified as one who "seeks occasion of hazard; he that puts himself in the hand of chance". Yet, contrary to the impression that may be given here that entrepreneurship equates solely to risk, adventurism and luck, the literature, in fact, points to the entrepreneurial process as based on character traits reflecting thinking skills, ability to prospect and capacity for learning and generating entrepreneurial knowledge (Lanivich, Lyons, & Wheeler, 2021).

Henry et al. (2005) highlighted the ongoing debate about whether entrepreneurship traits are innate (meaning the individual is born with an entrepreneurial disposition) or if it is an art or science that can be learnt. Lindquist et al. (2015) note the apparent pattern of entrepreneurial parents with entrepreneurial children to understand the entrepreneurial trait phenomenon, asserting the reasons for entrepreneurial aptitude in both generations. Their study finds parental role modelling as highly influential on children. Paradoxically, their findings also noted the possibility of entrepreneurial role models who are not necessarily the parents of emerging entrepreneurs (Lindquist et al., 2015).

Similarly, Lanivich et al. (2021), mentioned above, highlight the individual entrepreneur's character as critical for early success as an entrepreneur. This implies a mindset and skills for such as a necessary component in the successful undertaking of a business venture, whether innate, learnt, generationally role-

modelled supported or learnt outside of the family sphere of influence. Further, Timmons and Stevenson (1985; as cited in Henry et al., 2005) argue that entrepreneurship is a lifelong learning journey. This is an important point for stakeholders interested in developing entrepreneurs; they must understand the need for continued mentorship and skilling of entrepreneurs (van Coller-Peter & Cronje, 2020). This must influence and shape local Business Development Support Programmes (BDSPs) and business incubators (BIs) design and implementation.

Bosma et al. (2020) define entrepreneurship, which appears to synonymise self-employment with entrepreneurship. According to Bosma et al. (2020, p. 3): “any attempt at a new venture or new business creation, such as self-employment, a new business organisation or the expansion of an existing business, by an individual, a team of individuals, or an established business.” In this extended definition of entrepreneurship, the self-generation of income is identified as a key function of the entrepreneur and an aspect of entrepreneurship. Carree et al. (2015) offer a different perspective on entrepreneurship, especially regarding some business undertakings often synonymously perceived as entrepreneurship. One of these is the same meaning given to self-employment and entrepreneurship, as might be construed to mean in Bosma et al. (2020) above. However, Carree et al. (2015) argue that entrepreneurship is not necessarily the same as self-employment, even though entrepreneurial character traits may exist in self-employed individuals and entrepreneurs generate their income via their business undertaking, not a job under someone else’s employ.

Cuervo et al. (2007) differentiate between individual and corporate entrepreneurs. The individual entrepreneur starts up and creates business opportunities that they exploit for the growth of the business. The entrepreneur is solely responsible for undertaking business and operating the business entity (Boukamcha, 2019; Cuervo et al., 2007). In contrast, the corporate entrepreneur refers to the Chief Executive Officer (CEO) of large, established firms. The corporate entrepreneur is not solely responsible for making decisions about the uptake of business opportunities and answers to the CEO, who answers to the

board of directors and shareholders (Boukamcha, 2019). The difference in the chain of command regarding decisions about business opportunities implies different skill sets regarding thinking processes and communications towards small and corporate enterprises.

For this study, “entrepreneurship” is defined as the active process of taking measured risks to take up opportunities and create value (sustained growth in the small business entity) that involves continuous learning on the part of the entrepreneur.

2.2.4 Business Development in South Africa

Since 1994, South Africa has developed various policies facilitating the support of small businesses in the post-apartheid economy (Msimango-Galawe & Hlatshwayo, 2021; Tengeh & Choto, 2015). The government has as one of its important aims moving the country out of the somewhat “protected” apartheid economy and growing the national economy. It argues that the key to this aim is the urgent need to involve the national economy more in global trade and markets by growing the business sector. Thus, its various policies and the NDP (2019) highlight more opportunities for emerging businesspeople, especially black women and youth entrepreneurs, in both mainstream and marginal economies in townships and rural communities. Economic protection about the apartheid-era economy, it is important to note, was linked to the smaller national economy owned largely by whites; it also suffered the impact of sanctions that came with heightened anti-apartheid efforts within the country and on the global stage.

Dubihlela and Van Schaikwyk (2014) point out that the genesis of business incubation began in 1995, established as “hives of industry” by the Small Business Development Corporation (SBDC). Early business incubators comprised premises providing infrastructure such as telephones and electricity to entrepreneurs and small enterprises in black townships (Buys & Mbewana, 2007; Masutha & Rogerson, 2014; Bushe, 2019). Additionally, these incubators facilitated access to markets by creating enabling partnerships between large enterprises and small businesses (Dubihlela & Van Schaikwyk, 2014).

Different formats of Business Development Service Providers (BDSPs) have since emerged over the years, such as virtual or physical incubators, workshops, and office space providers. The growth in BDSPs has been driven by the needs of entrepreneurs and business incubator sponsors following their niche context (SEDA, 2021; Karim, 2017; Lose et al., 2017; Bureau for Economic Research (BER), 2016).

This study focuses on South African business incubators, which is the next focus of discussion.

2.3 BUSINESS INCUBATORS (BIs)

This section looks at business incubators as key stakeholders in the South African entrepreneurial development and coaching field, as many run programmes with coaching components. Business incubators comprise both a process and a physical space to develop businesses in a safe environment (Schutte & Direng, 2019; van der Spuy, 2019; Mrkajic, 2017). Business incubators are a safe environment that brings together the entrepreneur, business support services and the entrepreneurial ecosystem (Schutte & Chauke, 2021; Isenberg, 2016; Lose et al., 2016). It is thus important to understand their needs and processes relating to entrepreneurial coaching in South Africa in developing a conceptual framework for entrepreneurial coaching in the South African context.

Fernández et al. (2015) posit that business incubation is an instrument that fosters entrepreneurship. Business incubators are not homogenous in their structures, formats, and the type of entrepreneurs they support (Sanyal & Hisam, 2018; Meyer et al., 2016). The different formats of business incubators in theory and practice are virtual (online platforms such as Google Classroom, MS Teams, etc.) and traditional incubator formats that offer both physical spaces for production and office space (Rens et al., 2021; Ayatse et al., 2017; Dubihlela & Van Schaikwyk, 2014). As previously noted, businesses at different phases of development have different needs and challenges, including access to finance,

technology, workspace, entrepreneurial skills, and networks (Mamabolo & Myres, 2020; van Weele et al., 2019; Worku, 2016; Fatoki & Garwe, 2010).

Different approaches are used to capacitate the incubates' various needs (Rens et al., 2021; van Weele et al., 2019; Mansano & Pereira, 2016; Grimaldi & Grandi, 2005). Lose et al. (2020) note that business incubators must provide entrepreneurs with entrepreneurial skills. Thus, different niche incubators support entrepreneurs in different ways. Interventions incubators provide trading facilities, technical skills training, soft skills training, entrepreneurial coaching, mentoring, advisory support and access to market and networking opportunities (Msimango-Galawe & Hlatshwayo, 2021; Nair & Blomquist, 2018; Schutte & Direng, 2019; Fernández Fernández et al., 2015). However, as already noted, it remains a key challenge for business incubators to reduce the failure rate of small enterprises (Msimango-Galawe & Hlatshwayo, 2021; Sitharam & Hoque, 2016).

The different forms of business incubators are determined by various factors, such as funding, external alliances, and the market they serve (Stephens & Lyons, 2022; Mian, 2021; Mrkajic, 2017; Torun et al., 2018; Bergek & Norman, 2008).

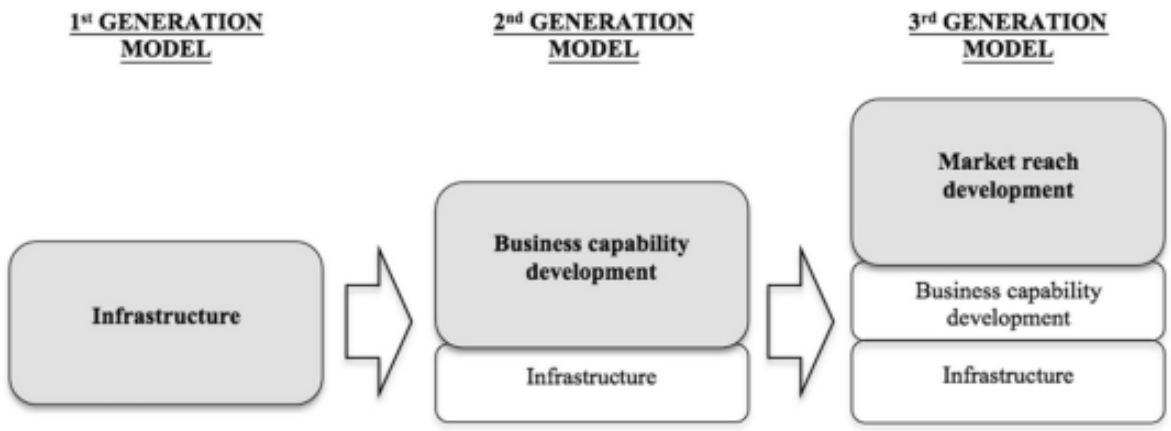


Figure 2.1: The Evolution of Business Incubator Models

Source: Mrkajic (2017, p. 45) and Ndlovu (2025).

Figure 2.1 shows the evolution of business incubation models or formats. Bruneel et al. (2012) name the different stages of the evolution of business incubation

models as first, second and third generations, with increased offerings in each subsequent generation. This evolution shows the basic first-generation model as providing infrastructure, such as office space. As the business incubator models have evolved, there has been a noticeable increase in the provision of intangible business services, such as access to increased market access, which is one of the main challenges' that small enterprises face (Mrkajic, 2017; Bruneel et al., 2012; Akçomak, 2009). South Africa currently has a mix of the three generations of business incubator models. Some incubators offer infrastructure only, while others offer second and third-generation model services for businesses (Lose, 2021b; van der Spuy, 2019; Lose et al., 2016). The different models across the country suggest some incubators fail to meet the best practice standards of business incubation (Lose, 2021b; Lose et al., 2016; Meyer et al., 2016).

The total lockdown during the COVID-19 pandemic in 2020 rendered the first-generation model obsolete when businesses could no longer operate normally, as restrictions on mobility occurred with only essential services operating. As such, there has been an increasing need for technological acumen, innovation, and e-delivery of second and third-generation incubation models (Lose & Khuzwayo, 2021). Furthermore, since the two years of the pandemic that restricted mobility, IT-based business platforms and marketing spaces have taken off with urgency in South Africa, where it had previously been lagging (Lose & Kapondoro, 2020). Different kinds of networking and communication skills to suit IT platforms have since 2020 become an urgent need in the small business sector and have made the difference between the survival of businesses and foreclosure (Lose & Kapondoro, 2020).

Lose et al. (2020) argue that with the COVID-19 lockdowns, business incubators need to facilitate changes in the business models of the small enterprises they support. This could be best facilitated if the BI is responsive to the economic changes and remodels its incubation strategy and programmes to include modern technology (Mian, 2021). This would be accessible, and the skills necessary to operate them for effective marketing of products, networking, and communication with various stakeholders in the entrepreneurial ecosystem. The

above scenario serves as an example of the push and pull demands faced by stakeholders in the entrepreneurial ecosystem in a volatile economy such as South Africa's during the pandemic and to which BIs must be responsive. Recent studies have highlighted that there are gaps in the literature around youth entrepreneur ecosystems including the need for clearer analytical frameworks and better understanding of relationships between various internal and external domains, emphasising the need for a systemic outlook (van der Westhuizen, 2023).

This study identifies "business incubators" as important stakeholders in entrepreneurial coaching. Specifically, the BIs informing this study are those that employ entrepreneurial coaching in the development of entrepreneurs. Programme managers run these and are also influenced in their operations by industry experts who contribute to coaching components or interventions of their programmes. For this study, the focus is on second—and third-generation business incubator models providing business development services through coaching of entrepreneurs to improve small enterprise success rates.

2.4 ENTREPRENEURIAL COACHING

Understanding coaching is important as a basis for business and entrepreneurial coaching as a service and field. This section looks at what entrepreneurial coaching is in terms of definition and field and the learnability and support aspects it contributes to entrepreneurial development. Section 2.6, which follows, looks at the success factors for entrepreneurial coaching to provide the big picture about how it contributes or should contribute to small business growth in South Africa. Grant (2006) describes coaching as a *partnership* between a coach and a coachee, with a one-to-one focus on developing the coachee through systemic learning, challenging the status quo and guidance of professional and ethical standards. Grant (2006) emphasises the nature of the partnership and the power dynamics between the coachee and the coach in achieving the coaching goals.

Whitmore (2009) maintains that coaching is not teaching or training but *co-creating* a solution based on the coachee's goals. The coachee is the student, suggesting a hierarchy in the coaching relationship. The idea of co-creating a solution points to the coachee's contribution to the success of the intervention as much as the coach does. This view contradicts Crompton et al. (2012), who find that coaches take on various roles, namely, advisory, training and teaching, suggesting that the entrepreneurial coach also takes on a 'teacher' role. Yet, despite a coach's different roles, coaching is still seen as a *joint process* in which the coach unlocks different potentials in the individual (Kahn, 2011; Cox et al., 2018; Whitmore, 2009).

The debate about a definition of coaching is ongoing as the field continually expands and more contexts, theories and ideas on best practices evolve. Grant (2006) further argues that coaching is a process in which the coach and coachee collaboratively lead, focusing on solutions for the coachee and their business. The coachee is "stretched" through a learning process, with the coach taking a systemic, evidence-based approach within the confines of professional, ethical standards. This is in line with more recent definitions, such as Kotte et al. (2021), who highlight the collaborative nature of the coaching relationship. It is important to note the multiple perspectives, even contradictions, in conceptualising coaching, which stems from the coaching work function or profession having roots in a variety of fields, disciplines and applications in different contexts such as sports, psychology, finance and business development (Bachkirova & Kauffman, 2009; Grant, 2006).

In this study, however, coaching is understood as a collaborative process between the coachee and the coach to develop the coachee, delivered by the skilled professional coach guided by ethical standards (van Coller Peter & Cronje, 2020; Cox et al., 2018; Grant, 2006). Business and entrepreneurial coaching are often used interchangeably in the literature (Amamou & Ali, 2019; Saadaoui & Affess, 2015). This is also the case in the entrepreneurial coaching field in South Africa currently. In this context, needs and requirements for "business" are often transposed across from the corporate coaching field. This suggests a conflation

of the small and corporate sectors because they are both involved in business and the economy. Corporate coaching derives its content, needs and requirements from the corporate entity's structure, function, and operating methods within the corporate context.

In South Africa, entrepreneurial coaching tends to be one-to-one or individualised assistance provided to entrepreneurs in the early stages of their businesses (Schutte, 2019). Entrepreneurial coaching promotes skills acquisition and entrepreneurial self-efficacy (Saadaoui & Affess, 2015). The argument is that the coach brings entrepreneurial experience to the coaching relationship through which the entrepreneur learns skills to function independently and be business savvy. This contradicts the purist coaching definition, where the coach does not need to bring their experience to the coaching relationship. Salem and Lakhal (2018) and Kotte et al. (2021) opine that business coaching is one-to-one entrepreneurial support that targets entrepreneurs *to support them in growing their businesses*. These authors link entrepreneurial coaching to tangible outcomes, not just the teaching-learning component, suggesting that entrepreneurial coaching does not occur in a vacuum but within a context. The context is a particular operating environment with needs that must be accounted for in entrepreneurial coaching results. This corresponds to the challenges expressed in the research problem in Chapter 1.

In this study, "entrepreneurial coaching" is understood as personalised support for the entrepreneur, delivered by a professional coach who brings their entrepreneurial experience and other technical skills to the process to help the entrepreneur develop their entrepreneurship, business, and soft skills as well as their business entities by an extension (Kotte et al., 2021; van Coller-Peter & Cronjé, 2020; Salem & Lakhal, 2018). Furthermore, it is crucial to contextualise the definition of entrepreneurial coaching within the scope of contemporary scholarship. This study aligns itself with scholars such as Bozer and Jones (2018), who define entrepreneurial coaching as a custom-tailored development intervention that utilises a collaborative, reflective, and goal-focused relationship to achieve professional outcomes valued by the coachee (Bozer & Jones, 2018,

p. 342). Entrepreneurial coaching helps develop entrepreneurial competencies, including knowledge, know-how, and interpersonal skills, while also assisting with business development activities (Marras, Opizzi & Loi, 2024; Imane et al., 2024).

As evidenced in the literature by Jones, Woods, & Guillaume (2016) and Kotte (2019), coaching, particularly entrepreneurial coaching, has demonstrated effectiveness as a valuable means of assisting entrepreneurs. It is essential to note that the concept of entrepreneurial coaching (EC) is still theoretically and empirically explored, as acknowledged by researchers like Kutzhanova et al. (2009); Kotte et al. (2021) and Azizi et al., (2023). The recent exploration of EC, including this study, contributes to the growing body of knowledge in this field. The term "entrepreneurial coaching" encapsulates a collaborative and goal-oriented approach that aligns with the developmental needs of entrepreneurs. Acknowledging the evolving nature of this field, it is recognised that entrepreneurial coaching lacks a clear, integrated framework (Kutzhanova et al., 2009; Saadaoui & Affess, 2015 and Gajardo-Vejar, 2024). By contributing to exploring EC, this study aims to develop a more comprehensive understanding of this coaching paradigm. Therefore, this study's definition and conceptualisation of entrepreneurial coaching are grounded in contemporary scholarly discourse, reflecting the ongoing efforts to articulate the nuances of this emerging field.

Having discussed entrepreneurial coaching in the South African small business development environment, this chapter now turns to the literature to ascertain the critical success factors for it.

2.5 CRITICAL SUCCESS FACTORS FOR ENTREPRENEURIAL COACHING

The three main stakeholders in a coaching relationship are the coach, the coachee and the sponsor (Mmaditla & Ndlovu-Hlatshwayo, 2023; Passmore, 2012; Stout-Rostron, 2006; Whitmore, 2009). In the South African business incubator environment, the sponsor is often the business incubator manager or programme manager; the coachee is the entrepreneur and the coaches are often

contracted from external organisations or a pool of freelance coaches (Amamou & Ali, 2019; Saadaoui & Affess, 2015). It is important to explore the critical success factors for entrepreneurial coaching from the perspective of all these stakeholders. This will influence the integrity of the integral entrepreneurial coaching framework for entrepreneurs in the South African context, which this study seeks to develop. Such a framework should account for the critical success factors identified for entrepreneurial coaching in that country.

There currently exists no universal list of success factors for entrepreneurial coaching; any success factors are thus largely determined by the stakeholders in the specific context (Schutte, 2019; Leedham, 2004). Studies do identify some general success factors noted by researchers, for example, coaches' knowledge, experience, trust, coaching skills, mutual commitment, coach-coachee relationship, the race of the coach and the coachee's satisfaction with the coach (Amamou & Ali, 2019; Grant, 2014).

This is why it is important to consider the critical success factors for successfully delivering entrepreneurial coaching in the South African business incubator environment. These critical success factors for entrepreneurial coaching in South Africa form part of the exploratory study of this literature review. The researcher identifies these as the relationship between the coach and coachee, coach-coachee commitment and the coach's demographic aspects; each is discussed in detail below, giving the rationale for deeming them important. Other success factors specific to entrepreneurial coaching in the South African business incubator environment will be gleaned from the input made by the stakeholders, which will be presented in subsequent chapters.

2.5.1 Success Factor 1: The coach-coachee relationship

The coach-coachee relationship is identified by researchers as important for coaching success (Mansoori et al., 2019; Gyllensten, 2018; Grant, 2014). Various views abound regarding what exactly it is in this relationship that makes for coaching success. Amamou and Ali (2019) contend that forming the coach-coachee relationship is a key stage in the learning partnership and is essential

for success in the coaching intervention. In an early study to establish whether the coach-coachee relationship influences coaching success, Grant (2014) notes that it is not just a satisfactory relationship between coach and coachee that is important but also a goal-focused one.

Williams (2021), more recently, also argues for a more nuanced understanding of the coach-coachee relationship. According to Williams (2021), the coach cannot rely on the coach-coachee relationship's simple notion to determine the coaching intervention's outcome. Rather, the coach must align the coach and coachee regarding the goals for the coaching intervention to succeed. Mansoori et al. (2019) argue that the entrepreneur-coach relationship is a critical success factor for any learning in a coaching intervention. We may note from these authors the emphasis on nuance and detail about this relationship to understand it as a critical success factor for entrepreneurial coaching.

In the South African context, van Norren (2022) emphasises the centrality of relationships. Relationships play a pivotal role in the development agenda of South Africa, and the attainment of development goals may be at risk if relationships are not nurtured (van Norren, 2022). This assertion aligns with earlier research in the field of entrepreneur development, which underscores the critical importance of building relationships (Mamabolo et al., 2017). For these reasons, the current study will explore the coach-coachee relationship as a success factor via the engagement of the entrepreneurs, coaches, and sponsors as participants in this study.

2.5.2 Success Factor 2: Coach–coachee commitment

Many views proliferate about why mutual commitment to the coaching intervention in the coach-coachee relationship makes coaching successful. Commitment to the coaching intervention by the coach and the coachee is pinpointed as essential for coaching success (Lose et al., 2020; Amamou & Ali, 2019; Crompton et al., 2012). In an early study, Crompton et al. (2012) noted the importance of commitment by the coach and coachee for coaching success. According to Amamou and Ali (2019), further along, without mutual commitment

in the coaching intervention, there can be no effective or real cooperation between the coach and the coachee for learning to occur.

The coach-coachee's mutual commitment to the learning process and goal(s) is an important factor to study in the local business incubator environment, given the high failure business failure rate amongst emerging entrepreneurs. Lose et al. (2020), more recently, highlighted entrepreneur commitment as one of the key challenges faced by business incubators; this is displayed by the low completion rate of some entrepreneurs in the incubation problem. More recently, Mohamed and Karoui Zouaoui (2021) have underscored the significance of mutual commitment in the success of entrepreneurial coaching interventions. They posit that commitment is integral to the success of the entrepreneurial coaching relationship. The level and quality of commitment by the coach are very important for successful coaching (Amamou & Ali, 2019; Salem, 2020). The commitment's mutuality and collaborative nature of coaching emphasise both parties' importance in the coaching intervention's success (Amamou & Ali, 2019; Cox et al., 2018). The current study will explore how coach-coachee commitment contributes to successful entrepreneurial coaching in local business incubators.

2.5.3 Success Factor 3: Coach demographics

Research consistently shows that demographic factors—such as age, gender, and cultural background—significantly influence coaching relationships and outcomes, especially in culturally diverse environments (Garvey, 2011; Ladyshewsky, 2010). In settings where cultural and linguistic diversity is prominent, such as South Africa, coach demographics can play a crucial role in fostering trust, relatability, and engagement during coaching sessions. When clients perceive a coach as culturally aligned or able to communicate in their native language, this shared understanding can enhance the coaching experience, creating a stronger foundation for success (Habiyaremye, 2022; Maritz, 2013).

Studies by Brinkley and Le Roux (2018) and Mamabolo et al. (2017) highlight that South African entrepreneurs, in particular, report feeling more connected and understood by coaches who share similar cultural backgrounds or speak their

language. This alignment can be pivotal for effective coaching, as it enables a deeper understanding of unique cultural values, norms, and business practices relevant to South African entrepreneurs. The shared cultural ground fosters a sense of familiarity and mutual respect, foundational for building trust—a critical element in any coaching relationship. In this context, a coach's perceived cultural intelligence and demographic alignment emerge as essential success factors, especially within South African business incubators where entrepreneurs often come from diverse socio-economic and cultural backgrounds (Schutte, 2019).

i. The Unique South African Context and the Influence of Demographics

South Africa's population is exceptionally diverse, shaped by centuries of racial, gender, and cultural divisions rooted in the historical legacies of colonialism and apartheid. These historical and socio-cultural factors make demographic attributes such as race, gender, language, and cultural background particularly salient in South African society. While some researchers argue that surface demographics (e.g., race, gender, age) may not be inherently significant in coaching relationships (Gyllensten, 2018), others emphasise the unique dynamics of the South African context. Magadlela (2019) asserts that demographic factors hold a special relevance in South Africa, where individuals commonly use race and gender as primary descriptors when identifying or describing others, including coaches. This practice is deeply embedded in South Africa's cultural fabric and reflects the ongoing impact of the country's socio-historical context on interpersonal interactions.

Research supports the importance of race and gender as key elements in social perception within South Africa. Durrheim, Mtose, and Brown (2011) examined the influence of race and gender on social categorisation and found that these factors strongly shape individuals' perceptions and descriptions of others. Tredoux and Durrheim (2013) further underscore the role of race and gender in shaping social interactions and perceptions, highlighting the persistent influence of these demographic attributes on

everyday social dynamics. The intersection of race and gender in South African society, as discussed by Mkhize and Ratele (2018), reflects long-standing social structures that continue to influence interactions across various domains, including coaching.

The prominence of these demographic descriptors is also a consequence of South Africa's journey through apartheid and its subsequent efforts at reconciliation and transformation. This historical context has made race and gender integral to social categorisation and communication, affecting how people relate to one another professionally and personally (Moodley, 2016). For instance, in entrepreneurial coaching, demographic alignment can enhance relational dynamics by creating a comfortable and supportive environment where clients feel seen and valued. This unique relevance of demographics extends beyond race and gender to include language, cultural background, and even shared social experiences, which are often important for fostering effective coach-client relationships (Folscher-Kingwill & Terblanche, 2019).

ii. Additional Demographic Factors in Entrepreneurial Coaching Success

Beyond race and gender, other demographic factors may also influence the effectiveness of entrepreneurial coaching in South Africa. For example, the coach's language proficiency and cultural knowledge are essential for establishing a rapport with entrepreneurs from varied linguistic and cultural backgrounds. Language alignment, in particular, enables clearer communication and reduces misunderstandings, fostering a smoother and more impactful coaching experience (Folscher-Kingwill & Terblanche, 2019). Additionally, the coach's age, experience, and professional qualifications will likely impact the coaching relationship. Younger coaches may bring a fresh perspective and relatability to younger entrepreneurs, while experienced coaches may offer wisdom and insights that resonate with clients seeking seasoned guidance (Magadlela, 2019).

This study examines how these demographic and biographical factors, especially race, gender, and cultural background, influence the outcomes of entrepreneurial coaching in South African business incubators. By exploring the unique interplay of demographic attributes within the context of entrepreneurial coaching, this research contributes a culturally relevant perspective that is underrepresented in existing coaching models. It addresses the nuanced ways in which demographic alignment can enhance trust, relatability, and, ultimately, the effectiveness of coaching interventions.

Understanding these dynamics is essential for developing coaching practices responsive to South African entrepreneurs' specific needs and expectations, especially within incubators serving diverse populations. This research aims to provide insights that support the development of culturally sensitive coaching frameworks, acknowledging that demographic factors are not merely superficial but play a fundamental role in shaping the success of entrepreneurial coaching in South Africa.

2.6 SYSTEMIC THEORIES

The world we live in is a multi-layered and complex system. As noted previously in Chapter 1, a system is a multi-element entity that may be found in nature, society, the economy and other fields (Soltanzadeh & Mooney, 2016; Mele et al., 2010). Because various parts in a system impact change in the overall system, it stands to reason that a systemic approach is better placed in problem-solving than approaches that pinpoint and isolate one or other element as a root cause of a problem (O'Neill, 2007; Forrester, 1994). Furthermore, entrepreneurs and business entities do not operate in isolation. Systems influence other systems; for instance, a change in one system, the family system, is likely to influence another system, the family business, which is connected to the family system (Soltanzadeh & Mooney, 2016; Goodman, 2002). In this context, a shift in the individual entrepreneur’s system may impact the environment in which they work, which is itself a system. The cluster of systemic theories is thus important to

consider in developing an integrative entrepreneurial coaching framework that includes the industry's key role players.

2.6.1 Systems theory

Systems theory offers a comprehensive framework for understanding how complex, interdependent elements interact within a larger ecosystem. Originally proposed by von Bertalanffy (1968), systems theory emphasises the interconnected nature of elements within any system, whether in nature, society, or the economy. In the context of entrepreneurial development, systems theory allows researchers to examine how individual entrepreneurs, business incubators, and external environmental factors collectively influence business outcomes (Mele et al., 2010; von Bertalanffy, 1973). Applying systems theory to entrepreneurial coaching within South African incubators enables a holistic analysis of interconnected factors—such as cultural values, resource availability, and market demands—that shape the effectiveness of coaching interventions.

The foundational argument of systems theory is that individual components alone cannot fully understand complex phenomena (Johnson, Kast & Rosenzweig, 1964; Cheng, Zhang, & Liu, 2022). Instead, a system must be viewed as an integrated whole where each element influences and is influenced by others. This perspective aligns with definitions of systems as complex sets of interrelated elements that interact with one another, creating dynamic and often unpredictable outcomes (McMahon & Patton, 2018; Teece, 2018). For this reason, systems theory is particularly valuable in problem-solving, as it avoids isolating single factors and instead considers the broader web of relationships and interactions that contribute to the emergence of complex behaviours (O'Neill, 2007; Forrester, 1994).

In this study, the elements of the entrepreneurial coaching system are the entrepreneurial coach, the entrepreneur, business incubator managers, and industry experts (Mmaditla & Ndlovu-Hlatshwayo, 2023; Passmore, 2012; Stout-Rostron, 2006; Whitmore, 2009). These stakeholders each play a unique role within the system, contributing to the achievement of key coaching outcomes

such as (i) self-efficacy, (ii) resilience, (iii) visionary capacity, and (iv) relationship-building. Each of these outcomes is essential for entrepreneurial development and business growth, with the interactions among these stakeholders driving the overall effectiveness of coaching within South African business incubators.

i. Understanding Systems Theory's Application to Entrepreneurial Coaching

Within systems theory, every change in a single component of the system has the potential to influence the entire ecosystem. For instance, a shift in an entrepreneur's personal growth (such as increased resilience or enhanced self-efficacy) may lead to improved business performance, influencing the ecosystem by contributing to economic growth and job creation (Cheng, Zhang, & Liu, 2022). This principle underpins the argument that systemic approaches are better suited to problem-solving than approaches that attempt to isolate single elements (Goodman, 2002; Soltanzadeh & Mooney, 2016). Systems theory allows us to view the entrepreneurial landscape as a multi-layered, interconnected structure where personal, organisational, and market dynamics intersect (Cheng, Zhang, & Liu, 2022).

In the entrepreneurial coaching context, a systemic approach encourages coaches, entrepreneurs, and incubator managers to consider how their actions influence one another. For example, a coach's guidance may impact the entrepreneur's resilience, affecting the entrepreneur's business outcomes and contributing to the incubator's success metrics. This interconnectedness highlights the need for a systemic view in developing a coaching framework that aligns the interests of all stakeholders involved in the entrepreneurial ecosystem (Soltanzadeh & Mooney, 2016; McMahon & Patton, 2018).

ii. Addressing the Complexity and Limitations of Systems Theory

While systems theory offers a valuable multi-dimensional perspective, it also has limitations, particularly in modelling non-linear relationships and

capturing the dynamic nature of socio-economic ecosystems (Goodman, 2002; O'Neill, 2007). In real-world entrepreneurial environments, interactions between variables are not always straightforward. Entrepreneurs operate within unpredictable ecosystems where cultural, economic, and relational factors often interact in complex ways that defy simple causality. These challenges can affect the generalisability of systems theory applications, as each entrepreneurial ecosystem possesses unique characteristics (de Zepetnek, 2015). However, despite these limitations, systems theory provides an invaluable foundation for this study, enabling a comprehensive understanding of coaching outcomes within the specific, complex context of South African business incubators.

Furthermore, systems theory's multidisciplinary nature is advantageous for this research, as it facilitates a nuanced and concurrent study of three intersecting fields—entrepreneurship, coaching, and business incubation—all focused on achieving successful coaching outcomes that contribute to business growth (Tirel, 2012; Teece, 2018). Systems theory allows us to explore interactions essential for developing a robust entrepreneurial coaching framework by considering how these fields operate within an ecosystem.

iii. Developing an Integrative Coaching Framework Using Systems Theory

This study aims to develop an integrative coaching framework for business incubators that aligns with the principles of systems theory, acknowledging the unique dynamics of South Africa's entrepreneurial landscape. Many researchers have focused on individual elements within entrepreneurial ecosystems, such as the role of coaches or the impact of incubators (Schutte, 2019; Azizi & Goodarzi, 2016). However, much of this research lacks a systemic perspective, often overlooking the interdependencies between elements. Applying systems theory, this study seeks to bridge these gaps and provide a comprehensive framework for individual

components and their interactions (Johnson, Kast & Rosenzweig, 1964; Cheng, Zhang & Liu, 2022).

For instance, the proposed framework recognises that entrepreneurial coaches, business incubators, and entrepreneurs do not function in isolation. Instead, they are part of a broader system where each stakeholder's actions and outcomes are interlinked. When a coach helps an entrepreneur build resilience, the impact extends beyond the entrepreneur, benefiting the incubator's success metrics and contributing to the local economy. This interconnected view aligns with Stout-Rostron (2019), who argues that the focus of coaching research should extend beyond isolated outcomes to include the broader organisational and human systems in which coaching takes place.

iv. Systems Theory as a Foundation for Entrepreneurial Coaching in South Africa

Understanding systems theory's foundational principles—particularly how shifts in one element can lead to changes across the system—provides a basis for identifying gaps in current coaching and incubator practices within South African entrepreneurship (Cheng, Zhang & Liu, 2022). The systemic approach provides a holistic view of the entrepreneurial ecosystem (Von Bertalanffy, 1972; Lai & Lin, 2017). This perspective helps identify critical areas for improvement in coaching practices, such as enhancing cultural relevance, increasing support for resilience-building, and fostering stronger relationships among stakeholders.

This study seeks to centre the South African entrepreneur's developmental needs within a cohesive coaching intervention by developing an integrative entrepreneurial coaching framework grounded in systems theory. This approach considers the entrepreneur and the relational and systemic dynamics contributing to business growth. The study's application of systems theory provides a robust foundation for building a framework that addresses the complex and multi-dimensional

nature of entrepreneurial success, tailored to the unique requirements of South Africa's diverse and dynamic business environment.

2.6.2 Entrepreneurial ecosystem theory

Entrepreneurial ecosystems are interrelated support networks crucial for a community's transition from the industrial stage to the contemporary network society stage of human social development (Isenberg, 2014). Thus, entrepreneurial development in South Africa is also aimed at the entrepreneur and their business succeeding in such a transition. The successful outcome of this transition is business growth. Another outcome is the positive development of the wider socioeconomics; this is the successful transition into and full development of the society (community) as a contemporary network stage society. The South African entrepreneurial ecosystem is or should be aiming at all the above as must all stakeholders in the entrepreneurial coaching system.



Figure 2.2: Domains in the Entrepreneurial Ecosystem

Source: Adapted from Isenberg (2016, p. 572).

Entrepreneurial ecosystems are similar in that they comprise aspects of a community, new venture creation, innovation, self-employment, talent

development and economic resilience (Fredin & Lidén, 2020; Kansheba & Wald, 2020; Malecki, 2018). This echoes Isenberg (2014) above and relates to job and wealth creation generated by business; all this is part of the entrepreneurial system. However, the people and culture that comprise the entrepreneurship ecosystem are distinct (Fredin & Lidén, 2020; Kansheba & Wald, 2020; Malecki, 2018). So, while the above identifies the common features of the network society stage entrepreneurial ecosystem, the people and culture embedded within it make for certain particularities about that entrepreneurial ecosystem. Figure 2.2. captures the range of role-players in the entrepreneurial ecosystem. Not just the stakeholders but the social network within which the ecosystem is embedded is shown. All impact on and contribute to the growth of entrepreneurship and, it is argued, must be involved in establishing an integral entrepreneurial coaching framework for the South African context if coaching programmes and intervention are to deliver coaching outcomes that improve the chances for business growth.

Hence, the entrepreneurial ecosystem is not just an economic ecosystem but a socio-economic system, too, in which the demographics and culture(s) of the people involved matter greatly. Those particularities linked to the people involved and their cultures must be properly identified and accounted for in entrepreneurial development and coaching for successful coaching outcomes and, ultimately, business growth. Therefore, it is no coincidence that this entrepreneurial ecosystem's South African context should matter. South Africa’s multicultural population and demographics make for a distinctive entrepreneurial ecosystem. This echoes Stout-Rostron’s (2019) argument that human and organisational systems are central to a coaching intervention.

The entrepreneurial ecosystem components referred to by Isenberg (2016) are a collection of individual elements interrelated in the entrepreneurial landscape, similar to systems theory. Thus, for example, changes in the government or policy in South Africa will almost certainly have an impact, such as financial players who give finance to entrepreneurs (Kansheba & Wald, 2020; Acs et al., 2017; Spigel, 2016). Further, when the country experiences an economic crisis, such as a

recession or health crisis (for example, a pandemic), it is likely to impact all the domains in the entrepreneurial ecosystem for entrepreneurial development.

With the above in mind, developing an entrepreneurial coaching framework needs to encompass considerations from the entire system and not just one or the other component, domain or stakeholder. This study thus locates itself in the support organisations and event organisers domains, which include business incubators and mentors (coaches, trainers, and advisors, by extension) who provide non-financial support to entrepreneurs. The Input from the other key role players in the other domains of the entrepreneurial ecosystem is also critical—government and policymakers, financial actors, culture impactors, educators and developers of human capital, entrepreneurship resources and support organisations and market access providers. Their knowledge and experience as developing entrepreneurs are paramount for this study.

2.6.3 Integral theory (AQAL model)

Integral Theory, especially through Wilber's AQAL (All Quadrants, All Levels) model, offers a structured framework for examining the multifaceted dimensions that influence human behaviour and organisational dynamics. The AQAL model categorises experiences into four quadrants: individual-interior, individual-exterior, collective-interior, and collective-exterior (Wilber, 2000; Wilber, 2005). This structure allows researchers to capture both personal and environmental factors holistically and systematically, making it highly applicable to entrepreneurial coaching (Tirel, 2012; Duffy, 2020). By addressing the internal and external aspects of individual and collective experiences, AQAL aligns with this study's systemic and holistic objectives, providing a broad lens to analyse the interactions within entrepreneurial ecosystems.

In entrepreneurial coaching, the individual-interior quadrant includes personal attributes like self-efficacy, resilience, and motivation, which are critical for an entrepreneur's growth (Ndlovu, 2023). The individual-exterior quadrant involves observable actions and skills, such as business strategies and market engagement. The collective-interior quadrant encompasses shared values,

cultural norms, and relational dynamics, which influence the interpersonal aspects of coaching relationships and align with the diverse cultural landscape of South Africa. Finally, the collective- exterior includes systemic and structural elements like economic conditions, business incubator resources, and industry trends that shape the broader entrepreneurial environment. This study can comprehensively address the personal and systemic factors impacting coaching effectiveness and entrepreneurial success within South African business incubators by examining all four quadrants.

i. Critiques and Limitations of the AQAL Model

Despite its strengths, the AQAL model has faced criticism, particularly concerning its potential rigidity. Critics argue that the model's structured categories can oversimplify complex human interactions by forcing them into predefined quadrants, which may not always capture the fluid and dynamic nature of real-world experiences (Fuhs, 2010; Thompson, 2000). For instance, entrepreneurial interactions are often multi-layered and may span multiple quadrants simultaneously, making it challenging to categorise them neatly. This rigidity can limit the model's capacity to capture nuanced, context-specific variables crucial in shaping entrepreneurial ecosystems, especially in culturally diverse and economically volatile settings like South Africa. Moreover, some scholars question the model's universal applicability, suggesting that its broad structure may not adequately account for unique socio-cultural and economic factors in specific contexts (Esbjörn-Hargens, 2006). In South Africa, where historical, cultural, and socio-economic complexities intersect, an overly rigid framework could risk overlooking or underestimating the influence of local dynamics on entrepreneurial behaviour and outcomes. While the AQAL model offers a valuable macro-level perspective, it may require contextual adaptations to accurately reflect the unique challenges and opportunities present within South Africa's entrepreneurial landscape.

ii. Application of the AQAL Model in Entrepreneurial Coaching for South African Incubators

Despite these critiques, the AQAL model's comprehensive scope makes it a valuable tool for this study, enabling the exploration of individual, relational, cultural, and systemic dimensions relevant to entrepreneurial coaching within South African incubators. Applying AQAL's holistic perspective, this research can better capture the complexity of entrepreneurial ecosystems, providing insights that may be overlooked in more narrowly focused frameworks. The model's multidisciplinary nature allows it to accommodate diverse influences on entrepreneurial success, from personal development to socio-economic and cultural factors, making it well-suited for a multi-dimensional analysis.

One of the AQAL model's key strengths is its ability to integrate visible and invisible aspects of the entrepreneur and their business, creating a more comprehensive understanding of coaching outcomes. According to Wilber (2000), a truly integrated approach is a complete system encompassing observable characteristics—such as business growth metrics—and non-observable elements like motivation, values, and interpersonal dynamics. For entrepreneurial coaching to successfully connect the individual with their business, the coaching intervention must operate as part of an integrated system. This study adopts the AQAL model to design a coaching framework that aligns the entrepreneur's personal growth with their business objectives, ensuring that individual and organisational needs are addressed.

iii. Connecting Entrepreneur Development to Business Growth

The outcomes of effective entrepreneurial coaching are not limited to individual skill enhancement but extend to tangible business growth. Research shows that successful entrepreneurial coaching integrates the entrepreneur's personal development with their business strategy, creating a seamless link between the entrepreneur's growth and the enterprise's success (Tsai & Barr, 2021; Bhatnagar, 2020; Kahn, 2011).

The AQAL model facilitates this integration by providing a structured framework that connects personal attributes—such as resilience and self-efficacy—to business outcomes like revenue generation, market engagement, and innovation. By aligning the entrepreneur's development with their business objectives, the AQAL model helps to create a coaching approach that is holistic, outcome-driven, and deeply attuned to the complex realities of the entrepreneurial journey.

This study aims to demonstrate how an integral approach using the AQAL model can bridge the gap between personal and business growth. In the South African context, where socio-economic challenges and cultural diversity add complexity to entrepreneurial development, the AQAL model offers a framework that addresses these unique factors. By capturing the full spectrum of influences on coaching outcomes—ranging from individual resilience to collective cultural dynamics—the model allows for a nuanced and context-sensitive analysis that aligns with the needs of South African entrepreneurs.

v. The Value of an Integral Approach in Entrepreneurial Coaching

The AQAL model, as a macro version of Wilber's Integral Theory, claims completeness by encompassing both individual and organisational dimensions, thus making it highly applicable to entrepreneurial coaching in complex environments (Landrum & Gardner, 2012; Duffy, 2020; Ndlovu; 2023). One of the model's distinctive strengths is its transferability across disciplines and contexts, allowing it to be adapted in diverse settings. This adaptability is particularly relevant for South Africa, where the entrepreneurial landscape requires a flexible yet comprehensive framework that can accommodate the interplay of personal, relational, cultural, and systemic factors critical for effective entrepreneur development (Maxheimer & Nicholls-Nixon, 2022).

In summary, while the AQAL model has limitations, its holistic perspective provides a valuable foundation for this study. Using the AQAL model to develop

an integral entrepreneurial coaching framework, this research addresses both the personal and business dimensions of entrepreneurial success within South Africa's business incubators. This approach allows for a more thorough understanding of the entrepreneurial ecosystem, recognising the importance of cultural context, personal development, and systemic support in fostering sustainable business growth. Through the application of Integral Theory, this study contributes to a more nuanced and adaptable coaching model that is responsive to the unique needs of South African entrepreneurs.

The macro model showing the interconnected domains within the system is shown in Figure 2.3.

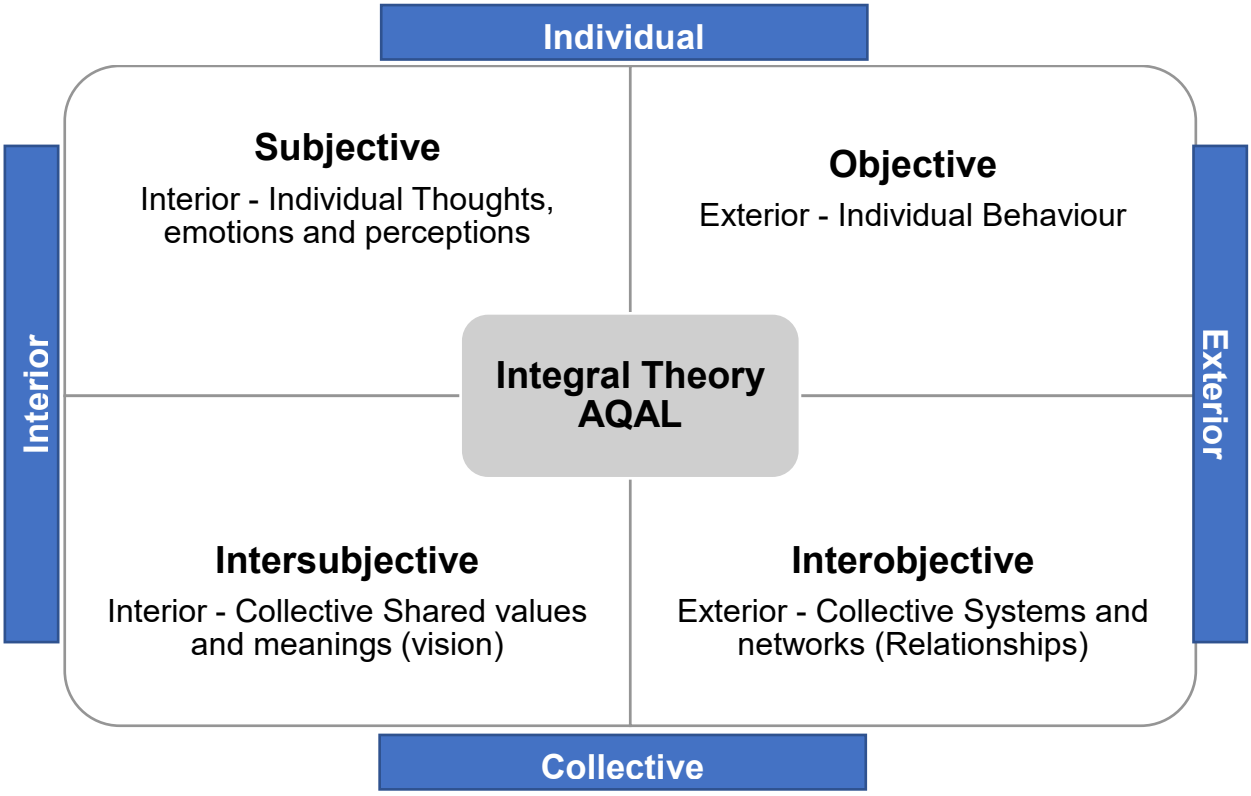


Figure 2.3: AQAL Model based on Ken Wilber's Integral Theory

Source: Esbjörn-Hargens (2010, p. 36) and Wilber (2006, p. 103)

The strength of the AQAL model is that it is dynamic and versatile. Its dynamism refers to the model enabling observation of the interrelatedness or inter-relationships between the elements (Landrum & Gardner, 2012). The impacts of elements on each other and consequent shifts in elements in other domains can

be gauged (Maxheimer & Nicholls-Nixon, 2022; Kahn, 2011). Its versatility means it can be used in different contexts, including the South African entrepreneurial coaching field, for this study. Further, it can be applied in different domains and transcends culture(s) (Burger & van Coller-Peter, 2019; Frost, 2009; Wilber, 2000). That it transcends culture(s) means it is not culture-specific and can be accessed by different cultural contexts. This makes it an ideal model to incorporate the South African multicultural context when considering the coaching outcomes/variables in the four domains. This is extremely important, considering the identified demographics as one of the key success factors for coaching in the South African context.

Further, Isenberg's (2014) observation in section 2.4.2 is noted that while an entrepreneurial ecosystem has key main characteristic aims and features, it is people and culture-specific, given the context in which it is embedded. Thus, for this study, South Africa's multicultural context and diverse post-apartheid society will be considered in establishing an integral entrepreneurial coaching framework. Further, a key argument of integral theory or the AQAL model is that a shift in one quadrant/domain is accompanied by a corresponding shift in another quadrant, in alignment with systems theory (Soltanzadeh & Mooney, 2016; Volckmann, 2010). This is discussed in relation to entrepreneurial self-efficacy, entrepreneurial resilience, being visionary and building relationships in section 2.10 further below.

The AQAL model provides the study's strategy to produce business growth by producing coaching outcomes in more than one quadrant to benefit the entrepreneur and the business entity. Regarding the relationships between the quadrants, it is important to note that adjoining quadrants have a different kind of relationship than those sitting diagonally across from each other (Volckmann, 2010; Wilber, 2000). For example, Thoughts (Individual Interior quadrant (II) connect to Behaviour (Individual Exterior quadrant (IE) and Culture (Collective Interior quadrant (CI) in a different way than they do with Systems (Collective Exterior quadrant (CE) because behaviour (Individual Exterior quadrant (IE) is the exterior expression of Thoughts (Individual Interior quadrant (II). In contrast,

Culture (Collective Interior quadrant (CI) is the collective expression of Thoughts (Individual Interior quadrant (II), and Systems is the collective exterior behaviour (Collective Exterior quadrant (CE).

The AQAL model has been discussed, and the focus now moves to the quadrants and the four variables or successful coaching outcomes identified in this study: (i) entrepreneurial self-efficacy, (ii) entrepreneurial resilience, (iii) being visionary, and (iv) building relationships for business growth based on the AQAL model in the conceptual framework later proposed in this chapter.

2.7 BUSINESS GROWTH

One of entrepreneurship's key goals is the business entity's growth and profitability (Schutte & Direng, 2019). The rationale of business development in South Africa is that profitable businesses translate into personal wealth for business owners and others via economic growth and social development. Hence, “business growth” must not be ambiguous but must specify the metrics used to ascertain business growth (Meyer & Klonaridis, 2020; Achtenhagen et al., 2010; Dobbs & Hamilton, 2007; Leitch et al., 2010). The purpose of business incubation is to enable the growth of the business entity, with measurement through metrics such as job creation, increase in customer base, equity, and sales growth (Lukeš et al., 2019; Schutte & Direng, 2019; Fatoki & Garwe, 2010; Wiklund et al., 2009). Each of these is a critical business growth indicator in the South African small enterprise sector that entrepreneurial coaching should impact positively.

In South Africa, job creation as a measure of business growth is critical as it is aligned with the National Development Plan (2019) to develop small enterprises to alleviate poverty and promote new wealth through job creation (STATSSA, 2022; SEDA, 2021). In the context of local small enterprises, job creation includes part-time and full-time employees; these are both important as they have an impact on poverty alleviation as well as income generation, even if it is on a part-time basis (Bushe, 2019; Jain, Budlender, Zizzamia & Bassier, 2020). Thus,

entrepreneurial coaching should positively impact growth in business employees. Sales growth and an increase in customer base are also identified as business growth metrics directly linked to business profitability (Wiklund et al., 2009; Dobbs & Hamilton, 2007). Thus, entrepreneurial coaching should positively impact the business' profits.

Given that the small business failure rate in South Africa is reported as occurring mostly within the first three years of operation, the age of the business is included as a business growth metric indicating businesses that have survived their first three years (Meyer & Klonaridis, 2020; Seeletse, 2012). Thus, entrepreneurial coaching should impact startup survival for the first three years of a business. This study uses job creation, customer base increase, equity, business age, and sales growth as the business growth metrics. Thus, these business growth metrics will be included in the entrepreneurial coaching needs, requirements and success investigated in this study. In this regard, the discussion will examine the important issue of entrepreneurial coaching outcomes for business development.

2.8 ENTREPRENEURIAL COACHING OUTCOMES AND BUSINESS GROWTH

Coaching outcomes are the output the coaching stakeholders derive from their coaching engagements (Leedham, 2004). These indicate the successes and failures of an entrepreneurial coaching intervention or entrepreneurial coaching more generally. Wiginton and Cartwright (2020) affirm good outcomes of entrepreneurial coaching as evident in both the individual coachee and the business entity. This means entrepreneurial development via coaching leads to business and entrepreneur growth. In contrast, an earlier argument by Tooth et al. (2013) was for establishing coaching outcomes obtained by coachees. This enables the coach and business incubators to understand and refine the interventions for the stakeholders' outcomes.

The view of the current study is that determining coaching outcomes critically requires the input of the coachees/entrepreneurs who have experienced the

coaching in relation to their goals to develop as entrepreneurs and grow their businesses, as well as occupying a driver role in the coaching process. It is suggested here that these earlier authors do not consider the coachee/entrepreneur as centrally or actively involved in establishing the coaching agenda or if their business has benefited directly from the coaching by having grown or, if not, why they think this is the case (Audet & Couteret, 2012; Hosseinloo & Azizi, 2020). As suggested in this study, the outcomes Wiginton and Cartwright (2020) emphasise—entrepreneurial and concomitant business growth—will be more likely if these were centralised in the coaching design and process. Additionally, related to the success of a coaching intervention, Schermuly (2018) warns that not all coaching outcomes are positive; namely, premature clients drop out from coaching, which can be detrimental to the coach or the sponsor.

Moreover, one observes from Schermuly (2018) that the impact of one stakeholder is felt by the other or affects the other. Thus, the approach adopted for successful entrepreneurial coaching delivery, entrepreneurial development and business development must necessarily lead to successful outcomes for all stakeholders and should thus involve all in the coaching design and process (Landrum & Gardner, 2012; Kahn, 2011). The dynamics in the entrepreneurial coaching environment are such that the success of the coaching outcomes depends on the alignment of all these stakeholders on the goal of business growth and development, in which all are equally invested (Mmaditla & Ndlovu-Hlatshwayo, 2023). This is aligned with the systemic approach on which this study is based.

For this reason, this study seeks to establish entrepreneurial coaching outcomes as reported by the entrepreneurs about their coaching experiences in addition to that of coaches, BI incubator programme managers and industry experts. To achieve this, the researcher identifies four coaching outcomes (variables in Chapter 1) from the literature as key to successful entrepreneurial coaching for business growth. These are (i) entrepreneurial self-efficacy, (ii) entrepreneurial resilience, (iii) being visionary and (iv) building relationships. These will now be

examined using a systemic approach, that is, Wilber's (2000) AQAL model, which this study adopts and tests towards establishing an entrepreneurial coaching framework for the South African context.

2.8.1 Entrepreneurial self-efficacy and business growth

Coaching is a good intervention toward improving entrepreneurial self-efficacy, identified over a long period and by many researchers as an important outcome to aim for in entrepreneurial coaching (Pekkan, 2018; Saadaoui & Affess, 2015; Armstrong et al., 2007; Bandura, 2001; Phillips & Gully, 1997). From the beginning in post-apartheid South Africa, when entrepreneurial coaching was first established right up to the present, self-efficacy is discussed by researchers as an important coaching outcome (Molema et al., 2024). As the term indicates, it focuses on developing a personal aspect of the self to be independent and confident enough to manage their business's growth.

Self-efficacy is founded on social cognitive theory, and it refers to individuals' beliefs concerning their ability to complete certain tasks, which increases with experience (Bandura, 2001; Phillips & Gully, 1997). This psychological construct plays a crucial role in determining how people approach tasks, handle stress, and navigate the complexities of life (Peura, Aro, Räikkönen, Viholainen, Koponen, Usher & Aro, 2021; Tri Harinie, 2017). The purpose and importance of general self-efficacy lie in its profound impact on human behaviour, motivation, and overall well-being (Waddington, 2023; Al-Abyadh & Abdel Azeem, 2022; Lange & Kayser, 2022). Self-efficacy is significant because people with high self-efficacy are likelier to set difficult goals, persevere in adversity, and ultimately achieve success in various areas of life (Tri Harinie, 2017).

Self-efficacy is not a universal trait, but a differentiated set of self-beliefs linked to different functioning realms (Gale, Alemdar, Cappelli & Morris, 2021; Tri Harinie, 2017; Bandura, 2001). These realms are not limited to occupational, academic, social, and physical efficacy, each related to a specific domain of life (Bandura, 2006). In addition, the social cognitive theory posits that an individual may possess high self-efficacy in one area, for example, occupational and low

self-efficacy in another, such as parenting (Bandura, 2006). For this reason, this study must use the correct realm of self-efficacy, as the study context is entrepreneurship; entrepreneurial self-efficacy is the realm of self-efficacy that will be used. Saadaoui and Affess (2015) note that Entrepreneurial Self-Efficacy, influenced by social cognitive theory, relates to people's perceptions of their capacities for managing a new business.

The overall purpose of entrepreneurial coaching is to provide personalised support to the entrepreneur, intending to develop an entrepreneurial mindset, thinking, and the required skills to grow their business (Pekkan, 2018; Amamou & Ali, 2019). Saadaoui and Affess (2015) submit that successful entrepreneurial coaching results in entrepreneurs improving their business skills with increased entrepreneurial self-efficacy. These researchers observe entrepreneurs gain business clarity and confidence from coaching engagements. It is important for entrepreneurs to possess the right mindset to constantly acquire new skills and continually develop their business (Hunt et al., 2019; Saadaoui & Affess, 2015). Overall, studies identify and validate entrepreneurial self-efficacy as instrumental in entrepreneurial success (Cassar & Friedman, 2009; Hmieleski & Baron, 2008; Molema et al., 2024). However, Hmieleski and Baron (2008) caution against an overly positive focus on high entrepreneurial self-efficacy. They warn that this may be detrimental to the firm if entrepreneurs believe they can do everything superbly, blindsiding themselves to risks such as micro-managing, failing to employ others and not delegating tasks (Edwards, Miles, D'Alessandro & Frost, 2022; Hmieleski & Baron, 2008). Thus, although improving entrepreneurial self-efficacy is instrumental in aiding entrepreneurs to unlock their potential, it is also important to understand the environment in which the entrepreneur operates (Edwards, Miles, D'Alessandro & Frost, 2022; Hmieleski & Baron, 2008).

Pekkan (2018) found that coaching is a good intervention for developing self-efficacy in coachees, even in the business and entrepreneurship sectors. Thus, this study asserts it is necessary to ascertain if all the stakeholders see entrepreneurial self-efficacy as a coaching outcome that impacts business growth. Hence, hypotheses for this study are suggested based on the reviewed

literature and in relation to the AQAL model, which will be formulated in section 2.10 further below.

2.8.2 Entrepreneurial resilience and business growth

Resilience is the ability to adapt successfully in the face of stress or difficult circumstances (Korber & McNaughton, 2017; Wood & Bhatnagar, 2015; Ayala & Manzano, 2014; de Terte et al., 2012). Adapting successfully in the entrepreneurial context would mean, for example, weathering shrinking markets in times of economic recession—such as thinking through operating expenses, implementing cutbacks, looking for new sales opportunities or even properly seeing through a period of market and business expansion. Resilience indicates an active state of dealing with adversity rather than passive responses, such as feeling helpless, afraid, and despairing (Wood & Bhatnagar, 2015; de Terte et al., 2012). For example, being active and proactive or responsive can minimise any harm to the business. At the same time, reactiveness indicates an inability to pre-empt even more difficulties and harm to the business.

In a study aimed at establishing the role of resilience in South African entrepreneurs, Fatoki (2018) notes that individual (business owner's personal) resilience has a positive effect on business growth, specifically profits and sales. Earlier, it was noted that increased profits and sales are a business growth metric in South Africa. This finding is supported by Santoro et al. (2018), who argue that individual resilience fosters business growth. Both these studies find resilience in the entrepreneur to be directly linked to business growth.

2.8.3 Being visionary and business growth

This study scrutinises the concept of "being visionary" or visionary ability, the meaning of which is constructed as "having a vision about the future of the business" (Mamabolo et al., 2017, p. 5). Having a vision would suggest the entrepreneur perceives a clear image of what the business could look like or be in the future; the entrepreneur already sees what is not there in the present but will happen in the future. In an earlier study highlighting common traits in entrepreneurs and leaders, Fernald et al. (2005) identify being visionary as one

such. These authors argue that successful entrepreneurs need to be leaders in as much as leaders need to be entrepreneurial (take risks to make a gain). According to Fernald et al. (2005, p. 5), a successful entrepreneur “influences those who can help achieve a desired goal or vision”. This suggests that being visionary also entails motivating others to contribute to achieving a common goal or vision, such as investors and business staff.

Nimbodiya and Totala (2019) also maintain that a successful entrepreneur needs to be visionary. Renko et al. (2015) and Mamabolo et al. (2017) support this prospecting, respectively, posit that being visionary is part of the skills required for local entrepreneurial success. This is a critical point to note, especially because emerging entrepreneurs in South Africa often operate in extremely volatile, uneven and underdeveloped socio-economies that may restrict the business’s dreaming forward due to the possible challenges and risks involved. Nevertheless, entrepreneurship, by its very nature, is about taking risks. Entrepreneurial success is based on having a dream or vision for expanding one’s business and taking on more risks. Business development and risk-taking appear to be hallmarks of entrepreneurship. Mosteo et al. (2016) report that participants in a study they conducted on being visionary reported enhanced levels of personal vision, goal-directed energy and resilience following coaching.

2.8.4 Building relationships and business growth

This study explores “building relationships” as important for business growth. Mamabolo et al. (2017, p. 5) focus on entrepreneurs “building relationships of trust with clients”. This involves skills directly related to others and not just the business. Hence, this study extends this focus to other stakeholders and not only clients. Poor relationship management by entrepreneurs is much cited as a reason for small business failure in South Africa, especially in the start-up phase or first three years of operating (Msimango-Galawe & Hlatshwayo, 2021; Xesha et al., 2014). This is corroborated by Hartono et al. (2019), who demonstrate that in addition to other responsibilities, entrepreneurs need to pay attention to building good stakeholder relationships, which is important for the success of their businesses. Business stakeholders in this regard would be clients,

investors, customers, service providers, media, community members and others who affect the business directly or indirectly.

Hartono et al. (2019) note that good stakeholder relationships positively influence business growth. Good stakeholder relationships can enhance the reputation of the business, its sales and profits, and sector presence. Good stakeholder relations will result in business growth if the entrepreneur capitalises on these relationships; maintaining these relationships relies on good communication and professionalism, among other personal management skills. Galvão and Pinheiro (2019) point out that coaching enhances entrepreneurs' self-awareness and self-knowledge relating to their personalities, which enable them to better understand how to network and build effective relationships with key stakeholders. Such self-knowledge can, for example, help identify good and weak behavioural and communication attributes; awareness of these can lead to conscious work to enhance or transform certain behaviours and styles when communicating and networking with other people about the business (Pekkan, 2018; Diller, Brantl & Jonas, 2022). Personal mastery would assist an entrepreneur in understanding how to network and optimise these relationships in their networks, and this can be developed through entrepreneurial coaching (Mosteo, Batista-Foguet, Mckeever & Serlavós, 2016). The discussion shows that building relationships is a critical skill for entrepreneurs on a path to growing their businesses. This study will explore building relationships as a coaching outcome for business growth.

In section 2.10, further below, hypotheses about these variables or successful coaching outcomes with which to assemble the proposed conceptual framework are formulated. Further on below, the intended use of the four above variables in the AQAL-based conceptual model proposed in this chapter will be discussed. The hypotheses are presented to draw on for testing the fieldwork data. The conceptual framework will be tested from data collected from all the participants involved in entrepreneurial coaching—the entrepreneurs, entrepreneurial coaches, programme managers and industry experts. However, it is important to discuss the need for such a framework, evident from the literature gaps.

2.9 FRAMEWORK FOR ENTREPRENEURIAL COACHING SUCCESS

The researcher undertook the current study because the literature suggests a critical need to identify and explore the components for enhanced delivery of entrepreneurial coaching for small businesses in South African business incubators. In what Maritz (2013, p. 4) terms the “wild, wild west of business coaching”, the author highlights the need for a context-specific coaching framework for South Africa. “Wild, Wild West” suggests business coaching in South Africa as still in its pioneering stage, with few rules, order, or accountability; it suggests a chaotic field that needs ordering and shaping to be instantly recognisable as effective and productive in its raison d’etre. Schutte (2019) supports this, suggesting that there is still a need for further development in the coaching field, specifically in business incubators.

It is important to note that the business incubator environment differs vastly from the corporate coaching environment. Dobrea and Maiorescu (2015) argue that being in a business environment does not necessarily mean that entrepreneurial coaching is being delivered. This suggests that, like Maritz (2013), they too perceive the “anything goes” tendency in entrepreneurial coaching, echoed by Brinkley & Le Roux (2018) and Kotte et al. (2021). More recently, however, in response to this predicament in entrepreneurial coaching, an entrepreneurial coaching framework has been developed by Kotte, Diermann, Rosing & Möller (2021). This coaching framework is based on an interview, and further studies which test the findings in different settings have not yet been conducted. Nonetheless, it is a positive sign of growing awareness in entrepreneurial coaching to transition from pioneering to more organised and productive. This shift aims to achieve the desired outcomes of coaching, namely effective entrepreneurial development for business growth.

As asserted in this study, exploring the components identified in the literature as relevant and important for the South African business incubator environment is important. Further, those important components and the skill sets they suggest must rightly emerge from the key role players in developing small businesses—

entrepreneurs, coaches, business incubator facilitators, project managers, and industry experts. Therefore, this study proposed a framework for successful coaching outcomes in South African business incubators, including the critical success factors for entrepreneurial coaching, the coaching outcomes for the entrepreneur, and business growth. The discussion now shifts to how this may be accomplished using the Integral AQAL model.

2.10 CONCEPTUAL FRAMEWORK

This section discusses the quadrants based on the AQAL model for the proposed conceptual framework in relation to the four variables or successful coaching outcomes: (i) entrepreneurial self-efficacy, (ii) entrepreneurial resilience, (iii) being visionary, and (iv) building relationships that this study argues as essential for business growth in South Africa. Also, the hypotheses relating to these variables and the propositions suggested earlier were formulated. These were all integrated to establish the proposed conceptual entrepreneurial coaching framework for the South African context for use by business incubators.

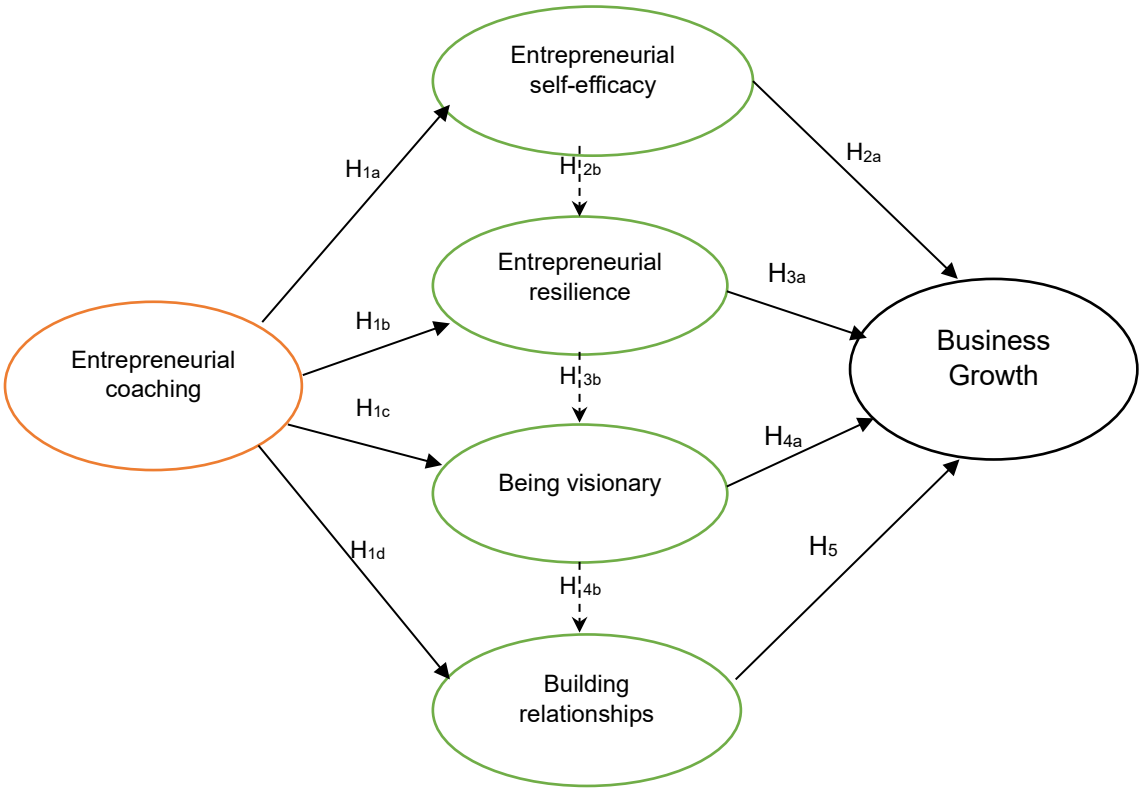


Figure 2.4: The Proposed Research Conceptual Framework

Source: Researcher's model developed from the literature analysis (Fatoki, 2014; Fatoki, 2018; Kotte et al., 2021; Mamabolo et al., 2017; Mele et al., 2010; Moen & Allgood, 2009; Stout-Rostron, 2006; Tooth et al., 2013; van Coller-Peter & Cronjé, 2020; Wiklund et al., 2009; Wilber, 2000; Xesha et al., 2014).

The following hypotheses are grounded in foundational theories, including Bandura's social cognitive theory, systems theory, and Wilber's AQAL model. Each hypothesis addresses a critical competency cultivated through entrepreneurial coaching and its potential impact on core business outcomes within South African business incubators. Self-efficacy, resilience, relationship-building, and visionary ability are essential for entrepreneurs operating in South Africa's challenging and dynamic socio-economic environment.

Hypothesis 1: Entrepreneurial Coaching Outcomes

This hypothesis is rooted in the understanding that entrepreneurial coaching is crucial in developing competencies that drive business growth, especially within complex environments like South Africa. Drawing on Wilber's Integral Theory (AQAL model), Systems Theory, and Entrepreneurial Ecosystem Theory, this hypothesis posits that coaching influences core entrepreneurial attributes by integrating individual and systemic factors to create a supportive ecosystem for growth.

i. **Hypothesis 1(a): Entrepreneurial Self-Efficacy and Business Growth**

Based on Bandura's social cognitive theory, entrepreneurial self-efficacy represents an entrepreneur's confidence in their ability to achieve specific outcomes (Bandura, 1997). Within the context of the IECF, entrepreneurial coaching is expected to moderate this relationship by enhancing self-efficacy through targeted support, skills development, and encouragement, thereby enabling entrepreneurs to overcome challenges and translate confidence into measurable business growth (Chen et al., 1998; Masten, 2014;

Amin& Fajri, 2024). By reinforcing belief in personal ability, coaching can amplify the impact of self-efficacy on business success.

ii. Hypothesis 1(b): Entrepreneurial Resilience and Business Growth

Resilience is critical for entrepreneurs facing the volatility and challenges typical in resource-constrained environments like South Africa. Systems Theory underlines the need for adaptability and resilience within interconnected systems, and coaching supports entrepreneurs by fostering the mental toughness needed to persevere (O'Neill, 2007; Masten, 2014; de Zepetnek, 2015). Through coaching, resilience is strengthened and directed toward business growth strategies. This study hypothesises that coaching will amplify the effect of resilience on growth, equipping entrepreneurs to navigate and adapt to dynamic market conditions.

iii. Hypothesis 1(c): Being Visionary and Business Growth

Visionary capacity (being visionary), the ability to anticipate future trends and adjust strategies accordingly, aligns with the AQAL model's focus on systemic, future-oriented thinking (Rahuman, 2022; Rizal, Leksono & Agus, 2023). Visionary entrepreneurs are better equipped to identify and capitalise on opportunities essential for long-term growth (Thompson, 2000; Esbjörn-Hargens, 2006). Entrepreneurial coaching enhances visionary capacity by encouraging proactive strategy development and foresight. This support will positively impact business growth by fostering a forward-thinking mindset that aligns with market demands.

iv. Hypothesis 1(d): Building Relationships and Business Growth

Building relationships is particularly important in South Africa, where cultural and relational dynamics often impact business success (Sendawula, Najjinda, Nanyanzi, Kimuli, & Walugembe, 2024). Relationship-building is embedded in the AQAL model's collective-exterior quadrant, emphasising the social systems that support entrepreneurial success (Wilber, 2000, 2005). Entrepreneurial coaching is expected to moderate the relationship between networking capabilities and

business growth, enhancing relational skills to foster access to resources, trust, and collaboration. In line with Systems Theory, relationship-building creates an interdependent network that supports growth by connecting entrepreneurs to critical resources, mentors, and opportunities (Mele et al., 2010; Isenberg, 2010).

Overall, Hypothesis 1 proposes that entrepreneurial coaching strengthens the positive relationship between core entrepreneurial competencies—self-efficacy, resilience, being visionary, and building relationships—and business growth. Through the theoretical lens of the IECF, which integrates AQAL (Wilber, 2000), Systems Theory (Von Bertalanffy, 1972), and Entrepreneurial Ecosystem Theory (Isenberg, 2014), this study posits that entrepreneurial coaching serves as a moderating force, enhancing the effectiveness of each competency in driving growth. By embedding these competencies within a structured entrepreneurial coaching framework, entrepreneurs are better equipped to harness their skills in a way that meets the unique challenges of the South African entrepreneurial landscape.

Hypothesis 1: Entrepreneurial coaching moderates the positive relationship between:

Hypothesis 1(a): entrepreneurial self-efficacy and business growth.

Hypothesis 1(b): entrepreneurial resilience and business growth.

Hypothesis 1(c): being visionary and business growth.

Hypothesis 1(d): building relationships and business growth.

Hypothesis 2: Entrepreneurial Self-efficacy and Business Growth

Self-efficacy, a central component of Bandura's social cognitive theory, refers to an individual's belief in their capability to perform tasks successfully and achieve specific goals (Bandura, 1997). In entrepreneurial contexts, self-efficacy is an essential predictor of resilience, persistence, and overall performance (Amin & Fajri, 2024) It drives entrepreneurs to persevere through setbacks and take calculated risks—qualities particularly valuable in high-risk environments like South Africa, where resource constraints and economic uncertainty are common (Masten, 2014).

From a systems theory perspective, self-efficacy represents an individual's capacity to navigate and influence their environment effectively (Khuzwayo, 2020; Haque & Kour, 2023). High self-efficacy empowers entrepreneurs to make proactive decisions, adapt their strategies, and incorporate new skills gained through coaching into their business practices (Goodman, 2002). This adaptive capacity is crucial within entrepreneurial ecosystems, where success often depends on the entrepreneur's ability to interact with and respond to external forces. Accordingly, Hypothesis 2 posits that increased self-efficacy will enhance coaching outcomes by boosting entrepreneurs' confidence and capacity to apply learned skills effectively.

Hypothesis 2: Entrepreneurial self-efficacy:

Hypothesis 2(a): as an individual interior entrepreneurial coaching outcome is positively related to business growth.

Hypothesis 2(b): mediates the positive relationship between entrepreneurial resilience and business growth.

Hypothesis 3: Entrepreneurial Resilience and Business Growth

Resilience, the ability to adapt and thrive in adversity, is a core concept in systems theory and is vital for sustained entrepreneurial success (Nautiyal & Pathak, 2024). Resilient entrepreneurs are better equipped to navigate unpredictable environments, adjust to shifting market conditions, and maintain progress despite challenging circumstances (Masten, 2014; O'Neill, 2007; Becker & Kabongo, 2020). This quality is especially pertinent for South African entrepreneurs, who often face significant socio-economic hurdles, including limited access to capital and infrastructural challenges.

Wilber's AQAL model positions resilience within the individual exterior quadrant, highlighting how an individual's adaptability influences their responses to external pressures. In entrepreneurial coaching, resilience is cultivated as a personal quality that supports behaviours such as persistence and creative problem-solving, which are essential for business growth. Thus, Hypothesis 3 suggests that resilience will be positively correlated with business growth outcomes, as

resilient entrepreneurs are better able to withstand and adapt to external challenges, promoting long-term stability and development.

Hypothesis 3: Entrepreneurial resilience:

Hypothesis 3(a): as an individual exterior entrepreneurial coaching outcome is positively related to business growth.

Hypothesis 3(b): mediates the positive relationship between being visionary and business growth.

Hypothesis 4: Being visionary and Business growth

Being Visionary, the capacity to anticipate and plan for future trends is essential for strategic development and is linked to the AQAL model's collective interior quadrant, which considers how external systems shape individual behaviours (Rahuman, 2022; Barnard, 2018). Entrepreneurs with strong visionary skills can better navigate uncertainties, identify growth opportunities, and position their businesses for long-term success, particularly in rapidly changing environments (Thompson, 2000). This forward-looking mindset is especially relevant in South Africa, where socioeconomic shifts require entrepreneurs to be adaptable and proactive (Rizal, Leksono, & Agus, 2023).

Hypothesis 4 proposes that entrepreneurs with high visionary ability are more likely to develop growth-oriented mindsets through coaching, as this competency enables them to align their strategies with emerging opportunities, thus enhancing their business outcomes.

Hypothesis 4: Being visionary:

Hypothesis 4(a): as a collective interior, entrepreneurial coaching outcome positively relates to business growth.

Hypothesis 4(b): mediates the positive relationship between building relationships and business growth.

Hypothesis 5: Building Relationships and Business growth

Building relationships is a critical success factor in entrepreneurial development. It enables access to resources, networks, and collaborative opportunities fundamental to business growth (Chen & Lee, 2024). Wilber's AQAL model

situates relationship-building within the collective-exterior quadrant, which explores individual interactions and broader social systems (Tirel, 2012). From this perspective, relationship-building extends beyond individual connections, encompassing the ability to establish and maintain networks with stakeholders, mentors, and clients (Wilber, 2000, 2005). This external environment of support is vital for sustaining entrepreneurial success (Shiferaw, Birbirsa & Werke, 2023).

Systems theory further highlights the importance of interdependence within ecosystems, where relationships act as conduits for resources, knowledge, and opportunities that support business development. In South African incubators, where networking and trust-building are essential for accessing limited resources, relationship-building as an outcome of coaching is expected to significantly enhance business growth. Hypothesis 5 posits that fostering strong relationships through coaching will contribute positively to business outcomes, as these networks serve as key channels for acquiring resources and expanding market opportunities.

> **Hypothesis 5:** Building relationships as a collective, exterior entrepreneurial coaching outcome positively relates to business growth.

Together, these hypotheses provide a comprehensive framework for understanding how core competencies fostered through entrepreneurial coaching—self-efficacy, resilience, relationship-building, and visionary ability—are linked to essential business outcomes within South African incubators. By situating each hypothesis within established theoretical frameworks, this study aims to clarify how entrepreneurial coaching supports sustained business growth and resilience in a challenging socio-economic environment. This approach enables a nuanced exploration of coaching impacts tailored to South African entrepreneurship's unique dynamics and cultural context.

As discussed in section 2.9 earlier, the entrepreneurial coaching framework is more than a coaching model; it includes the coaching success factors and the entrepreneurial coaching outcomes that lead to business growth. For this reason, the propositions below were developed to address the main research problem.

Proposition 1: The role of entrepreneurial coaching in the success of small enterprises in business incubators in South Africa includes improving the entrepreneur's self-efficacy, entrepreneurial resilience, capacity to be visionary and building relationships with stakeholders potentially beneficial for the growth of their business entity.

Proposition 2: The critical success factors for entrepreneurial coaching in the business incubator environment in South Africa are the coach-coachee relationship, coach and coachee commitment and coach demographics.

Proposition 3: The South African business incubator entrepreneurial coaching framework consists of the critical success factors for entrepreneurial coaching, the coaching outcomes for the entrepreneur and business growth.

The study will explore these propositions using the qualitative data from the fieldwork conducted with the participants —entrepreneurial coaches, programme managers and industry experts.

Table 2.1 summarises the research questions, hypotheses, and propositions from the literature reviewed in this chapter.

Table 2.1: Summary of Hypotheses and Propositions

Research Questions	Hypothesis/ Proposition
1. To what extent does entrepreneurial coaching moderate the relationship between: (a) Entrepreneurial self-efficacy and business growth? (b)Entrepreneurial resilience and business growth?	Hypothesis 1: Entrepreneurial coaching moderates the positive relationship between: Hypothesis 1(a): entrepreneurial self-efficacy and business growth. Hypothesis 1(b): entrepreneurial resilience and business growth.

Research Questions	Hypothesis/ Proposition
(c) Being visionary and business growth? (d) Building relationships and business growth?	Hypothesis 1(c): being visionary and business growth. Hypothesis 1(d): building relationships and business growth.
2. What is the influence of entrepreneurial self-efficacy: (a) As an entrepreneurial coaching outcome on business growth? (b) On the relationship between entrepreneurial resilience and business growth?	Hypothesis 2: Entrepreneurial self-efficacy: Hypothesis 2(a): as an individual, interior entrepreneurial coaching outcome is positively related to business growth. Hypothesis 2(b): mediates the positive relationship between entrepreneurial resilience and business growth.
3. What is the influence of entrepreneurial resilience: (a) As an entrepreneurial coaching outcome on business growth? (b) On the relationship between being visionary and business growth?	Hypothesis 3: Entrepreneurial resilience: Hypothesis 3(a): as an individual, exterior entrepreneurial coaching outcome is positively related to business growth. Hypothesis 3(b): mediates the positive relationship between being visionary and business growth.
4. What is the influence of being visionary : (a) As an entrepreneurial coaching outcome on business growth? (b) On the relationship between building relationships and business growth?	Hypothesis 4: Being visionary: Hypothesis 4(a): As a collective interior, entrepreneurial coaching outcome positively relates to business growth. Hypothesis 4(b): mediates the positive relationship between building relationships and business growth.
(5) What is the influence of building relationships:	Hypothesis 5: Building relationships: Hypothesis 5(a): as a collective exterior, entrepreneurial coaching

Research Questions	Hypothesis/ Proposition
(a) As an entrepreneurial coaching outcome on business growth?	outcome positively related to business growth.
6. What is the role of entrepreneurial coaching in the success of small enterprises?	Proposition 1: The role of entrepreneurial coaching in the success of small enterprises in business incubators in South Africa includes improving the entrepreneur's self-efficacy, entrepreneurial resilience, capacity to be visionary and building relationships with stakeholders that are beneficial for the growth of their business entity.
7. What are the critical success factors for entrepreneurial coaching in business incubators in South Africa?	Proposition 2: The critical success factors for entrepreneurial coaching in the business incubator environment in South Africa are the coach-coachee relationship, coach and coachee commitment and coach demographics.
8. What are the elements of an entrepreneurial coaching framework for business incubators in South Africa?	Proposition 3: The South African business incubator entrepreneurial coaching framework consists of the critical success factors for entrepreneurial coaching and the coaching outcomes for the entrepreneur and business growth.

2.11 CHAPTER CONCLUSION

This chapter outlined the research domains of entrepreneurship, business incubation and entrepreneurial coaching with reference to the literature and concepts based on systems theory, integral theory and the entrepreneurial ecosystem theory. It looked at small enterprise development in South African

business incubators, focusing on entrepreneurial coaching, the business owner (individual) and the skills they need, especially those soft skills related to learnability. It also looked at the critical success factors for coaching identified from the literature as the coach-coachee relationship, coach-coachee commitment and coach demographics, the latter of which relate to the South African post-apartheid context.

In addition, the chapter pinpointed business growth as the ultimate successful outcome of entrepreneurial development and self-efficacy, resilience, being visionary and building relationships as additional successful coaching outcomes that support business growth. These outcomes are presented as antecedents for business growth, which is generally measured by job creation, an increased client base, the number of years of business operation and sales growth. Based on systems theory, these were discussed as coaching outcomes that could align with the integral AQAL model. The researcher proposed and presented a conceptual framework based on the AQAL model and demonstrated the relationships between the hypotheses and propositions from the literature.

This study is founded on two broad premises based on the literature review. One is that self-efficacy, resilience, visionary thinking, and the ability to build relationships are critical success factors for entrepreneurial coaching, which can aid in addressing the research problem of business incubators in South Africa needing to increase small business growth. The second is that the coach-coachee relationship, commitment and coach demographics are also critical success factors for entrepreneurial coaching in South African business incubators.

Having provided the conceptual framework with the supporting research hypotheses and propositions, these were tested to ascertain if they met the study's goal of establishing an integral entrepreneurial coaching framework for successful outcomes in the South African context for use in business incubators. The next chapter presents the methodology this study used towards this.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 CHAPTER OVERVIEW

This chapter presents the study design and methodology for data collection and analysis in the current study, including a discussion about the inclusion criteria for the study sample. The research methods' validity, reliability, trustworthiness, and dependability are scrutinised to ensure the study is repeatable and bias-free. The anticipated limitations, as well as ethical considerations, are also discussed.

The research process followed for this study is visually depicted in Figure 3.1 below.

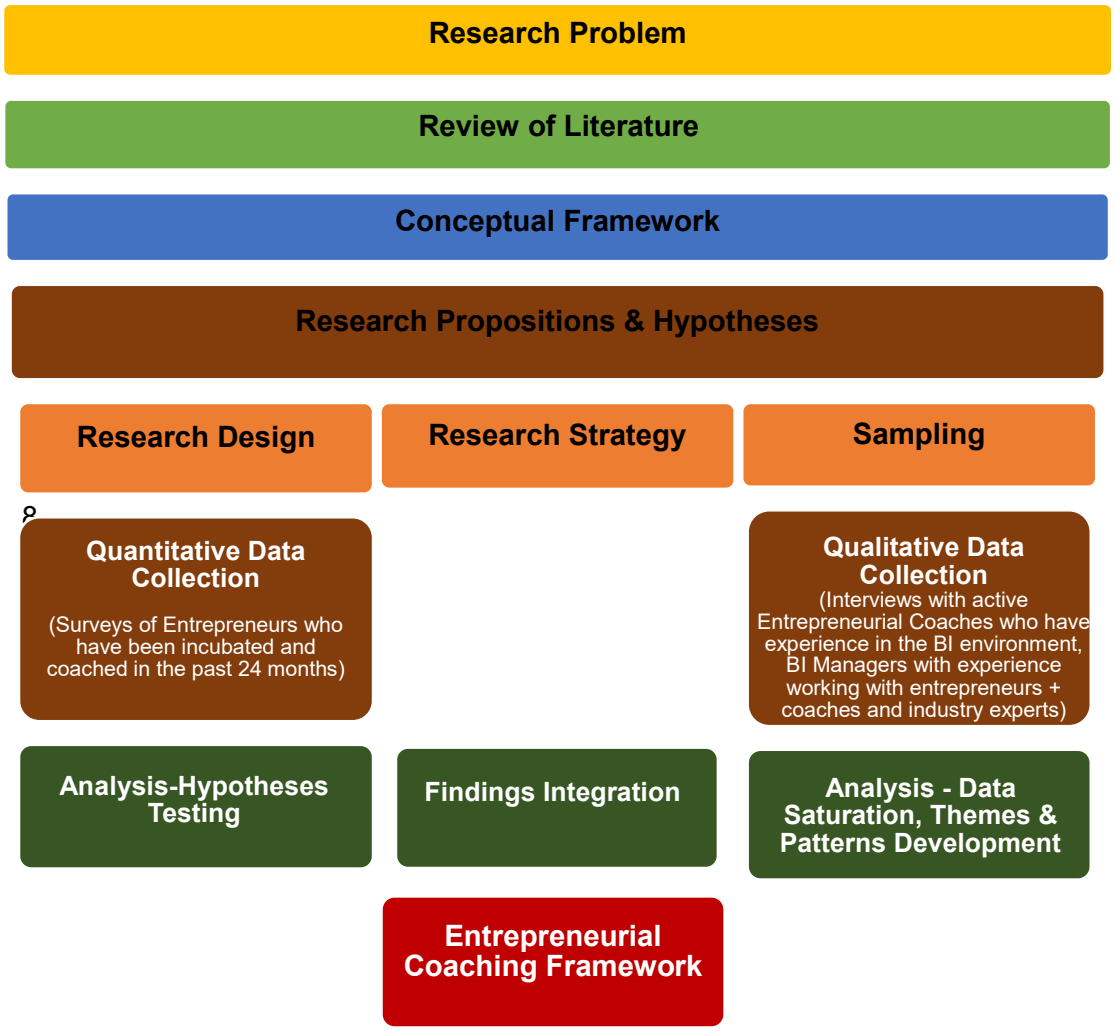


Figure 3.1: The Research Process for this Study

3.2 RESEARCH PHILOSOPHY

This thesis adopted pragmatism as its research philosophy. A foundational assumption of pragmatism is the belief in multiple realities and the construction of knowledge based on “what works” in relation to the research problem being studied (Leavy, 2017). Pragmatism as a research philosophy also supports dualistic study not bound by any single philosophical or reality paradigm (Creswell & Creswell, 2023). The pragmatic philosophy asserts that direct human experience is the source of knowledge and understanding (Bachkirova & Borrington, 2019; Passmore & Fillery-Travis, 2011). In the current study, the direct experiences of entrepreneurs, BI programme managers, coaches and industry experts are needed to develop an entrepreneurial coaching framework for small businesses in BIs in South Africa. Such a framework must consider theory and practice—often considered dualistic either-or coaching elements (Bachkirova & Borrington, 2019)—from recommendations emerging directly from the experiential data collected from these stakeholders.

Thus, a key reason for selecting pragmatism as the research philosophy for this study is that it focuses on combining theory and practice (Bachkirova & Borrington, 2019). The practice of entrepreneurial coaching is far more advanced than the theory. Hence, there is a need for more resources to critically evaluate principles and practices of entrepreneurial coaching and small business development based on theoretical research (Blackman, Moscardo, & Gray, 2016). The current study seeks to employ pragmatism to obtain insights about entrepreneurial coaching practice, perceived success determinants for entrepreneurial coaching and integration of these with theory to construct an entrepreneurial coaching framework for the South African context (Passmore & Fillery-Travis 2011; Bachkirova & Borrington, 2019; Nicholls-Nixon & Maxheimer, 2022).

According to Bachkirova and Borrington (2019), pragmatism offers a beneficial synthesis for what is often viewed as irreconcilable dualism or an either-or approach. It is thus best suited for research in the coaching field (Passmore &

Fillery-Travis, 2011). A dualism technique in this study allows the researcher to investigate the experiences of entrepreneurs/participants who have undergone entrepreneurial coaching in BIs by collecting data objectively regarding entrepreneurial coaching outcomes (Bachkirova & Borrington, 2019). Fillery-Travis and Cox (2014) call for coaches to take a pragmatic approach to coaching. This means aligning theories, methods, and strategies they consider useful in the real world to trace their success and challenges to theoretical roots.

3.3 RESEARCH APPROACH

Given the above, combining deductive and inductive research approaches makes sense to enhance the study by balancing out potential deficiencies. For this reason, abductive reasoning is the most suitable research approach for the current study as it combines deductive and inductive reasoning approaches (Leavy, 2017). Furthermore, according to Blackman, Moscardo and Gray (2016), two or more methods should be employed in coaching research instead of just one method. Unlike inductive and deductive reasoning approaches, abductive research can explain, build, or modify the theoretical framework before, throughout, and after the research process (Leedy & Ormrod, 2016). The current study engages with multiple theories, a strength of abductive reasoning, which also provides flexibility for studies with a multiplicity of positions, which is also a feature of the current study (Tavory & Timmermans, 2022). The propositions of this abductive study were developed deductively. This is in line with the pragmatic research paradigm and abductive approach. Guided by literature, theoretical propositions are derived from a literature review and then used to guide the collection and analysis of data (Pearse, 2019; Pearse, 2021; Tavory & Timmermans, 2014)

3.4 RESEARCH DESIGN

The current study explores the experiences of entrepreneurs, entrepreneurial coaches, BI programme managers and industry experts on entrepreneurial coaching for small businesses in BIs in South Africa. To the researcher's

knowledge, this has not previously been undertaken. The study employs an explanatory concurrent research design that allows for both quantitative and qualitative data collection and analysis to occur (almost) simultaneously and independently of each other (Schoonenboom & Johnson, 2017). This is important because the two studies were not dependent on each other, and data could be collected concurrently; however, the findings were integrated at the data analysis stage. Further, an explanatory concurrent research design aligns with the main research objectives.

The qualitative study focuses on participants' experiences deriving from their entrepreneurial coaching interventions in BIs. The qualitative study aims to provide demographic details about the participants, the success factors they identify for effective entrepreneurial coaching, and the challenges they experience in delivering successful outcomes, with their suggestions for improving coaching interventions occurring within South African business incubators. The quantitative study aimed to collect data from entrepreneurs, who are often not consulted on how coaching is brought into their support and the success factors. It was important to attempt to get a large sample size across South Africa to include their voice in developing this framework as they are the main beneficiaries.

This study uses a cross-sectional time horizon as it is cost-effective and appropriate for the research objectives. For the present study, the quantitative data collection commenced on the 2nd of May 2021 and closed on the 5th of December 2021. The qualitative data collection commenced on the 5th of May 2021 and was completed on the 30th of September 2021. The timeline demonstrates the simultaneous nature of the data collection stage, and the data analysis was conducted concurrently.

In terms of interdependence in this mixed methods study, design, implementation, and analysis were independent, as per a concurrent independent design, with the integration point occurring at the results stage. At the integration stage, the results of the qualitative and quantitative data output

(revised conceptual framework) were integrated to develop the entrepreneurial coaching framework (discussed in detail in Chapter 6).

3.5 RESEARCH METHODS

The study used a mixed method combining quantitative and qualitative methods to maximise the advantages of both methods towards answering the research question and enriched and broadened the scope of the research. The quantitative method enabled the researcher to collect and evaluate numerical data collected via a survey from the entrepreneurs using statistical analysis tools (Leavy, 2017; Neuman, 2013) to measure the variables for successful coaching outcomes, which is important in testing and establishing the relations among these. In this regard, the researcher conceived the data collections as two data subsets via two sub-studies of the stakeholders in the entrepreneurial ecosystem. The qualitative method allowed the researcher to establish patterns from the data collected from interviews with entrepreneurial coaches, BI programme managers and industry experts, especially regarding entrepreneur needs and successful coaching outcomes and interpret their significance in depth (Creswell & Creswell, 2023).

Similarly, St-Jean and Audet (2012) and Crompton and Smyrnios (2011) used a mixed methods approach in their respective studies, the former investigating the role of mentoring in developing entrepreneurs and the latter the coaching experiences among entrepreneurs. It is noteworthy in these studies that the mixed methods approach strengthens their findings. Further, the mixed methodology approach aligns appropriately with the study's pragmatic philosophy approach, allowing the researcher to gather data inductively (from the interviews) and test data deductively from existing models and theories.

The two data sets were collected and analysed concurrently in the current study, and the results were integrated during the discussion phase. The qualitative data contributed insights from coaches, program managers and industry experts on how entrepreneurial coaching can best be positioned and structured in the BI

sector. The quantitative data contributed insights from the entrepreneurs on what was most important for them from their coaches and how entrepreneurial coaching has been delivered to them.

One key outcome of the mixed method study is gleaning in-depth insights from various participants, including entrepreneurial coaches, business incubator programmes managers and industry experts involved in coaching programme design and rollout for entrepreneurs. Another key outcome is gleaning the insights of entrepreneurs who have undergone entrepreneurial coaching interventions in BIs. Finally, another important outcome is the study testing relationships between variables: entrepreneurial self-efficacy, entrepreneurial resilience, being visionary, building relationships, business growth, and entrepreneurial coaching. This testing provided valuable experience-based input from entrepreneurs and those involved in entrepreneurial coaching—coaches, BI programme managers, and industry experts—into the entrepreneurial framework developed as the final product of this study.

These outcomes align appropriately with calls made by Fillery-Travis and Cox (2014) mentioned above for coaching research approaches that integrate theory and practice when enquiring into best practices for entrepreneurial coaching interventions for small enterprises.

3.6 POPULATION AND SAMPLING

The researcher focused on finding a way to incorporate the voices and test the input of both the enablers (entrepreneurial coaches, BI programme managers, and industry experts) and beneficiaries (entrepreneurs) of entrepreneurial coaching in South African business incubators. The population and sampling of qualitative and quantitative data collection processes are detailed below.

3.6.1 Qualitative Study

The target population of the qualitative sub-study comprised (a) entrepreneurial coaches, (b) BI programme managers who have used coaching in their

programmes and (c) entrepreneurship development ecosystems industry experts such as researchers, policymakers in the ecosystem and those involved in the establishment of the larger BIs in the country. These are important stakeholders in entrepreneurial coaching delivery for entrepreneurs in South African BIs. Thus, this target population is active participants with valuable experiences and insights relating to coaching in the entrepreneurship sector (Lose et al., 2016; Meyer et al., 2016). Any study seeking to improve coaching outcome success should bring their voices into the inquiry.

Regarding the selection of participants, as already mentioned, the qualitative sub-study had three target population groups, namely, entrepreneurial coaches, BI programme managers and industry experts. Given the dynamism of the coaching field, coaches primarily practice in various specialisations, such as leadership, career development, executive and entrepreneurial coaching. Thus, there is no definitive number of entrepreneurial coaches in the country because there is neither a regulatory body nor a centralised register for them. This complicates determining the population size of South African coaches.

The main coaching body in South Africa, Coaches and Mentors of South Africa (COMENSA) does not have a register by category. In 2022, there were approximately 1700 coaches (COMENSA, 2022). The Institute of Business Advisors Southern Africa (IBASA) has over 2000 members, and the Africa Board for Coaching, Consulting, and Coaching Psychology (ABCCCP), which has about 1,000 registered coaches who work with entrepreneurs, are two other main coaching bodies with coaches on their registers. It is from the above population that the sampling frame was derived. Therefore, the estimated population of entrepreneurial coaches was 4,700. This estimate is because coaches may be practising in different fields of coaching, including entrepreneurial coaching.

The target population included BI managers who worked in a second or third-generation model BI and were directly involved in recruiting entrepreneurial coaches for their programmes. Furthermore, the target population included industry experts who had worked in a key decision-making role in the BI industry

and deeply understood entrepreneurship development or entrepreneurial coaching in the South African context. The number of BIs in South Africa varies, depending on the source report; in 2014, a non-exhaustive list of South African incubators mentioned 63 business incubators (Khambule & Mtapuri, 2018). Because of the inclusion criterion in this group, the population of South African entrepreneurial ecosystem industry experts is unknown. This group consisted of small enterprise development researchers, subject matter experts, industry leaders and those who had played multiple roles in the ecosystem, such as small enterprise owners, developers and BI managers.

For the qualitative study, the concept of saturation was utilised. According to Guest et al. (2016), there is no one-size-fits-all approach to determining a study's saturation point. However, the common principle of saturation is indicated by no new themes or new information from data provided by additional participants (Saunders et al., 2017). Braun and Clarke (2021) state that data saturation occurs when information becomes redundant and no new information is obtained from new interviews. The target sample size for the current study was 18, but the researcher conducted 32 interviews because new information kept emerging.

3.6.2 Quantitative Study

The location of the study is South Africa, across all nine provinces. Entrepreneurial activity in the provinces differs vastly due to various socio-economic and cultural factors (Neuman, 2013; van der Spuy, 2019). On a broader scale, STATSSA (2021) notes different provincial contributions to the national economy 2019. The process used in this study was convenience sampling, followed by exponential non-discriminative snowball sampling, in which the first participant makes recommendations for other participants until the required sample size is reached (Schindler, 2019).

Regarding selecting entrepreneurs as survey respondents, the Small Enterprise Development Agency (SEDA) estimates the total number of small enterprises in South Africa at approximately 2,400,000 in 2021, primarily comprised of informal businesses (SEDA, 2022). However, there is no database of those entrepreneurs

who received coaching for small enterprises in South Africa. This means that the proportion of small enterprises receiving coaching and mentoring is likely in the minority of the total estimate.

The study sought a statistically significant sample for the data analysis; this was a target of 250 responses. According to statisticians, for statistical significance, an absolute minimum sample size of at least 250 cases (respondents) is required (Figueiredo Filho, 2013; Lakens, 2021). Yet, other authors recommend a ratio of the number of items to respondents, ranging from 5:1 to 10:1 (Osborne & Costello, 2019; Field, 2018). In other words, at the upper extreme, for every question (or item), there should be at least 10 respondents. The questionnaire (see Appendix B) contained 56 items that were factor analysed according to the variables for entrepreneurial coaching--entrepreneurial self-efficacy, entrepreneurial resilience, being visionary, building relationships and business growth. This translated to a minimum sample size of n=280 (56 x 5) respondents.

Based on the population stated above, regarding a minimum acceptable sample size, the current study aimed to acquire a sample size that generated a 95% confidence interval (Field, 2018; Figueiredo Filho et al., 2013; Lakens, 2021). Further, to estimate the proportion with plus or minus 5% precision, the resultant target sample size statistically was *n*=385 (Field, 2018; Figueiredo Filho et al., 2013; Lakens, 2021). However, the sample size was n=296 (indicating a 77% response rate), surpassing the recommended 280 participants.

3.7 DATA COLLECTION

Data was collected using quantitative and qualitative instruments, per pragmatic research philosophy, abductive reasoning, and a mixed methods approach (Bachkirova & Borrington, 2019). The details of the data collection process and instruments used in each sub-study are given below.

3.7.1 Qualitative Study

Data was gathered via interviews for the qualitative study focusing on the perceptions and insights of entrepreneurial coaches, BI programme managers and industry experts (Leavy, 2017). A semi-structured interview approach was employed as it allows for short answers and the opportunity to probe for deeper insights during the interview (Creswell & Creswell, 2023; Easterby-Smith et al., 2021). Moreover, the semi-structured interview method was deemed appropriate because it facilitates a deeper understanding of the participants' world and the constructs that shape their beliefs and processes in their environment (Schindler, 2019). For the qualitative study, the participants were recruited via the incubator programmes in which they worked; after that, they were asked to refer other entrepreneurial coaches they perceived to have previously worked with. When these referrals were introduced to the researcher, their qualification for inclusion in the study was checked based on their experience in the BI environment. The researcher used a database of BIs per province for the programme managers and sought referrals from other interviewees. The industry experts were either directly approached or sent by referral, and then, if they met the inclusion criteria, they were included in the sample.

The research instrument for the qualitative study was a semi-structured interview, the interview guide (see Table 3.1 for the constructs from which it was developed), which is contained in Appendix C of this thesis. The interview sought to understand what entrepreneurial coaches, BI programme managers and industry experts consider critical success factors in entrepreneurial coaching in South Africa. The interview questions varied slightly with each group, entrepreneurial coaches, BI programme managers and industry experts--to allow for contextual and position-specific perspectives (Rubin & Rubin, 2011). The interview guide included questions pertaining to demographic details, such as gender, race, years of entrepreneurial coaching experience, coaching and other qualifications. Some questions were also aimed at ascertaining the interviewee's role and level of experience with entrepreneurial coaching in the incubator environment in South Africa.

Table 3.1: Interview Guide Development

High-level Factor		Construct	Research question	Interview question	Source
Entrepreneurial coaching success factors	Coach Demographics	Age, gender, race, language spoken, qualifications, experience in entrepreneurial business entities	7	2f, g, h	Gyllensten (2018); Stout-Rostron (2006); Passmore (2013)
	Coach-coachee relationship	Importance of coach-coachee relationship for coaching success	7	2e	Maxheimer and Nicholls-Nixon (2022); Gyllensten (2018); Terblanche & Heyns (2020); Grant (2014); Leedham (2004); Blackman (2006); Mansoori et al. (2019)
	Coach-coachee commitment		7	2f	Crompton et al. (2012) Amamou & Ali (2019) Cox et al. (2018) Salem (2020)
Other success factors for coaching			7	2h, i, c, d, b, j	Researcher's own questions
Programme success factors			8	2b, h, j, d, g, c	Researcher's own questions
Benefits of coaching			6	2a	Researcher's own questions

3.7.2 Quantitative study

For the quantitative study focusing on entrepreneurs who had undergone entrepreneurial coaching within three years of the data collection process for the current study, a questionnaire was adopted to collect information about the respondents' attitudes, experiences, and views (Easterby-Smith et al., 2021).

The quantitative study used Qualtrics for the online self-administered questionnaire, presented in Appendix B of this thesis. The online questionnaire distribution proved beneficial for data collection during the COVID-19 lockdown and travel bans enforced in the country. The researcher thus selected online surveys in line with the health safety aspect and ease of distribution to entrepreneurs across all nine provinces (Cresswell & Cresswell, 2018). Online surveys were also cost-effective, with savings made via the omission of travel across the various physical locations where entrepreneurs were based. The recruitment of the entrepreneurs was largely from the BI programme managers sending the link to their alums. In addition, the entrepreneurs were asked to share the survey link with other entrepreneurs who had been in an incubation programme within the stipulated period and had an entrepreneurial coach in the programme.

The quantitative study questionnaire for entrepreneurs was adapted from the literature review of validated measurement scales for measuring coaching outcomes and business growth (Fatoki, 2014; Fatoki, 2018; Kotter et al., 2021; Mamabolo et al., 2017; Mele et al., 2010; Moen & Allgood, 2009; Stout-Rostron, 2006; Tooth et al., 2013; van Coller-Peter & Cronjé, 2020; Wiklund et al., 2009; Wilber, 2000; Xesha et al., 2014). The questionnaire investigated entrepreneurial coaching outcomes for entrepreneurs from entrepreneurial coaching sessions, the impact of the outcomes on business growth and critical success factors for entrepreneurial coaching.

The scales employed in the questionnaire were adapted from previous studies and adapted to suit the South African business incubator environment. The scales are presented in Table 3.2 below.

Table 3.2: Survey Scale Development

High-Level Factors	Construct	Question Number	Items	Variables	Source
Demographics		A1-A5	4	Other	Researcher
Entrepreneurial Coaching	Entrepreneurial Coaching	6	13	IV	Salem & Lakhal (2018); Kotte et al. (2021); van Coller-Peter & Cronjé (2020); van de Kerkhof (2020)
Entrepreneurial outcomes	Entrepreneurial Self-Efficacy	7	11	MV	Msimango-Galawe and Urban (2019) Tooth et al. (2013) Moen and Allgood (2009)
	Entrepreneurial Resilience	8	10	MV	Fatoki (2018)
	Being Visionary	9	7	MV	Mamabolo et al. (2017) ; Renko et al. (2015) ; Fernald et al. (2005)
	Building Relationships	10	9	MV	Mamabolo et al. (2017) ; Xesha et al. (2014); Mlotshwa & Msimango-Galawe (2020); Galvão & Pinheiro (2019)
Business growth	Job creation	11	2	DV	Wiklund et al. (2009)
	Sales growth	11	2	DV	Wiklund et al. (2009); Fatoki (2018)

High-Level Factors	Construct	Question Number	Items	Variables	Source
Critical success factors for entrepreneurial coaching	Coach-coachee relationship	12	1		Grant (2014); Gyllensten (2018); Terblanche & Heyns (2020)
	Coach-coachee commitment	12	2		Crompton et al. (2012); Gyllensten (2018); Terblanche & Heyns (2020)
	Coach demographics	12	4		Gyllensten (2018)

IV- Independent variable, DV- Dependent variable, MV- Moderating Variable

3.8 PILOT STUDIES ON THE RESEARCH INSTRUMENTS

3.8.1 Qualitative Study

Pilot testing of the interview guide was conducted in alignment with the Interview Protocol Refinement (IPR) four-phase step to increase the dependability and trustworthiness of the interview protocol (Castillo-Montoya, 2016). This framework was selected for the qualitative pilot study as it is a recommended best fit for pilot studies relating to semi-structured and structured interviews (Castillo-Montoya, 2016; Majid et al., 2017).

In the first phase, the researcher created a matrix to ensure the interview questions were linked to a research question, as in Table 3.1. This was important as it helped the researcher to eliminate unnecessary questions in the interview guide. However, while this excluded the demographical questions, it aided the researcher in building rapport with the interviewees and better understanding the sample characteristics (Rubin & Rubin, 2011).

The second phase involved constructing an inquiry-based conversation. The researcher used open-ended questions that were conversational and not

constructed using research or academic language (Rubin & Rubin, 2011). To achieve this, the researcher used simple everyday language more in keeping with what the interviewees were accustomed to daily and avoided technical jargon (Brinkmann & Kvale, 2015, as cited in Castillo-Montoya, 2016). This aligns with Rubin and Rubin (2011), who assert that interviewers should aim to follow the social rules that apply to conversations in interviews.

The third phase entailed receiving feedback on the protocols to enhance the trustworthiness of the interview guide as an instrument for the study (Hazzi & Maldaon, 2015; Malmqvist et al., 2019). The researcher enlisted four colleagues (an academic researcher, practitioner entrepreneurial coach, BI programme manager and industry expert) to read the interview guide critically. These critical readers gave feedback regarding ease of understanding questions, interview flow and length, and culturally insensitive language use. The latter was deemed important as this was intended as a nationwide study across all nine provinces with different cultures; questions were thus included regarding the coach's demographics (Majid et al., 2017).

The feedback received in phase three related to the adaptation of the second question (Question 2) that focussed on entrepreneurial coaching success factors; the critical readers recommended adapting it to suit the interviewee. For example, changing the question to ask the coach directly how they would measure the effectiveness of coaching they have delivered, then asking the BI managers how they currently measure entrepreneurial coaching effectiveness, and lastly, asking the industry experts what recommendations they would make regarding measuring the effectiveness of entrepreneurial coaching. These adaptations critically took into consideration the positionality of the participants. At the same time, the original question neglected that the coach and industry expert would look at the recommendations for coaching from different experiences. These changes were more grammatical rather than content.

Piloting the interview guides was the fourth phase, which entailed a simulation of conditions comparable to those anticipated in the real interviews (Castillo-

Montoya, 2016). Four interviews were conducted with colleagues who fit the inclusion criterion (these were a different set to the four colleagues involved in the third phase relating to the critical reading of the interview guide). The researcher paid attention to the time the interviews took, the flow of the questions, any difficulties experienced by the “interviewees” understanding any questions, and any discomfort experienced responding to any questions. The latter helped the researcher develop effective strategies to pose the “difficult” questions.

Next, revisions were made to questions relating to the importance of the demographics related to the entrepreneurial coach in BI and the coaching process; these revisions aimed to ensure these questions were not biased or skewed (Ismail et al., 2017). Feedback received pertained to the ambiguity associated with the question relating to the impact of the demographics of the coach in coaching success and as an entrepreneurial coaching success factor. The need for clear wording that avoided suggestive language was identified. After this final process, the interview guide was deemed ready for data collection to be rolled out.

3.8.2 Quantitative Study

Once developed, the questionnaire for entrepreneurs' effectiveness and efficiency in measuring the intended constructs (construct validity) was pilot-tested (Neuman, 2013). The pilot testing of the quantitative sub-study aimed to test the content validity, clarity relating to the instructions for the entrepreneur sample and testing of the hypotheses (Creswell & Creswell, 2023). This was done in two phases: content validity testing, statistical analysis, and hypothesis testing. The first stage evaluated the contents of the questionnaire via a panel of experts that included entrepreneurs, academics, and statisticians. The aim was to determine if the questionnaire could adequately assess the experience of the entrepreneurs with entrepreneurial coaching, including regarding success factors for entrepreneurial coaching (Creswell & Creswell, 2023).

The second phase of the pilot testing involved statistical analysis and hypotheses testing. The survey was administered online to 71 entrepreneurs, after which

some alterations were made. These included changes to the sequence of questions and language editing to ensure that all the questions were clear, especially those that produced a lot of “neutral” responses from the 71 entrepreneurs. For this reason, the respondents involved in the pilot test were not included in the final data.

3.9 DATA ANALYSIS

As mentioned previously, the study used an abductive approach for qualitative data analysis. This entailed delving deeper into the data to look for emerging themes and their implications for the overall study, including the entrepreneurial coaching framework for the South African context (Leavy, 2017). The quantitative data obtained from the survey conducted with entrepreneurs was analysed using statistical analyses. This was important in addressing the research questions, specifically where regression analysis was required, and factor analysis for the entrepreneurial coaching construct (Creswell & Creswell, 2023). The procedures for analysing the two datasets in this mixed methods study are presented below.

3.9.1 Qualitative Study

The qualitative data collected from entrepreneurial coaches, BI programme managers, and industry experts were analysed via a couple of steps. The first step was transcribing the recorded interviews into a Word document. The Software package ATLAS.ti was then used to organise, code, analyse, and find themes in the data holistically and contextually using Braun and Clarke’s (2012) thematic analysis guide. These procedures were conducted to make meaning and connections from the data collected in the interviews (Creswell & Creswell, 2023).

Braun and Clarke’s (2006) six-phase guide for thematic analysis was used. Patterns in the data regarded as relevant, noteworthy, and connected to the research questions were selected as themes of significance for the current study. Step 1 involved transcription of the audio interviews into text. After the initial transcription, the researcher read the transcripts again to gain an understanding.

Step 2 involved the generation of initial codes using the ATLAS.ti data analysis programme. Step 3 involved the researcher creating code groups and networks from which themes were identified or emerged, assigned a colour, and copied into the network using the ATLAS.ti data analysis program.

In Step 4, the researcher examined the coded data for each theme to see if it formed a logical and consistent pattern, which also involved refining the themes (Nowell et al., 2017). Step 5 involved defining and naming the themes Braun and Clarke (2012); where necessary, the researcher revised the theme names. Step 6 was reporting and writing up the findings, which in the current case included reporting the findings of the qualitative sub-study in Chapter 4 and integrating and discussing them in depth in Chapter 6 along with the integrated findings of the quantitative sub-study in Chapter 5.

3.9.2 Quantitative Study

The quantitative data gathered through Qualtrics was analysed using the Statistical Package for the Social Sciences (SPSS) version 27 and STATA version 13. To analyse the entrepreneurs' responses, descriptive statistics and several multivariate statistical tests were performed, including tests for correlation, reliability, and regression analysis to test variables and hypotheses (Easterby-Smith et al., 2021). Structural Equation Modelling (SEM), specifically through path analysis, was used to test the proposed conceptual framework and relationships between its variables (Mehmetoglu & Venturini, 2021).

3.10 TRUSTWORTHINESS, VALIDITY AND RELIABILITY

To ensure quality in the overall current study, trustworthiness was applied to the qualitative study and validity and reliability tests were conducted for the quantitative study.

3.10.1 Trustworthiness (Qualitative Study)

To ensure the trustworthiness of the qualitative study's findings, the researcher examined transferability, credibility, dependability, and confirmability.

a. Transferability

To sufficiently account for the transferability or generalisability of the qualitative study (Nowell et al., 2017), the researcher provided in-depth details on the study's context, data collection and the sample of the entrepreneurial coaches, BI programme managers and industry experts. These details will enable other researchers to transfer the study from one context to another (Creswell & Creswell, 2023). The researcher also used strategies to glean thick descriptions and responses from the open-ended questions, administering consistent questions to all the qualitative study participants and interview questioning techniques that allowed for deep and insightful responses by the participants on the phenomenon under discussion.

b. Credibility

Credibility or the data's believability (the equivalent of internal validity in quantitative research) (Easterby-Smith et al., 2021), the researcher collected information from various active sources in the entrepreneurial ecosystem (Saunders et al., 2019). The researcher also kept a field journal and underwent peer debriefing after completing each significant research activity, for example, post-interview, transcription, and development of themes (Amankwaa, 2016). Additionally, the advice of peers in the field was sought to check for the adequacy of the study to generate feasible data from which reasonable conclusions could be drawn (Leedy & Ormrod, 2016).

c. Dependability

To ensure dependability, the researcher used an inquiry audit, which included personal notes and logs during the data collection and interview recording processes (Creswell & Creswell, 2023; Morse, 2015). The researcher has also ensured that all data-related documents are safely archived should an audit be requested by examiners or reviewers of this study within the confines of the permitted ethical disclosures

d. Confirmability

Confirmability is the extent to which a study's conclusions can be corroborated by other researchers, including proving that the data and interpretations of findings are not fabricated but drawn from the data (Amankwaa, 2016; Nowell et al., 2017). To ensure confirmability, the study used different data sources: entrepreneurial coaches, BI programme managers and industry experts (Easterby-Smith et al., 2021). This reduced the potential for researcher influence based on the industry or other sources of pre-existing bias (Morse, 2015). In addition, all records, notes and emails relating to both sub-studies have been kept in safe storage and are available upon request.

3.10.2 Validity (Quantitative Study)

The instrument's validity measures what it says it will measure. The accuracy of the outcomes for which the study was designed is important for enabling future researchers to replicate a study (Field, 2018). To measure internal validity, the quantitative study used exploratory factor analysis and confirmatory factor analysis to test the data collected from entrepreneurs who had received entrepreneurial coaching via business incubators (Field, 2018).

3.10.3 Reliability (Quantitative Study)

The degree to which the data collection method produces consistent findings using a reliable instrument and research process ensures that other researchers can reach similar conclusions (Easterby-Smith et al., 2021; Schindler, 2019). To measure the reliability of the survey questionnaire for entrepreneurs, the quantitative study used Cronbach's alpha to test the internal consistency of the items in the questionnaire (Field, 2018). A threshold of 0.7 was considered acceptable, and a threshold of less than 0.5 was unacceptable (George & Mallery, 2020).

3.10.4 Researcher Positionality and Reflexivity

Positionality refers to the position the researcher assumes when conducting a study and influences how the research is conducted, the framing of the outcome and the results (Darwin Holmes, 2020; Hampton et al., 2021). The researcher's

position and interest in this study were influenced by her work in entrepreneurial coaching and her work with other coaches and mentors who use various approaches to coaching within various entrepreneurial development programs across the country. This raised questions regarding how entrepreneurial coaching as a defined practice is measured and optimised. Thus, it was also important to gain the perspectives of the entrepreneurs, entrepreneurial coaches, BI programme managers, and industry experts active in the entrepreneurial ecosystem.

The researcher is an active entrepreneurial coach, which significantly motivated the pursuit of this study. This line of pursuit was motivated by the ongoing debates about the lack of standardisation in coaching approaches, coaching outcomes, the main benefits of coaching to entrepreneurs and the professionalism or lack thereof of practitioners in the entrepreneurial coaching field. Before conducting the study, the researcher was relentlessly curious about what a framework for this niche would include and what measuring the impact of entrepreneurial coaching in the South African context would look like. Hence, the researcher kept an open-minded and solution-seeking interest in the study.

The researcher endeavoured to maintain objectivity throughout the research process. Using a semi-structured interview guide helped in this regard. Additionally, being mindful of one's positionality and reflexivity enhanced the researcher's integrity in the research process (Dodgson, 2019; Hampton et al., 2021; Palaganas et al., 2017; Reid et al., 2018).

3.11 LIMITATIONS OF THE STUDY

The current study’s limitations include low representativity, particularly in provinces with a low presence of business incubators, entrepreneurial coaches and entrepreneurs, such as the Northern Cape and Mpumalanga. Some entrepreneurial coaches hesitated to share the survey with their coachees because they saw the research as an attempt to assess their coaching competence. The researcher attempted to address this by sharing an electronic

version of the quantitative study's survey of entrepreneurs with the coaches to give them full awareness of the questionnaire's content.

Access to entrepreneurs proved difficult with the passing of the POPI Act, which occurred during the data collection stage. Consequently, many BIs, including those operating nationally, were reluctant to participate in the study or share their database of entrepreneurs. Additionally, COVID-19 impacted the ability to conduct face-to-face surveys with entrepreneurs, which meant reliance on online surveys with a low response rate.

3.12 ETHICAL CONSIDERATIONS

In the current study using a mixed methods approach, the researcher considered ethical risks relating to the quantitative and qualitative sub-studies (Leavy, 2017) and tried to prevent ethical breaches (Neuman, 2013). Before data collection, ethical clearance was applied from the Research Ethics Committee of the University of Witwatersrand (WITS) (Non-Medical), which was granted on 14 April 2021. WITS' guidelines for Human Research Ethics (Non-Medical) require the researcher to address the following five ethical concerns; the appropriate actions taken are also given.

(i) Minimising risk or harm to participants

The study was categorised as having minimal risk to all the participants. Respondents were enrolled in both sub-studies without coercion or abuse of power.

(ii) Obtaining informed consent

Before the interviews and surveys were administered, study participants were advised of their voluntary decision to participate. Every survey questionnaire administered to the entrepreneurs in the quantitative study contained an informed consent form that stated the purpose of the research and how participation in the study might affect participants.

(iii) Protecting anonymity and confidentiality

The interviews between the researcher and the interviewees in the qualitative study with entrepreneurial coaches, BI programme managers and industry experts were not anonymous. Their names were removed from the transcripts of their interviews and replaced with pseudonyms, such as Participant 1, 2, etc. The interviews were conducted via online platforms, such as Zoom and MS Teams, and recorded for transcription. After removing the personal names of the interviewees, the researcher downloaded and archived the recordings in a secure cloud storage platform and a safe local drive. Regarding the law, the researcher followed the POPI Act and did not access databases containing people's contact information unless they provided an explicit agreement to participate (which was not necessary for this study). Throughout the thesis, the researcher referred to those enrolled in the study as respondents or participants, with all personal identities anonymised.

(iv) Avoiding deceptive practices

The researcher remained cognisant throughout the study of her positionality and reflexivity; she thus revealed her identity and position, the purpose of the study and any potential impact of participation on the participants.

(v) Providing the right to withdraw

The quantitative study allowed participants to exit the survey at any point, which they were made aware of at each data collection step. Additionally, at the onset of an interview, the researcher reviewed the informed consent form with the participant and highlighted their right to withdraw. This was undertaken with every participant.

3.13 CHAPTER CONCLUSION

This chapter has offered a full account of this study's research design and methods. A concurrent mixed methods approach was adopted to analyse the insights and perspectives of experienced entrepreneurial coaches, BI programme managers and industry experts (in the qualitative study), as well as

entrepreneurs who had undergone entrepreneurial coaching (in the quantitative study) towards creating a South African Integral Entrepreneurial Coaching Framework for BIs. The findings of the qualitative study are presented in the next chapter.

CHAPTER 4: QUALITATIVE DATA ANALYSIS

4.1 CHAPTER OVERVIEW

This chapter aims to present and analyse the primary data from the interviews with entrepreneurial coaches, industry experts, and BI programme managers. It presents the findings of this qualitative study, incorporating the participants' voices and insights as a foundation of fundamental aspects to inform an integral entrepreneurial coaching framework.

The themes that emerged from the data provided by the entrepreneurial coaches, programme managers and industry experts contribute to answering the following research questions undertaken by the study: Q6: What is the role of entrepreneurial coaching in the success of small enterprises? Q7: What are the critical success factors for entrepreneurial coaching in business incubators in South Africa? Q8: What are the elements of an entrepreneurial coaching framework for business incubators in South Africa?

The qualitative data from the interviews with the participants was analysed using thematic analysis and ATLAS.ti version 22 (see the codebook in Appendix G). The findings are first presented in relation to the participant's demographic information, followed by the themes and subthemes that emerged through applying the thematic analysis process (Braun & Clarke, 2006). Some of the direct responses from the participants during the interviews are presented to corroborate the key concepts or indicators in the emerged subthemes. Pseudonyms such as “Participant 1” and “Participant 2” are used to protect the participants’ identities for ethical reasons, and their background/demographic information is provided to contextualise the data analysis.

4.2 BACKGROUND/DEMOGRAPHICS OF PARTICIPANTS

Figures 4.1, 4.2, 4.3 and 4.4 provide demographic details about the participants (entrepreneurial coaches, BI programme managers and industry experts), that is, in terms of gender, race, position and years of experience in entrepreneurship.

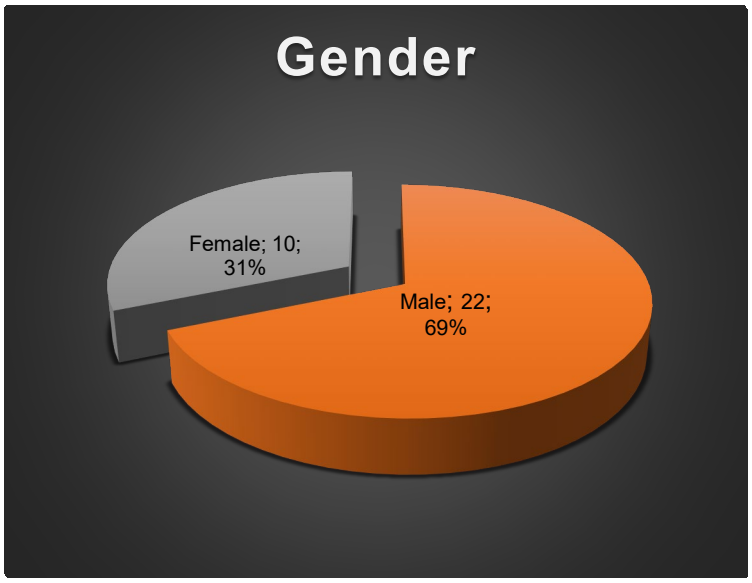


Figure 4.1: Gender of participants

Figure 4.1 shows that the gender profile of the study sample of 32 participants was higher for males at 69% (22) than for females at 31% (10).

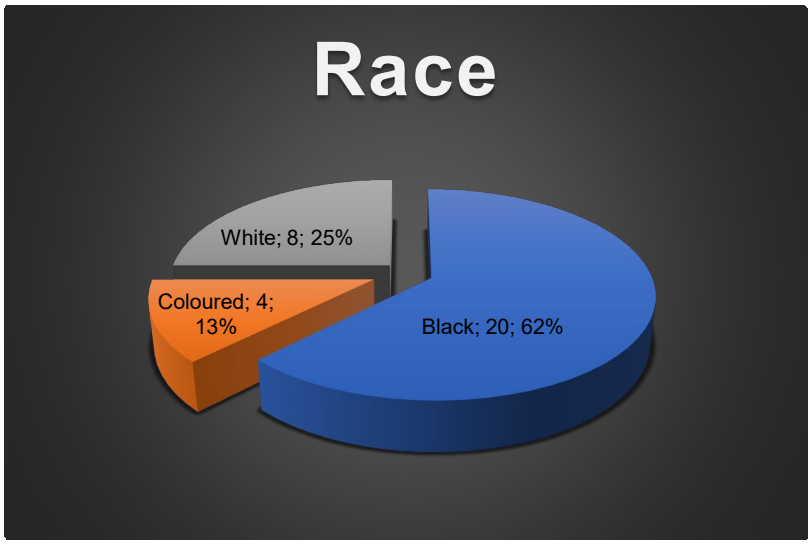


Figure 4.2 Race of Participants

Figure 4.2 shows the race profile of the study sample of 32 participants: 62% (20) were black, 25% (8) were white, and 13 % (4) were coloured.

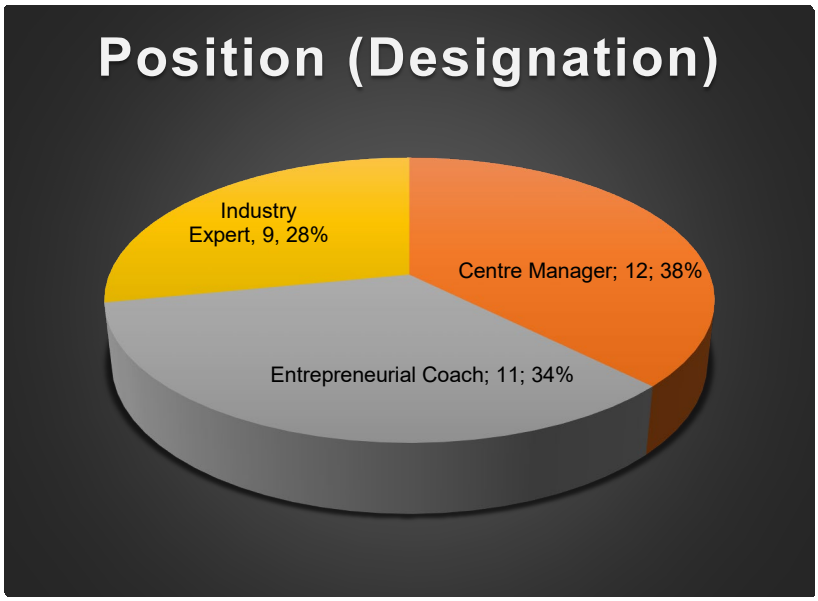


Figure 4.3 Designation or position of participants

Figure 4.3 shows that of the 32 participants in the study sample, 34 % (11) were entrepreneurial coaches, 38% (12) were BI programme managers (in charge of programmes), and 28% (9) were industry experts.

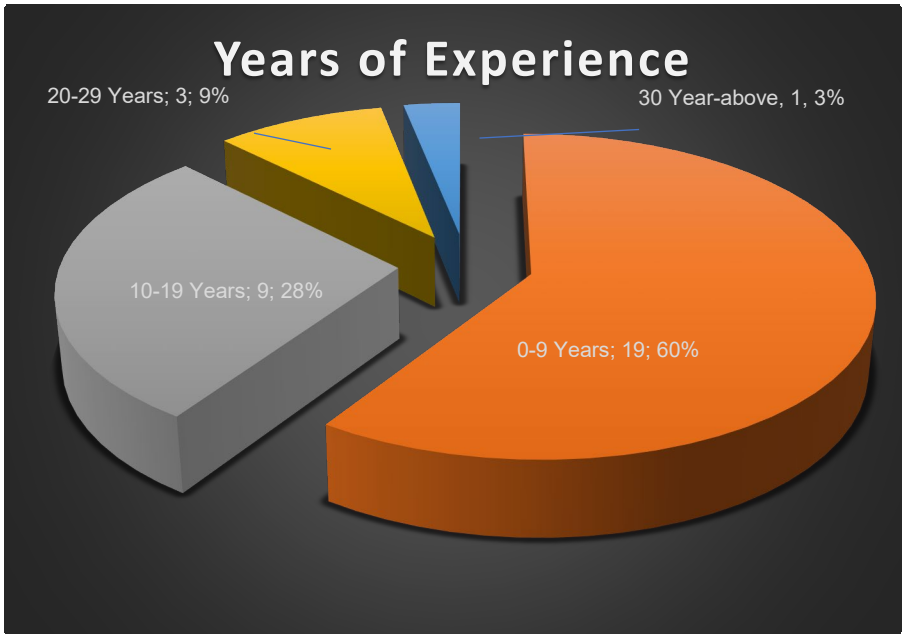


Figure 4.4: Experience (in years) of coaches, BI programme managers and industry experts

The gender, race, age and experience in years of the participants in this study are presented in terms of demographic rations. The participants themselves also comment upon demographic factors. Figure 4.4 shows that in terms of experience in the entrepreneurship field in the study sample of 32 participants, 60% (19) had 0 to 9 years of experience, 28% (9) had 10 to 19 years of experience, 9% (3) had 20 to 29 years of experience and 3% (1) had 30 and above years of experience.

4.3 RECURRING WORDS IN DATA RELATED TO ENTREPRENEURIAL COACHING IN SOUTH AFRICA

The study participants were distributed across all nine provinces of South Africa and engaged with diverse entrepreneurs in various business incubators. Despite this diversity, there were notable commonalities in their insights, expressed through standalone words during the interviews. The researcher identified these as relevant in the South African entrepreneurial coaching field and considered them worthy of mention. These insights offer a preliminary glimpse into the foundational discursive and training language within the local entrepreneurial coaching landscape, which forms the basis for further exploration in this study. Not just the words but their frequency is also worth noting. The vocabulary used by the participants in this study varies, with some words being straightforward and obvious while others are more specialised and descriptive. This diverse terminology contributes to refining the thinking and practice within entrepreneurial coaching.

The words frequently, as identified in the data analysis, proved useful; they served as initial indicators in the data of the needs and concerns relating to entrepreneurial coaching as expressed by the BI programme managers, entrepreneurial coaching and industry experts from which more pointed themes emerged. There was an emphasis on the evaluation of coaching in all entrepreneur programme interventions (the words reflecting this, for example, monitoring and evaluation), the demographics relating to coaches (the words reflecting this, for example, gender; language) and the selection criteria for hiring

coaches (the words reflecting this, for example, experience, knowledge, partnership).



Figure 4.5: Word Frequency Cloud

Source: Researcher's Atlas.ti Output

Figure 4.5 provides a visual of words frequently used by the interview participants to express the needs they perceived as important for success in entrepreneurial coaching in South Africa. To note, many of these words also became part of the entrepreneurs' jargon when they entered BI programmes and went through entrepreneurial coaching to develop the knowledge, skills and competencies to

grow sustainable businesses in the South African small business sector, as will be seen in Chapter 5, which reports on the entrepreneurs' views and insights relating to entrepreneurial coaching.

4.4 ANSWERS TO RESEARCH QUESTIONS

Table 4.1: Summary of themes and subthemes

Main Themes	Description	Sub-Themes
1. Entrepreneurial Coaching Needs	Identifies essential coaching needs for small business success in South Africa, derived from insights provided by entrepreneurs and business incubator managers.	- **Business Entity Needs**: Encompasses sector compliance, funding access, and market growth. - **Entrepreneur Needs**: Financial skills, sales and marketing focus, entrepreneurial mindset, and personal development.
2. Critical Success Factors	Examines key elements for effective coaching outcomes, focusing on the dynamics of coach-coachee relationships, competencies, and personal attributes.	- **Entrepreneur Characteristics**: Emphasises passion, motivation, voluntary engagement, and personal growth. - **Diversity & Cultural Intelligence**: Considers cultural relatability, language barriers, and demographic diversity. - **Coach's Personal Attributes**: Emotional intelligence, empathy, patience, passion,

		trustworthiness, and communication skills. - **Coach Competence**: Addresses academic qualifications, entrepreneurial experience, and ethical standards. - **Relational Aspects of Coaching**: Focuses on connection, mutual respect, commitment, boundaries, and power dynamics. - **Coaching Elements**: Stresses clear objectives, accountability, multi-faceted approaches, rapport-building, and site visits.
3. Perceived Incubator Support	Assesses the support structures within business incubators that contribute to successful entrepreneurial outcomes.	- **Programme Success Factors**: Incorporates training components, programmatic focus, governance, mentorship, and ecosystem partnerships. - **Integration of Coaching Component**: Emphasises embedded coaching, post-incubation aftercare, and long-term monitoring.

In line with this study's pragmatic research paradigm and abductive reasoning approach, the research themes were generated from the existing theory and the interview transcripts of the participants (Tavory & Timmermans, 2014). This reinforces Passmore and Fillery-Travis's (2011) argument that researchers should aim to produce inclusive research by 2021 that includes practitioners and academics. In keeping with these important research requirements, the following three themes and ten subthemes emerged from the data.

The first theme covers the entrepreneurial coaching needs of small businesses regarding (a) business entity needs and (b) the entrepreneur's needs. The second theme, critical success factors for entrepreneurial coaching, has six subthemes: (a) entrepreneur characteristics, (b) demographics, diversity, and cultural intelligence, (c) coach's personal attributes, (d) selection criteria for coaches or coach competence, (e) relational aspects of coaching (f) coaching elements. The third theme, perceived incubator support, covers the needs of the business incubators regarding entrepreneurial coaching through two subthemes: (a) programme success factors and (b) integration of the coaching component into the programme.

This section's research themes and subthemes are presented below as responses to the following three research questions. They are linked directly to the responses provided by the entrepreneurial coaches, BI programme managers and industry experts. Research Question 6: *What is the role of entrepreneurial coaching in the success of small enterprises?* Research Question 7: What are the critical success factors for entrepreneurial coaching in business incubators in South Africa? and Research Question 8: *What are the elements of an entrepreneurial coaching framework for business incubators in South Africa?* Research Question 8 is the overarching question that consolidates key elements for developing an entrepreneurial coaching framework tailored to the South African context within Business Incubator (BI) programs. Additionally, it derives insights from the quantitative study, specifically focusing on entrepreneurial coaching outcomes that contribute to business growth.

The data is reported below according to the questions they answer in the form of themes and related subthemes that emerged from the data. Each subtheme is reported initially in visual summary form as a diagram (figure), giving an overview of all the indicators relating to the subtheme identified by the participants. The subtheme overview diagram also shows the inter-relationships between the indicators. Analyses of some directly quoted extracts from the interviews are then provided for key indicators identified in the subtheme.

4.4.1 Research Questions 6

This section presents findings that pertain directly to Research Question 6: *What is the role of entrepreneurial coaching in the success of small enterprises?* Theme 1, Entrepreneurial Coaching Needs of Small Enterprises*,* responds directly to this question.

Theme 1: Entrepreneurial Coaching Needs for Small Enterprises

This theme reflects the participants' responses regarding the role of entrepreneurial coaching in the success of small enterprises. The participants gave insights on the key needs of entrepreneurial coaching to influence success in small enterprises. These emerged as two broad categories or subthemes: (a) the needs of the business entity and (b) the needs of the individual entrepreneur, each with indicators relating to the business and entrepreneur, respectively.

Subtheme 1(a): Business Entity Needs

"Business entity needs" are conceptualised in this study as all entrepreneurial coaching outcomes that are beneficial for the growth of the business entity. The participants highlighted the business entity's needs, including assistance with sector compliance, access to funding, and access to market and business results or growth.

Figure 4.6 shows the business entity's needs, highlighted by the entrepreneurial coaches, BI managers, and industry experts in their interviews. These were identified as business results, market access, sector compliance, and access to funding. The figure also demonstrates that participants associated the business

entity's needs for coaching to address, for example, access to markets, understanding compliance issues in the sectors where the entrepreneurs operate, access to finance, and positive business results.

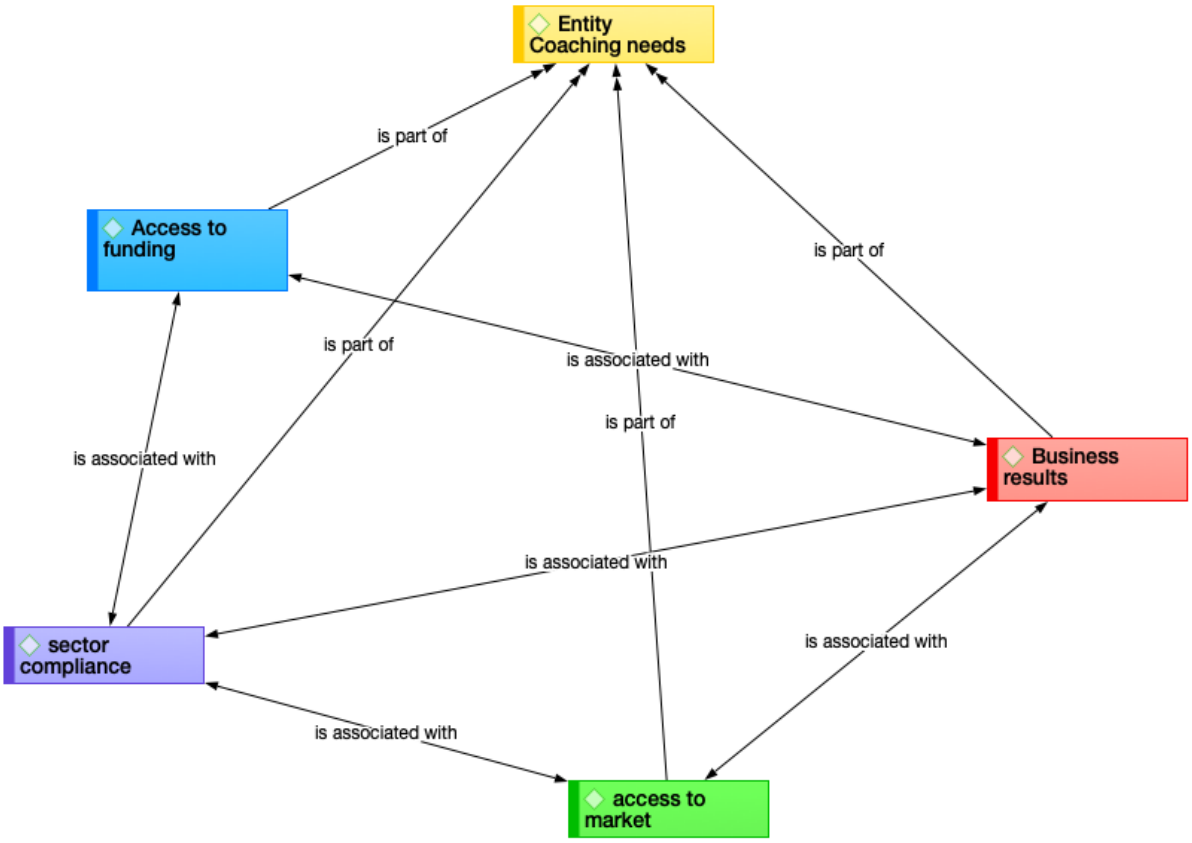


Figure 4.6: Overview of Business Entity Coaching Needs

Source: Researcher's Atlas.ti Output

Below are some of the participants' direct responses related to business entity needs in relation to coaching. The Business Entity Needs subthemes present only these key indicators for business growth related to entrepreneurial coaching: access to funding, business results, and sector compliance. They are analysed in no particular order of importance. The key theme indicators below are access to funding, business results, and sector compliance.

Participants offered insights on access to funding as a business entity needs.

> "*The most critical part would be the funding element*, whether the mentor opens doors towards funding for the entrepreneur or assists them with preparing the required documents for an entrepreneur to access the

> required funding.” [emphasis added] (Participant 17, black male entrepreneurial coach based in Gauteng Province)
>
> “You need to come in and say, ' I’m coming to do the training, but I’m also willing to invest as a client within that space’. *I think that’s what many businesses seek: clients more than anything*.” [emphasis added] (Participant 25, black male programme manager based in Western Cape Province)

Participant 17 highlighted an important need of a business as funding and that entrepreneurial coaching should include access to funding in their coaching interventions. Participant 25 highlighted a different business need--access to clients or markets. Both participants observed that entrepreneurial coaches need to intentionally support the entrepreneurs’ businesses by paying attention to giving them access to funding, clients and markets.

Participants offered insights on business results and sector compliance as important business entity's needs.

> “… things like *sales growth, profitability, cash flow, how many new employees* you have or how many you got rid of, depending on the issue.” [emphasis added] (Participant 24, white female entrepreneurial coach based in the Eastern Cape)
>
> *They’re [entrepreneurs entering a sector] not sector-aware of what it takes to move in that sector.* When they get there, they find out that it takes so much work and money.” [emphasis added] (Participant 21, black female industry expert based in Gauteng Province)

Participant 24 highlighted business results such as sales growth, cash flow and profitability as critical business needs. Participant 21 noted that sector knowledge is important, which will help in sector compliance for the business, which they commented “takes so much work and money”.

Subtheme 1(b): Entrepreneur Needs

For this study, "entrepreneur needs" is understood as all entrepreneurial coaching outcomes that benefit the individual entrepreneur based on their needs for entrepreneurial development.

Figure 4.7 is a diagrammatic representation of the participants' responses regarding coachee (entrepreneur) needs from the programme, which is also associated with the other themes and subthemes that emerged from the interviews with the coaches, BI programme managers and industry experts. The needs of entrepreneurs were identified as technical skills of the entrepreneurial coach, time management, entrepreneurial role models, marketing coaching, financial acumen, coaching to impact the entrepreneur and the business entity, personal development of the entrepreneur, entrepreneurial mindset, the role of the entrepreneur (in coaching intervention), sales and marketing focus and entrepreneurial networks. The diagram also displays the interrelations between these indicators.

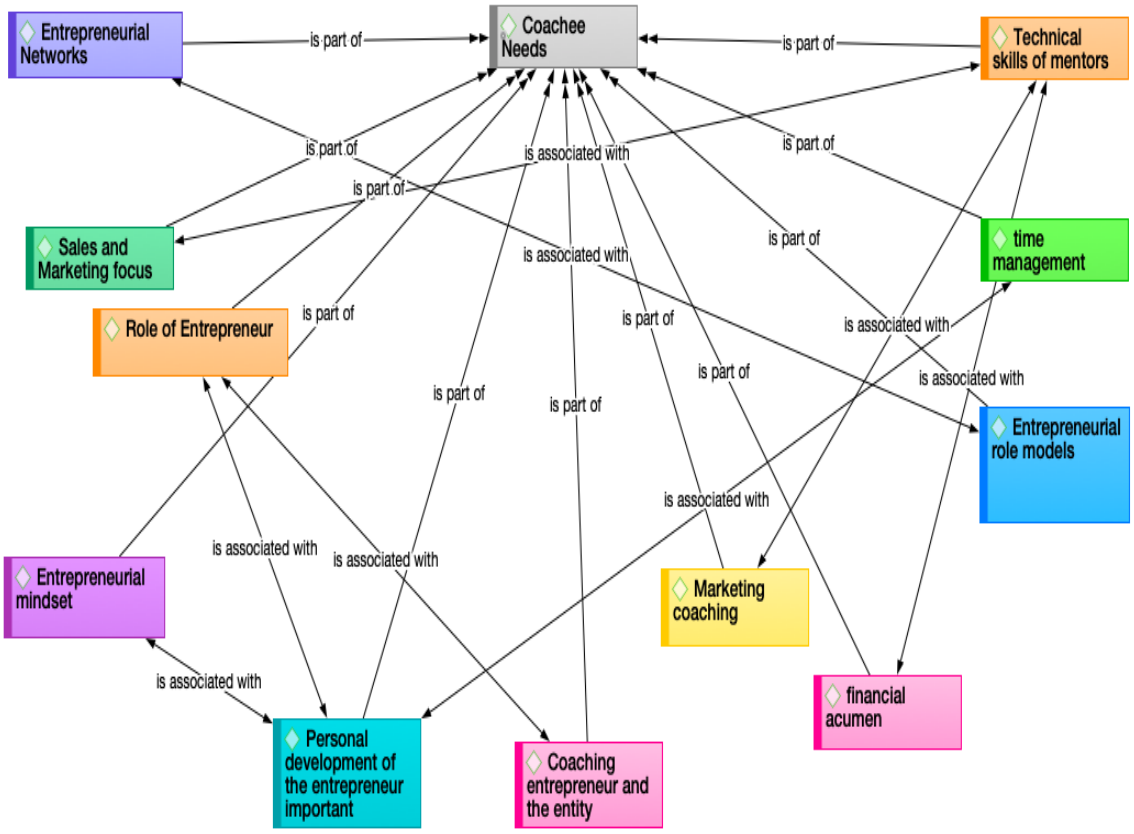


Figure 4.7: Overview of Entrepreneur Coaching Needs

Source: ATLAS.ti Researcher's output

Below are some of the participants' responses relating to entrepreneur needs in relation to coaching. The Entrepreneur Needs subtheme presents only these key indicators for the development of the entrepreneur related to entrepreneurial coaching: financial acumen, sales and marketing focus, entrepreneurial mindset, personal development and coaching that impact the entrepreneur and the business and are analysed in no particular order of importance. The key subtheme indicators commented on below are financial acumen, sales and marketing focus, entrepreneurial mindset, personal development and coaching that impacts the entrepreneur and the business.

The participants perceived financial acumen, sales, and marketing as important entrepreneurial needs.

> "We [industry experts] don't speak about *'financial acumen'* in entrepreneurial coaching, which is something we do need to develop further because when we teach people the value of what they have invested in, then we will get better outputs." [emphasis added] (Participant 21, black female industry expert based in Gauteng Province)

> "I see a massive opportunity and gap is in the *sales and marketing* … Most of the incubatees are very bright technically, but *there's a different skill[s] set and a different person who becomes a salesperson*. So, they actually need sales and marketing support." [emphasis added] (Participant 27, white male, entrepreneurial coach based in the Eastern Cape)

> "As a marketing coach, I would want to know *that my client is more confident to pitch to a customer.* I would want to know that she has the script ready, they are audible, and *they are comfortable talking about the benefits of their service or product*." [emphasis added] (Participant 2, black female, entrepreneurial coach based in Gauteng Province)

Participant 27 and Participant 2 spoke about building sales and marketing focus and competency in the entrepreneur while differentiating between technical skills for this and the entrepreneurial mindset needs. Participant 27 emphasised sales

and marketing as a technical competency that should be considered separate from the entrepreneur. Participant 21 emphasised the importance of coaching to develop entrepreneurs' financial understanding, which is often overlooked in coaching programs; however, financial skills are required so that the entrepreneur understands the "value of their investment" for better business outcomes.

Participant 2, on the other hand, related sales and marketing to the entrepreneur's confidence and mindset for business success. Both perceived sales and marketing knowledge as building an entrepreneurial mindset, a combination of technical and soft skills also described in the entrepreneur's personal development for business success.

The participants perceived personal development and entrepreneurial mindset as important entrepreneurial needs.

> "It [entrepreneurial coaching] touches on the personal aspect of the entrepreneur—getting them to become more *resilient*, … to *be confident*, … *to face some of the personal barriers* that they need to work on for them to become effective entrepreneurs … that's always the starting point—*personal effectiveness of the entrepreneur*." [emphasis added] (Participant 5, Coloured male, entrepreneurial coach, based in Western Cape Province)

> "Should the coach be more committed than the entrepreneur, it brings a red flag regarding the *entrepreneurial mind-set* … pertaining to the *personal development level* of that entrepreneur. That's where the intervention would then come in to say: 'how then can we equip that *entrepreneur to start becoming responsible for their own actions'*." [emphasis added] (Participant 29, black male programme manager based in Gauteng Province)

Both Participant 5 (a coach) and Participant 29 (a BI programme manager) focused specifically on personal development and mindset aspects for

entrepreneurs, emphasising skills that target inner personal growth in the entrepreneur. They perceived that developing an entrepreneurial mindset leads to increased confidence. Participant 5 also highlighted resilience in this regard. For Participant 29, increased confidence led to increased responsibility by the entrepreneur for the business and more independent operational capacity.

4.4.2 Research Questions 7

Research Question 7: What are the critical success factors for entrepreneurial coaching in business incubators in South Africa? This research question was answered by theme 2, Critical Success Factors for Entrepreneurial Coaching and its six subthemes. This theme also partially contributed to answering research Question 8: What are the elements of an entrepreneurial coaching framework for business incubators in South Africa?

Theme 2: Critical Success Factors for Entrepreneurial Coaching

This theme reflects the participants' responses to questions relating to critical success factors for entrepreneurial coaching. The participants gave insights about what they perceived as the essential success factors for entrepreneurial coaching in six broad categories, reported as the following subthemes: (a) entrepreneur characteristics, (b) demographics, diversity and cultural intelligence, (c) coach's personal attributes, (d) selection criteria for coach (coach competence), (e) relational aspects of coaching (the coach-coachee relationship) and (f) coaching elements. Additionally, each subtheme contains the various indicators for success relating to the needs or requirements of the entrepreneur, the entrepreneurial coach or entrepreneurial coaching.

The subthemes were analysed sequentially and depicted the South African context in the findings related to entrepreneurial coaching. This analysis delved into what the entrepreneur and the entrepreneurial coach bring to coaching and the needs and requirements for successful coaching. Thus, the first analysis of the entrepreneur's characteristics that contribute to the success of a coaching intervention is given; these give a useful picture of "who" the South African entrepreneur is in a coaching intervention, their features or attributes that indicate

what the coaching requirements are. Next is the analysis of the expansive subtheme “demographics, diversity (or difference) and cultural intelligence”, with key indicators for these extracted and unpacked in some detail to show the importance of paying attention to these “difference” factors in the South African context for successful coaching outcomes.

The subsequent analyses consist of subthemes that delve into the coach's requirements for successful coaching outcomes. The two subthemes cover “the personal attributes of the coach” and “selection criteria for coach (coach competence)”. This is followed by an analysis of the relational aspect of coaching, which synthesises the coach and the entrepreneur regarding the coach-coachee relationship for successful coaching. Finally, an analysis of the coaching elements that the participants give as necessary for successful coaching outcomes is given. These six subthemes are reported in detail below, including an analysis of the key indicators linked to quoted excerpts from participants’ interviews.

Subtheme 2(a): Entrepreneur Characteristics

In this study, “entrepreneur characteristics” are understood as the entrepreneur's contribution towards the effectiveness of the entrepreneurial coaching intervention, such as their commitment, dedication and engagement in the programme.

Figure 4.8 is a diagrammatic representation of the participant’s views on the characteristics of the entrepreneur and how they contribute to the success of the coaching intervention. These were identified as the entrepreneur’s personal aspects, personal development, voluntary participation in BI programmes, drive and motivation, passion and commitment. The inter-relatedness between these indicators or characteristics of the entrepreneur is also shown.

Following are some of the insights of the study participants relating to this subtheme. The Entrepreneur Characteristics subtheme discusses only these key indicators of findings: gender and race bias, age of coach and related

discrimination, cultural relatability between coach and coachee, language barriers, diversity of coach versus coach-coachee relationship, cultural barriers impacting entrepreneurs and the cultural awareness or intelligence of the coach-entrepreneur's passion, drive and motivation, voluntary participation in BI programmes, personal development and personal aspects. These key subtheme indicators are analysed in no order of importance. The key subtheme indicators commented on below are the entrepreneur's passion, drive and motivation, voluntary participation in BI programmes, personal development, and personal aspects.

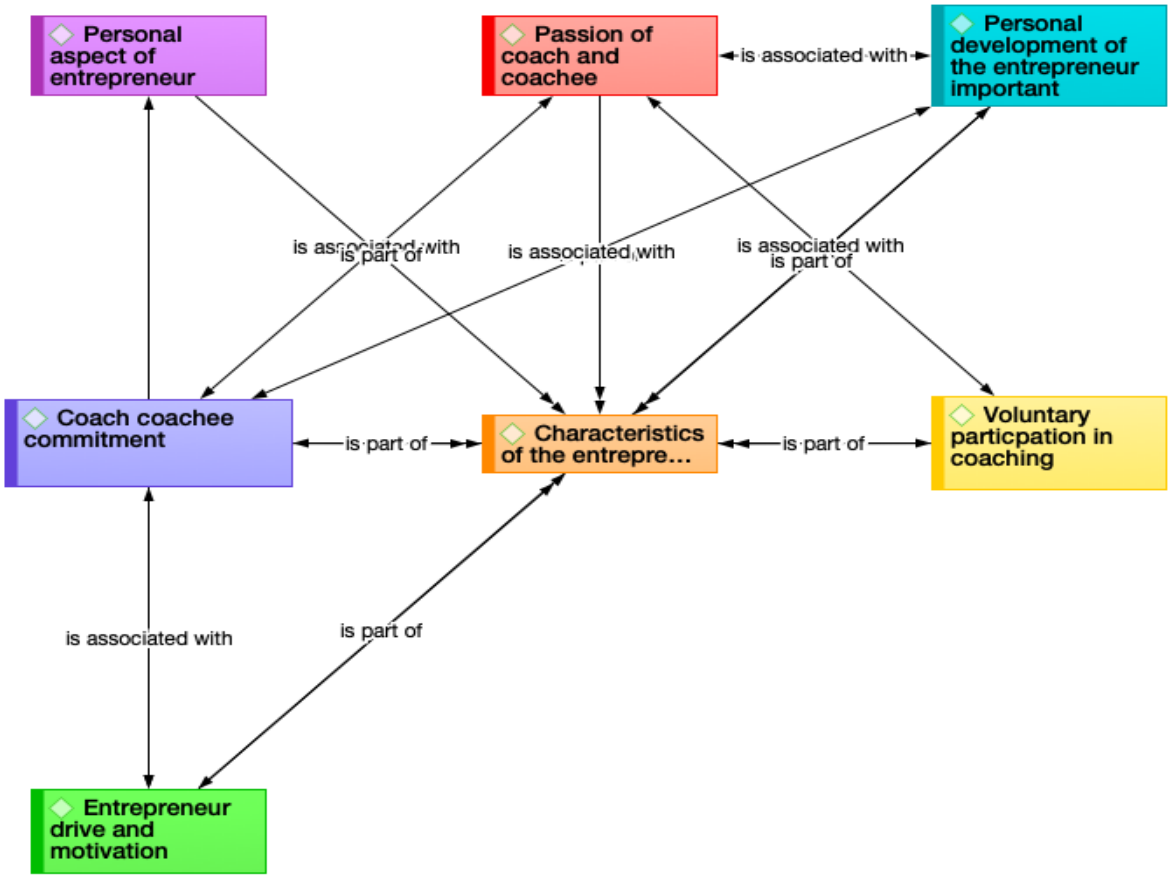


Figure 4.8: Overview of Entrepreneur Characteristics

Source: Researcher's ATLAS.ti Output

The participants offered insights into passion as an important entrepreneurial characteristic.

> "So that's the next thing in the *success ingredient*—you have to get that *entrepreneur to not only believe in themselves but also believe in their business*, like really believe. So, if I sum it up in one word, both sides of

the equation, it's the passion. *If the passion is there the drive will be there*." [emphasis added] (Participant 32, white male entrepreneurial coach based in Gauteng Province)

"They enter into industries because they fell in love with the concept …" (Participant 21, black female industry expert based in Gauteng Province)

The participants offered insights about the voluntary participation in BI programmes as an important entrepreneurial characteristic.

"I think the first starting point is that *the people who are participating in coaching must do so voluntarily*. They must [also] have a full understanding and buy-in as much as possible, as early as possible, in terms of what the coaching is supposed to deliver and what it's not supposed to deliver." [emphasis added] (Participant 11, black male entrepreneurial coach based in Western Cape Province)

"I think it's important *you can't make decisions about the entrepreneur without the entrepreneur being around*. If you do that, it's bound to fail, and it will not end well." [emphasis added] (Participant 18, black male industry expert based in Gauteng Province).

The participants offered insights about personal aspects and development as important entrepreneur characteristics.

"[These are the] *confidence levels, awareness levels* [and]the educational level of that coachee you've been dealing with. Have you been able to equip them with the right information so that when this relationship comes to an end, actually, yes, they don't need you anymore because you've done such a good job as a coach that they are now free to fly, and they know what to do?" [emphasis added] (Participant 25, black male programme manager based in Western Cape Province)

> "So, I always say guys, *'when we start, we invest in the person first; we get to the technical stuff later'*." [emphasis added] (Participant 22, white male entrepreneurial coach based in the Western Cape Province)

Subtheme 2(b): Demographics, Diversity and Cultural Intelligence

In this study, "demographics, diversity and cultural intelligence" refer to those aspects of the coach and coachee relating to their age, gender, race, culture, and language. Diversity relates to demographic differences in populations or groups that make for a diverse, plural or multicultural society. A multicultural society accounts for the differences, especially race differences, by being inclusive in its arrangements of language and culture. Age, gender and race are accommodated via language and culture inclusion, meaning in a country's political, economic and social institutions. Demographic differences are important in entrepreneurial coaching in a multicultural country such as South Africa, with its history of and legacy of divisions from protracted race conflict, patriarchy and other forms of marginalisation.

As previously noted, cultural intelligence refers to the coach's acknowledgement of this multicultural, diverse and plural environment and their knowledge of their own and the coachee's background aspects, including their cultural values and system from daily life lived in their community.

Figure 4.9 visualises the participants' views on demographics (specifically race, gender, age, culture and language), diversity and cultural intelligence. The subtheme, Demographics, Diversity and Cultural Intelligence, produced these indicators: gender and race biases, coach and demographics, cultural relatability between coach and coachee, language barriers, diversity of coach versus relationship (or difference in identities of coach and coachee in relation to the coach-coachee relationship), cultural barriers impacting entrepreneurs, cultural awareness of coach, age of coach and coachee, gender of coach and coachee, discrimination. The figure also shows how each demographic category, diversity, and cultural intelligence relate.

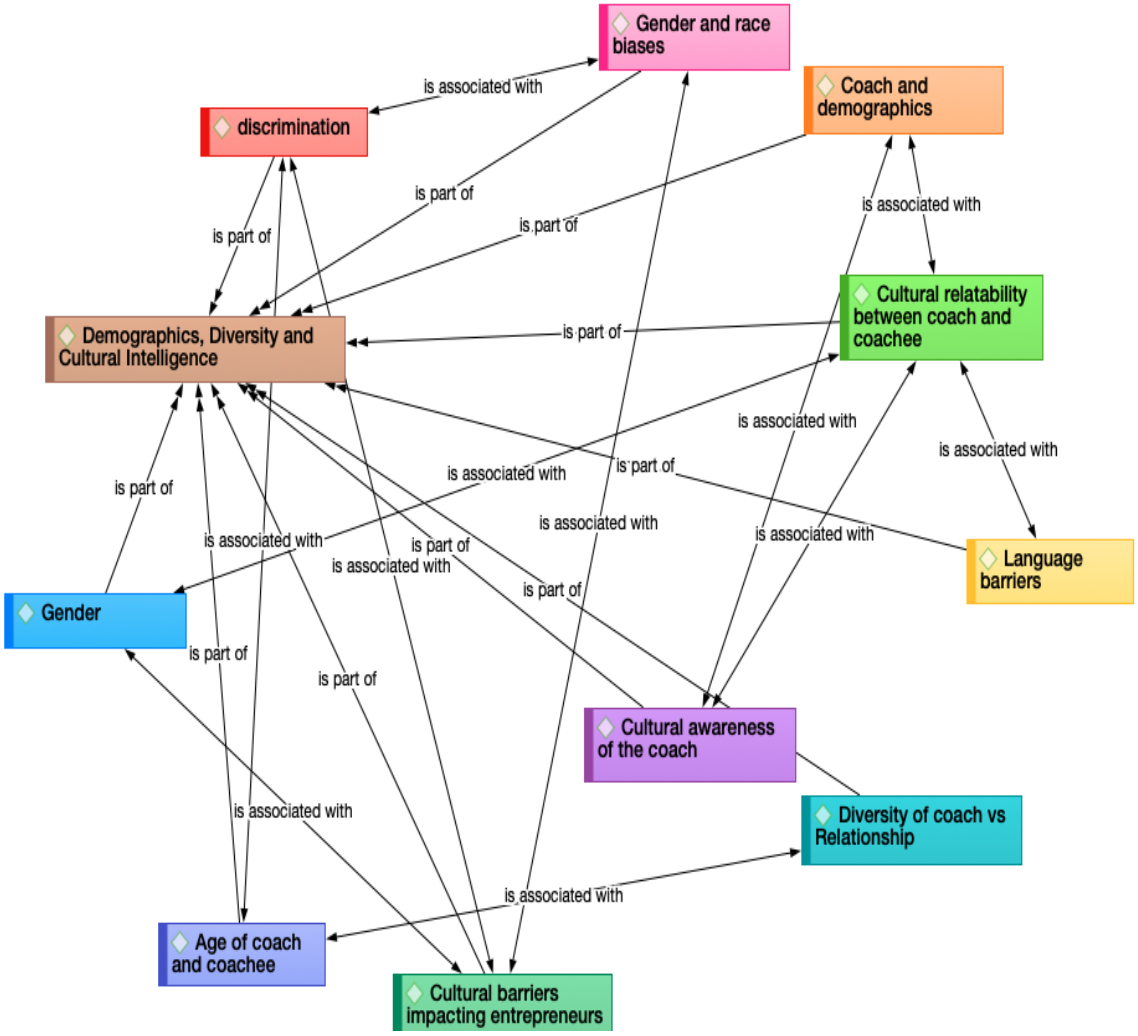


Figure 4.9: Overview of Demographics, Diversity and Cultural Intelligence

Source: Researcher's ATLAS.ti Output

The following are some of the insights from the participants relating to demographics, diversity, and cultural intelligence; the key subtheme indicators analysed in the responses are presented in no particular order of importance. The key subtheme indicators commented on below are:

(i) Significance of demographics and diversity for successful coaching outcomes

Participants gave their views about the coach and demographics and the diversity of coach versus relationship (or difference in the identities of coach and coachee in relation to the coach-coachee relationship). They mostly expressed how important it was for the coach in entrepreneurial coaching to consider

demographic factors because identity differences between the coach and coachee play a significant role in successful coaching outcomes.

> "Look, *South Africa is a very complex environment*, given our history. *I think you can't ignore that; you do that at your own peril*. You have to take into consideration race, age, gender--they all form part of almost every important conversation that happens in this country." [emphasis added] (Participant 31, coloured female industry expert based in Western Cape Province)

Participant 31 expressed that ignoring demographics in entrepreneurship is "at your own peril"; such is the significance of demographics in the South African teaching-learning environment. A great many participants echoed this.

> "*I do believe that demographics do play a role*, but … I think a lot of it depends on the person—how they interact, how they engage. I suppose if I behaved differently and came in there thinking I know all the answers, then yes, people are going to be resistant towards me. *So, I think, yes, demographics do play a part, but I think in the context of our environment*, it is *… sometimes … pushed beyond where it could or should be*. So … on that one, for me, the jury is [still] out. *I think there are just as many cases where demographics does or can play no role as what there is where it does play a role. I think it's very much an individual thing*." [emphasis added] (Participant 32, white male entrepreneurial coach based in Gauteng Province)

> "*The complexities that might come with demographics and our history* have fortunately, thus far, or at least since I joined the organisation, *haven't impeded any level*. We have beneficiaries who desire to receive mentorship to grow their businesses and experienced individuals from whichever demographic want to give back and pass on the torch to the next generation of entrepreneurs. Thus far, *it's worked amazingly well, even with our colourful history and the dynamics of the demographics within our society*." [emphasis added] (Participant 9, black male programme manager based in Gauteng Province)

All the participants above noted the *complexity* and contradictions relating to demographics in the post-apartheid socio-cultural and economic environment, including the entrepreneurial sector. They acknowledged the still impactful history of apartheid on economic and educational and support efforts in entrepreneur development. They expressed views that the coach must take account of demographics and the multiple challenges it poses to coaching success.

However, unlike Participant 31, Participant 32 and Participant 9 noted that despite the historical impact and challenges of demographic differences, their entrepreneurial coaching experiences indicated this is not a paralysing situation for entrepreneurial coaching. They shared that they are still able to implement successful coaching. They identified the “individual” attitude of the coach, rather than any clear programmatic or systemic support addressing difference and diversity in coaching entrepreneurs, as a key success determiner here.

Participant 32 described this attitude as the coach’s conscious awareness of their power as an entrepreneurial coach, in that the coach must consciously refrain from taking the role of *the knower* or *all-knower*. The participant implied that an egalitarian coach-coachee relationship, facilitated by the coach, can enable successful outcomes in the diverse entrepreneurial coaching environment.

Participant 9 indirectly mentioned that the coach and coachee's commitment will overcome potential obstacles of differences. On the one hand, the entrepreneur wants to learn and develop. Conversely, the coach has been contracted to develop the entrepreneur and their business. This mutual attitude contributes to successful entrepreneurial coaching outcomes.

(ii) Race

Many participants referred directly to the coach and demographics indicator in relation to how their race impacted the coaching intervention or gave views about coaching challenges relating to race.

> “We find [ourselves] in a situation where we battle to find a pool of competent black professionals to serve as coaches. Hence, we are still not

transformed if we review our basket of coaches. While this has little impact on the coach-coachee relationship, we have identified that cultural relatability is *a pervasive barrier in effective coaching*. The issue of the *age dynamic also plays a role* in that our incubators are mostly between the ages 19 and mid-30s, and our pool of mentors are all in the age profile 45 and over." [emphasis added] (Participant 28, white male industry expert based in the Eastern Cape)

"I think if you are speaking *from a South African lens* of the spectrum, it would be fair to say that there's a definite need for up-skilling and *building better capacity amongst black coaches*." [emphasis added] (Participant 7, black male industry expert based in Western Cape Province)

Participant 28, a white male industry expert, noted the difficulty in finding "a pool of competent black professionals to serve as coaches", which shows the lack of diversity in entrepreneurial coaching. However, he perceived that working with white coaches did not currently hinder coaching results. Contradictorily, though, this participant said that cultural relatability seems to be a pervasive barrier in effective coaching, associating race difference with coaching incompetence where cultural dynamics were concerned. This participant also associated age as a possible entrepreneurial coaching dynamic of importance because most entrepreneurial coaches are almost twice the age of entrepreneurs.

Participant 7, a black male industry expert, also noted the "definite need for up-skilling and building better capacity amongst black coaches". This is interpreted not as a condemnation of black entrepreneurial coaches but as a potential indication of limited access for individuals of black ethnicity to coaching training resources and the broader entrepreneurial coaching domain.

Some participants noted how their race produced coaching challenges, especially about culture.

"So, *if I come from a White Afrikaans background, then of course I won't understand, for example, the concept of communication with my ancestors.*

> I'm thinking about a discussion we had on [a] Zoom meeting about two weeks ago. So of course, I won't [understand and engage] because it's not in my culture. When the coaching topic or theme is very specific, then it will certainly be a make or break; you have to bring that [awareness] into the coach-matching exercise." [emphasis added] (Participant 30, white male entrepreneurial coach based in Western Cape Province)

Participant 30, a white Afrikaner male coach, associated race differences with cultural competence in the coach. He gave the example of his own race, language and cultural background preventing him from discussing communicating with ancestors if it came up during entrepreneurial coaching. He does not have a personal understanding of it through his own culture. He opined that certain themes or theme-specific interventions relating to race-culture-based knowledge would, therefore, be off limits to some entrepreneurial coaches, hence the need for carefully matching up of coach and coachee.

This participant expressed the race-culture difference barrier as disabling to him personally as an entrepreneurial coach. Apart from careful coach-coachee matching, he did not provide other ways of tackling this challenge, unlike some participants discussed previously. This suggests that there is currently a disparity in how coaches perceive and address challenges related to demographics in the entrepreneurial coaching field. Notably, all participants acknowledged the reality of cultural needs and barriers, particularly in relation to race.

(iii) Gender

Gender differences posed barriers to effective entrepreneurial coaching, with participants acknowledging various challenges for the coach and coachee in the entrepreneurial coaching intervention. Some of these are related to gender and race biases and gender discrimination.

> "*Certainly, different backgrounds impact negatively on the rapport … between the coach and the coachee*, … the type of engagement that gets built … *It's not every person who has the skills to adapt to any type of human being they engage with*, but if the two parties, to some extent, share

backgrounds. *I wouldn't take it as far as gender*. I know there can be a relationship between a mentor and mentee regarding gender; it can bring about its sensitivities." [emphasis added] (Participant 17, black male industry expert based in Gauteng Province)

Participant 17, a black male industry expert, while observing that sharing some commonalities in backgrounds and individual relational capacity could overcome many demographic factors in the coach-coachee relationship, gender, however, presented unique "sensitivities" or challenges, which is interpreted to mean gender inequality of women in relation to men. He suggested that gender inequality could impact the coach-coachee relationship to the extent that effective coaching might not be fully restored, unlike in the case of some other demographic factors that the coach might leverage favourably. This indicates an overwhelming inability to challenge gender inequality in the entrepreneurial coaching terrain and some of the challenges presented below.

"By virtue of *the fact that we are predominantly a patriarchal society. I've heard many stories from women not feeling safe with their older male mentors*. I've heard stories of women being taken advantage of. So, I know that those things are there. *But personally, from our lived experience, it's something that we do address upfront, both on the gender side and the age side. But it's something that we don't allow to affect the work that we do*." [emphasis added] (Participant 7, black male industry expert based in Western Cape Province)

"Yes, we do. *I don't mean to be sexist, … especially with the females*. Because we work with older males, *some of our entrepreneurs are older guys, so they would make unwanted advances to the females*. I've dealt with a lot of those. *So, it does play a role*." [emphasis added] (Participant 19, black male entrepreneurial coach based in Gauteng Province)

Participant 7, a black male industry expert, pinpointed challenges relating to gender in the entrepreneurial coaching field to the particular historical form of patriarchy and gender inequality in South Africa. He attributes this to "the fact that

we are predominantly a patriarchal society", pointing to the legacy of colonialism and apartheid on social identities in South Africa, in this case, gendered identity. Further, he ties this to violence against women, an overwhelming feature of South African society. Participant 7 noted, in this regard, the lack of safety many women experience in entrepreneurial coaching interventions. For example, younger female mentees 'feel unsafe with older mentors (or coaches). For him, addressing this directly in the entrepreneurial coaching programme, specifically gender and age discrimination, can enable effective coaching.

Participant 19, a black male entrepreneurial coach, also noted that many older male entrepreneurs make unwanted advances to female entrepreneurial coaching colleagues. As far as the researcher is aware, the impact on these coaches is not known in terms specific to the entrepreneurial coaching field. In this case, that would mean loss of work operating days as a small business owner, which will negatively impact business growth, contrary to the opposite aimed for entrepreneurial coaching interventions provided by BIs in South Africa. Gender dynamics related to race and culture are another facet of gender bias and discrimination women face in the entrepreneurial coaching field, as described by the participant below.

> "If you've got a white female coaching a black man who is very conservative, it might not go anywhere. *Those are the realities we have to face. We can't change the reality of gender bias or race bias, but we can work around it so that we provide effective coaching*. That's always been a thing for me personally in my various roles. When *we pair up coaches and coachees*, it's 'okay, who is this person, how are they, how open are they, *will they be coached by a woman?* Some we know, *this person will not be coached by a woman, doesn't matter how good this coach is and how relevant the coaching is to the business, they're just not going to get through to them. They've just got too much bias that is ingrained in them*." [emphasis added] (Participant 4, black female industry expert based in Gauteng Province)

Participant 4, a black female industry expert, noted that race-culture-gender is a challenging cocktail in entrepreneurial coaching. The resistance is both gender

and race-culture-based. For example, black men are likely to resist coaching by white female coaches or black female coaches, for that matter. Thus, according to this participant, it is given that right from the beginning, the coach and coachee demographics will be a challenge. It can be predicted that pairing a 'conservative' black man with a woman will go nowhere regarding relationship building. This participant noted that recognising this mismatch is imperative, regardless of a female coach's capacity or good reputation.

(iv) Age and experience

The age of the coach and coachee was reported as a significant demographic factor in the success of entrepreneurial coaching. Participants stated that the coach's age in the coach-coachee relationship is significant, particularly regarding maturity and experience in the field.

> "To a certain extent, *age is a factor*, but a factor here is when *I mention the word 'experience'.* You can still find a 40-year-old who has about 21 years' experience and … a 60-year-old with only 10 years' experience. *So, for me, it's not necessarily about the age; it's really to do with the maturity of the coach, it's really to do with the experience of the coach rather than the age.* You can still be 80 years old and … clueless about how to coach an entrepreneur." [emphasis added] (Participant 29, black male programme manager based in Gauteng Province)

> "*In terms of age, I think we learn more [from] a bit more mature coach*. I'm not saying that a successful young entrepreneur cannot be a good coach, I'm just saying that maybe those successful young entrepreneurs are in short supply. *So, we look at the older coaches because they also have much more experience and life experience. In a lot of instances, they're at a point that they don't mind sharing their wisdom for the next generation*." [emphasis added] (Participant 23, white male programme manager based in North-West Province)

Participant 29 pointed out that age was irrelevant to some extent as maturity can be found in both old and younger people, and the same with immaturity. Whether

the coach has experience in the field and personal maturity matters. Participant 23 perceived that coachees learn more from a more mature coach. The participant also stated that successful young entrepreneurs might not automatically make for good coaches because successful young entrepreneurs are in short supply to begin with. However, the implication remains—that younger coaches might experience discrimination and challenges about age and experience in the entrepreneurial field. Thus, the entrepreneurial coaching field currently sees more older coaches and mentors with more experience than younger ones. This participant linked age and experience with capability in the entrepreneurial coach.

In general, participants perceived there is no denying demographics present numerous challenges the coach must navigate effectively when coaching entrepreneurs, especially with regard to the difficult ones, which many identified as gender and age.

> "Actually, *the coach has to be smart enough to know how to navigate all these dynamics* otherwise you may not give your client the best that they could get because *you're just choosing to be neutral on issues of gender [and] age*." [emphasis added] (Participant 2, black female entrepreneurial coach based in Gauteng)

Participant 2 singled out age and gender as two particularly difficult demographic factors for coaches to navigate, but this does not absolve them from acknowledging and attempting to address them. To this participant, "choosing to be neutral on issues of age and gender" translated into being unable to give the best to a coachee.

(v) Cultural intelligence

Participants provided perceptions about cultural differences between the coach and coachee. The key subtheme indicators commented on below in this regard are cultural bias, cultural barriers (or aspects) impacting entrepreneurs, cultural awareness of the coach, and cultural relatability of the coach to the coachee.

> "I'll give another example' if I'm unable to relate to an entrepreneurial venture due to culture, I am going to have a challenge advising or coaching that entrepreneur *by my own bias*. *I think it's important to acknowledge that* when you enter into a coaching relationship. That's why for me, matching is so important. You must [be] effective; *you have to be aware as a coach of demographic issues*." [emphasis added] (Participant 21, black female industry expert based in Gauteng Province)

> "I think … what a good coach should be able to do is to see this is what this person needs. It's not laziness they're displaying--*it's more cultural aspects related to their generation*. Then pick it up from there, *but [don't] make assumptions [about] everybody*." [emphasis added] (Participant 6, coloured male programme manager, based in KwaZulu-Natal)

Participants 21 and 6 both recognised the significance of culture in entrepreneurial coaching. Moreover, they acknowledged the coach's cultural awareness of potential barriers between the coach and the coachee and highlighted the importance of finding ways to resolve them. Participant 21 stated that personal bias prevents the coach from engaging in a relatable way when cultural differences are present in the coaching venture. The coach must be aware of their biases, acknowledge the importance of demographic dynamics and pay attention to matching in the coach-coachee stage.

Participant 6 commented that the coach's cultural assumptions could lead to misunderstanding a coachee's needs. They provided an example relating to young coachee behaviour, which in the extract above seems to be about the entrepreneur's level of participation; rather than assuming laziness on the part of the coachee, the coach with cultural awareness would know that restrained behaviour might be related to age/generation and culture. Thus, the coach must identify the coachee's needs from a cultural perspective rather than making assumptions for the coaching to proceed successfully.

> "I think *cultural understanding for the context of our SMMEs as far as coaching is concerned is very, very, very important*. There is a *misalignment*

from a historical, racial perspective on how we should approach coaching where different youths of South Africa are concerned. I also come from a mixed background, in that my mom is Coloured [and] my dad is Zulu. *A coloured child has a different requirement to the African child, who has a different requirement to the Indian child*. I don't see many White children, so I don't have a view on that, but I've seen with these kids … *generationally, some things are very common amongst them. But other approaches relate to how they were raised, which makes a difference to how you intend to coach … or mentor them in order for them to thrive in the environment that they're in*." [emphasis added] (Participant 7, black male industry expert based in Western Cape Province)

Participant 7 identified the coach's cultural relatability as extremely important in the entrepreneurial coaching field, especially because misunderstanding from our racialised history persists. This participant stated that the coach needs to be aware of a cultural group and generational dynamics related to the coachee. Referring specifically to race and age, this participant 7 gave the view that while racialised group histories may pose cultural challenges initially, coaches working with youth entrepreneurs, for example, may still find commonalities between the different youth (as well as themselves as coaches, it is implied), such as generationally in terms of age and background relating to childhood, for instance, to create opportunities for successful coaching to occur. Such commonalities can create a thriving environment where both can feel included and relate to each other to deliver successful entrepreneurial coaching. The onus is on the coach to find the means to attend to cultural misalignments by inclusion rather than deny the cultural diversity they face.

(vi) Language

The participants provided some insights about language in relation to entrepreneurial coaching. The key subtheme indicators commented on below are language barriers and language-related discrimination.

> "*Language [barriers or challenges] I haven't seen*, but sometimes it might be able to contribute more if there are more similarities between the coach and the coachee. Let me put it this way, it will certainly contribute. *I don't think it's a make or break, I think more importantly is for the coach to understand the challenges and the reality of that kind of business environment*." [emphasis added] (Participant 30, white male entrepreneurial coach based in Western Cape Province)

The participants perceived language as not a barrier to successful entrepreneurial coaching. Participant 30, a white male entrepreneurial coach, did not think language is "a make or break" demographic factor as it posed no serious difficulties to communication. This is presumably because of the mainstream use of English in the South African context, even though it is one of 11 official languages in the country. Participant 30 draws attention to the well-observed fact that English is seen and used as the language of commerce and predominates in social use. However, he did think it would contribute something to the coaching intervention in terms of increasing the coach's relatability in the context of multilingual language use in the entrepreneurial coaching intervention. This is borne out by Participant 11, a black male entrepreneurial coach below:

> "One, *when I coach people who share my language and culture*, from a perspective of *rapport*, we, number one, *are much more open in the relationship*. Number two, it's not as dry an environment, so you will laugh more, enjoy the process more--it's more conversational." [emphasis added] (Participant 11, black male entrepreneurial coach based in Western Cape Province)

This participant noted that the coach communicating in the coachee's mother tongue adds greater rapport, openness, transparency, ease, camaraderie and affection to the relationship between the coach and coachee, which would better support the coaching intervention. This participant also noted that sharing language also means sharing someone's culture.

Similarly, Participant 29, based in the Eastern Cape, opined that cultural nuances are unique to the region with which the coach must be familiar. The participant noted that the coach's race was not as important as understanding *isiXhosa* (the language spoken by the Xhosa people), the cultural practices and what is considered respectful behaviour in Xhosa communities. This knowledge of different communities' values indicates cultural awareness and intelligence on the part of the coach. Other participants from the Eastern Cape emphasised the ability to speak *isiXhosa* as being critical for better connecting with the coachees.

Similarly, some participants from the Western Cape stated that speaking Afrikaans is very important for coaches in many communities where they undertake entrepreneurial coaching, which is predominantly Afrikaans-speaking coaching sites. Many other participants also noted understanding cultural requirements in a region, having cultural intelligence and being able to relate to and respect the entrepreneur's culture as necessary skills for successful coaching.

(vii) Demographic factors in coach-coachee matching

Finally, in the subtheme of demographics, diversity and cultural intelligence in relation to the entrepreneur's needs in the coaching intervention, participants provided insights about the importance of coach-coachee matching.

> "*Yes, there are demographic issues, … but more from [a] geospatial location, I think, as opposed to race, gender, age, and the like*, because you go for a mentor based on what you think is the value that they can add from a knowledge and expertise point of view and who the mentee is that is needing that mentor. Then when you try to look for the very same mentor close to where the mentee is, sometimes you realise that there is none." [emphasis added] (Participant 15, black male industry expert based in Gauteng Province)

> "*Yes, demographics are important, but* at the same time what we need to understand is to define demographics in terms of anything that we do. So, if we wake up today and we say there are fewer males who are committing

> towards mentoring, are we going to then wake up and say we are calling more males to … volunteer? Or *are we focusing on the commitment or rather the reputation of the person or individual themselves*?" [emphasis added] (Participant 14, black male programme manager based in Gauteng Province)

Participant 15 and Participant 14, both black male BI programme managers, agreed that demographics are important in determining coach-coachee matching, but not only with race, gender, age, etc. In this regard, Participant 15 identified "geospatial location" as sometimes more important than demographics in the sense that if the coach and coachee share a common environmental locus in terms of where they are based or within which they operate, then the knowledge the coach can impart to the coachee is what becomes important. The participant implied that "rapport" or relational closeness can be attained in a coaching intervention mostly based on the coach and coachee being part of the entrepreneurial space.

This observation is intriguing as it suggests a starting point and an opportunity to actively develop both the entrepreneur and the field of entrepreneurial coaching rather than viewing demographics solely as a hindrance. The coach's knowledge and expertise and the coachee's eagerness to learn can surmount differences. Successful coaching outcomes remain achievable when the coach and coachee are robustly committed to these shared goals.

Participant 14 echoed a similar view with an implied warning, though, that while demographic differences remain an important fact in the coach-coachee relationship, dealing with them can result in a paralysis of sorts. This would imply that demographic differences should not be seen as automatically and simply a matter to disqualify a coach from being matched with a coachee and vice-versa. Rather, will and commitment by both to the coach-coachee can result in successful coaching outcomes. However, for this to succeed, the coach would need to have good knowledge about entrepreneurship and a good reputation as an entrepreneurial coach.

> "I think *given the nature of our country and our history and the legacy here, it has to be a consideration. But I think assumptions are made on behalf of coachees, and I think they should have a choice [on the demography of the coach they are matched with]*. I think it should be a personal decision and not a collective one, if that makes sense, or not one [made] by the sponsors or the coaches." [emphasis added] (Participant 13, white male, entrepreneurial coach based in Western Cape Province)

Yet again, Participant 13, a white male entrepreneurial coach, warned that demographics in coach-coachee matching has to be an important consideration because of South Africa's history of deep-rooted colonial and apartheid conflict. Moreover, this is especially because assumptions are made on behalf of coachees/entrepreneurs about the demography of the coach they are being matched with; the participant stated it would be fairer for the coachee to have a say in their coach's choice. Participant 13 pointed out the importance of the coach being a personal decision made by the coachee rather than a collective one made for them by the BI programme operators. Here again, the role of the entrepreneur as central in the coaching intervention is illuded to, this time in terms of the entrepreneurial coach and the BI incubators. This highlights the entrepreneur's role in coaching as an active participant driving the coaching process and involved in decision-making. This will be explored in subtheme 3(a) further on.

Subtheme 2(c): Coach's personal attributes

For this study, the sub-theme "coach's personal attributes" is understood as the personal traits of the coach, including their personality and ability to build rapport, as well as how the traits connect with and interact with each other.

Figure 4.10 provides a diagrammatic representation of the interviewees' insights regarding the coach's personal attributes as a success factor. The participants identified these as the coach's empathy, patience, effective communication, trustworthiness, and passion, matching the coachee's and the coach's

confidentiality and emotional intelligence. The diagram also shows the relationship between these attributes to each other.

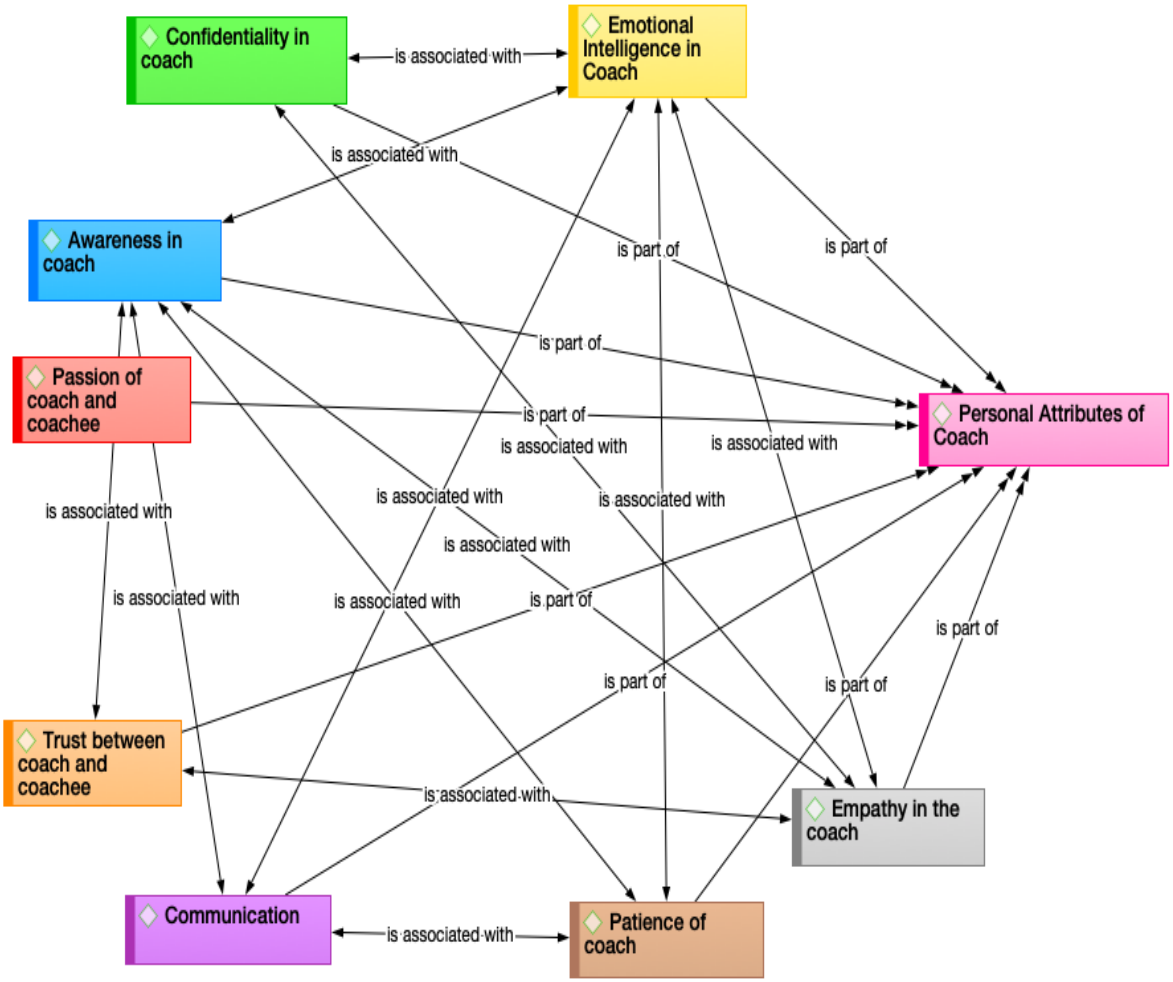


Figure 4.10: Overview of Coach's Personal Attributes

Source: Researcher's ATLAS.ti Output

Below are some of the participants' insights into the coach's personal attributes. The key subtheme indicators analysed in the responses are presented in no particular order of importance: the coach's emotional intelligence, empathy, patience, passion (matching that of the coachee's passion), trustworthiness and confidence in the coach, and effective communication.

This subtheme speaks to the entrepreneurial coach's personality or characteristics in many respects. This is difficult to capture in a few sentences and relies on understanding the main functions of the coach as an effective guide, teacher and support for the entrepreneur. The two participant responses below

identify as of prime importance the coach's awareness that it is an entrepreneur they are coaching and the coach always having the coachee's background at the back of their mind. These do not directly echo the key indicators for this subtheme; however, they are included here to underscore that the coach's attributes presented in this subtheme flow from the above two very important characteristics in entrepreneurial coaching.

> "*The awareness of the coach* that *I'm coaching an entrepreneur and what the actual impact is.* I think … upfront [in] the first one or two sessions that you have is to set those kinds of objectives and what you want to do and where you want to go." [emphasis added] (Participant 5, coloured male entrepreneurial coach based in Western Cape Province)

> "Absolutely important for me—and not to place any emphasis on race—but *unless the person has a background understanding of the person you are coaching, it's very difficult for you to close the gap*. It's important for you to have a historical account of where they're from, the conditions under which they perhaps might have grown or lived. [You must] have that kind of thing in the back of your mind. Now in our country, *sadly, a lot of the coaches happen to be white and, sadly, their white coaching framework comes from the historical background that they come from, but they don't understand the dynamics that these kids come from*." [emphasis added] (Participant 6, coloured male programme manager based in Kwazulu-Natal)

Participant 5 identified the importance of the coach's awareness of coaching an *entrepreneur* and knowing ahead of what the coaching is impact will be. The participant's emphasis on the coachee's identity as an entrepreneur that the coach must be aware of perhaps serves as a caution that the intervention is not generalised but always primarily aimed at the entrepreneur's goals and the coach's role for the development of the entrepreneur towards achieving those identified goals.

Participant 6 emphasised the coach's awareness of the entrepreneur's background, that is, how the backgrounds of the coach and entrepreneur might affect the coaching intervention. This participant observed the predominance of white coaches in the South African entrepreneurial field and stated this as "white coaching", bringing to mind the previous subtheme on demographics, diversity and cultural intelligence. The participant made the point that the coach must *know* the entrepreneur's context and adapt the coaching to that and not vice versa, that is, not expecting the coachee/entrepreneur to know and adapt to the coach. These participants' observations about the personal characteristics of the entrepreneurial coach link with the next response on the coach's emotional intelligence.

Participant 21 identified the coach's emotional intelligence as an important attribute for coaching success with entrepreneurs.

> "There are two areas that I believe a coach must be effective in. They should have technical competence or technical skill, but *they must also have an appropriate level of emotional intelligence* because the entrepreneur needs a person who will not only be able to look at the business from a business element *but also maybe to assist in terms of how they manage people and themselves*." [emphasis added] (Participant 21, black female industry expert based in Gauteng Province)

Participant 21 also identified the technical competence and skills the entrepreneurial coach must have, such as business-related skills and knowledge. Here, technical skills refer to the coach's professional specialisation besides coaching, such as marketing, finance, etc. However, the coach's emotional intelligence enables them to manage a constructive relationship with the coachee. Emotional intelligence influences the coach's responses to the coachee by avoiding unconscious behaviours that interfere with important attributes such as empathy and patience.

With this in mind, the psychosocial-related attributes identified by the participants below, patience, passion, compassion and empathy, are important for the entrepreneurial coach to have.

> "*You … need to be patient* and almost fill the shoes of their teacher. You can only fulfil that *if you're passionate about developing other individuals*." [emphasis added] (Participant 17, black male industry expert based in Gauteng Province)

> "For me, *an entrepreneurial coach is not the same as a business advisor. So, it's so important for them to just have the basic[s], like compassion, empathy, good listening skills [and] patience.* Because it's a process [and] *you're dealing with human beings, … it's not linear, it's not I give you advice today, you implement tomorrow, we see the impact the next day*." [emphasis added] (Participant 4, black female, industry expert based in Gauteng Province)

Participant 17 and Participant 4 linked the necessary attributes of the entrepreneurial coach to the coaching process, which is different from business advising. For Participant 17, this entailed having patience and passion for teaching another person, to which Participant 4 added compassion, empathy and good listening skills. The latter participant observed the coaching process as "it's not linear", and Participant 17 observed coaching as about "developing other individuals". Developing/coaching someone is thus conveyed as complex because it involves "individuals". Thus, the personal attributes of the coach involve "the basics" -- soft skills for developing the entrepreneur according to their business needs and goals.

Empathy was singled out as a critical attribute of the coach.

> "The second thing—and that's more a leadership thing—*having empathy, I think, is very important, empathy towards the entrepreneur*. Right at the beginning we were talking about the respecting of time and saying *sometimes the entrepreneurs are just focused on their businesses and not the coaching because their priority really is their business, so empathy will*

help in that space. If we really want to impact the business, we must impact the individual because if we're [just] going to impact the individual, we want to get results for the business, and we're not growing the individual. Those results may not be sustainable." [emphasis added] (Participant 8, black female entrepreneurial coach based in Gauteng Province)

"In my experience of the entrepreneurs' small businesses that I have worked with, *rapport between me and them was superb and as a result the engagements become easier*, the level of understanding becomes easier, and so on. So, no doubt about that, it's critical." [emphasis added] (Participant 17, black male industry expert based in Gauteng Province)

Participant 8 identified empathy as a leadership quality in the coach. Participant 4 identified empathy as "compassion" and Participant 17 as "rapport." This participant drew attention to the fact that the coachees' biggest focus and concern during the intervention is still their business, and their concerns are likely to be mostly focused there. This requires the coach's understanding and support through empathy, compassion, patience, passion, and commitment to the business (matching the coachees).

"The *relationship between a coach and a coachee is very significant* because the coachee must really firstly *have confidence in the coach.* [They must be able to] say this is a coach, this is a person who knows what they're doing. And … *the coach must really be able to engage* or get to navigate with the coachee in order for them to help each other." [emphasis added] (Participant 12, black male programme manager bases in Western Cape Province)

"*If we aren't able to start off on a good footing, then it becomes very difficult to find one another in a positive way further down the line.* [This] is why those introductory meetings are so critical and we require [resources to sit] in those meetings to communicate the parameters of the relationship. *Communication forms the very basis of the relationship*." [emphasis

added] (Participant 9, black male programme manager based in Gauteng Province)

"*It is absolutely important that there is open and transparent communication between all three parties. Where we found things have gone pear shaped, is in the absence of transparency* and … *being very clear and having the difficult conversations*, be it with the entrepreneur or the mentor." [emphasis added] (Participant 30, white male, entrepreneurial coach based in Western Cape Province)

Some other attributes Participant 12 perceived as important in the entrepreneurial coach are trustworthiness and the ability to engender confidence in the persona, identity, and role as coach. This is followed by Participant 9's perception that the coach's guiding ability is important, supported by effective and transparent communication, and is also a critical attribute.

Subtheme 2(d): Selection criteria for coaches (coach's competence)

"Selection criteria for coaches" is conceptualised as the criteria the participants noted as important for appointing coaches in entrepreneurial coaching programmes, in other words, the coach competence.

Figure 4.11 below is a diagram showing the indicators for this theme. These include the coach's professional profile, academic qualification, entrepreneurial coaching experience and certification, ethical coaching, coaching approach, entrepreneurial experience and sector experience. The diagram also shows how these indicators relate to each other. For example, the coach's certification is associated with the coach's competence, academic qualifications, ethical practice and professionalism, which also link to the coach's entrepreneurial experience in the following subtheme.

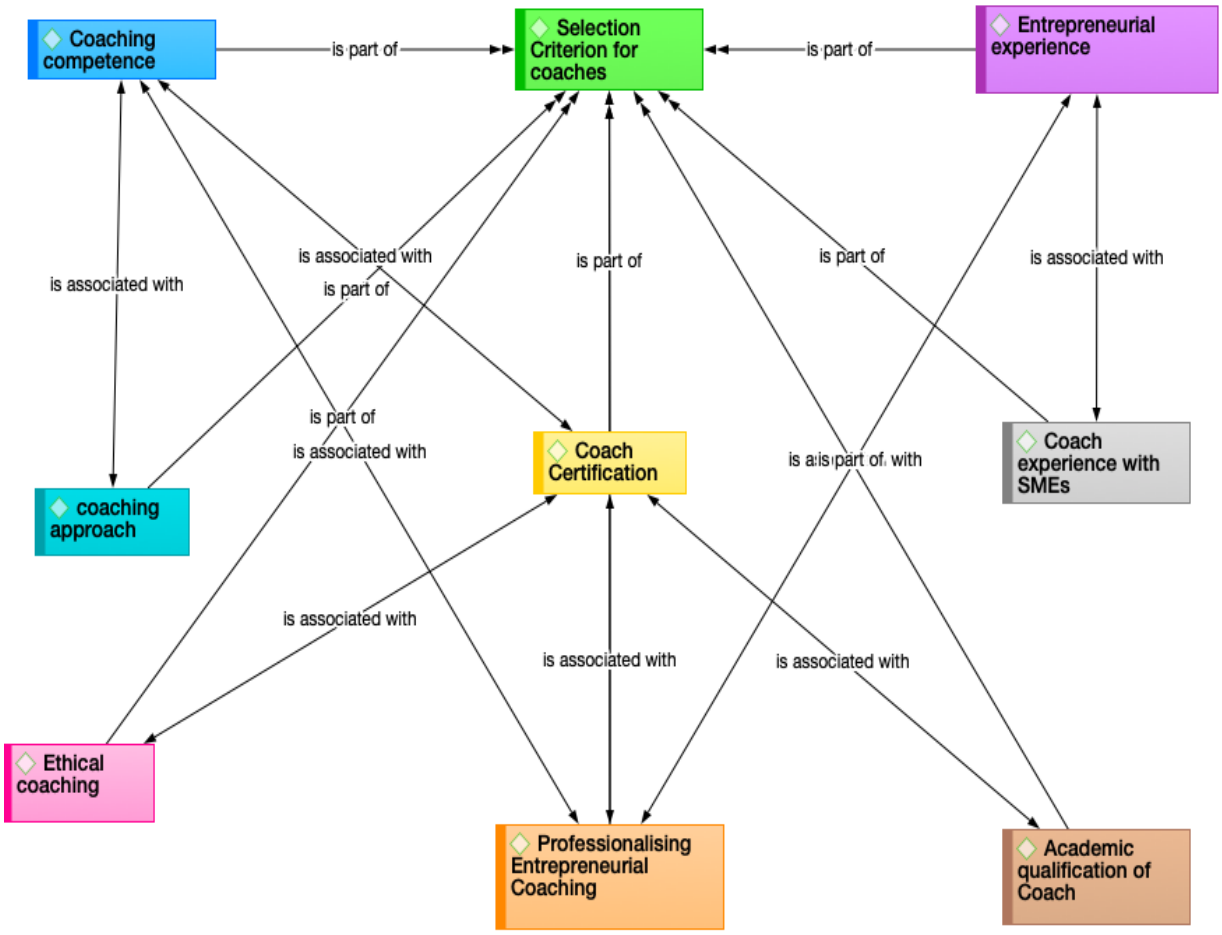


Figure 4.11: Overview of Selection Criteria for Coaches (Coach Competence)

Source: Researcher's ATLAS.ti output

Below are some of the direct responses from participants relating to the selection criteria for coaches (coach competence). The key subtheme indicators analysed in the responses are presented in no particular order of importance as the coach's academic qualifications, entrepreneurial coaching experience, ethical coaching, coaching approach, entrepreneurial experience and coaching certification.

The participants point to the importance of the coach's professional profile, including their academic qualification and entrepreneurial coaching experience, to which they linked and identified sector experience as important criteria for coach selection.

"The other criteria would be *the education aspect*. For me it doesn't matter at what level, I'm just passionate about education. I know there's a lot of people that can argue [against] this, but I think *there needs to be an understanding of the process of building a business from an academic perspective*. I think that theory is so important. Whether they've done a commerce degree, [an] entrepreneurship degree [or] a business management degree, I think [academic education] gives you the basic foundation of the theoretical." [emphasis added] (Participant 4, black female industry expert based in Gauteng Province)

"*Our qualifications in their purest forms need to be combined with some experience* or insight into where you're going." [emphasis added] (Participant 30, white male entrepreneurial coach based in Western Cape Province)

"*Qualification does matter.* But one qualification that we don't really care about as a university is all this certification programmes. *I'm sorry to say this, but the so-called certified coaches [certifying], some of those programmes are for [showbiz].* It [the coaching programmes] don't really work for entrepreneurs on the ground. Some of those can work for Sandton entrepreneurs, *but it won't work for a village entrepreneur*." [emphasis added] (Participant 29, black male programme manager based in Gauteng Province)

Participants 4 and 25 opined that coaching qualifications do not necessarily mean a university degree but rather some form of formal education in coaching. This was echoed by Participant 30, who referred to "qualifications in their purest forms", which may be taken to mean university or tertiary degrees and diplomas relating to business and coaching. However, this participant also stated that the value of such academic qualifications is questionable if not accompanied by relevant entrepreneurial experience. All the above participants perceived the coach's competence as related to a balanced combination of academic and practical experience.

The participants' emphasis on the coach's experience seems to be associated with a need for equal power dynamics in the coach-coachee relationship. This is reflected in Participant 29's description of "showbiz" and "Sandton" coaches, who "don't really work for entrepreneurs on the ground". Here, the participant refers specifically to the class difference between coach and coachee, which can derail the coaching process if the emphasis is on university academic qualifications more generally associated with middle-class and elitist socio-economic contexts. Sandton is currently perceived as the economic hub for high-flying businesses and corporates in South Africa and the continent. This contrasts with ground or grassroots economies in townships and rural areas where most emerging entrepreneurs operate.

Participants also gave insights about ethical coaching and a professional coaching approach as further selection criteria for coaches.

> "There is a level of commitment that the coach needs to have; there's a certain way …which they should portray--*like being ethical, being professional, understanding why they are coaching*." [emphasis added] (Participant 20, black female programme manager based in Western Cape Province).

> "I think it's *important to establish a* professional relationship with your beneficiary, because people are different. You need to adapt to the profile of the person you are teaching, … training, … coaching." [emphasis added] (Participant 2, black female entrepreneurial coach based in Gauteng Province).

The participants emphasised the coach's professionalism and ethics as important coach competencies. Participant 20 linked ethics and professionalism in entrepreneurial coaching to the coach's "understanding of why they are coaching". Participant 2 stated the need to "adapt to the profile of the person you are … coaching" because "people are different". Both these participants emphasised that coaching programmes emphasise coaching selection criteria

that centre on the needs of the entrepreneurs, whose realities and operating environments are linked to nuanced socio-economic and cultural needs that are not uniform in post-apartheid South Africa.

Entrepreneurial coaching ethics and professionalism are linked to South African context awareness in the coach. Participant 2 specifically references the capacity to navigate differences and diversity in the coach's ethics and professional approach. Participant 20 references the coach's understanding of "why" they are coaching is similarly linked to coaching ethics that embrace, respect and understand the complex small business sector. This participant implies the entrepreneur as central to the ideas and concerns about the coach's ethics and professional approach. In the entrepreneurial coaching intervention, the entrepreneur is central to evolving and shaping an effective small business sector, not the other way around.

The participants reflected on the importance of the coach having entrepreneurial experience.

> "*Pure coaching (and this is my own opinion) doesn't work*. Even in the corporate space, *you can't just be purely coaching. At some point you're going to have to wear a hat of a mentor*. You can't just be only probing and mining the coachee." [emphasis added] (Participant 8, black female entrepreneurial coach based in Gauteng Province)

Participant 8 noted that "pure coaching" or coaching alone does not work. Rather, the coaching intervention must include a component of mentorship. For this participant, the coaching process was not about "probing" and "mining" the entrepreneur regarding their needs but passing on the benefit of the coach's experience to the coachee. The participant below explained more nuanced what this entrepreneurial experience entailed for the coach.

> "No, no, no, *we're not looking for people who have run businesses, per se, … we're looking for people who have experience or knowledge as far as practise of a specific field is concerned*. … For example, [for] *accounting,*

we'd look for an accountant." [emphasis added] (Participant 14, black male programme manager based in Gauteng Province)

"*Entrepreneurs really appreciate somebody who's been down that path already*, in other words, that understands the highs and lows and uncertainties that [go] with it. *Even the mentors and coaches, they say they feel a lot more confident if they have their own business background because they know what it takes to start up.* But I wouldn't say that somebody who's a good lecturer or a good rugby coach doesn't have to be a good player these days." [emphasis added] (Participant 22, white male entrepreneurial coach based in Western Cape Province)

Regarding the level and type of coach's experience in business, these were presented as multiple and varied for mentorship purposes. Participant 14 perceived the coach's experience and knowledge of entrepreneurship through years of involvement in the field rather than being a small business operator as adequate for the coach's role as a mentor. Participant 2, on the other hand, observed that entrepreneurs see the coach as "someone who has been down that path already" and who knows the "highs and lows and uncertainties" that go with operating a business. Hence, for this participant, hands-on business experience is important for the entrepreneurial coach. Further, for Participant 22, the coach's entrepreneurial experience does not necessarily depend on their success in business but rather on having been there, knowing from experience and empathising with what the entrepreneur is going through. These responses imply a vast spectrum regarding the entrepreneurial experience of the coach in relation to coaching competency for selection purposes.

The participants provided insights about certification for coaches concerning coaching competency for selection criteria.

"I think *what's missing currently* is something that you're doing now, that you're contributing to now, building a framework for entrepreneurial coaching. I think if we've got a framework then *we can start having accreditation bodies*. I know that we've got accreditation bodies for coaches

> [and] business advisors. *But we don't have [accreditation bodies] specifically for entrepreneurial coaches*." [emphasis added] (Participant 4, black female industry expert based in Gauteng Province)
>
> "One of the issues as a country is that *anyone and everyone claims to be a business coach, or what other people term business … advisors*. The term 'coach' is normally associated with personal development, not necessarily entrepreneurial development. So, there is need for formal programmes to then ensure that we develop further. *These coaches need formal programmes to ensure we develop future coaches as well, future entrepreneurial coaches so that it's quite different from the business advisory world,* so that there are programs for coaching. There are programmes in some instances for business coaching that you can search to see where you can find programmes on entrepreneurial coaching." [emphasis added] (Participant 29, black male programme manager based in Gauteng Province)

Further, regarding the selection criteria for entrepreneurial coaches in business incubators, almost all the participants identified the need for a framework to help standardise coaching programmes and accreditation purposes. Participants typically described the lack of standardised accreditation as hindering effective entrepreneurial coaching delivery. This is mostly because standardising makes for effective monitoring and evaluation of coaching content, design, and delivery. Participant 4 noted that there are accreditation bodies for life coaches and business advisors but not for entrepreneurial coaches per se.

Participant 24 was highly critical about the lack of standardised accreditation in the entrepreneurial field, which, according to them, has led to "anyone and everyone claim[ing] to be a business coach". This participant also highlighted that the entrepreneurial coaching field currently does not adequately distinguish between coaching personal development and coaching entrepreneurial development. This blurring of coaching specificity is perhaps also due to a lack of proper entrepreneurial coaching programmes. The participant also alluded to

available “business coaching” but not entrepreneurial coaching, thus pointing to access for corporate business coaching but not small business coaching for entrepreneurs. This has major implications for BI programmes and coaching design and delivery aimed at entrepreneurs, discussed later in subtheme 3(b).

Subtheme 2(e): Relational aspects of coaching (the coach-coachee relationship)

“Relational aspects of coaching” in this study refer to the rapport between the coach and the coachee. In other words, this entails the need for a coach-coachee relationship.

Figure 4.12 below shows the key indicators for the relational aspects of coaching (the coach coachee-relationship) from the insights provided by entrepreneurial coaches, BI programme managers and industry experts. These were identified as the connection between coach and coachee, boundaries in a coaching relationship, communication, trust between coach and coachee, coach-coachee commitment, power dynamics between mentor and entrepreneur, coach-coachee relationship, the passion of coach and coachee, coach respecting entrepreneurs, and empathy in the coach. The diagram also reflects the interrelatedness of the indicators for this subtheme.

Below are some of the direct responses of the participants relating to the relational aspects of coaching. The key subtheme indicators analysed in the responses are presented in no particular order of importance as a connection between coach and coachee, the coach-coachee relationship, empathy in the coach, coach respecting entrepreneurs, coach-coachee commitment, boundaries in a coaching relationship, trust between coach and coachee and the power dynamics between mentor and entrepreneur.

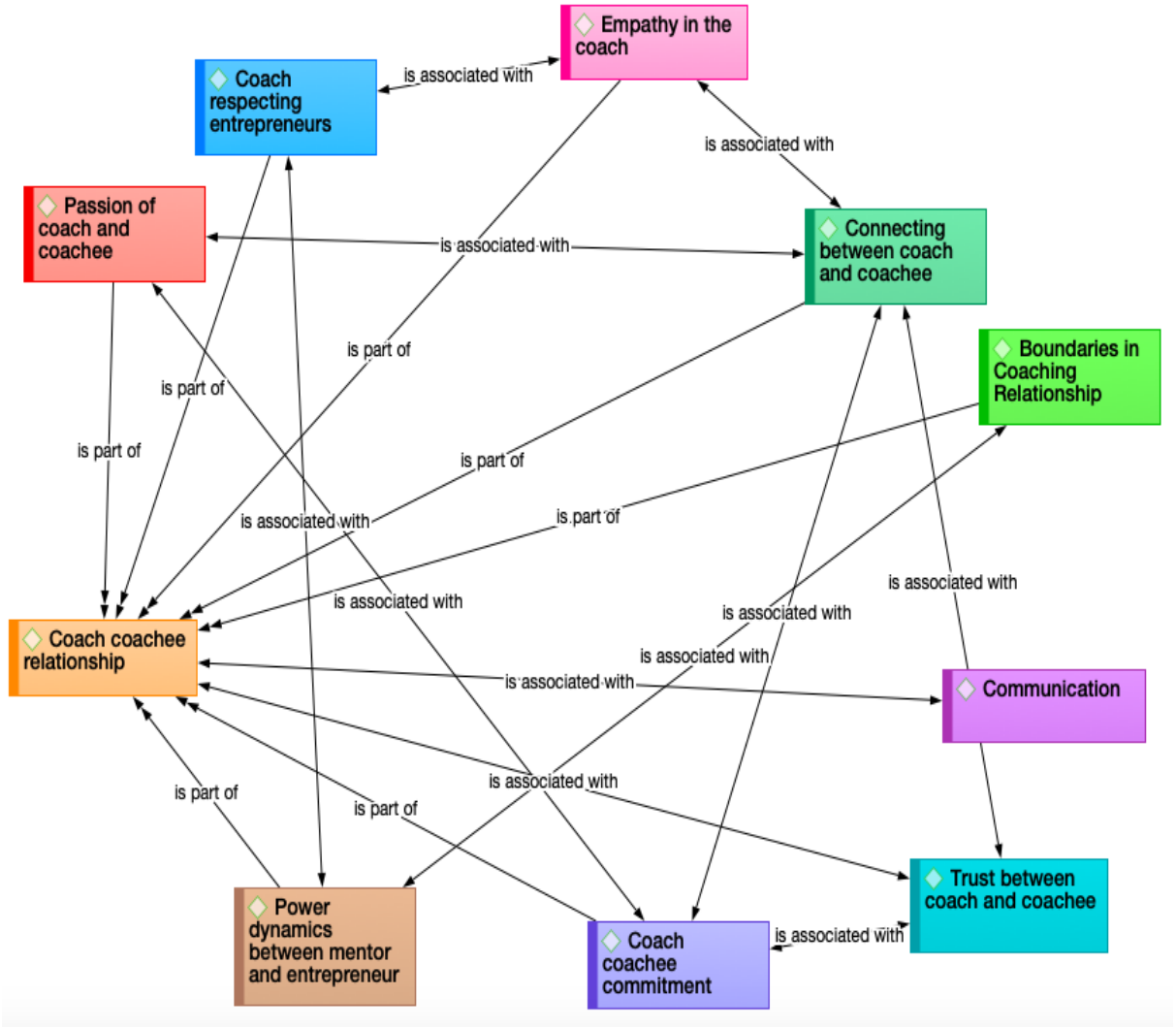


Figure 4.12: Overview of Relational Aspects of Coaching (The Coach-Coachee Relationship)

Source: Researcher's output ATLAS.ti

The participants provided insights into the connection between the coach and the coachee and the coach-coachee relationship. The responses below reflect the awareness of coaches, BI programme managers and industry experts about the importance of enabling and constructive relationships between the coach and coachee in incubation programmes providing entrepreneurial coaching.

> "*When there's a good relationship*, it allows for the coachee's ability, which enables the coach to diagnose real issues in the business. *When they understand the real issues, they are able to effectively provide guidance and support and transfer the right skills to address those issues*."

[emphasis added] (Participant 4, black female industry expert based in Gauteng Province)

"In our coaching approach, the first two weeks of the coaching relationship is really about the entrepreneur getting the coach to be deeper *and more aware of who they are, the background environment, principles and value systems that they have*." [emphasis added] (Participant 7, black male industry expert based in Western Cape Province)

"I think if the relationship between the coach and the person being coached … clicks, there's chemistry; *it's an easy flowing relationship. It creates much more depth, and it can also help things to move quicker*." [emphasis added] (Participant 11, black male entrepreneurial coach based in Western Cape Province)

Participant 4 drew attention to a good relationship that enables both the coach and coachee to properly identify the challenges and needs of the entrepreneur and their business to remain focussed on these. Participants 7 and 11 affirmed that learning and problem-solving for the entrepreneur and the business depends on a good coach-coachee relationship. In the first scenario, the coach delved deeply into understanding the coachee in the initial weeks after they started working together. The aim is to become more aware of the coachee's identity, background, environment, principles, and value systems. The personal aspects, background, values and ethics of each are important in this exchange, implying that this personal knowledge of each other builds rapport.

For Participant 11, this initial period between the coach and coachee is also critical. If what they describe as "click[ing]" or "chemistry" happens, the result can be an "easy flowing relationship" with "depth" that "can also help things to move quicker", referring to the development of the entrepreneur and attainment of identified goals for this and growth of their business. The chemistry this participant refers to is also presumably linked to the mutual sharing of background and personal and ethical values.

The participants provided insights about the coach having respect for the entrepreneur as an important factor in the relational aspects of coaching.

> "I think *one of the biggest things is coming with respect, having to respect the business owners, whether they're struggling or progressing.* I think that's one thing-- [that] they are not looked down on what they're [the entrepreneur] doing. Secondly, a lot of township businesses actually know what they're doing, [but] their biggest trouble is access." [emphasis added] (Participant 25, black male programme manager based in Western Cape Province)

Participant 25 perceived a respectful attitude by the coach towards the entrepreneur, regardless of the business's success or shortcomings, as a key aspect of a good coach-coachee relationship. According to this participant, it is critical that coachees "are not looked down on what they are doing" or judged for how they run their businesses. Participant 25 also drew attention to knowledge and power dynamics in the coach-coachee relationship, noting that many township entrepreneurs possess good knowledge about their business and needs but struggle because they lack access to resources such as finance and markets. The entrepreneur's knowledge should not be assumed to be less than the coach's, BI programme managers and industry experts. Power dynamics between the coach and coachee is also discussed, but first, a look at other aspects important in building a good coach-coachee relationship.

Participants provided insights that the coach's empathy is an important relational factor in coaching.

> "*If you don't have empathy as a coach* and the ability to be personified in the profile of the entrepreneur, then you're going to miss the opportunity to really drive the impact that you intended for that entrepreneur. *What I feel sometimes is missing in a lot of coaching relationships is that empathy*." [emphasis added] (Participant 7, black male industry expert based in Western Cape Province)

> "That's more a leadership thing--*having empathy. I think [it] is very important--empathy towards the entrepreneur*." [emphasis added] (Participant 8, black female entrepreneurial coach based in Gauteng Province)

Participants 7 and 8 identified the importance of empathy shown by the coach towards the entrepreneur. Participant 7 saw the coach's empathy as "the ability to be personified in the profile of the entrepreneur"; that is, the coach must be seen as a fellow entrepreneur of sorts on the entrepreneur's journey of development or must wear the hat of an entrepreneur alongside the coachee. Participant 8 associated empathy with the coach's leadership qualities. Participant 7 perceived a lack of empathetic entrepreneurial coaching, which suggests that empathetic leadership is an uneven or missing characteristic in entrepreneurial coaching in South Africa.

The participants provided insights about commitment as an important factor in the relational aspects of coaching.

> "They *both need to be committed* but the *coachee needs to drive the process at some stage*. So, at the beginning, it will be the coach that drives the relationship and drives that whole coaching process. But once the coachee settles down and they've got a relationship and a pattern going, the coachee needs to drive that process." [emphasis added] (Participant 4, black female industry expert based in Gauteng Province)

> "I know in the coaching space for coaching to work, the coachee does most of the work than the coach. but … if I am to be able to shift a coachee from where they are [at] point A to point B, *I have to be committed to that, I have to be fully bought into that' otherwise I'm wasting this coachee's time*." [emphasis added] (Participant 8, black female entrepreneurial coach based in Gauteng Province)

> "So, I think *it's critical for the person being coached to be committed* in the same way that I was talking about *the coach--in preparing for the sessions,*

in setting aside the time and avoiding interruptions, in honouring those sessions and what has been scheduled, and also in doing what has been agreed afterwards. *Then it's successful or at least it improves the chances of success [of] the coaching*." [emphasis added] (Participant 11, black male entrepreneurial coach based in Western Cape Province)

"I think *entrepreneurs can do a little bit more in terms of building commitment*. Most of the relationships between mentors and mentees fail because of the fact that the entrepreneur does not come to the party. *They fail to understand that this is a mentor, this is a coach--not a babysitter*." [emphasis added] (Participant 15, black male industry expert based in Gauteng Province)

Participants 4, 8, 11 and 15 all highlighted the importance of mutual commitment to the coaching intervention by the coach and the coachee. Participant 4 pointed out that the coach and coachee drive the coaching process at different stages of the coaching, the coach to begin with, and the coachee once they settle into the programme. Participants 8 and 11 identified commitments in the coach related to proper preparation and facilitation of sessions and joint commitment with the entrepreneur to the goal regarding the developmental shift in the entrepreneur for more effective business practice. According to Participant 8, anything less than this is "wasting [the] coachee's time". Participant 11 noted that the coach's commitment to proper preparation and session structure "improves the chances of success [of] the coaching".

All the participants observed that commitment must be largely driven by the entrepreneur/coachee, which is often lacking. According to Participant 15, the mentor-mentee (coach-coachee) relationship often fails because the entrepreneur "fails to come to the party" or fails to pitch up and participate fully in sessions or the coaching intervention. The dependency issue surfaced, with Participant 15 opining that coach-coachee relationships often fail because entrepreneurs misinterpret the coach's role as a "babysitter" and not a coach. The study will deal with the issue of boundaries further. However, it is important

to note that Participant 15 implied possible ambiguity or lack of clarity around how coaching/mentoring and the coach/mentor are understood and presented in the programmes or entrepreneurial development sector.

The participants provided insights about trust between the coach and coachee as an important factor in the relational aspects of coaching.

> "In order for that relationship to yield any results *there has to be trust. You have to build trust, and there has to be mutual respect. In the absence of that, you're pouring water into a vessel with holes--you can't have it, it won't work*." [emphasis added] (Participant 31, coloured female industry expert, based in Western Cape Province)

The success of the coach-coachee relationship and the coaching outcomes depend on the trust in the coach by the coachee. According to Participant 31, the coach has to "build" the trust of a coachee in the coach, which flows from mutual respect. While not explicitly mentioned, it is also likely that the reverse is also true—that the coach must trust the coachee to achieve their goal to grow their business by successfully investing in their entrepreneurial development.

The participants provided insights about relationship boundaries as an important factor in the relational aspects of coaching.

> "I'm thinking of the danger--*the risk of the coach … becoming too involved in a business,* and the coachee then starting to rely too much on this person." [emphasis added] (Participant 30, white male entrepreneurial coach based in Western Cape Province)

Previously, points were made about the importance of empathy and commitment in the coach as indicative of coach competence and coach-coachee relationship building. Participant 30 cautioned that the coach might become too involved in the entrepreneur's business. This could create dependency and undermine the coaching or business incubator's goal of developing entrepreneurs to grow their businesses with confidence and independence. This potentially disruptive aspect of the relational aspects of coaching, as highlighted by Participant 30, is

connected to another dimension—the power dynamics in the coach-coachee relationship.

The participants provided insights about the power dynamic between the coach and coachee as an important factor in the relational aspects of coaching.

> "I think it's very important; *both of them need to feel comfortable with each other. It shouldn't have a hierarchy* in terms of the coach is bigger and knows everything and the business owner doesn't or vice versa. *They need to build almost as colleagues building towards one goal.* So, they need to be comfortable to tell each other the truth but at the same time mature enough to know that the person is not putting you down in any way for both sides to actually learn from the training." [emphasis added] (Participant 25, black male programme manager based in Western Cape Province)

Participant 25 spoke about the need for ease, "feel[ing] comfortable for both the coach and the coachee for a relationship that was free from 'hierarchy'." The issue of power dynamics in the coach-coachee relationship was highlighted by the participant, who suggested a collegial relationship in which the coach does not dominate the entrepreneur by presenting as the "knower". This was an interesting spin added by the participant that the work of developing the entrepreneur be approached as a joint effort by "colleagues". The "one goal" they are building towards as coach and coachee is ultimately successful in the entrepreneur's development for business growth.

Subtheme 2(f): Coaching elements

In this study, "coaching elements" refers to the structure and focus of the coaching programme. This involves the coach's approach, the types of models used with the entrepreneur, and their understanding that the entrepreneurial coaching environment differs from other forms of coaching.

Figure 4.13 depicts the participants' insights about coaching elements that are important for successful coaching and how they relate to each other. They identified these as understanding the difference between entrepreneurial

coaching (about other types of coaching), clear coaching objectives, chemistry (rapport/relationship building session), support structure, coach site visits, appropriate learning styles, multiple approaches and accountability.



Figure 4.13: Overview of Coaching Elements

Source: Researcher's ATLAS.ti Output

Below are some coaching elements participants identified as important for an effective coaching intervention. The key subtheme indicators analysed in the responses are presented in no particular order of importance: chemistry (rapport/relationship building) session, clear coaching objectives, support structure, coach site visits, the coach understanding learning styles, multiple approaches and accountability.

Participants provided insights about chemistry (rapport/relationship) building sessions, clear coaching objectives and support structure in the coaching intervention as important coaching elements for successful coaching outcomes.

> "I think it's also important for them to *have the first session as an informal session*, a lunch or something, a walk in the park, something not sitting across a desk or on a Zoom call and looking at the business. [It must be] to really understand the entrepreneur, the person, who they are, if they're a father, a mother, if they have children, what's happening with their children and if they have parents, and if so, what's happening with them, *what have their most defining moments been*, why they're doing this, *why they're doing this business*, if they've tried anything else before, and what their fears are. So, get all of that upfront. But [it is] also an opportunity for the person being coached to ask the questions and also *get to appreciate the person in the coach* that has been allocated to them." [emphasis added] (Participant 18, black male industry expert based in Gauteng Province)

> "*When we first meet, [I] ask you exactly what you want to achieve, where you want to go, how we can get there and what you don't know*." [emphasis added] (Participant 26, black female entrepreneurial coach based in Gauteng Province)

Participants 18 and 26 highlighted relational aspects, clear coaching goals or objectives and structure as important coaching elements. Participant 18 suggested an informal meeting such as a lunch or a walk to establish rapport by getting to know the person. This is a mutual process; the coach gets to know the person they will be coaching, and the coachee gets to know the person behind the coach. At the same time, setting clear objectives based on the entrepreneur's identified goals and a support plan developed by the coach based on the latter. Participant 26 suggested that while entrepreneurs identify their goals, needs, and challenges, the coach facilitates this process by asking directly about them. A support structure is suggested by Participant 26 as including establishing a clear

coaching plan via goals the entrepreneur identifies and shares with the coach right at the beginning.

The participants emphasised the significance of the coach's business site visits as a crucial element. As identified by the latter, the coach must be aware of and undertake these visits to establish rapport with the coachee and facilitate goal setting.

> *“I actually did site visits. I didn’t just coach in restaurants. I actually don’t like coaching in restaurants. But I didn’t just coach in any space, but because the incubator was providing the space, I went and did site visits so that when we talk with the entrepreneur, I have an actual visual picture of what he’s talking about when he’s saying this is happening in my business. So, I’ve got that mental picture of what he’s working space looks like. Obviously, it’s not possible with everyone because some people work from their homes; but those that had sites, I ensure that I do site visits. That’s very important; you’re able to connect to this business because you’ve seen exactly what the entrepreneur does.” [emphasis added] (Participant 8, black female entrepreneurial coach based in Gauteng Province)*

Participant 8 highlighted the importance of the coach knowing the entrepreneur's business. This knowledge ensures that the coaching goals are directed toward a tangible landing place—the actual business the entrepreneur is operating and for which the coaching is taking place. The participant explained: “That’s [site visits] very important; you’re able to connect to this business because you’ve seen exactly what the entrepreneur does.” Site visits give the coach a picture and a deep understanding of what the entrepreneur is doing there. The participant emphasises the importance of site visits. This should also happen early in the relationship while goals are set.

The participants provided insights on the coach knowing multiple coaching styles and learning styles as important coaching elements the coach must be aware of.

> "If you're going to be a coach or a mentor you've got to understand that *you need to do a lot of research on different styles* and understand that you are able to do an analysis of the group. *You've got to be flexible to change a little bit of your methodology to suit the group so that you get to the outcomes*. We know that *people have different learning styles,* therefore you've got to be able to navigate that space so that whatever you're trying to [teach], [teach] *in the way that entrepreneur understands*." [emphasis added] (Participant 20, black female programme manager, based in Western Cape Province)

Participant 20 pointed out the need for the coach to be able to research coaching and learning styles and analyse the groups of entrepreneurs being coached. According to this participant, the coach must "be flexible to change a little bit of your methodology to suit the group so that you get to the outcomes". The participant identifies the importance of academic capacity on the part of the coach to adapt their coaching approaches or methodologies to different groups. The teacher-learner aspect of coaching is emphasised in that it is not just entrepreneurial content or knowledge that the coach requires but also educational methods to enable the coachee's understanding and learning in the coaching process.

While the participant noted that the reason for multiple coaching approaches and learning styles is because "people have different learning styles", it is also true that the types and levels of education influence learning. In the South African context, education is still uneven across demographic lines due to the legacy of apartheid and identified challenges in the post-apartheid education system. The main challenge has been a transformation for equal access to good education to compete in the workplace, business, and other domains. As unemployment levels tip higher annually, with approximately 70% of those unemployed being youth, entrepreneurship, as previously mentioned, has been identified in the NDP as a key area for generating income and the economy.

Yet, many unemployed youths who hope to start businesses enter the sector with a legacy of poor education that the coach must compete with. This is not to say that emerging entrepreneurs with poor education levels lack the potential for entrepreneurial success but that entrepreneurial coaching has to consider education levels, especially regarding programme design and coaching and learning approaches. So, the issue of learning styles Participant 20 drew attention to is perhaps more complex and challenging in coaching than appears at a glance. For instance, attending to education on the part of the entrepreneur may be part of their entrepreneurial development trajectory that the coach and incubation programmes might have to factor into the coaching and mentorship opportunities and services they provide to emerging entrepreneurs.

The participants provided insights into accountability, an important coaching element the coach should know.

> "Things like *accountability*… there can be some agreement on a collective level. If you are employing, say, ten coaches, [they must be] able to all *hold their coachees accountable* in a similar manner. I guess *that comes into the collective framework* of … some kind of *shared sense of understanding across all coaches in that particular programme*. Because entrepreneurs are quite results oriented, I imagine a simple framework like a grow model could actually have some benefit … *The frameworks on the psychological end of the continuums, I think, could be possibly less effective*." [emphasis added] (Participant 13, white male entrepreneurial coach based in Western Cape Province)

Successful entrepreneurial coaching is more likely to produce improved entrepreneurial development and business growth, perhaps even if this occurs incrementally over some time. Participant 13 emphasised the importance of coach accountability on a collective level. According to the participant, this accountability requires a standardised framework—a shared understanding across all coaches in a particular program. This framework would enable the evaluation, measurement, and monitoring of entrepreneurial coaching impact, aligning with the results-oriented nature of entrepreneurs. This participant gave

possibilities as to what a common framework might look like. The need for more cohesive and common entrepreneurial coaching models for systematic implementation and constant evaluation towards standardisation is worth noting.

4.4.3 Research Question 8

This section presents findings that pertain directly to Research Question 8: *What are the elements of an entrepreneurial coaching framework for business incubators in South Africa?* Theme 3, Perceived Incubator Support Aspects, is nuanced into subthemes (a), Programme Success Factors, and subtheme (b), Integration of Coaching Component in Programme align directly with this question.

Theme 3: Perceived Incubator Support Aspect

This theme reflects the study participants' response to perceived incubator support, encompassing components for effective entrepreneurial coaching in the incubation programme. The participants gave insights on what they perceive as the essential elements from a programme perspective. In this study, the "perceived incubator support aspect" refers to the essential design and focus elements of the programme from the side of the programme or incubator, such as how to structure and synergise the different components of the programme. This theme is divided into two broad categories or subthemes, namely, (i) programme success factors and (ii) integration of the coaching component. These are reported below.

Subtheme 3(a): Programme success factors

"Programme success factors" used in this study refer to the programme structure and features to ensure BI intervention success. These include, amongst others, an academic (training) component, the use of BI alumni as mentors, the BI environment for successful mentoring and programme governance, an understanding of the role of the entrepreneur as "one of the programme directors" and focus on objectives related to small enterprises in general and the business entity of the entrepreneur enrolled in the programme.

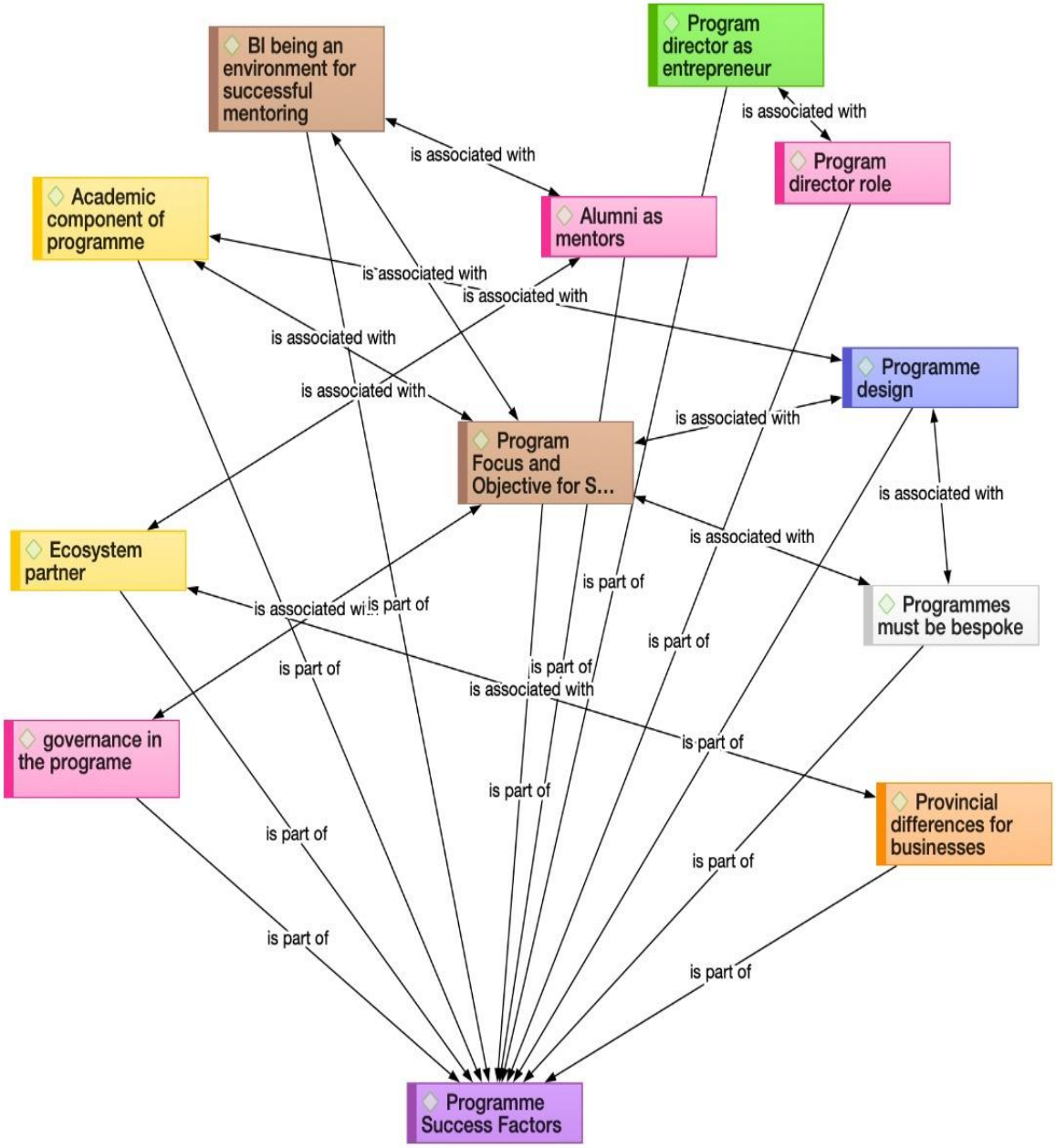


Figure 4.14 Overview of Programme Success Factors

Source: Researcher's ATLAS.ti Output

Figure 4.14 above presents an overview of BI programme success factors by the entrepreneurial coaches, BI programme managers and industry experts. These include training design with an academic (training) component, provincial differences for small businesses, BI environment for mentoring, governance in the programme, use of BI alums as mentors, programmatic focus and objectives, entrepreneur as programme director, entrepreneur's director role and

entrepreneurial ecosystem partners. The figure also shows the inter-relations of these.

Below are some of the insights on this subtheme from the study participants. The key subtheme indicators analysed in the responses are presented in no order of importance: training design with an academic component, programmatic focus and objectives, BI environment for mentoring, governance in the programme and entrepreneurial ecosystem partners.

The participants provided insights into programmatic focus and objectives.

> "*Structure [is] basic*. *Without structure some of the programmes fall flat* even when you've got great entrepreneurial coaches, or you've got great workshops. *If there's no structure, I think it will all fall flat*. So, for me *I would say having a structure and that … includes what the milestones are you want to achieve for each business that goes through a programme, what are you trying to get out of it, what does success look like and what is that end goal and the type of impact you're trying to make in those businesses*. So, once you've got that in mind, you are able to set a structure and have milestones that you then track on a regular basis to see whether you are achieving what you want to achieve in a programme." [emphasis added] (Participant 4, black female industry expert based in Gauteng Province)

> "You need *a holistic system*. I'm saying that for this to happen in a *better structured manner*, you need to *ensure that there is a supporting system* for both the beneficiaries and the coach to be able to create a long-term relationship. The *coaching cannot be left for short-term purposes* where you get in on the programme and it ends there. The *entrepreneurship process is a journey.* So, are you able to then have a scenario where there is *coaching throughout that journey* so that we don't have an expectation that the entrepreneurs can be able to swim off by themselves? I'm [saying this] because most *programmes are … structured* in a way where what they deem as their mandate once it is over all other support ceases to

exist, which includes coaching. So coaching support ceases to exist." [emphasis added] (Participant 29, black male programme manager based in Gauteng Province)

The participants provided insights into the BI environment for mentoring and training.

"You do everything you can to ensure that they start off on a positive note, but [with] different people, different backgrounds, different perspectives, that doesn't always happen. It doesn't always happen that they go on to have a tremendously positive relationship. But it's very important *… that as an organisation we at least do what we can to create an environment that is conducive to breeding those positive relationships with everything we can*. So once again, direct answer is that those relationships are very important, and as *an organisation it's important again to have those procedures and processes in place to create an environment that is conducive to establishing such relationships*." [emphasis added] (Participant 9, black male entrepreneurial coach based in Gauteng Province)

"I've come across *programmes that have been successful are [monetary] reward driven. So, putting rewards on the training.* … but … so *if you're taking someone out of [a very small] business, even if it's for 30 minutes*, to attend a bi-weekly training, those are 30 minutes training the business, so *there needs to be a reward attached to it* beyond just training and that's quite hard to do. But I think small business owners [are] like, 'Okay, I'm sacrificing 30 minutes, but I'm going to gain training plus this [tangible income or monetary output]. So, I see those [monetary reward-based] programmes becoming even more successful than the ones that are just purely training." [emphasis added] (Participant 25, black male programme manager based in Western Cape Province)

The participants provided insights about programme governance.

> "*Governance is very important. The governance I'm referring to [involves] systems and processes*. You don't appoint a mentor and allow them to do what they think can be done or what they think is right. *They are bringing their knowledge and expertise on board, but the impartation of that knowledge, the [execution] of that capability that they're bringing on board must be done within the confined systems and processes* that are aligned to what that particular organisation's way of doing things is. [You do this so that you don't find a situation where you've got three mentors in the programme, they're supporting three SMMEs and each … is doing what they think is right. There's no consistency, there's no alignment, there's no structure. If that is the case, you'll find *value impact at an individual mentor-mentee level but no value at a collective level because there's no harmonisation, there's no alignment, and therefore you cannot tell as to whether this programme is making an impact or not*." [emphasis added] (Participant 15, black male industry expert based in Gauteng Province)

The participants provided insights about entrepreneurial ecosystem partners.

> "We also play a role of an *Ecosystem partner*. In this particular role, we work at different kind of projects, mandates that are issued through organised associations, networks, foundations. Predominantly, a lot of them are NGO based kind of organisations operating as ecosystem catalysts or advocacy groups. A lot of our time [is spent] as a *knowledge partner* [to] those organisations *providing content and strategic frameworks for coaching and mentorship and support*." [emphasis added] (Participant 7, black male industry expert based in Western Cape Province)

Subtheme 3(b): Integration of the coaching component in the programme

"Integration of the coaching component in the programme" is understood in this study as the intentional way the entrepreneurial coach and entrepreneurial coaching intervention are integrated into the full BI programme. This includes

how a coach is integrated into the team, including ensuring that the coach is fully aware of the vision and mission of the programme with which their entrepreneurial coaching must align. Participants emphasised that coaching should not occur in a vacuum but as a core part of the programme. Long-term coaching evaluation was recommended to ensure the programme's long-term impact, aligned with post-incubation care for the entrepreneur.

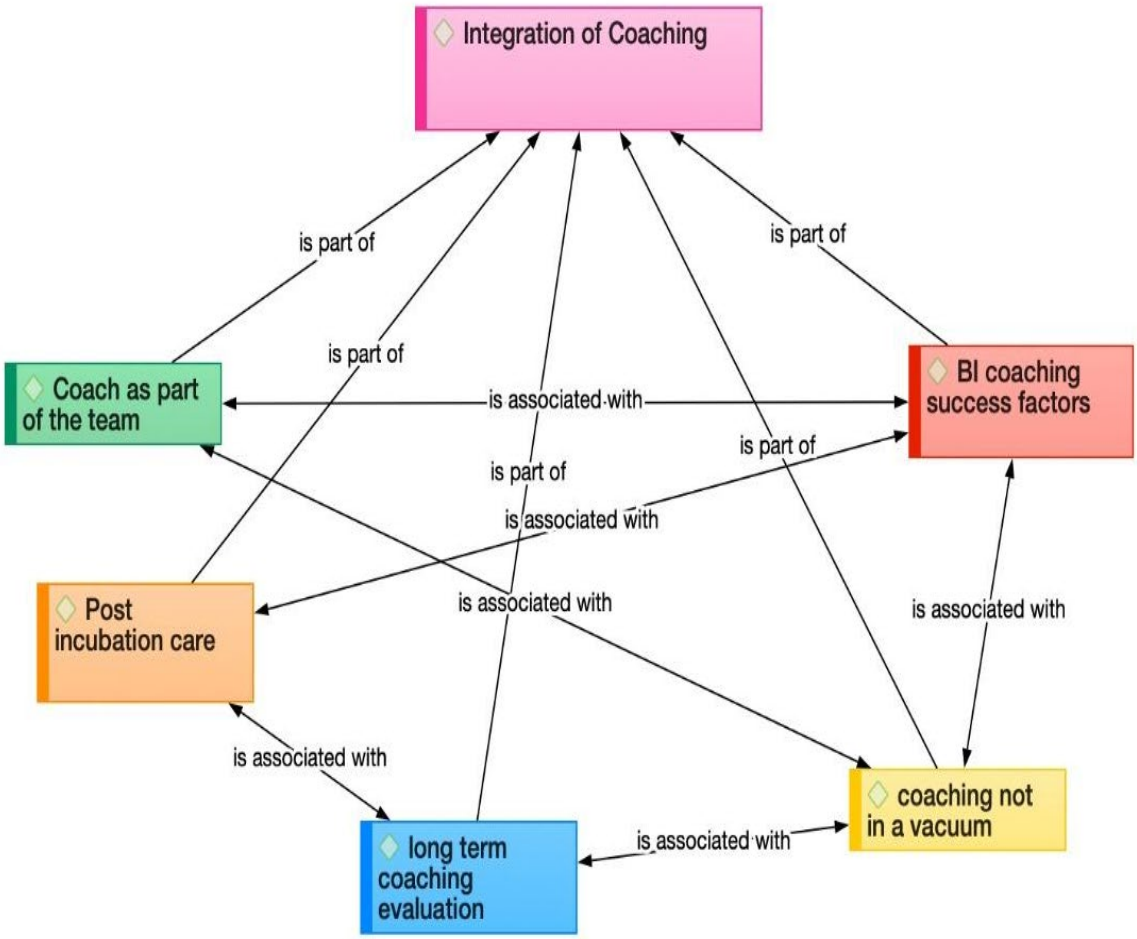


Figure 4.15 Overview of Integration of Coaching Component in the BI Programme

Source: Researcher's ATLAS.ti Output

Figure 4.15 depicts how the interviewees perceived coaching should be integrated into the rest of the incubation programme. They identified the following aspects: BI coaching success factors, coaching not a vacuum, long-term coaching evaluation, post-incubation care and coaching as part of the team. The diagram also shows the interconnections between these indicators of the

subtheme. Some of the insights from the participants on the issues relating to the integration of coaching are shared below.

The participants provided insights about coaching not happening in a vacuum but as part of the broader programme to ensure better outcomes. This also included that the programme's outcomes depended on the coach's profile, selection criterion, and structure.

> "As I was saying, for me, its *structure*, which includes *time schedules, which [in turn] includes training.* And I will *emphasise training for the mentors*--to say what then is expected of them and what *qualities [and] competencies [needed] as far as mentorship or entrepreneurship is concerned*." [emphasis added] (Participant 14, Black male, programme manager, based in Gauteng)

> "At the end of the day, *you really don't need to look only at the criteria used on appointing the coach … We also look at the nature and the calibre of the SMMEs that we have in the programme*." [emphasis added] (Participant 12, black male programme manager based in the Northern Cape)

The participants provided insights about the coach as part of the team. As an ecosystem that includes that coach, the incubator team must be aligned and work towards mutually beneficial goals for the small business.

> "It depends on coach to coach, but for myself *I would say that the infrastructure is very important. You need the team that is around you*." [emphasis added] (Participant 1, black male industry expert based in the Eastern Cape)

The participants provided perceptions about entrepreneurial coaching success factors in BI programmes. These included that it is not only about having the right structures in place, but the communication channels are open and that the BI programme managers are aware of what is happening in the entrepreneurial coaching intervention.

> "*I want to come back to communication* because it's super important, and honesty, and *being open and honest* about where you're at as both a coach and coachee. And always … almost like wearing your heart on your sleeve." [emphasis added] (Participant 24, White female, Entrepreneurial coach, based in Eastern Cape)

> "In terms of *the programme director role*: *I make sure I spend a lot of time with the entrepreneurs because that's how I get to know them*, that's how *I get to know their businesses better*, that's how I get to build support around them. [This is] support that they need, not support that I assume they need--most of the time we assume that people need this, … but when you speak to them, and I do this a lot, *I reallocate a lot of resources because like, no, you don't need technology development, you need something else*, let's give you what you need and not what we assume you need." [emphasis added] (Participant 10, black female programme manager based in Western Cape Province)

> "I think the *programmes have to set and manage expectations on both the entrepreneur's side and the mentor or coach*. Each needs to understand their role and responsibility and then we have to provide the space and the conducive environment for these to actually connect." [emphasis added] (Participant 32, white male entrepreneurial coach based in Gauteng Province)

The participants provided insights about post-incubation care for the entrepreneurs who complete their entrepreneurial coaching and exit the programme in the BI. Post-incubation care was highlighted as one of the important components of ensuring that small businesses experience sustainable business growth.

> "I think the main thing that I really would like you to include, or hopefully other people also mentioned is that *aftercare, because the coaching part and having your five or six sessions or classes or practical interactions or whatever you want to call it, it's easy because we're here, we're talking*

about it. But what happens after that is sometimes where the issue comes in and *a good coach doesn't just leave his mentee or entrepreneur he was coaching after the programme ends.* I think *there needs to be some sort of a framework or guidance of how these entrepreneurs that exited any type of training or incubation programme, maybe even if it's for six months or twelve months, [have] follow up meetings or following up check ins … and support*." [emphasis added] (Participant 16, white female industry expert based in Gauteng Province)

The participants provided perceptions about long-term coaching evaluation, given that most programme managers highlighted that they have no standardised ways to monitor and evaluate the programme and coaching delivered. Communication was highlighted as a key component in describing the importance of clear goals and timelines for monitoring and evaluation.

"*I think [what is needed is] a clear, call it action plan, for lack of a better word*. By that, I mean there needs to be *clear timelines communicated between the parties, whether it's timelines, touch base points, submissions* if there's some training happening, and deliverables in terms of what the mentor and entrepreneur need to deliver on. And more importantly, the *reporting*, whether it's to establish a base line or a form of *monitoring and evaluating the interventions and the progress*." [emphasis added] (Participant 17, black male industry expert based in Gauteng Province)

"Quite often I think *the challenge with entrepreneurial programmes is that they tend to want to work to a template and it can't be a template*. Unfortunately, I think, when it comes to coaching because *each entrepreneur is unique*, their *businesses are unique, their challenges are unique*. [But] despite that, there needs to be, I think, some common themes to be dealt with, just to guide the conversation so that … the conversation is not always unstructured." [emphasis added] (Participant 16, white female industry expert based in Gauteng)

The research themes have highlighted the critical success factors for successful entrepreneurial coaching, the elements for effective entrepreneurial coaching and how these relate to the success of small businesses in incubation. The summary of key findings is presented below.

4.5 SUMMARY OF KEY FINDINGS

The key findings of the qualitative study involving the views and insights of the participants regarding entrepreneurial coaching in South Africa, as presented in this chapter, are summarised below. The demographic statistics of the entrepreneurial coaches, programme managers and industry experts were given under gender, race, age, designated position in the coaching programme and provincial spread of response were given. Three themes and 10 subthemes from the data were presented and discussed.

The first theme covered the entrepreneurial coaching needs of small businesses regarding (i) business entity needs (key subtheme indicators discussed: access to funding, business results and sector compliance) and (ii) the entrepreneur's needs (key subtheme indicators discussed: financial acumen, sales and marketing focus, entrepreneurial mindset, personal development and coaching that impacts the entrepreneur and the business) were presented and analysed.

The second theme, critical success factors for entrepreneurial coaching had six subthemes that were reported on: (iii) entrepreneur characteristics (key subtheme indicators discussed: the entrepreneur's passion, drive and motivation, voluntary participation in BI programmes, personal development and personal aspects), (iv) demographics, diversity and cultural intelligence (key subtheme indicators discussed: gender and race biases, age of coach and related discrimination, cultural relatability between coach and coachee, language barriers, diversity of coach versus coach-coachee relationship, cultural barriers impacting entrepreneurs and the cultural awareness or intelligence of the coach), (v) coach's personal attributes (key subtheme indicators discussed: the coach having emotional intelligence, coach's capacity for empathy, patience, passion

(matching that of coachee passion), trustworthiness and confidence in coach and effective communication), (vi) selection criteria for coaches or coach competence (key subtheme indicators discussed: coach's academic qualification, entrepreneurial coaching experience, ethical coaching, coaching approach, entrepreneurial experience and coaching certification), (vii) relational aspects of coaching (the coach-coachee relationship) (key subtheme indicators discussed: connection between coach and coachee, the coach-coachee relationship, empathy in the coach, coach respecting entrepreneurs, coach-coachee commitment, boundaries in coaching relationship, trust between coach and coachee and the power dynamics between mentor and entrepreneur) and (viii) coaching elements (key subtheme indicators discussed: chemistry (rapport/relationship building) session, clear coaching objectives, support structure, coach site visits, appropriate learning styles, multiple approaches and accountability), clear coaching objectives, chemistry ability (rapport building), support structure, site visits, appropriate learning styles, multiple approaches and accountability).

The third theme, perceived incubator support, brought in the needs of the business incubators relating to entrepreneurial coaching via two subthemes: (ix) programme success factors (key subtheme indicators discussed: training design with an academic component, programmatic focus and objectives, BI environment for mentoring, governance in the programme and entrepreneurial ecosystem partners) and (x) integration of coaching component into the programme (key subtheme indicators discussed: coaching not in a vacuum, coach as part of the team, post-incubation care, BI coaching success factors and long-term coaching evaluation).

Details of key indicators in each subtheme were identified and analysed to provide a clearer picture of the views and insights from the entrepreneurial coaches, programme managers and industry experts. The interrelations between the different indicators in each subtheme were also presented in the overview diagram for each theme to provide a better understanding of the integral nature of the main indicators per theme in entrepreneurial coaching.

4.6 CHAPTER CONCLUSION

The beginning of the chapter mentioned Research question 6: *What is the role of entrepreneurial coaching in the success of small enterprises?* Question 7: *What are the critical success factors for entrepreneurial coaching in business incubators in South Africa?* Research question 8: *What are the elements for effective entrepreneurial coaching in business incubators in South Africa?* as shaping the qualitative study undertaken with participants excluding the entrepreneurs involved in entrepreneurial coaching in BI programmes. The interviews gained important insights and views from entrepreneurial coaches, programme managers and industry experts regarding entrepreneurial coaching for the success of small enterprises, which provided the data for the qualitative study. The data findings and analysis in pursuit of these three research questions were presented in this chapter in alignment with the emerging themes and subthemes. Further discussion of the findings answering these three questions will be undertaken in Chapter 6.

Chapter 5, following, presents and discusses this study's quantitative data analysis and findings.

CHAPTER 5: QUANTITATIVE DATA ANALYSIS

5.1 CHAPTER OVERVIEW

This chapter aims to present and explain the findings of the quantitative data collected to answer the research questions and test the conceptual model and research hypotheses proposed in this study. The quantitative data collected was subjected to various statistical analyses detailed in this chapter. Descriptive statistics were used to describe the demography of the sample. Chi-square tests were used to determine associations or links among variables. Factor analysis was applied to split variables into reduced sets of latent variables. Cronbach's alpha was used to assess measurement scales' internal consistency (reliability). Finally, structural equation modelling was applied to test the proposed conceptual model and hypotheses.

5.2 BACKGROUND TO DATA COLLECTION

The data was collected from a sample of 312 respondents who were entrepreneurs with businesses of varying sizes who had gone through entrepreneurial coaching for their businesses. The sample included entrepreneurs in all provinces of South Africa. The self-administered online survey was distributed via Qualtrics. Data collection commenced in May 2021 and concluded in December 2021. After processing the 312 responses, the sample size was reduced to 296 once incomplete responses were excluded. Therefore, the actual sample was n=296.

5.3 DEMOGRAPHICS AND SAMPLE CHARACTERISTICS

The demographic data captured included details on gender, province, business size and method of coaching delivery, that is, online, face-to-face or a combination of both. The total sample size of 296 respondents was proportionately represented in this manner, and the sub-sections following provide details about the sample characteristics.

Table 5.1 below presents the key demographic characteristics of the sample, namely, gender, race, province and the size of the businesses the entrepreneurs operate.

Table 5.1: Demographics and Sample Characteristics

Demographic Characteristic	Response	Frequency	Percentage
Gender	Male	121	40.9
	Female	175	59.1
Race	Black	227	76.7
	White	27	9.1
	Coloured	29	9.8
	Indian	11	3.7
	Other	2	0.7
Province	Gauteng	114	38.5
	Mpumalanga	16	5.4
	North-West	49	16.6
	Limpopo	13	4.4
	Free State	8	2.7
	Eastern Cape	21	7.1
	Northern Cape	1	0.3
	Western Cape	47	15.9
	KwaZulu-Natal	27	9.1
Business Size	Micro Enterprise (<6 employees)	231	78.0
	Small Enterprise (<50 employees)	58	19.6
	Medium Enterprise (<200 employees)	2	0.7
	Large Enterprise (> 200 employees)	5	1.7

5.3.1 Gender

Of the 296 respondents, 121 (41%) were male, and 175 (59%) were female, as shown visually in Figure 5.1 (pie chart).

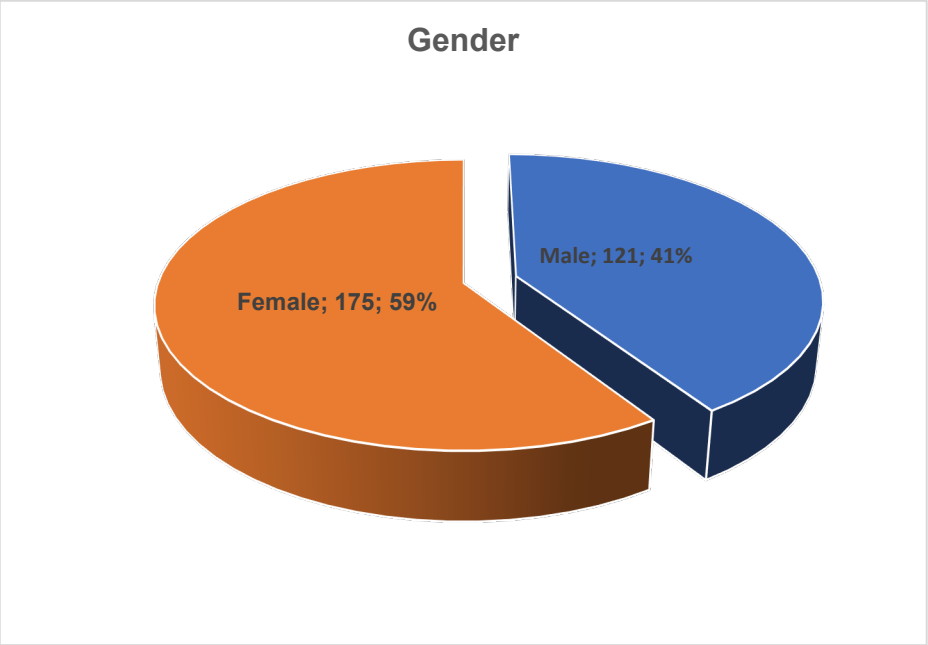


Figure 5.1: Gender Representation in Study Sample

5.3.2 Race

The race breakdown of the 296 sample respondents is black 227 (76.7%), white, 27 (9.1%), coloured 29 (9.8%), Indian 11 (3.7%), other 2 (0.7%), as shown visually in Figure 5.2 (pie chart).

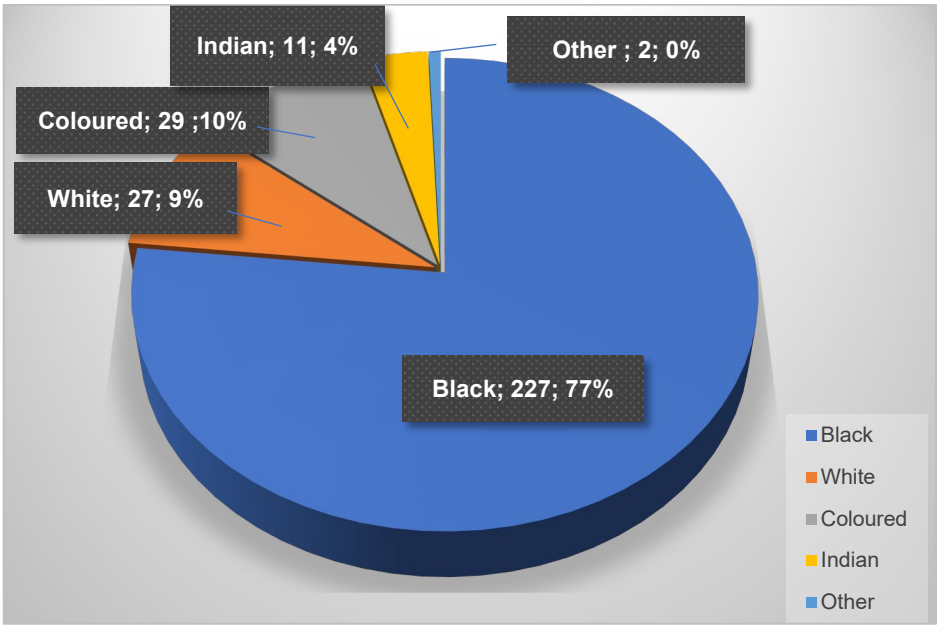


Figure 5.2: Race Representation in Study Sample

5.3.3 Province

In terms of the provincial location in which the entrepreneurs operate, the breakdown was as follows: Gauteng 114 (38.5%), Mpumalanga 16 (5.4%), North-West 49 (16.6%), Limpopo 13 (4.4%), Free State 8 (2.7%), Eastern Cape 21 (7.1%), Northern Cape 1 (0.3%), Western Cape 47 (15.9%) and KwaZulu-Natal 27 (9.1%). Figure (pie chart) 5.3 shows the visual representation of these statistics.

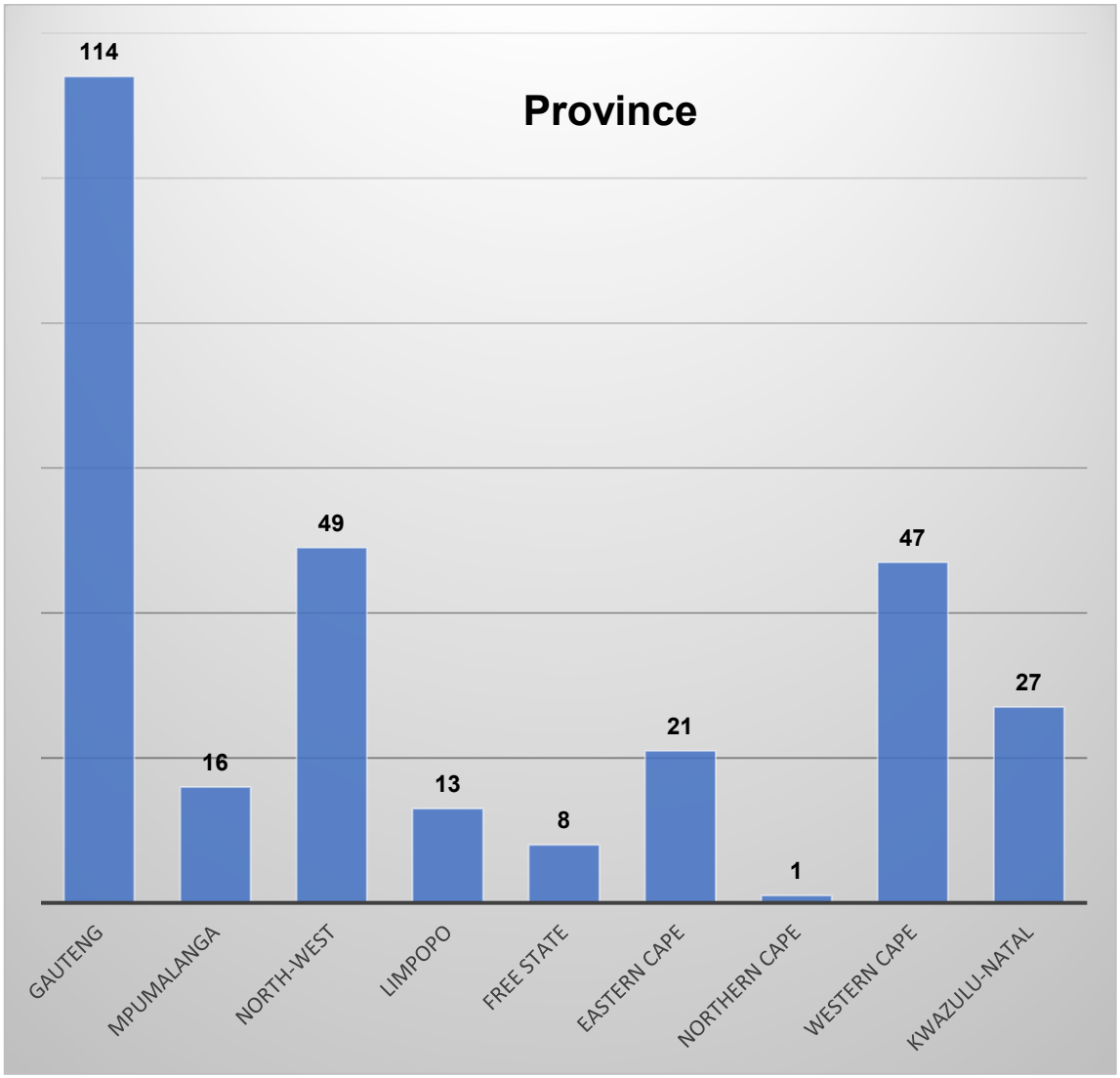


Figure 5.3: Province Representation in the Study Sample

5.3.4 Business size

In terms of business size, the breakdown was as follows: Micro <6 employees 231 (78%), Small <50 employees 58 (19.6%), Medium - <200 employees 2

(0.7%) and Large >200 employees 5 (1.7%). Figure 5.4 (pie chart) shows this breakdown visually.

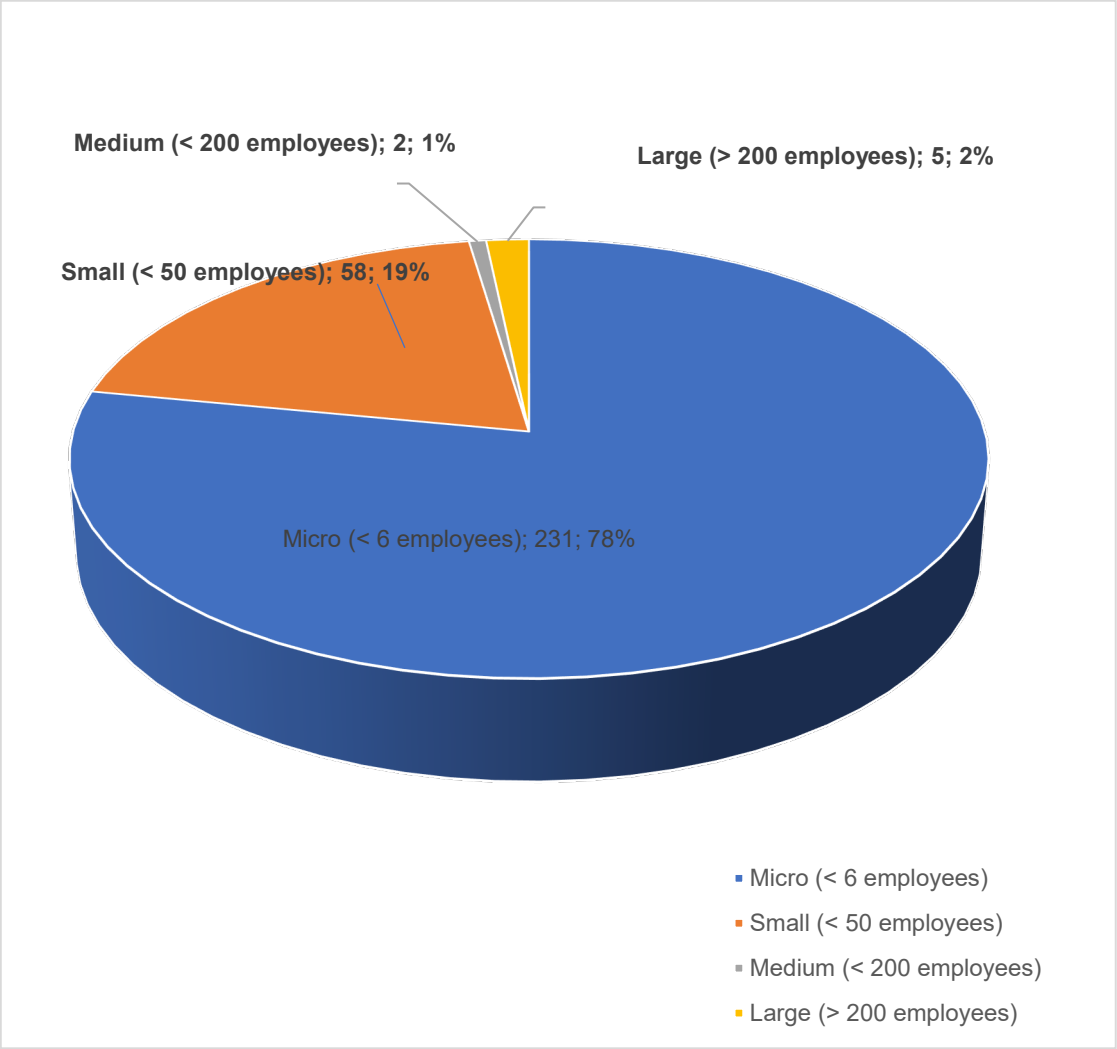


Figure 5.4: Representation of Business Size in the Study Sample

5.4 DESCRIPTIVE ANALYSIS

This section provides a descriptive analysis of the data collected before testing for reliability and validity and constructing the structural model. The detailed descriptive analyses for the continuous variables are presented in Appendix D of this study. The sections below provide details on each construct measured, with the Figures for sets of questions also provided. The study assessed several constructs using a seven-point Likert scale, including coach demographics, the coach-coachee relationship, critical success factors influencing the

entrepreneurial coaching process, and coaching outcomes related to skills and abilities for entrepreneurial development and business growth. Participants could express the extent of their agreement or disagreement or remain neutral on the scale. The colour key in each Figure provides information on the measured construct, the scores for which can be traced to the colour score plotted.

5.4.1 Entrepreneurial coaching

Regarding entrepreneurial coaching, 78.7% of respondents indicated that their coach provided them with one-on-one support, while 85.9% agreed that their coach listened with understanding. Additionally, 87.8% agreed that their coach inspired them to achieve their goals, with 81.7% agreeing that their coach helped them to see things differently. Most respondents (82.4%) agreed that their coach helped them identify their strengths and weaknesses. 71.6% of respondents agreed that their coach taught them important stress management skills, while 16.6% remained neutral. Figure 5.5 presents the statistical analysis visually below.

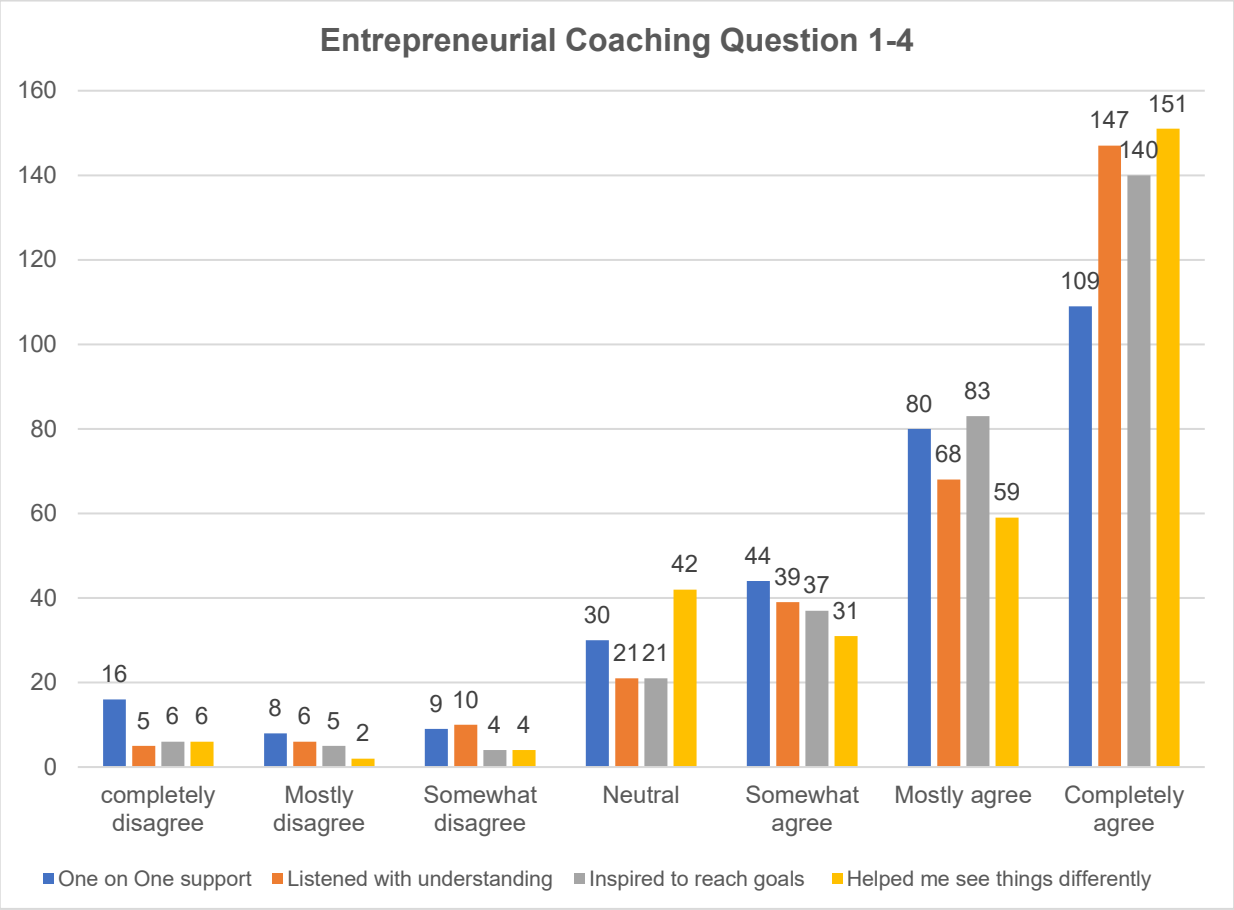


Figure 5.5: Survey Questions 1-4 on Entrepreneurial Coaching

Moreover, 73.4% agreed that their coaches taught them technical business skills, such as finance and marketing, with 17.2% remaining neutral. Figure 5.6 presents the statistical analysis visually below.

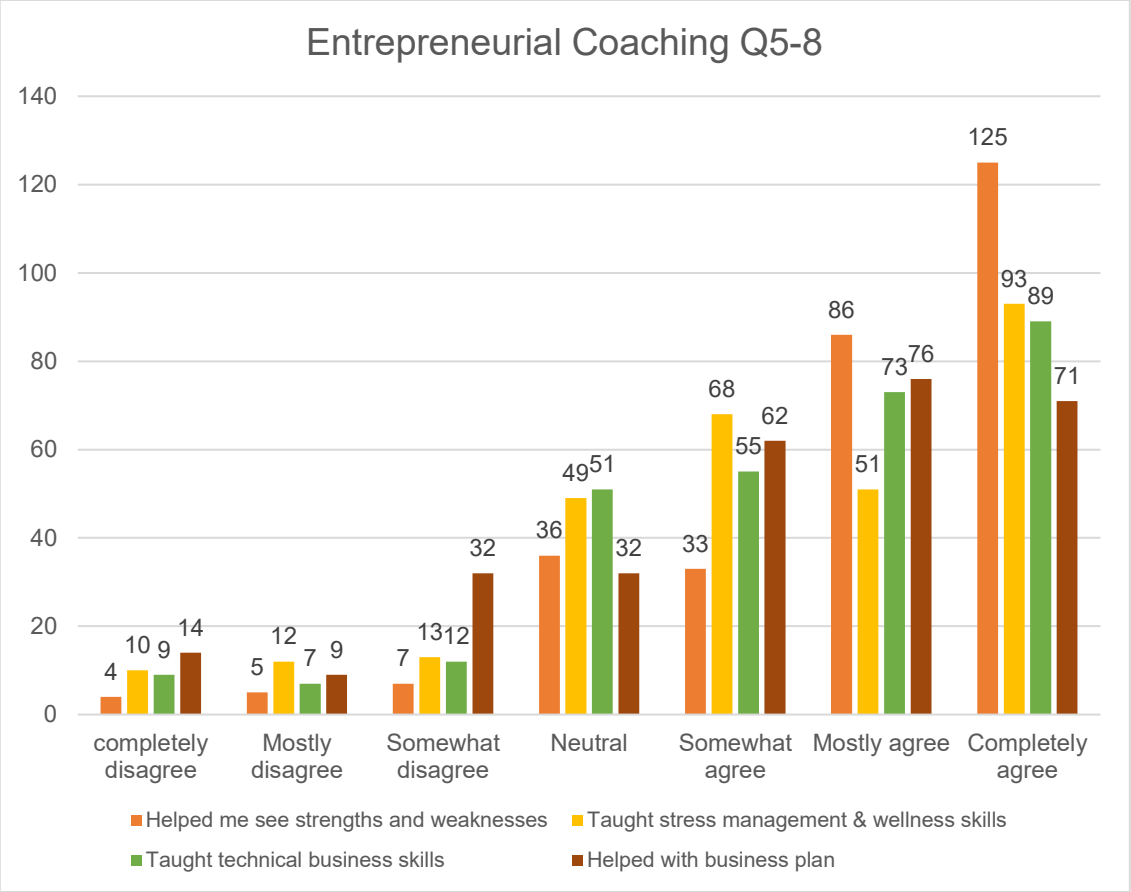


Figure 5.6: Survey Questions 5-8 on Entrepreneurial Coaching

Additionally, 70.6% agreed that their coach helped them make a business plan. 86.8% agreed that their coach shared their expert knowledge and guidance, with only 3.7% disagreeing. A further 89.5% agreed that their coach shared their own experiences, with only 4.1% disagreeing with this statement. Moreover, 86.2% agreed that their coach helped them take real business steps, with only 5.7% disagreeing. 80.1% agreed that their coach helped them with their business operations. Lastly, 86.2% of the respondents agreed that their coach encouraged personal and business growth. Figure 5.7 presents the statistical analysis visually below.

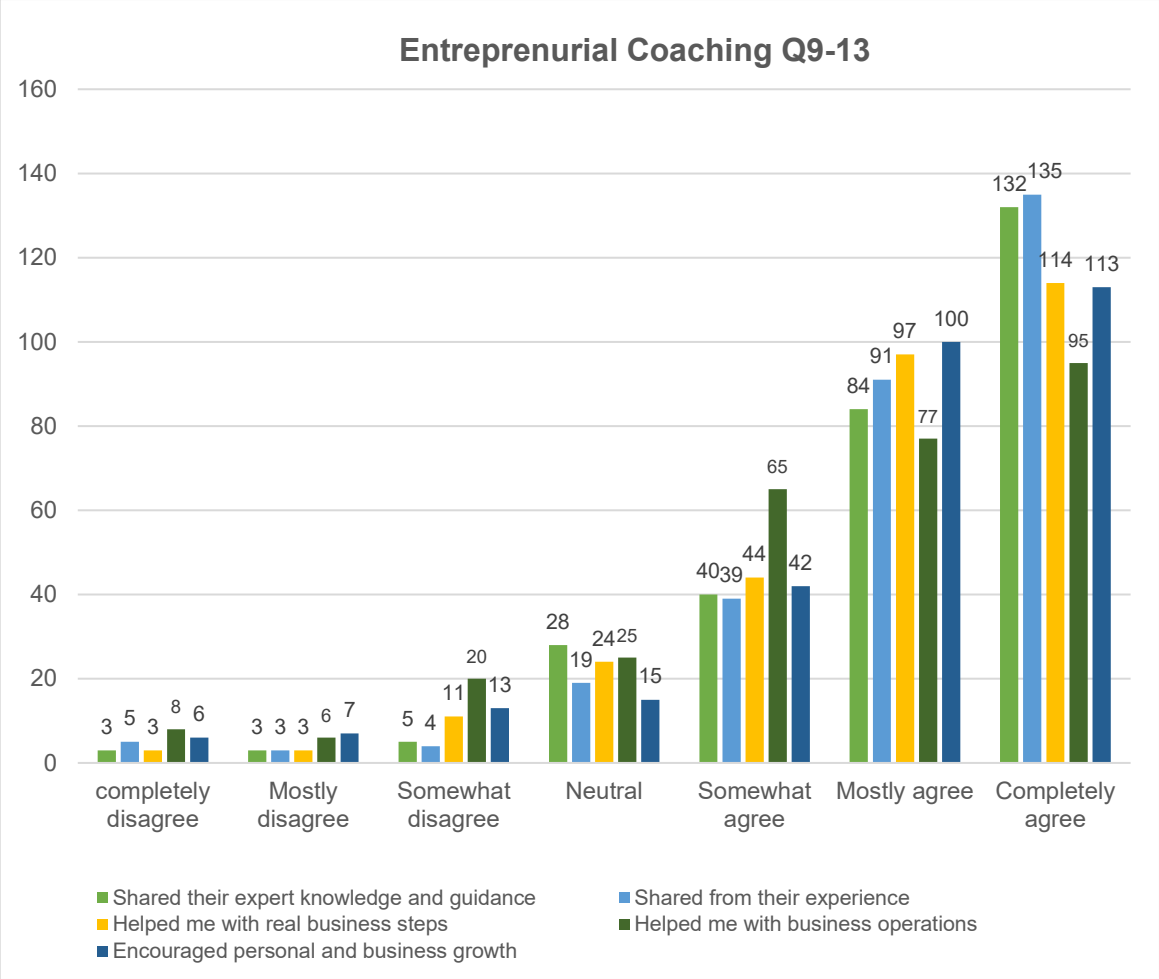


Figure 5.7: Survey Questions 9-13 on Entrepreneurial Coaching

5.4.2 Entrepreneurial Self-efficacy

Regarding entrepreneurial self-efficacy, most respondents (83.5%) agreed that as a result of entrepreneurial coaching, they could achieve most of the goals they had set for themselves. Only 8.1% disagreed with this statement, and 8.4% remained neutral. Additionally, 87.8% of respondents agreed that their coaching experiences help them feel certain they can accomplish any difficult tasks they may face. Only 6.4% disagreed with this statement, and 5.7% remained neutral. When asked about their belief in their ability to achieve important business outcomes following entrepreneurial coaching, 87.5% of respondents agreed with the statement, while 6.1% disagreed and 6.4% remained neutral. Most of the respondents (86.4%) agreed that entrepreneurial coaching has made them believe they could successfully overcome any challenges they face in the future.

However, 6.5% disagreed with this statement, and 7.2% remained neutral. Figure 5.8, below, presents these statistics visually.

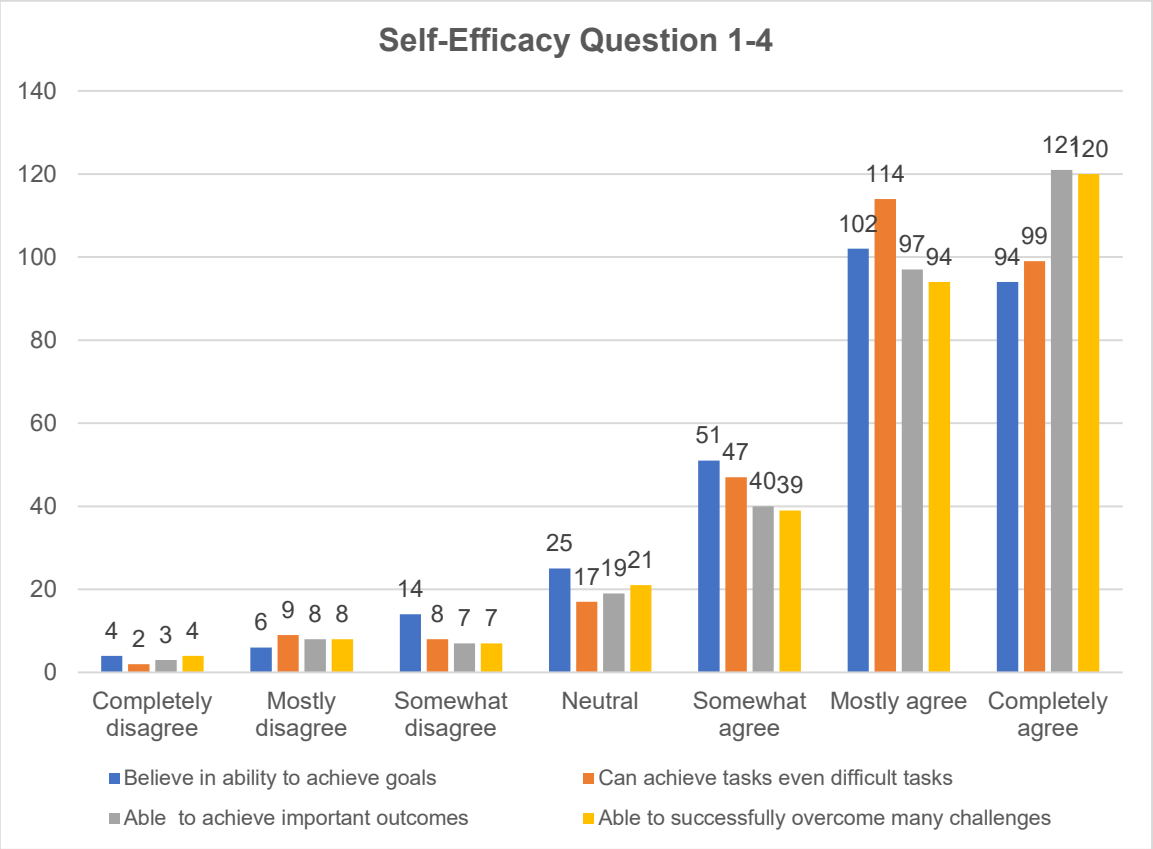


Figure 5.8: Survey Questions 1-4 on Entrepreneurial Self-Efficacy

When asked about their self-belief in completing most tasks due to coaching, 82.6% of the respondents agreed with the statement, 5.8% disagreed, and 11.6% remained neutral. Most of the respondents (80.9%) agreed they believed that because of coaching, they would still perform quite well in their businesses even when things get tough. However, 7.8% disagreed with the statement, and 11.3% remained neutral. A majority, 85.7% of the respondents, agreed that because of coaching, they felt confident they could perform different tasks effectively, 6.1% disagreed with the statement, and 8.2% remained neutral. Additionally, 85.6% of the respondents agreed that post coaching, they believed they would succeed at the goals for the business they set for themselves, while 6.1% disagreed and 8.2% remained neutral. Figure 5.9, below, presents these statistics visually.

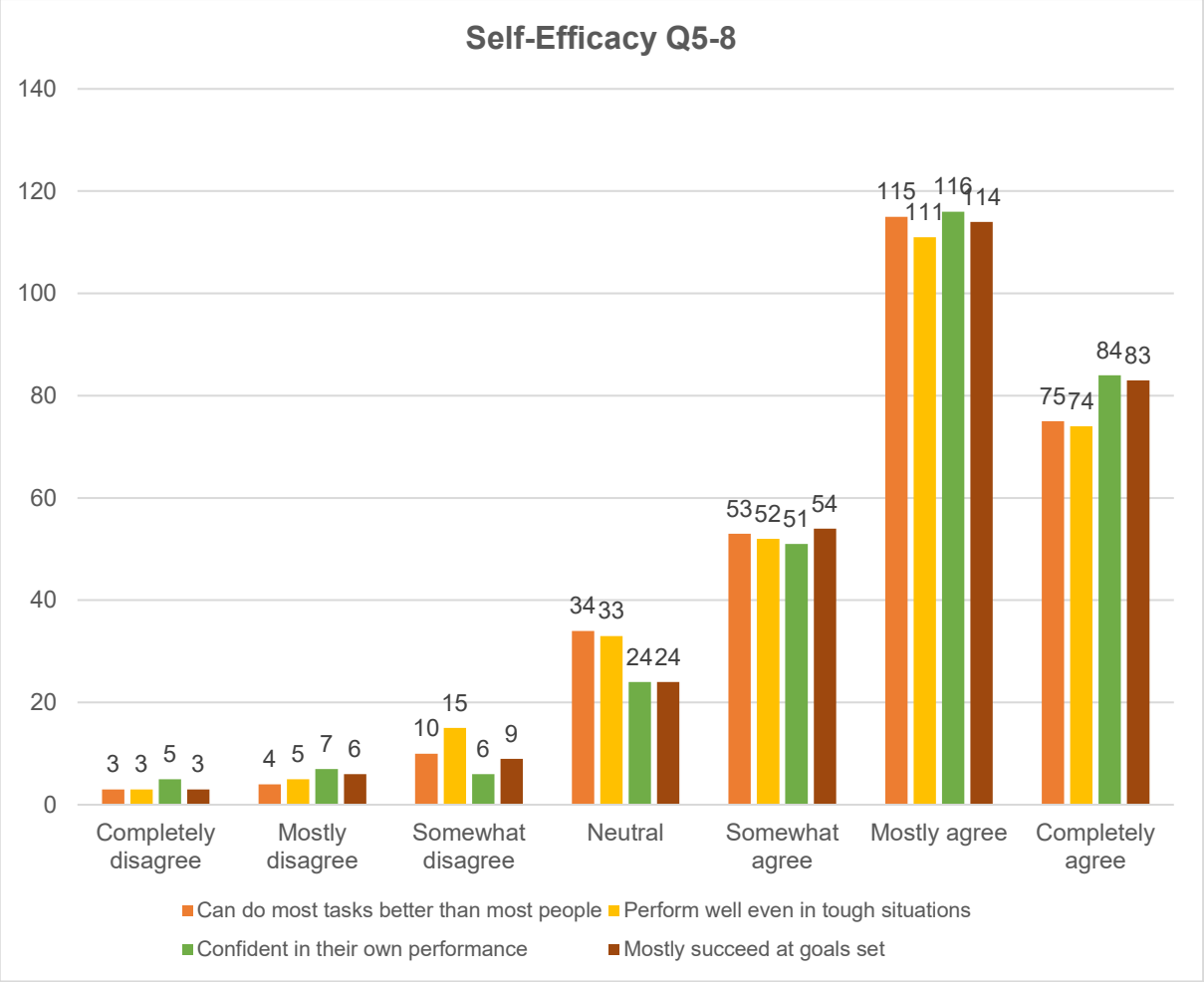


Figure 5.9: Survey Questions 5-8 on Entrepreneurial Self-Efficacy

When asked about their belief in their ability to grow and expand their businesses, 84.3% agreed with the statement, while 6.8% disagreed and 8.9% remained neutral. Additionally, 79% of the respondents agreed that they could set and meet sales goals as a coaching outcome, while 9.5% disagreed and 11.6% remained neutral. Lastly, 84.6% agreed with the statement, 5.5% disagreed, and 9.9% remained neutral. Figure 5.10, below, presents these statistics visually.

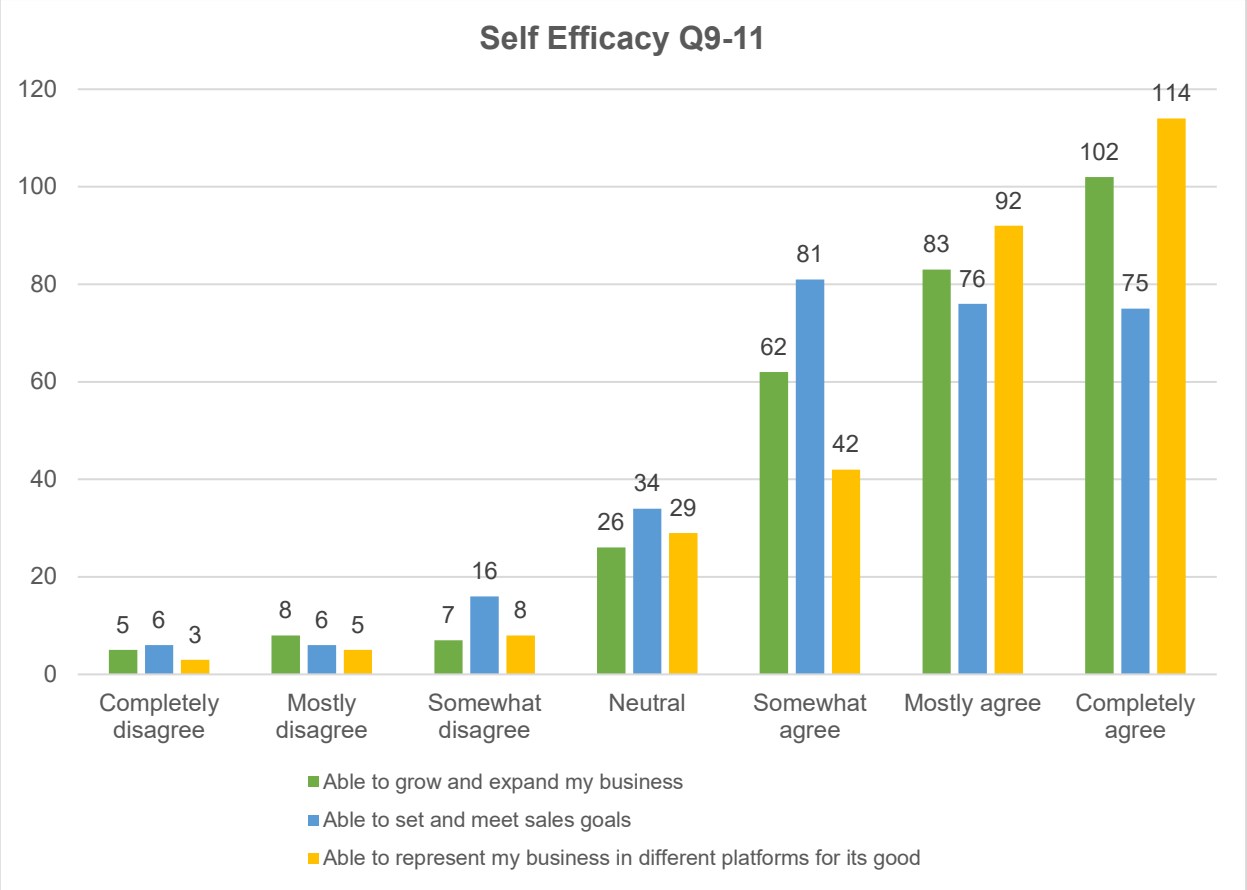


Figure 5.10: Survey Questions 9-11 on Entrepreneurial Self-Efficacy

5.4.3 Entrepreneurial resilience

Concerning questions on resilience, 84.1% of the respondents agreed that as a result of coaching, they achieved their goals despite obstacles, 7.4% disagreed with the statement, and 8.4% remained neutral. The majority, 84% of respondents, agreed they were not easily discouraged by failure due to having undergone entrepreneurial coaching, 7.5% disagreed with the statement, and 8.5% remained neutral. Additionally, 91.9% of the respondents agreed that coaching enabled them to consider themselves strong individuals, 4.4% disagreed with the statement, and 3.7% remained neutral. A majority, 85% of the respondents, agreed that they stay focused under pressure due to their entrepreneurial coaching; 5.8% disagreed, and 8.5% remained neutral. Figure 5.11, below, represents these statistics visually.

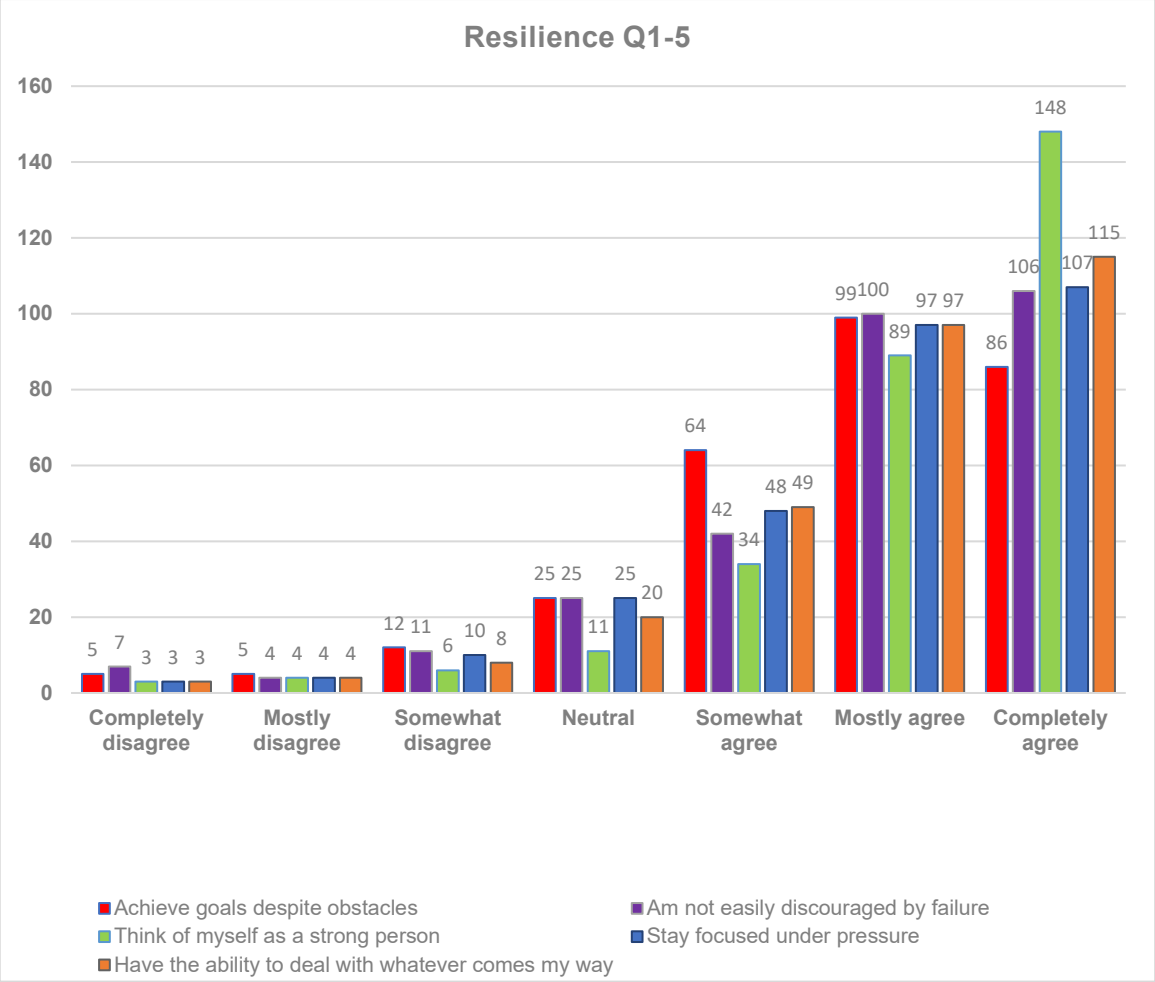


Figure 5.11: Survey Questions 1-5 on Entrepreneurial Resilience

Furthermore, 90.5% of the respondents agreed they could adapt to change more easily with entrepreneurial coaching, 3.7% disagreed with the statement, and 5.7% remained neutral. A majority, 80.4% of the respondents, agreed that coping with stress strengthens them, 6.1% disagreed with the statement, and 11.5% remained neutral. Moreover, 78.4% of the respondents agreed they could handle unpleasant feelings, 8.4% disagreed with the statement, and 13.2% remained neutral. When asked about their ability to handle negative feedback, 82.6% agreed with the statement, while 6.1% disagreed and 11.2% were neutral. Figure 5.12, below, represents these statistics visually.

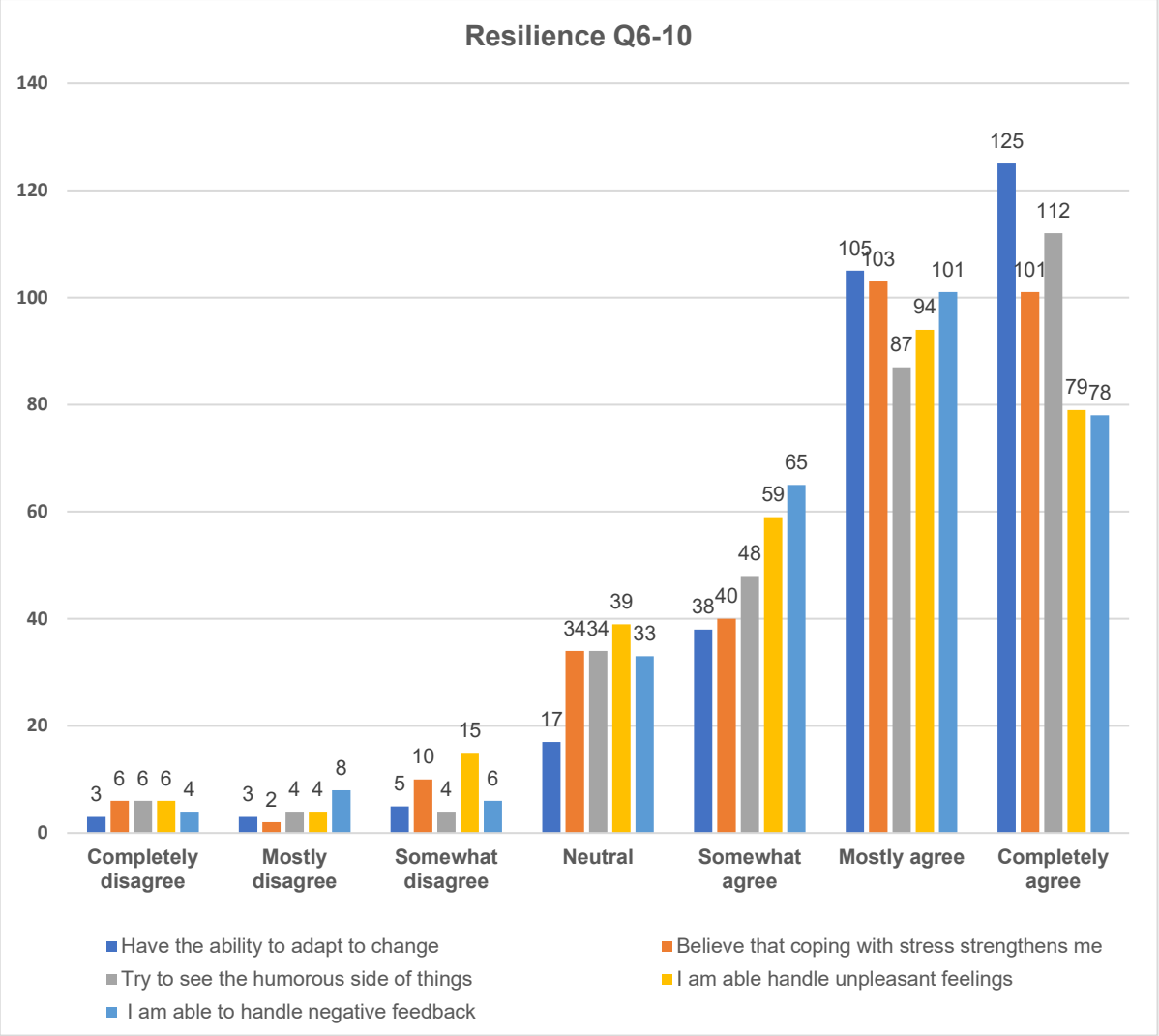


Figure 5.12: Survey Questions 6--10 on Entrepreneurial Resilience

5.4.4 Being visionary

Regarding being visionary, 88.2% of the respondents agreed that entrepreneurial coaching enabled them to develop a clear vision about the future of the business, 6.8% disagreed with the statement, and 5.1% remained neutral. The majority, 89.6% of respondents, agreed that entrepreneurial coaching enabled them to focus strongly on the end goal, 5.4% disagreed with the statement, and 5.1% remained neutral.

The majority, 84.4% of respondents, agreed that entrepreneurial coaching enabled them to have a clear vision for their business at all times, 5.4% disagreed with the statement, and 10.1% remained neutral. Additionally, 88.6% of the respondents agreed that entrepreneurial coaching enabled them to develop the

ability to see what others cannot see about their business, 4.4% disagreed with the statement, and 7.1% remained neutral. Figure 5.13, below, represents these statistics visually.

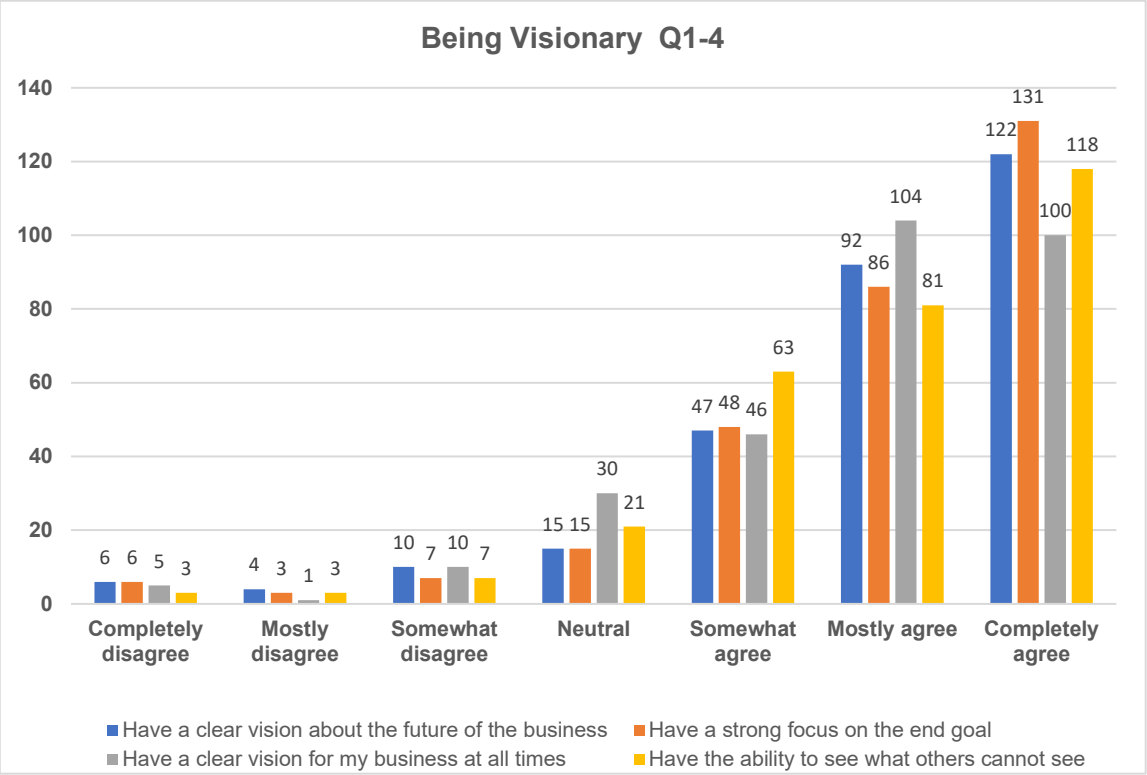


Figure 5.13: Survey Questions Q1-4 on Being Visionary

Furthermore, 85.9% of the respondents agreed they could see exactly what their business would look like in every detail, 4.8% disagreed with the statement, and 9.2% remained neutral. Lastly, 85.9% of the respondents agreed they set measurable future goals for their businesses after having undergone entrepreneurial coaching, 5.5% disagreed with the statement, and 8.5% remained neutral. Figure 5.14, below, represents these statistics visually.

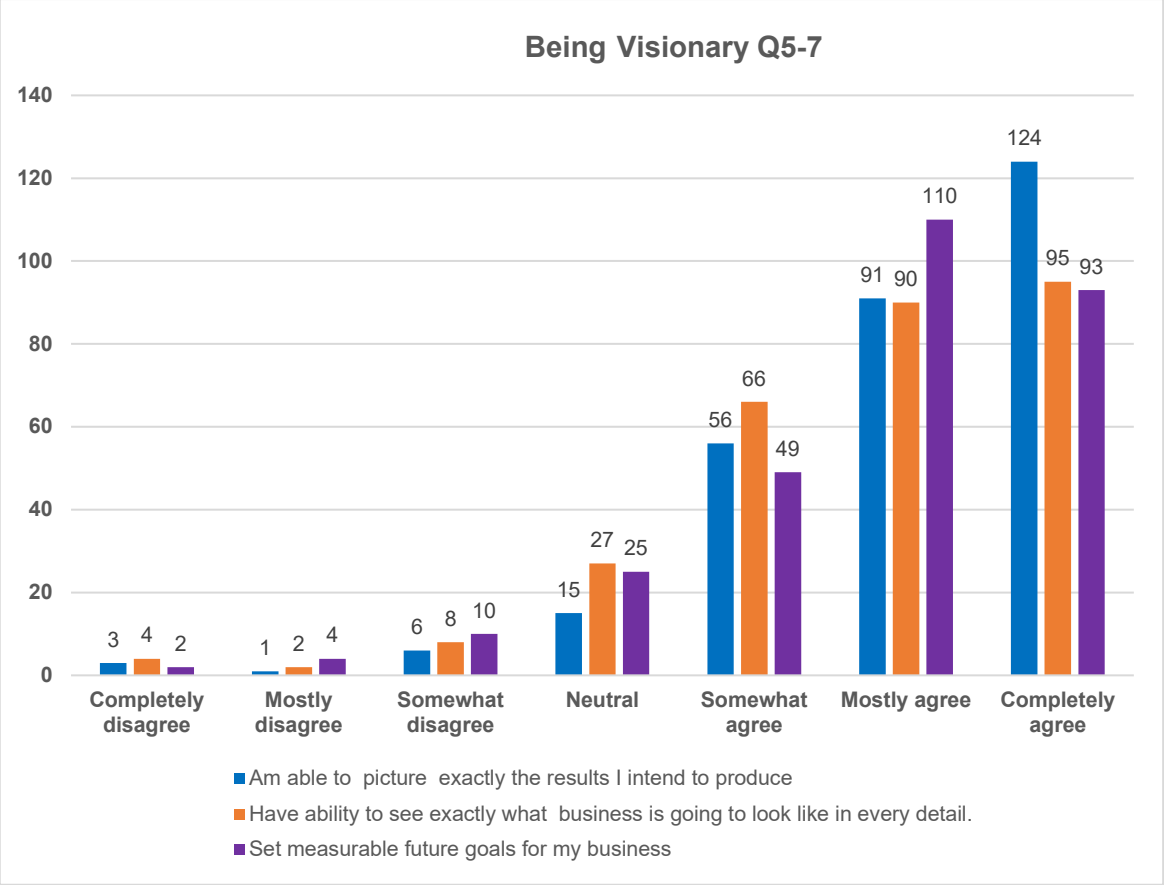


Figure 5.14: Survey Questions 5—7 on Being Visionary

5.4.5 Building relationships

Concerning building relationships, 78.1% of the respondents agreed that as a result of entrepreneurial coaching, they could recognise and correctly interpret the feelings, thinking and behaviour of others, 8.5% disagreed with the statement, and 13.6% remained neutral. A majority, 77.9% of the respondents, agreed that because of entrepreneurial coaching, they spend time developing and enhancing their relationships with their clients; 10.5% disagreed with the statement, and 11.6% remained neutral.

When asked if they attended networking events to build business relationships, 72.4% of the respondents agreed, 11.2% disagreed, and 16.3% remained neutral. Most of the respondents (79.2%) agreed that because of entrepreneurial coaching, they had improved their networking skills, 9.2% disagreed with the statement, and 11.6% remained neutral. A majority, 80.6% of respondents, agreed that because of entrepreneurial coaching, they understood the

personalities of others for relationship building; 7.8% disagreed with the statement, and 11.5% remained neutral. When asked whether they use their networks to discover opportunities for their business as a coaching outcome, 81.7% of the respondents agreed, 7.8% disagreed, and 11.9% remained neutral. Figure 5.15, below, represents these statistics visually.

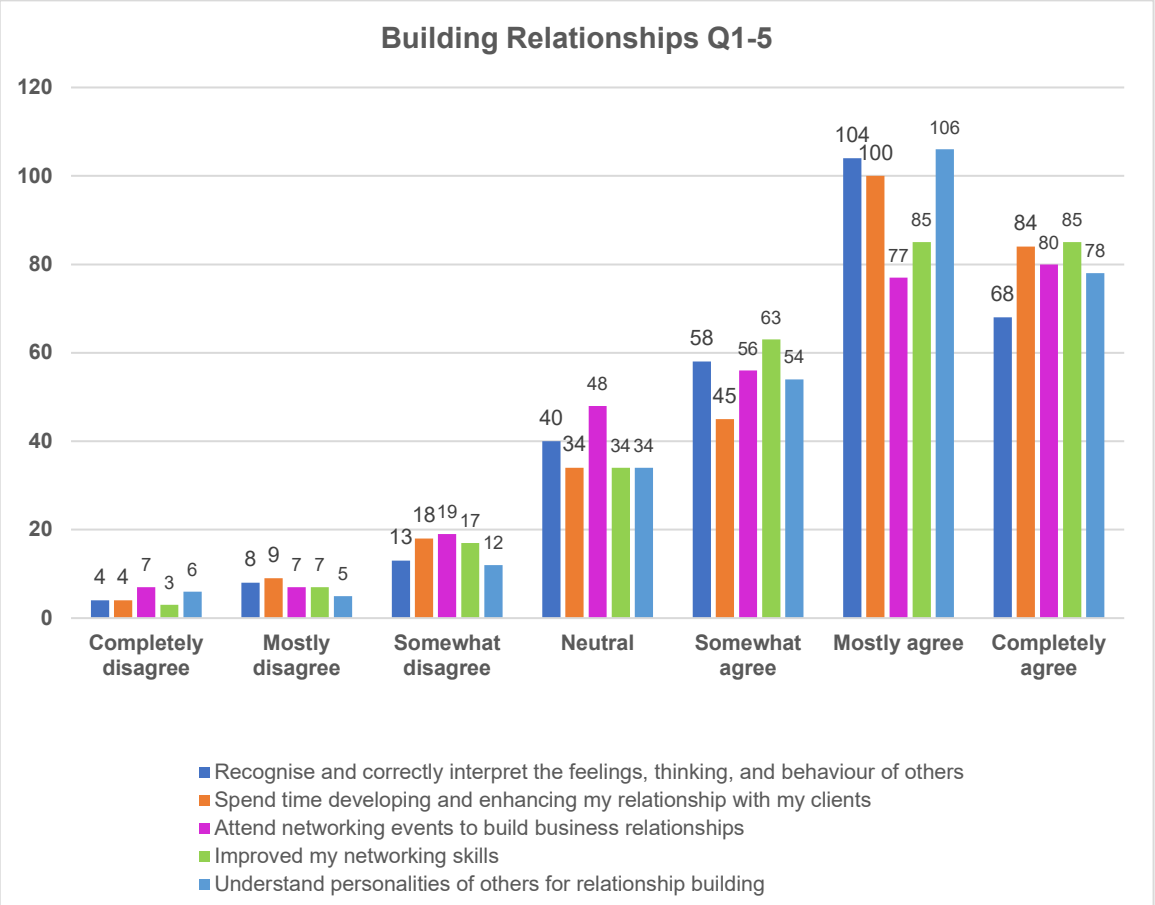


Figure 5.15: Survey Questions 1—5 on Building Relationships

89.1% of respondents agreed they understood the importance of resolving client complaints about their business due to entrepreneurial coaching, 4.4% disagreed with the statement, and 6.5% remained neutral. Furthermore, 82.4% of the respondents agreed that they pay attention to maintaining stakeholder relations due to entrepreneurial coaching. Most respondents (79.8%) agreed they have a network of entrepreneurs with whom they share ideas due to entrepreneurial coaching, 9.6% disagreed with the statement, and 10.6% remained neutral. Figure 5.16 below represents these statistics visually.

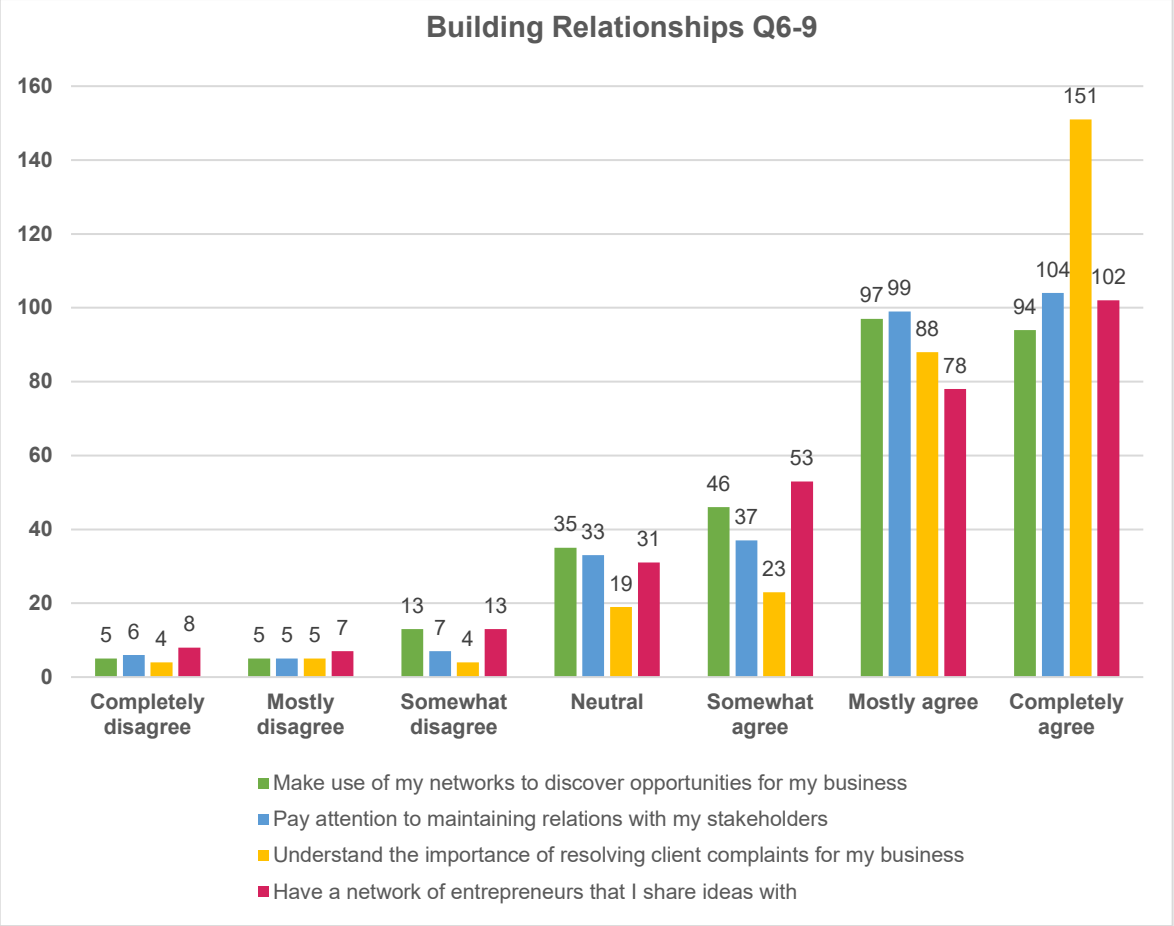


Figure 5.16: Survey Questions 6—9 on Building Relationships

5.4.6 Business Growth

Concerning business growth and how entrepreneurial coaching impacted it, 55.8% of the respondents agreed they had an increase in part-time employees compared to the previous year, 25.8% disagreed with the statement, and 18.6% remained neutral. When asked about the increase in full-time employees from the previous year, most respondents (51%) agreed, while 23% remained neutral and 26% disagreed. Most respondents (68%) agreed that they saw an increase in sales compared to the previous year, 17% disagreed with the statement, and 15% remained neutral. Responding to whether their sales growth increased compared to their competitors, 61.3% of the respondents agreed, 16.7% disagreed, and 22.1% remained neutral. Figure 5.17 below represents these statistics visually.

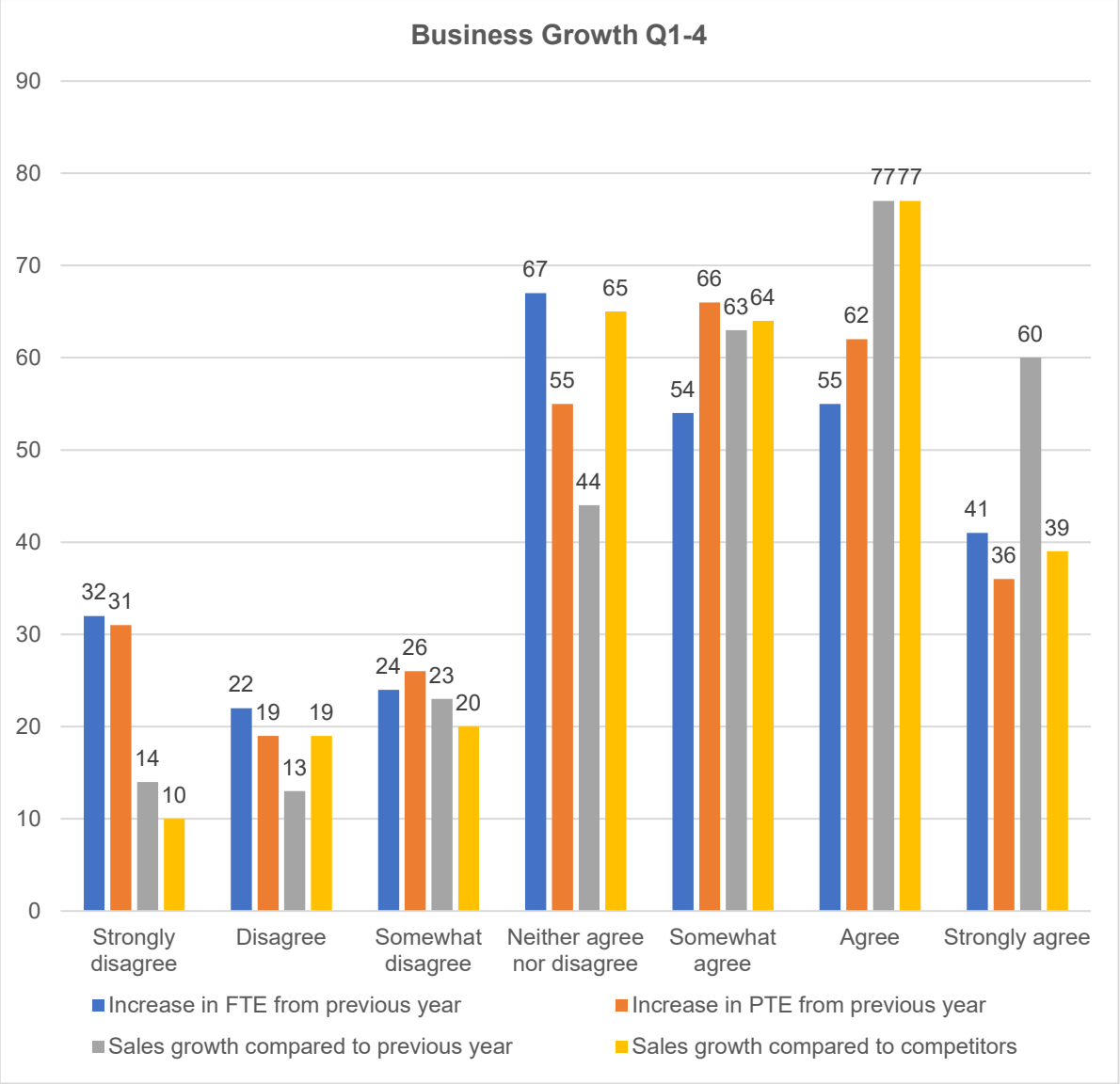


Figure 5.17: Survey Questions 1—4 on Business Growth

Most respondents (76.6%) agreed they saw an increase in their client base due to entrepreneurial coaching, 23.4% disagreed with the statement, and 21.6% remained neutral. A majority, 73.6% of respondents, agreed that their business survived for more years because of entrepreneurial coaching, 10.5% disagreed with the statement, and 15.9% remained neutral. Figure 5.18 below represents these statistics visually.

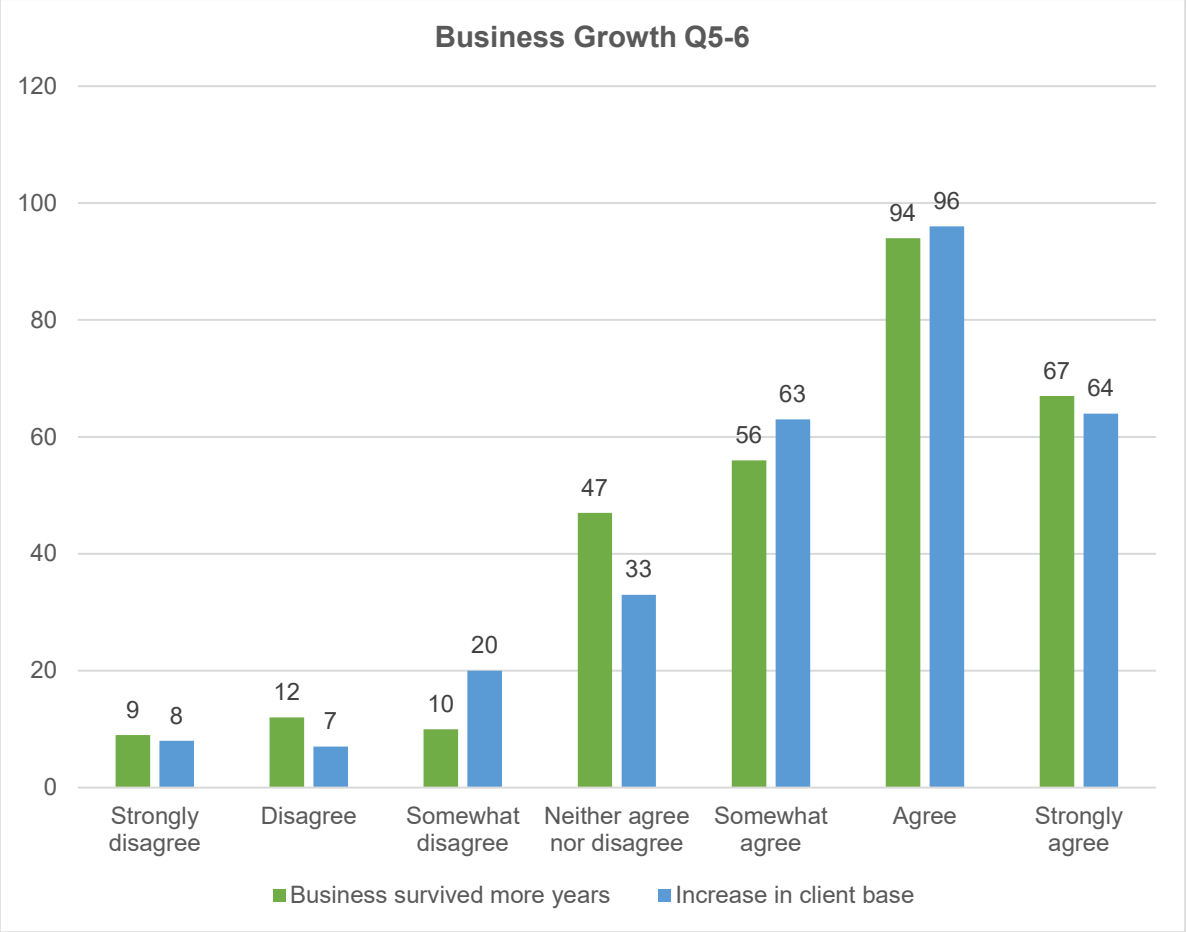


Figure 5.18: Survey Questions 5—6 on Business Growth

5.4.7 Critical success factors for entrepreneurial coaching

Regarding the critical success factors for entrepreneurial coaching, the respondents were asked how important their commitment to the coaching process was for the success of the intervention. A majority, 88.4%, rated it important, 4.4% disagreed with the statement, and 7.1% remained neutral. Asked to rate the importance of their coach's commitment to the coaching process for the success of the intervention, 86.8% rated it as important, 6.1% disagreed, and 7.1% remained neutral. Asked to rate the importance of the race of the coach for the success of the coaching process, 44.2% rated it as important, 39.1% rated it as unimportant, and 16.2% remained neutral. Figure 5.19 below represents these statistics visually.

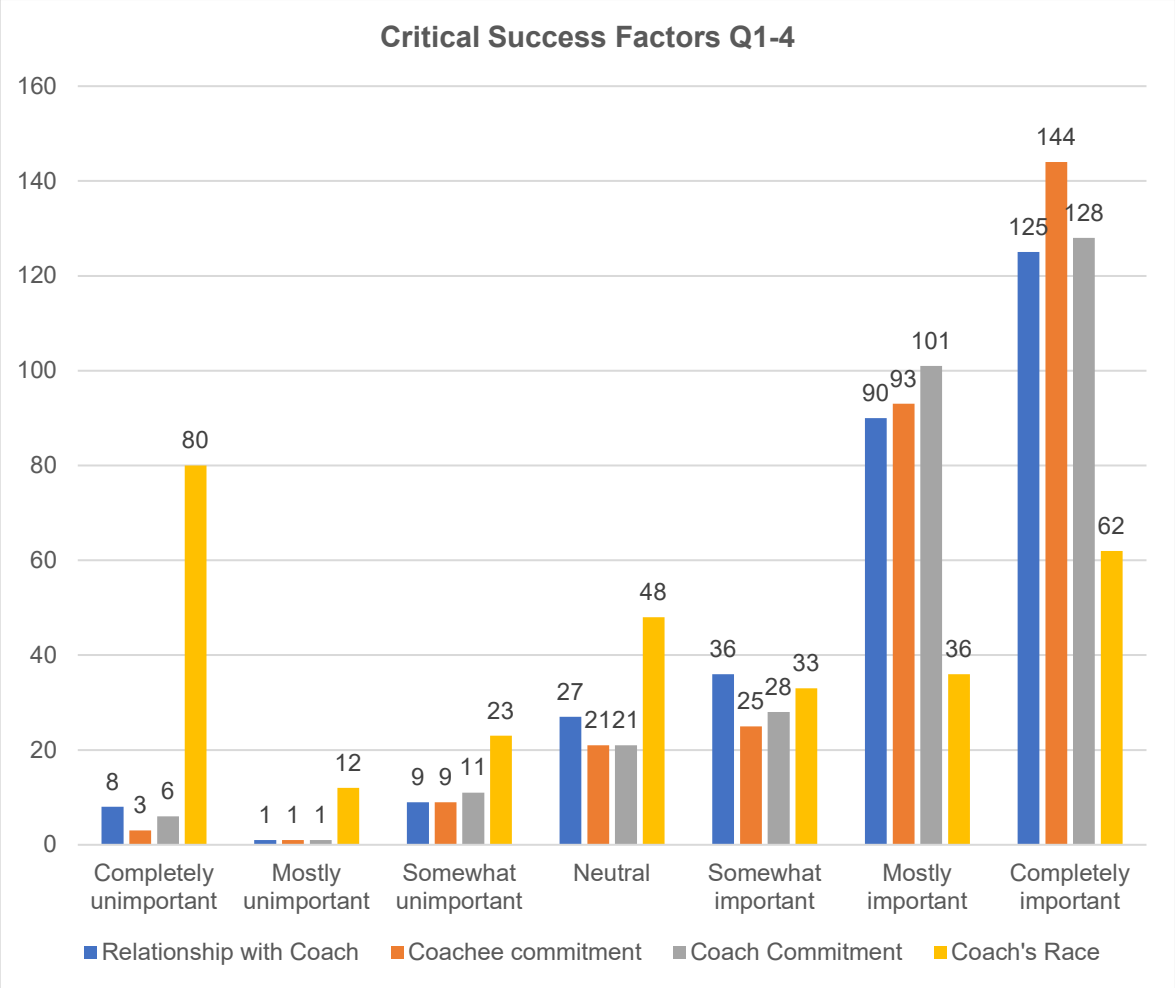


Figure 5.19: Survey Questions 1—4 on Critical Success Factors for Entrepreneurial Coaching

Asked to rate the coach's age's importance for the coaching process's success, 42.7% rated it as important, 38% rated it unimportant, and 19.3% remained neutral. Asked to rate the importance of the coach's gender for the success of the coaching process, 39.9% rated it as important, 42.7% rated it as unimportant, and 17.3% remained neutral. Regarding the importance of the coach's qualifications on the success of the coaching process, 74.1% rated it as important, 14.7% rated it unimportant, and 11.3% remained neutral. Figure 5.20 below represents these statistics visually.

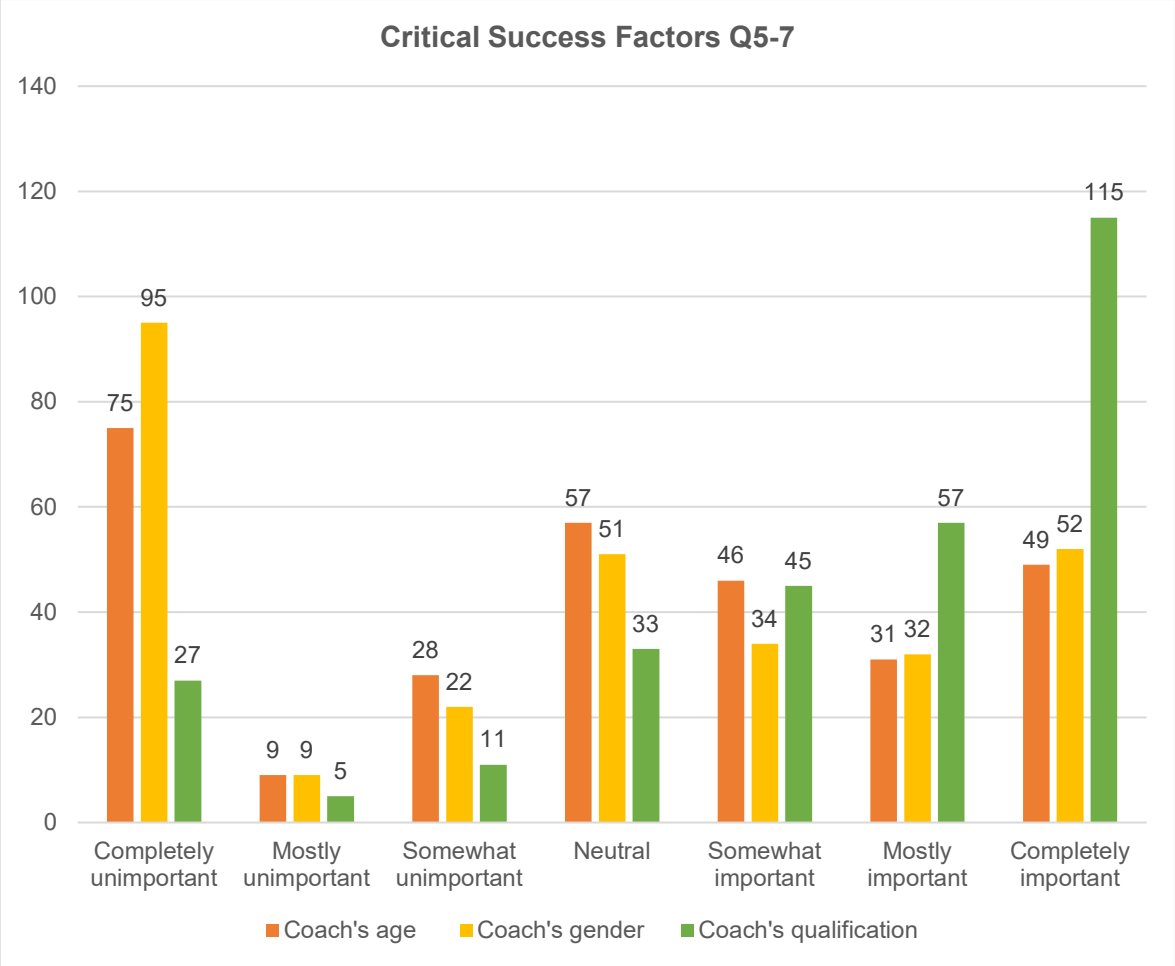


Figure 5.20: Survey Questions 5—7 on Critical Success Factors for Entrepreneurial Coaching

5.5 TESTS FOR VALIDITY AND RELIABILITY

The quality of any study depends on reliably measuring the variables under examination; it was, therefore, critical to assess the reliability and validity of the measurement items employed to gather data. Research methodologists, including Easterby-Smith et al. (2021) and Creswell and Creswell (2023), argue that measurement accuracy is a function of two factors: (a) the extent to which the research measures what it sets out to measure validity and (b) the precision with which the phenomena are measured (reliability).

5.5.1 Construct validity

Construct validity assesses the degree to which the measurement questions effectively gauge the intended constructs, as Saunders et al. (2019) define. There are two main components of construct validity, namely, convergent and discriminant validity. According to Schindler (2019), convergent validity is “the degree to which scores on one scale correlate with scores on other scales designed to assess the same construct”. Further, discriminant validity is “the degree to which scores on a scale do not correlate with scores on scales designed to measure different constructs” (Schindler, 2019, p. 239).

Factor analysis was employed to assess the construct validity of the independent variables, aiming to ensure the scale's robustness and reliability. The Kaiser-Meyer-Olkin (KMO) measure and Bartlett’s test of sphericity assessed the strength of partial correlations between variables (George & Mallery, 2020). KMO levels near 1.0 are considered optimal, whereas values below 0.5 are considered unsatisfactory. First, the ratio of the number of cases to items in the questionnaire exceeded the prescribed minimum of 5 cases (or respondents) to each item (or question) (George & Mallery, 2020). Second, the range of the KMO index for this study falls between 0 and 1; ideally, an index (> 0.6) is required for the factor analysis scale. Regardless, an index (> 0.5) is considered the absolute minimum tolerance for proceeding with factor analysis (Field, 2018). Last, Bartlett’s test, in all cases, yielded highly significant *p*-values ($p < 0.05$) (George and Mallery, 2020).

After confirming that the required criteria were met, Principal Component Analysis (PCA) was used to verify convergent validity against the hypothesised correlations among items inside latent variables for all six (6) sub-scales (or factors). In addition, this technique was used to assess the uniqueness of dimensions (or predictors) in explaining adoption behaviour. Table 5.2, further below, summarises the PCA results along with others. Appendix E provides the detailed PCA output. Factors that emerged were kept if they met the pre-requisites of Eigenvalues larger than 1, parallel analysis and screen plots tests (Field, 2018; George & Mallery, 2020). The minimum cut-off loading for items in

factors was established at 0.40, demonstrating that all items met the criteria for convergent validity. The tests for discriminant validity were successfully met in this case. All factor structures aligned with predictions and were theoretically explained (Field, 2018). Within factors, subscales loaded heavily and clearly, confirming construct validity assumptions (George & Mallery, 2020).

5.5.2 Construct reliability

The study used Cronbach's alpha to measure the overall reliability of the questionnaire, with measures above 0.7 deemed acceptable (Field, 2018). According to George and Mallery (2020), the following rule of thumb applies when interpreting Cronbach's alpha:

α > .9—excellent

α > .8—good

α > .7—acceptable

α > .6—questionable

α > .5—poor

α < .5—unacceptable

For this study, the scales in the instrument had acceptable (exceeding 0.7) to excellent (exceeding 0.9) measures of reliability, which give a higher confidence in the instrument used, as detailed in Table 5.2 below.

Table 5.2: Cronbach's Alpha for the Sub-scales

Variables	Cronbach's Alpha	Number of Items
Entrepreneurial Coaching	.925	13
Entrepreneurial Self-Efficacy	.942	11
entrepreneurial Resilience	.920	10
Being Visionary	.952	7
Building Relationships	.935	9
Business Growth	.895	6

5.6 TESTS OF MEDIATING EFFECTS OF ENTREPRENEURIAL COACHING OUTCOMES ON BUSINESS GROWTH

This study examined the mediating effects of entrepreneurial coaching on entrepreneurial self-efficacy, entrepreneurial resilience, being visionary, building relationships and business growth in South Africa. Figure 5.21 below presents the proposed conceptual model of the study, which shows entrepreneurial coaching as the independent and moderating variable and the entrepreneurial coaching outcomes (ECO), namely, entrepreneurial self-efficacy, entrepreneurial resilience, being visionary and building relationships as a mediating variable, as well as business growth as the dependent variable.

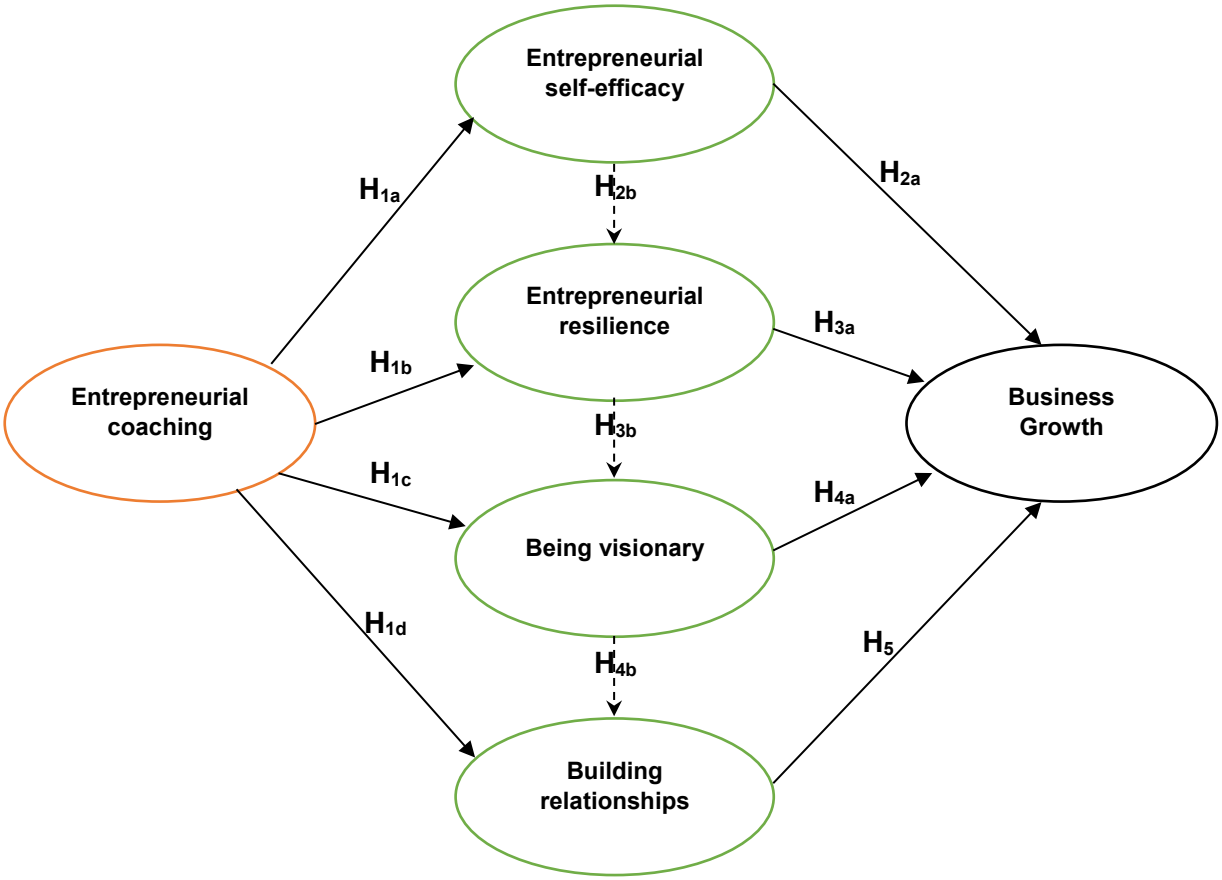


Figure 5.21: The Proposed Research Conceptual Model (with variables and relationships between variables shown)

Source: Adapted from (Fatoki, 2014; Fatoki, 2018; Kotte et al, 2021; Mamabolo et al., 2017; Mele et al., 2010; Moen & Allgood, 2009; Stout-Rostron, 2006; Tooth et al., 2013; Wiklund et al., 2009; Wilber, 2000; Xesha et al., 2014)

The study hypotheses and the conceptual model's fitness are presented below, which the primary data was used to test, as indicated on the conceptual model in Figure 5.21 above.

Hypotheses
Hypothesis 1: Entrepreneurial coaching moderates the positive relationship between:
Hypothesis 1(a): entrepreneurial self-efficacy and business growth
Hypothesis 1(b): entrepreneurial resilience and business growth
Hypothesis 1(c): being visionary and business growth
Hypothesis 1(d): building relationships and business growth.
Hypothesis 2: Entrepreneurial self-efficacy:
Hypothesis 2(a): as an individual, interior entrepreneurial coaching outcome is positively related to business growth.
Hypothesis 2(b): mediates the positive relationship between entrepreneurial resilience and business growth.
Hypothesis 3: Entrepreneurial resilience:
Hypothesis 3(a): as an individual, exterior entrepreneurial coaching outcome is positively related to business growth.
Hypothesis 3(b): mediates the positive relationship between being visionary and business growth
Hypothesis 4: Being visionary:
Hypothesis 4(a): as a collective interior, entrepreneurial coaching outcome positively relates to business growth.
Hypothesis 4(b): mediates the positive relationship between building relationships and business growth.
Hypothesis 5: Building relationships:
Hypothesis 5: As a collective, interior entrepreneurial coaching outcome positively relates to business growth.

To test the research hypotheses, path analysis was employed to determine the indirect and total impacts of each variable on the business growth (Tomic et al., 2018). Among the paths investigated are entrepreneurial coaching to business growth, entrepreneurial coaching to entrepreneurial self-efficacy, entrepreneurial coaching to entrepreneurial resilience, entrepreneurial coaching to being visionary, entrepreneurial coaching to building relationships, self-efficacy to business growth, entrepreneurial resilience to business growth, being visionary to business growth and building relationships to business growth.

While traditional regression analysis may effectively assess relationships between variables, it cannot explain the nature of the linked variables' relationship (how and why). Mediation analysis was used (MacKinnon et al., 2007). The decision to include a mediated model was partly influenced by authors such as MacKinnon et al. (2007) and Kirk et al. (2019), who demonstrated how mediating variables form the foundation for much of the social and behavioural sciences research. In this approach, the relationship between variables becomes more pronounced when mediators are included, aligning with Ken Wilber's Integral Theory.

According to Mehmetoglu and Venturini (2021), a mediator is a third variable that intervenes in the relationship between the predictor (independent variable) and the criteria (dependent variable). Entrepreneurial Coaching Outcomes (hereafter ECOs) were tested for mediation effects to illustrate the relationships between the variables. A four-step mediation analysis that included Baron and Kenny’s three-step technique and MacKinnon et al. 2007’s fourth step was subsequently performed on the data. Mediation analysis was conducted on each of the four ECOs (entrepreneurial self-efficacy, entrepreneurial resilience, being visionary and building relationships) for the predictor (entrepreneurial coaching).

Multiple and linear regression tests were performed to test whether ECO variables met the mediation criteria, as prescribed in the four-step mediation analysis (MacKinnon et al., 2007). The steps were as follows:

i. Regression of the outcome variable on the mediating variable (ECO). Linear regression was used because the criterion, Business Growth, is a continuous dependent variable (Field, 2018).
ii. Regression of the dependent variable (DV) on the independent variable (IV), using multiple regression, as both variables were continuous.
iii. Regression of the mediating variable (MV) on the independent variable using multiple regression.
iv. Regression of dependent variables on mediating and independent variables with linear regression.

The above four steps are illustrated in Figure 5.22. Mediation exists when:

i. All the regressions in the mentioned models are statistically significant ($p < 0.05$),
ii. The coefficient of the independent variable in Step 2 is greater in absolute value than that in Step 4, and
iii. There is a general increase in the *p*-value between Step 2 to Step 4; in other words, Step 4 should yield a higher *p*-value.

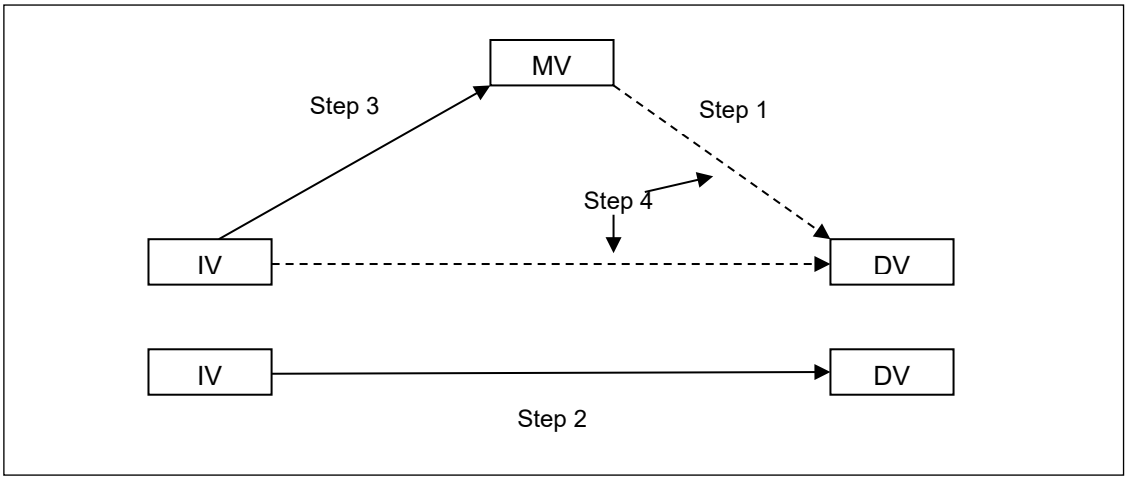


Figure 5.22: Four-step Mediation Analysis

Source: Adapted from Baron and Kenny (1986) and MacKinnon (1994)

(Variables are entered in the regression model simultaneously)

Several mediation outcomes are possible depending on the value of the coefficients (B) and *p*-values (MacKinnon et al., 2007; Mehmetoglu & Venturini, 2021). Complete mediation occurs if the *p*-value in Step 4 is non-significant (*p*

>.05) and all other requirements are met. Furthermore, partial mediation occurs if all other requirements are met and the *p*-value rises while remaining significant. The difference between the two is that the mediator in partial mediation only mediates some of the effects. In the former, the mediator mediates all effects. The latter, however, is more common in social research.

It is also possible that mediation tests might fail, meaning that the mediating variable does not mediate the effects between the independent and dependent variables. The following are the possibilities for mediation failure:

(a) Failure in Step 1: Mediation fails if the mediator does not cause a significant effect on the outcome variable.
(b) Failure in Step 2: The independent variable does not affect the criterion.
(c) Failure in Step 3: Predictors do not affect the mediator.
(d) Failure in Step 4: Either the *p*-value of independent values decreases, or the coefficient increases contrary to conditions (b) or (c) above.

Below are the steps taken in this study's mediation test.

Step 1

In Step 1, hypotheses 2, 3, 4 and 5 were tested. The researcher regressed the dependent variable (business growth) on the independent variables (entrepreneurial self-efficacy, entrepreneurial resilience, being visionary and building relationships) to confirm that the independent variable is a significant predictor of the dependent variable (MacKinnon et al., 2007 Mehmetoglu & Venturini, 2021). Of the four independent variables, only building relationships had a significant $p < .000$, entrepreneurial resilience was not significant at $p > .926$, being visionary was not significant at .735, and entrepreneurial self-efficacy was not significant at $p > .327$. Table 5.3 and Figure 5.23 further detail Step 1 of the mediation tests.

Table 5.3: Step 1 on Mediation Tests for the dependent variable and the independent variables

Standardized	OIM Coef.	Std. Err.	z	P>|z|	[95% Conf.	Interval]
Structural						
ER <-						
SE	.7256535	.0246841	29.40	0.000	.6772735	.7740335
_cons	2.145912	.3225827	6.65	0.000	1.513662	2.778162
BG <-						
ER	.0079962	.0858456	0.09	0.926	-.160258	.1762505
Vis	.0277394	.0820945	0.34	0.735	-.1331629	.1886418
BR	.4613484	.0678185	6.80	0.000	.3284265	.5942703
SE	.0805904	.0822013	0.98	0.327	-.0805212	.241702
_cons	.6378188	.3796434	1.68	0.093	-.1062686	1.381906
Vis <-						
ER	.6931723	.0304889	22.74	0.000	.6334152	.7529294
_cons	1.553047	.3382433	4.59	0.000	.8901026	2.215992
BR <-						
Vis	.6472095	.0350631	18.46	0.000	.5784872	.7159319
_cons	1.280365	.3251701	3.94	0.000	.6430433	1.917687
var(e.ER)	.473427	.0358242			.4081714	.5491152
var(e.BG)	.7322544	.0461393			.6471842	.8285068
var(e.Vis)	.5195122	.0422681			.442936	.609327
var(e.BR)	.5811198	.0453863			.4986383	.677245

LR test of model vs. saturated: chi2(3) = 73.31, Prob > chi2 = 0.0000

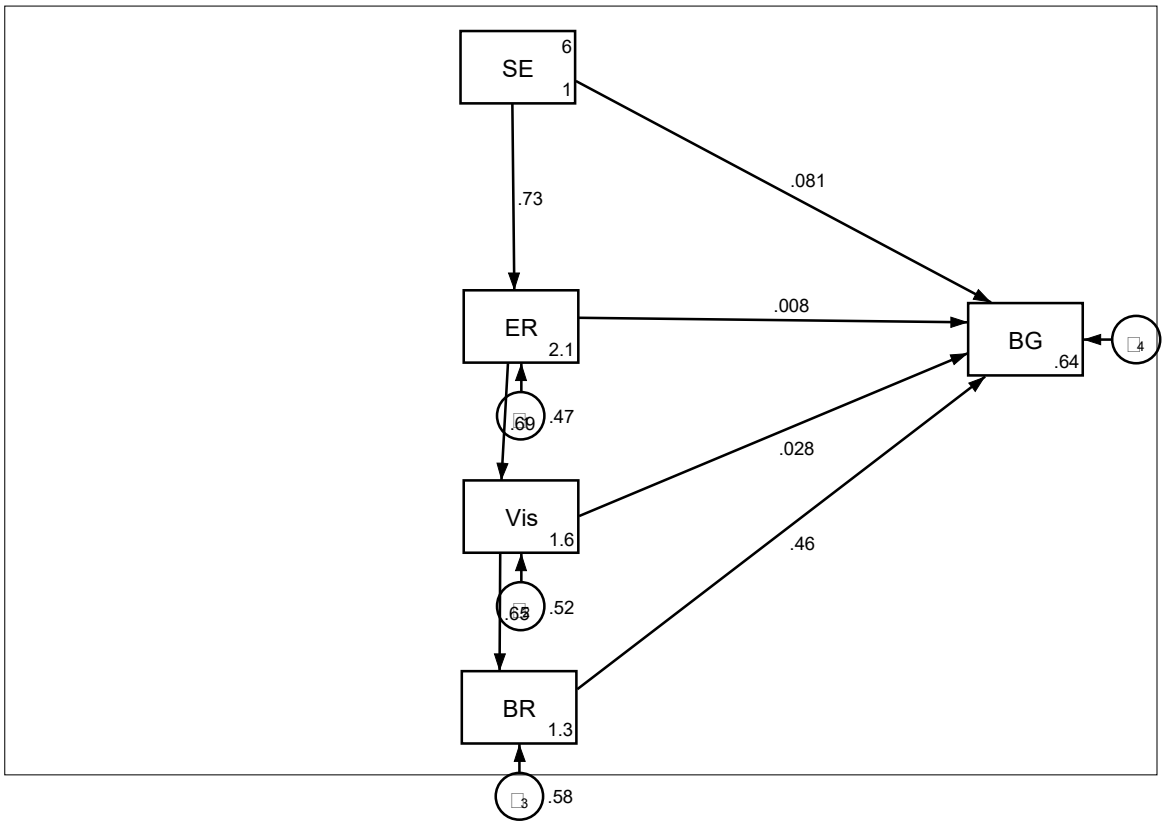


Figure 5.23: Step 1 on Mediation Tests between the mediating variables (ECO) and the dependent variable

Step 2

Step 2 was used to test the relationship between entrepreneurial coaching and business growth. The researcher regressed the dependent variable (DV) (business growth) on the predictor variable (PV) (entrepreneurial coaching) using multiple regression. This was done to confirm that the predictor variable is a significant predictor of the dependent variable (MacKinnon et al., 2007; Mehmetoglu & Venturini, 2021). The *p*-value was significant at .000. Table 5.4 and Figure 5.24 provide details about Step 2 of the mediation test.

Table 5.4: Step 2 of Mediation Tests for Entrepreneurial Coaching and Business Growth

Standardized	Coef.	OIM Std. Err.	z	P>|z|	[95% Conf.	Interval]
Structural						
BG <-						
EC	.2808811	.053288	5.27	0.000	.1764386	.3853236
_cons	2.088194	.3698162	5.65	0.000	1.363368	2.81302
var(e.BG)	.9211058	.0299352			.8642635	.9816866

LR test of model vs. saturated: chi2(0) = 0.00, Prob > chi2 = .

. estat gof, stats(all)

Fit statistic	Value	Description
Likelihood ratio		
chi2_ms(0)	0.000	model vs. saturated
p > chi2	.	
chi2_bs(1)	23.586	baseline vs. saturated
p > chi2	0.000	
Population error		
RMSEA	0.000	Root mean squared error of approximation
90% CI, lower bound	0.000	
upper bound	0.000	
pclose	1.000	Probability RMSEA <= 0.05
Information criteria		
AIC	4274.895	Akaike's information criterion
BIC	4285.873	Bayesian information criterion
Baseline comparison		
CFI	1.000	Comparative fit index
TLI	1.000	Tucker-Lewis index
Size of residuals		
SRMR	0.000	Standardized root mean squared residual
CD	0.079	Coefficient of determination

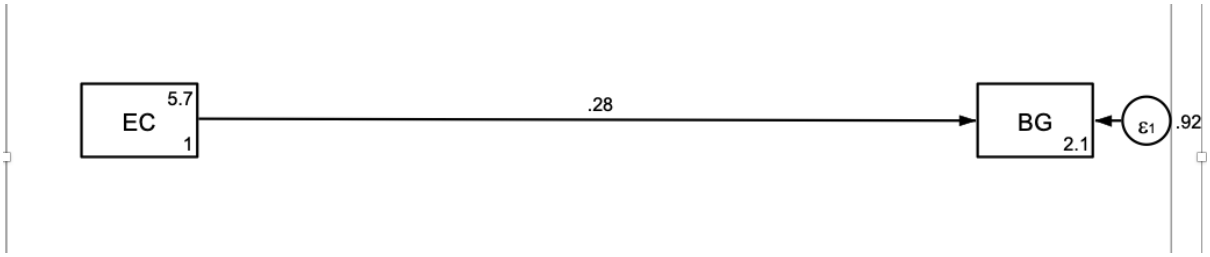


Figure 5.24: Step 2 on Mediation Test for Relationship Between Entrepreneurial Coaching and Business Growth

Step 3

In Step 3, the researcher regressed the predictor variable (entrepreneurial coaching) on the mediating variables (entrepreneurial self-efficacy, entrepreneurial resilience, being visionary and building relationships) to confirm that the predictor variable is a significant predictor of the mediating variables (MacKinnon et al., 2007; Mehmetoglu & Venturini, 2021). All four mediating variables produced significant $p < .000$. Table 5.5 and Figure 5.25 below detail the mediation tests for Step 3.

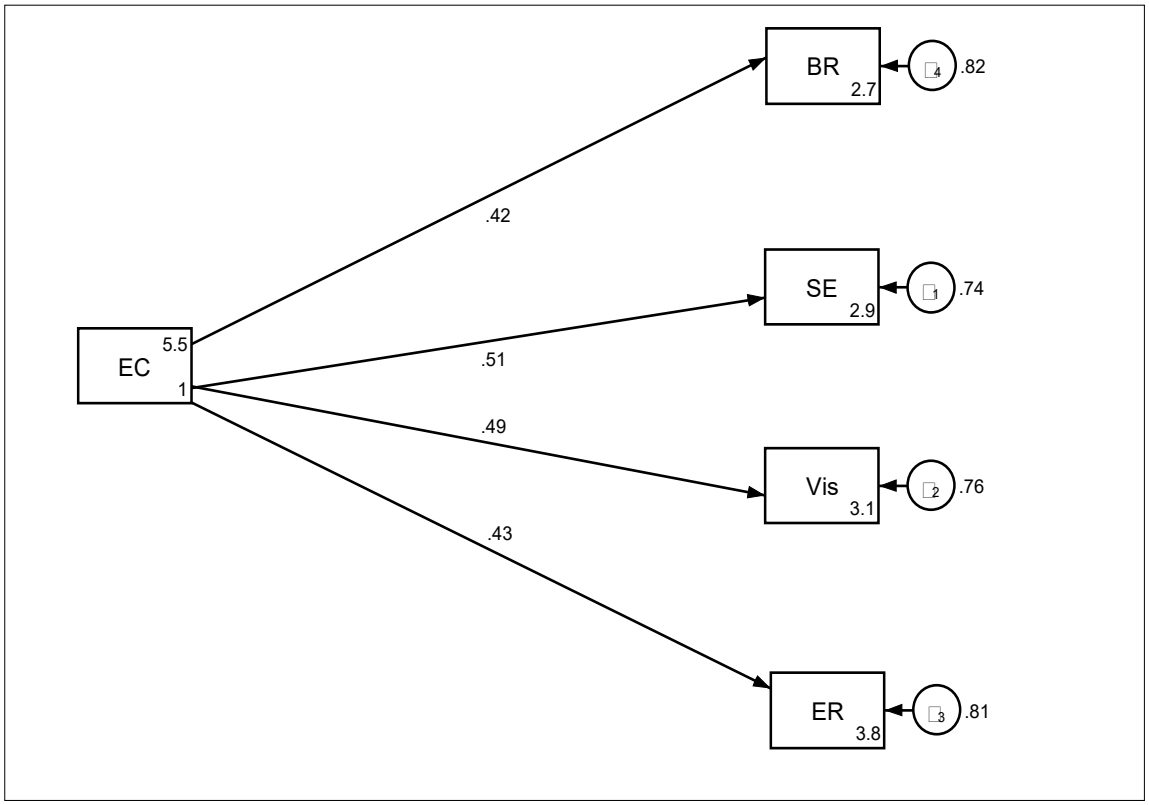


Figure 5.25: Step 3 of the mediation tests of Entrepreneurial coaching on the mediating variables (ECO)

Table 5.5: Step 3 Mediation Tests for the Relationship between Entrepreneurial Coaching and the Mediating Variables (ECO):

Standardized	OIM Coef.	Std. Err.	z	P>|z|	[95% Conf.	Interval]
Structural						
SE <-						
EC	.5101493	.0417571	12.22	0.000	.4283068	.5919917
_cons	2.917656	.3796511	7.69	0.000	2.173553	3.661759
Vis <-						
EC	.4900952	.0431359	11.36	0.000	.4055503	.5746401
_cons	3.072318	.3872148	7.93	0.000	2.313391	3.831245
ER <-						
EC	.4306938	.0469543	9.17	0.000	.3386651	.5227225
_cons	3.824997	.416895	9.17	0.000	3.007898	4.642097
BR <-						
EC	.4186566	.0476774	8.78	0.000	.3252106	.5121026
_cons	2.740324	.3826887	7.16	0.000	1.990268	3.49038
var(e.SE)	.7397477	.0426047			.6607846	.8281469
var(e.Vis)	.7598067	.0422814			.6812959	.8473649
var(e.ER)	.8145028	.0404458			.738966	.8977611
var(e.BR)	.8247266	.0399209			.75008	.906802

LR test of model vs. saturated: chi2(6) = 499.36, Prob > chi2 = 0.0000

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Step 4: Test of the Conceptual Model

The conceptual model, presented in Figure 5.5 below, contains the research hypotheses derived from the assumptions of the antecedents of business growth- - the independent variables (entrepreneurial coaching), the mediating variables

(entrepreneurial self-efficacy, entrepreneurial resilience, being visionary, building relationships) and the dependent variable (business growth).

In Step 4, the researcher regressed the dependent variable on mediating and independent variables with linear regression. This was done to ensure that the mediator is a significant predictor of the dependent variable and that the strength of the previously significant independent variable's coefficient (in Step 1) has been considerably lowered. Otherwise, the independent variable would be considered non-significant (MacKinnon et al., 2007; Mehmetoglu & Venturini, 2021). Of the four independent variables, only building relationships had a significant $p < .000$, entrepreneurial resilience was not significant at 0.905, being visionary was not significant at .824, and entrepreneurial self-efficacy was not significant at .445. Table 5.6 below and Figure 5.26 provide further details about Step 4 of the mediation tests.

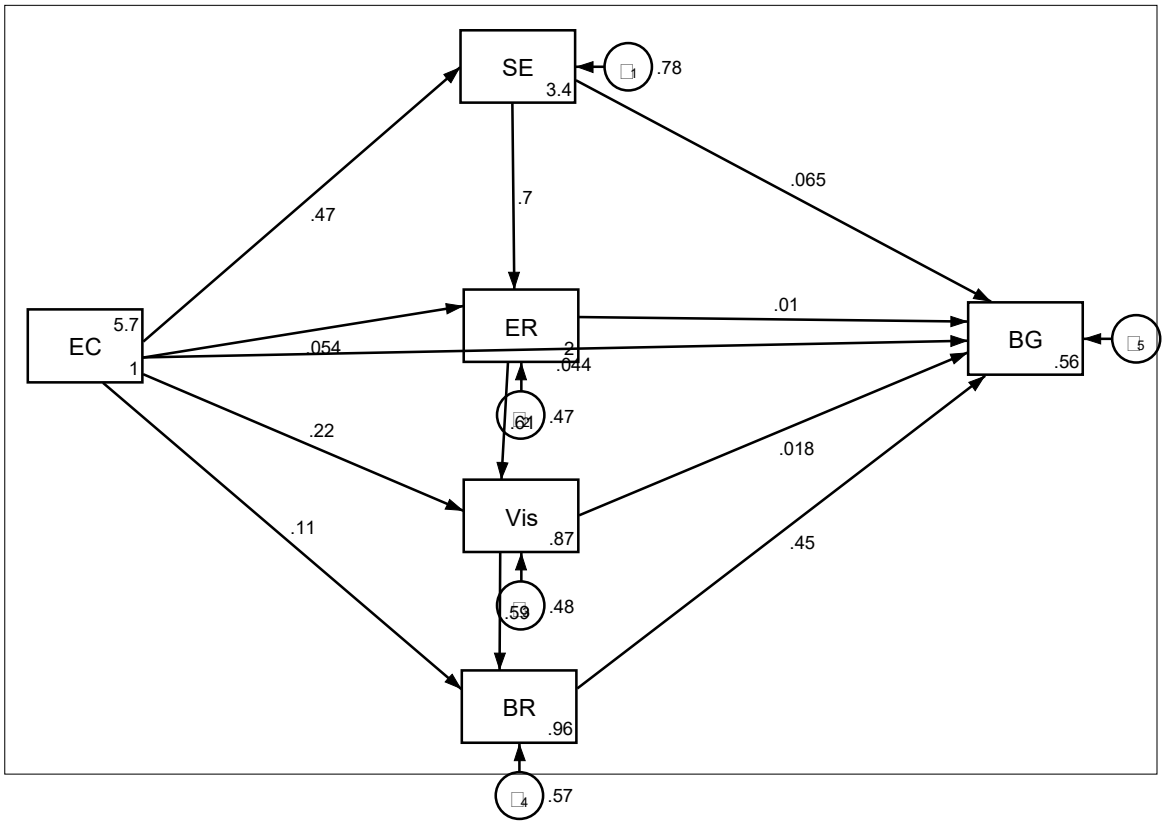


Figure 5.26: Step 4 of Mediation Tests on the Proposed Conceptual Model

Table 5.6: Step 4: Mediation Tests on Independent Variables of the Proposed Conceptual Model

Standardized	OIM Coef.	Std. Err.	z	P>|z|	[95% Conf.	Interval]
Structural						
SE <-						
EC	.4693509	.0448452	10.47	0.000	.3814558	.5572459
_cons	3.352751	.4098664	8.18	0.000	2.549428	4.156075
ER <-						
SE	.698454	.0374103	18.67	0.000	.6251313	.7717768
EC	.0537015	.0474903	1.13	0.258	-.0393779	.1467808
_cons	2.00752	.3509975	5.72	0.000	1.319577	2.695462
Vis <-						
ER	.6092728	.0385493	15.81	0.000	.5337175	.6848281
EC	.2150533	.0449009	4.79	0.000	.1270492	.3030575
_cons	.8688569	.3418393	2.54	0.011	.1988642	1.53885
BR <-						
Vis	.5945519	.0438543	13.56	0.000	.508599	.6805048
EC	.1133006	.0513217	2.21	0.027	.012712	.2138892
_cons	.9554163	.3504096	2.73	0.006	.268626	1.642207
BG <-						
SE	.0649583	.0849765	0.76	0.445	-.1015926	.2315092
ER	.0102158	.085544	0.12	0.905	-.1574473	.1778788
Vis	.018471	.0830788	0.22	0.824	-.1443605	.1813025
BR	.4533984	.0682071	6.65	0.000	.3197149	.5870819
EC	.0439431	.060196	0.73	0.465	-.0740388	.161925
_cons	.556564	.4055351	1.37	0.170	-.2382702	1.351398
var(e.SE)	.7797098	.0420963			.7014179	.8667405
var(e.ER)	.4740692	.0414994			.3993271	.5628009
var(e.Vis)	.4825601	.0415005			.4077065	.5711567
var(e.BR)	.5733805	.0451108			.4914445	.6689773
var(e.BG)	.7293229	.0463821			.643853	.8261386

LR test of model vs. saturated: chi2(3) = 57.56, Prob > chi2 = 0.0000

Table 5.7: Results of Mediation Tests on Relationships between Independent Variables in the Proposed Conceptual Model

Description of Test	Significance of Mediator Test Step 1 Beta (*p*-value)	Change in Effects of Independent Variables (Predictors) with Introduction of Mediating Variables (Steps 1--4)			Conclusion
		Dependent Variable	Step 2-3 Beta (*p*-value)	Step 4 Beta (*p*-value)	
Entrepreneurial Self-Efficacy (SE) as a mediator between	SE: .081 (0.372)	Business Growth	0.281 (0.000)	.469 (0.000)	No mediation; failed at Step 1
Entrepreneurial Coaching and Business Growth	SE: .726 (0.000)	Entrepreneurial Resilience	0.431 (0.000)	.700 (0.000)	Partial mediation
Entrepreneurial Resilience (ER) as a mediator between	ER: .726 (0.000)	Business Growth	0.281 (0.000)	.054 (0.258)	No mediation; failed at Step 4
Entrepreneurial Coaching and Business Growth	ER: .693 (0.000)	Being Visionary	0.490 (0.000)	.061 (0.000)	Partial mediation
Being a Visionary (BV) as a mediator between Entrepreneurial	BV: .277 (0.735)	Business Growth	0.281 (0.000)	.215 (0.000)	No mediation; failed at Step 1
Coaching and Business Growth	BV: .650 (0.000)	Building Relationships	0.419 (0.000)	0.59 (0.000)	Partial mediation
Building Relationships (BR) as a mediator between Entrepreneurial Coaching and Business Growth	BR: .461 (0.000)	Business Growth	0.281 (0.000)	0.453 (0.000)	Partial mediation

Complete, partial, and failed mediated effects were observed between all independent variables for business growth. For instance, Table 5.7 shows that the composite variable of entrepreneurial self-efficacy abilities has a non-significant direct effect on the dependent variable [coefficient = .081; (p > .372)]. Entrepreneurial self-efficacy's relationship with entrepreneurial resilience is also highly significant at p < .000. Entrepreneurial resilience has a significant direct effect on the dependent variable [coefficient = .726; (p < .000)]. Entrepreneurial - self-efficacy's relationship with being visionary was also highly significant (p < .000).

Certain mediation tests were found to fail at various phases of mediation testing. For example, when entrepreneurial self-efficacy was regressed on business growth, it produced non-significant findings (p > .372); hence it failed at Step 1. Similarly, the relationship between being visionary and business growth was found to be non-significant (p > .735) and failed at Step 1. Thus, as a mediator, ECO enables a systematic examination of the relationships between the independent and dependent variables.

Overall, the mediation test results, summarised in Table 5.7 above, indicate that entrepreneurial self-efficacy and entrepreneurial resilience, entrepreneurial resilience and being visionary, being visionary and building relationships, building relationships, and business growth partially mediate. However, building relationships mediates the relationship between entrepreneurial coaching and business growth.

5.6.1 Fit of the conceptual model

Chi-square, Normed X2/df values and additional model fit indices, such as Comparative Fit Index (CFI), Tucker-Lewis Index (TLI) and Root Mean Square Error of Approximation (RMSEA), were used to assess model fit. The recommended cut-off value for the goodness of fit indices was based on Hu and Bentler (1999), Hazen et al. (2015) and the recommendations made by Zhang et al. (2020).

The model fit is considered acceptable when the Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI) values are greater than 0.90, and the Root Mean Square Error of Approximation (RMSEA) is less than 0.08. However, for a relatively good fit between the hypothesised model and the observed data, more stringent criteria with cut-off values close to 0.95 for TLI and CFI and a cut-off value close to 0.06 for RMSEA are required to support a robust fit (Hazen et al., 2015; Hu & Bentler, 1999).

The first conceptual model, Table 5.3 (CFI=0.927, TLI = 0.728, RMSEA = 0.224, Chi-Square: 0.000, CD (R2): 0.289), produced an inadequate model fit and was modified. Recognising the inadequacy of the fit, modifications were made based on the identified modification indices. Notably, 10 indicators were deleted in the revised model (see Appendix F). It is worth mentioning that the model fit was enhanced by adopting a conservative approach, in which no error variables were permitted to covary, and cross-loadings were restricted. This strategy ensured the model's stability and conceptual validity (George & Mallery, 2020).

According to all fit indices, the revised model, presented in Table 5.9, reported better values than the first conceptual model. Although both models account for sizeable covariation, the revised model is significantly different in its ability to account for covariation compared to the proposed conceptual model presented in Chapter 2 that emerged from the Literature review. Statistical tests, including the chi-square test of difference, corroborate this difference. Specifically, the revised model yielded a Chi-Square: 0.000, with a significance level of $p < .05$. Furthermore, the revised model demonstrated a Tucker-Lewis Index (TLI) of 1.006, an RMSEA = 0.000 and CD (R^2): 0.255. Notably, a Comparative Fit Index (CFI) of 1.000 was achieved, suggesting the model’s capability to fully replicate the covariation in the data set.

Figure 5.27, also presented below, following Table 5.9, visually presents the revised conceptual model for effective entrepreneurial coaching, which forms the basis of the framework this study aims to produce.

Table 5.8: Structural Equation Model Derived from the Study's Proposed Conceptual Model

	OIM Coef.	Std. Err.	z	P>|z|	[95% Conf.	Interval]
Structural						
SE <-						
EC	.3757538	.0431019	8.72	0.000	.2912757	.4602319
_cons	35.11687	3.25068	10.80	0.000	28.74566	41.48809
ER <-						
SE	.5954635	.0405318	14.69	0.000	.5160227	.6749043
EC	.036653	.032449	1.13	0.259	-.0269459	.1002519
_cons	17.92634	2.587596	6.93	0.000	12.85474	22.99793
Vis <-						
ER	.4633117	.0348434	13.30	0.000	.39502	.5316034
EC	.1116171	.0237817	4.69	0.000	.0650058	.1582284
_cons	5.899858	2.140065	2.76	0.006	1.705408	10.09431
BR <-						
Vis	.8480901	.0736416	11.52	0.000	.7037552	.9924249
EC	.083882	.0382215	2.19	0.028	.0089693	.1587948
_cons	9.254185	3.121128	2.97	0.003	3.136886	15.37148
BG <-						
SE	.0583182	.0610099	0.96	0.339	-.061259	.1778953
ER	.0074607	.0739601	0.10	0.920	-.1374983	.1524198
Vis	.0318402	.094164	0.34	0.735	-.1527178	.2163982
BR	.3692276	.0586435	6.30	0.000	.2542885	.4841668
_cons	5.164808	2.874461	1.80	0.072	-.4690319	10.79865
var(e.SE)	85.53856	7.375659			72.23807	101.2879
var(e.ER)	37.80118	3.259449			31.92343	44.76114
var(e.Vis)	22.25041	1.918567			18.79067	26.34716
var(e.BR)	53.79401	4.638449			45.42952	63.69858
var(e.BG)	44.654	3.850341			37.71069	52.8757

LR test of model vs. saturated: chi2(4) = 58.09, Prob > chi2 = 0.0000

.

. estat gof, stats(all)

Fit statistic	Value	Description
Likelihood ratio		
chi2_ms(4)	58.094	model vs. saturated
p > chi2	0.000	
chi2_bs(15)	759.604	baseline vs. saturated
p > chi2	0.000	
Population error		
RMSEA	0.224	Root mean squared error of approximation
90% CI, lower bound	0.175	
upper bound	0.277	
pclose	0.000	Probability RMSEA <= 0.05
Information criteria		
AIC	11108.033	Akaike's information criterion
BIC	11183.522	Bayesian information criterion
Baseline comparison		
CFI	0.927	Comparative fit index
TLI	0.728	Tucker-Lewis index
Size of residuals		
SRMR	0.064	Standardized root mean squared residual
CD	0.289	Coefficient of determination

Table 5.9: Revised Conceptual Model

	OIM Coef.	Std. Err.	z	P>|z|	[95% Conf.	Interval]
Structural						
SE <-						
EC	.375754	.0431018	8.72	0.000	.291276	.460232
_cons	35.11666	3.250676	10.80	0.000	28.74565	41.48807
Vis <-						
SE	.2106236	.0397195	5.31	0.000	.132975	.2882721
ER	.3056991	.0445053	6.87	0.000	.2184704	.3929279
EC	.0734417	.0234742	3.09	0.002	.0269063	.1199771
_cons	4.617609	2.050379	2.25	0.024	.5969412	8.638277
ER <-						
ER	.3966943	.1007252	3.94	0.000	.1994766	.593912
EC	.177511	.0441504	4.02	0.000	.0909778	.2640442
_cons	14.10384	4.740995	2.97	0.003	4.811666	23.39602
BR <-						
SE	.693009	.0770701	8.99	0.000	.5419545	.8440636
_cons	14.50064	4.872174	2.96	0.003	4.95155	24.05012
BG <-						
BR	.4247297	.0422491	10.05	0.000	.3419229	.5075365
_cons	7.756339	2.16746	3.59	0.000	3.540196	12.03648
var(e.SE)	65.53636	7.37563			72.23794	101.2677
var(e.Vis)	20.14101	1.736661			17.00926	23.84936
var(e.ER)	56.07496	5.797195			47.75511	70.62496
var(e.BR)	36.61492	3.569362			32.21622	46.26452
var(e.BG)	45.04637	3.864346			38.04375	53.34269
cov(e.SE,e.BR)	20.92229	7.211435	2.90	0.004	6.786135	35.05844
cov(e.SE,e.ER)	-6.343696	7.46316	-1.12	0.265	-23.0106	6.322827
cov(e.Vis,e.BR)	9.901699	2.076765	4.76	0.000	5.827555	13.97624

LR test of model vs. saturated: chi2(4) = 2.90, Prob > chi2 = 0.5755

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. estat gof, stats(all)

Fit statistic	Value	Description
Likelihood ratio		
chi2_ms(4)	2.895	model vs. saturated
p > chi2	0.575	
chi2_bs(15)	759.604	baseline vs. saturated
p > chi2	0.000	
Population error		
RMSEA	0.000	Root mean squared error of approximation
90% CI, lower bound	0.000	
upper bound	0.060	
pclose	0.811	Probability RMSEA <= 0.05
Information criteria		
AIC	11052.634	Akaike's information criterion
BIC	11126.323	Bayesian information criterion
Baseline comparison		
CFI	1.000	Comparative fit index
TLI	1.006	Tucker-Lewis index
Size of residuals		
SRMR	0.020	Standardized root mean squared residual
CD	0.255	Coefficient of determination

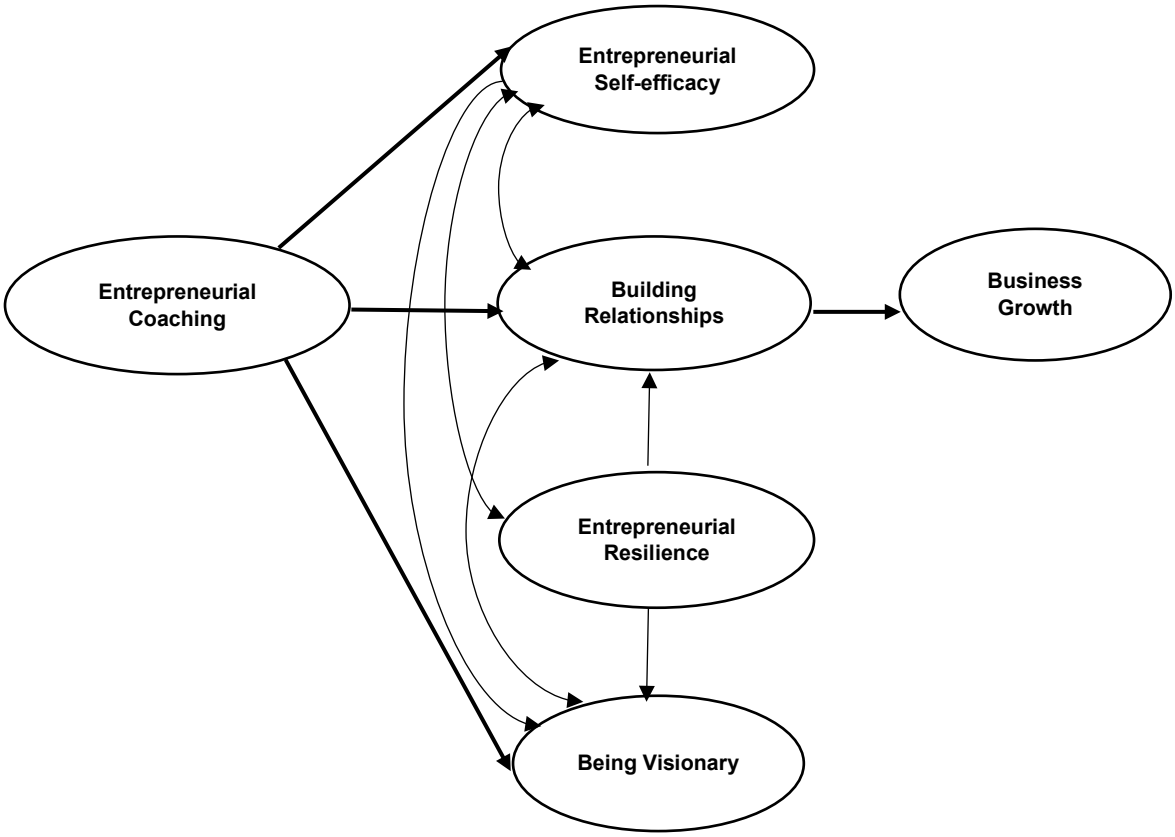


Figure 5.27: Revised Conceptual Model

5.7 ENTREPRENEURIAL COACHING AS A MEDIATOR BETWEEN ENTREPRENEURIAL COACHING OUTCOMES AND BUSINESS GROWTH

The entrepreneurial coaching outcomes (ECOs) mediate the relationship between business growth and the antecedent predictor (entrepreneurial coaching). ECOs exhibit a positive relationship (p.05) with the former, as shown in Step 1 of the mediation test. Previous research has found that ECOs as a robust determinant of business growth (Fatoki, 2014, 2018; Mamabolo et al., 2017; Mele et al., 2010; Moen & Allgood, 2009; Stout-Rostron, 2006; Tooth et al., 2013; Wiklund et al., 2009; Wilber, 2000; Xesha et al., 2014). The mediating role of ECOs made it possible to meaningfully investigate the links between independent (moderating) and dependent variables.

The structural model output in Tables 5.3, 5.4, 5.5 and 5.6 and the results of mediation tests in Table 5.7 indicate that the data generally support Hypotheses

1d, 2b, 3b, 4b and 5. The impact of entrepreneurial coaching on the positive relationships between entrepreneurial self-efficacy, entrepreneurial resilience, business growth, and being visionary and business growth was insignificant. However, a significant moderation effect was observed (with a *p*-value of .000) in the positive relationship between business growth and building relationships through entrepreneurial coaching. This finding is in line with previous studies, such as Mamabolo et al. (2017), Xesha et al. (2014), Mlotshwa and Msimango-Galawe (2020) and Galvão and Pinheiro (2019).

To be clear from the evidence of the tested data provided above, the hypothesis regarding entrepreneurial coaching was as follows:

> Hypothesis 1a-Entrepreneurial coaching moderates the positive relationship between self-efficacy and business growth—this hypothesis *is not supported*.
>
> Hypothesis 1b-Entrepreneurial coaching moderates the positive relationship between entrepreneurial resilience and business growth-- this hypothesis *is not supported*.
>
> Hypothesis 1c-Entrepreneurial coaching moderates the positive relationship between being visionary and business growth-- this hypothesis *is not supported*.
>
> Hypothesis 1d-Entrepreneurial coaching moderates the positive relationship between building relationships and business growth-- this hypothesis *is supported*.

Furthermore, significant results ($p < .000$) were observed when entrepreneurial self-efficacy was regressed on entrepreneurial coaching. Similarly, significant results ($p < .000$) were obtained when entrepreneurial self-efficacy was regressed on entrepreneurial resilience. Therefore, this study finds a direct relationship between entrepreneurial self-efficacy, entrepreneurial coaching and entrepreneurial resilience. Moreover, it finds that entrepreneurial self-efficacy mediates the relationship between entrepreneurial resilience and business growth (Frost, 2009; Volckmann, 2010; Wilber, 2000).

This confirms that entrepreneurial self-efficacy is an important outcome of entrepreneurial coaching and is important for developing entrepreneurs and business growth (Hunt et al., 2019; Pekkan, 2018; Saadaoui & Affess, 2015). This is consistent with Wilber's (2000) AQAL model, asserting that the individual interior quadrant (entrepreneurial self-efficacy) serves as a mediating force, reinforcing the individual exterior quadrant (entrepreneurial resilience).

Following the data provided above about entrepreneurial self-efficacy:

> Hypothesis 2a--Entrepreneurial self-efficacy as an individual interior entrepreneurial coaching outcome is positively related to business growth—this hypothesis *is not supported*.
>
> Hypothesis 2b--Entrepreneurial self-efficacy mediates the positive relationship between entrepreneurial resilience and business growth- this hypothesis *is supported*.

The analysis of entrepreneurial resilience in relation to entrepreneurial coaching and business growth yielded non-significant results ($p > .258$; $p > .905$). Hence, this study finds no direct relationship between entrepreneurial resilience and business growth. On the other hand, other researchers have found that entrepreneurial resilience has a major influence on entrepreneurial development and success (Corner et al., 2017; Fatoki, 2018). It is important to note that discrepancies in how entrepreneurial resilience is measured across various studies might contribute to this disparity, as highlighted by Fisher et al. (2016). However, the revised model demonstrated that entrepreneurial self-efficacy mediates the relationship between entrepreneurial resilience and business growth, aligning with the AQAL model's assertion that changes in the individual interior quadrant led to shifts in the individual exterior quadrant (Volckmann, 2010; Wilber, 2000).

Following the data provided above with regard to entrepreneurial resilience:

Hypothesis 3a--Entrepreneurial resilience as an individual exterior entrepreneurial coaching outcome positively relates to business growth--*is not supported*.

Hypothesis 3b--Entrepreneurial resilience mediates the positive relationship between being visionary and business growth--*is supported*.

Research has shown that visionary entrepreneurs are better placed to grow their businesses (Groves, 2006; Mamabolo et al., 2017; Mamabolo & Myres, 2020). The current study reinforces this notion by finding that being visionary is an outcome of entrepreneurial coaching, with a significance level of $p < .000$. This aligns with previous studies, such as Nimbodiya and Totala (2019), who assert that a successful entrepreneur needs to be visionary. However, contrary to previous studies, the current study finds that when regressed on business growth, being visionary produced non-significant values at $p > .735$. These findings are consistent with Wilber's (2000) AQAL model, which posits that the individual exterior quadrant (entrepreneurial resilience) plays a mediating role for the collective interior quadrant (being visionary).

Following the data provided above with regards to being visionary:

Hypothesis 4a--Being visionary as a collective interior entrepreneurial coaching outcome is positively related to business growth—this hypothesis *is not supported*.

Hypothesis 4b--Being visionary mediates the positive relationship between building relationships and business growth—this hypothesis *is supported*.

The importance of building relationships for business growth has been well-established in the literature (Galvão & Pinheiro, 2019). The findings of this study support this notion by showing that building relationships is an outcome of entrepreneurial coaching, with a significance level of $p < .000$. Additionally, the study reveals a direct relationship between building relationships and business

growth, with a significance level of $p < .000$. This corresponds to other empirical studies that have consistently highlighted the significance of relationship-building skills for business growth (Mamabolo et al., 2017; Mamabolo & Myres, 2020; Xesha et al., 2014).

This study supports the notion that the entrepreneur's efforts influence business growth in building relationships for their business (Galvão & Pinheiro, 2019). Furthermore, the findings of this study are consistent with Wilber's (2000) AQAL model, which states that the collective interior quadrant (being visionary) strengthens the collective exterior quadrant (building relationships).

Following the data provided above regarding building relationships:

> Hypothesis 5--Building relationships as a collective exterior entrepreneurial coaching outcome positively related to business growth--*is supported*.

5.8 ANSWERS TO THE RESEARCH QUESTIONS

The research questions for this study were formulated and presented in Chapter 1 and further explained in Chapter 3. The research questions were as follows:

> **Research Question 1:** To what extent does entrepreneurial coaching moderate the relationship between:
> (a) Entrepreneurial self-efficacy and business growth?
> (b) Entrepreneurial resilience and business growth?
> (c) Being visionary and business growth?
> (d) Building relationships and business growth?
>
> **Research Question 2:** What is the influence of entrepreneurial self-efficacy:
> (a) As an entrepreneurial coaching outcome on business growth?
> (b) On the relationship between entrepreneurial resilience and business growth?

Research Question 3: What is the influence of entrepreneurial resilience:
(a) As an entrepreneurial coaching outcome on business growth?
(b) On the relationship between being visionary and business growth?

Research Question 4: What is the influence of being visionary:
(a) As an entrepreneurial coaching outcome on business growth?
(b) On the relationship between building relationships and business growth?

Research Question 5: What is the influence of building relationships:
(a) As an entrepreneurial coaching outcome on business growth?

Overall, the results observed in this study confirm building relationships is indeed an important determinant of business growth. These observations were made once the structural model was revised (see section 5.6 above). Together, they contribute to understanding the impact of entrepreneurial coaching on entrepreneurial outcomes and business growth. Entrepreneurial coaching directly relates to entrepreneurial self-efficacy, entrepreneurial resilience, vision, and building relationships (ECO). Further, entrepreneurial coaching also acts as a moderator between ECO and business growth. Consequently, this study establishes entrepreneurial coaching as a potent and reliable intervention for fostering the development of entrepreneurs and promoting business growth in the small enterprise sector.

The above findings suggest an indirect impact of entrepreneurial coaching on business growth through entrepreneurial coaching outcomes. Hence, any increase in entrepreneurial coaching in small business development programmes could improve entrepreneurial coaching outcomes for the entrepreneurs being coached. Moreover, those BIs belonging to a functional entrepreneurial ecosystem benefit significantly by incorporating entrepreneurial coaching into their programs.

The findings indicate that enhancing entrepreneurial self-efficacy in entrepreneurs leads to an improvement in their entrepreneurial resilience, which,

in turn, enhances their visionary mindset and, ultimately, their ability to build relationships for their businesses. Building relationships has also been observed to positively influence business growth. This aligns with the systemic coaching approach and the AQAL model, which argues that a skilled entrepreneurial coach should focus on more than one factor to improve the whole entrepreneurial coaching experience, efficacy and outcomes. They also argue that the sub-factors (systems) are interrelated, with change in one stimulating change in another and, thus, ultimately, the whole system (Bhatnagar, 2020; Kahn, 2011).

5.9 CHAPTER CONCLUSION

This chapter thoroughly presents and analyses the quantitative data analysis employed in this research study. It describes the various statistical tests used to describe the sample's characteristics and test the proposed conceptual model, employing methods such as chi-square, correlation, factor analysis, and structural equation modelling. These tests were instrumental in explaining the sample's characteristics and determining the accuracy of the proposed conceptual model and the associated hypotheses.

One of the study's key findings underscores that building relationships significantly contributes to business growth as an outcome of entrepreneurial coaching. This discovery holds substantial implications for business incubation programme managers, entrepreneurial coaches, and other ecosystem participants, emphasising the importance of intentionally integrating relationship-building skills into entrepreneurial development programs. Chapter 6 delves deeper into the comprehensive discussion of the integrated results, their connections to existing literature, and the broader implications derived from these findings.

CHAPTER 6: DISCUSSION OF FINDINGS

6.1 CHAPTER OVERVIEW

This chapter discusses the findings of both the qualitative and quantitative studies. Research questions 1 to 5 relating to the quantitative study's findings are discussed first, as the discussion relates primarily to the entrepreneurs. This is followed by research questions 7 to 8 that relate to the findings of the qualitative study from the entrepreneurial coaches, the BI programme managers and industry experts. The chapter further discusses the integration point of the two studies: The Integral Entrepreneurial Coaching Framework (IECF) and its components.

6.2 DISCUSSION OF QUANTITATIVE STUDY FINDINGS

The quantitative analysis in Chapter 5 explored the relationships between four key entrepreneurial competencies—entrepreneurial self-efficacy (ESE), resilience, being visionary, and building relationships—and business growth. Using descriptive statistics, chi-square tests, factor analysis, and structural equation modelling (SEM), these relationships were rigorously tested alongside the role of entrepreneurial coaching as a mediator and moderator. The findings provide critical insights into how these competencies, nurtured through coaching, impact entrepreneurial success within South African business incubators, thus addressing the study’s research questions and testing the hypotheses developed from the literature.

6.2.1 Entrepreneurial Self-Efficacy and Business Growth

The analysis revealed a strong positive relationship between entrepreneurial self-efficacy (ESE) and business growth ($p < 0.05$), a finding that aligns with Bandura’s social cognitive theory. In this theory, self-efficacy is a pivotal driver of motivation, persistence, and goal attainment, particularly in challenging environments (Bandura, 1997). The confirmation of this relationship in the current study suggests that entrepreneurs with high self-efficacy are better equipped to

utilise entrepreneurial coaching support effectively, translating insights into actionable growth strategies. This result corroborates prior findings from Chen et al. (1998) and Masten (2014), which identified self-efficacy as a predictor of resilience and performance under adversity.

From a systems theory perspective, this finding reinforces that high self-efficacy enables entrepreneurs to engage actively with their environment, overcoming obstacles and leveraging opportunities within the entrepreneurial ecosystem (Lai & Lin, 2017; Goodman, 2002). Self-efficacy is a foundational element that enhances other competencies, making it a critical factor in the coaching process (de Zepetnek, 2015). However, while the results support Bandura's theory, they also point to potential limitations: self-efficacy alone may not be sufficient for sustained growth unless complemented by other competencies (Uzkurt, Ekmekcioglu, Ceyhan & Pampal, 2024). This indicates that while self-efficacy is a powerful predictor of business success, its impact is likely amplified when developed alongside other related skills (Amin & Fajri, 2024). Developing self-efficacy in conjunction with related competencies fosters a more robust entrepreneurial foundation (Haque & Kour, 2023).

The study supports Bandura's assertion that self-efficacy is essential for entrepreneurial resilience and persistence (Uzkurt et al., 2024). However, it also suggests that self-efficacy's influence may be contingent upon interacting with other competencies, particularly within complex and dynamic environments like South Africa (Haque & Kour, 2023). This nuanced view underscores the importance of adopting a systemic approach to entrepreneurial coaching that recognises the interdependence of various skills rather than focusing solely on self-efficacy.

6.2.2 Entrepreneurial Resilience and Business Growth

The quantitative results indicated a positive relationship between entrepreneurial resilience and business growth, but resilience alone did not appear to drive growth directly when isolated. This finding aligns with systems theory, which posits that individual components of a system often require complementary

interactions to function optimally (O'Neill, 2007; de Zepetnek, 2015; Lai & Lin, 2017). While essential for enduring challenges and maintaining momentum, resilience appears to require support from other competencies to generate significant business outcomes.

The study's findings contribute to Wilber's AQAL model by situating resilience within the individual-exterior quadrant, where it operates as a personal capability with external manifestations, such as adaptive behaviours in response to market fluctuations (Mamabolo et al., 2017). In the context of South African entrepreneurs, resilience allows individuals to manage high levels of uncertainty and persist in adverse conditions. However, the findings suggest that resilience is most effective when coupled with visionary ability or self-efficacy, reinforcing that an integral- systemic entrepreneurial coaching approach is necessary for resilience to translate into growth (Tirel, 2012; Lai & Lin, 2017).

Overall, this study refines our understanding of resilience by demonstrating that its effectiveness may be limited when applied in isolation. While resilience is crucial for stability and adaptability, its role as a growth driver appears conditional on other supporting competencies aligning with a systemic view (Khuzwayo, 2020; Lai & Lin, 2017; de Zepetnek, 2015). This challenges traditional views that position resilience as a standalone factor in entrepreneurial success, advocating for a multidimensional systemic coaching framework where resilience is developed alongside strategic foresight and self-efficacy (Becker & Kabongo, 2020; Nautiyal & Pathak, 2024).

6.2.4 Being Visionary and Business Growth

The quantitative analysis also confirmed a positive association between being visionary and business growth, emphasising the role of foresight and adaptability in achieving sustainable business success. Entrepreneurs with strong visionary skills—anticipating future trends and proactively adjusting strategies—are better positioned to navigate uncertainty and secure long-term growth. This finding aligns with systems theory, which stresses the necessity of adaptability within complex systems (Mele et al., 2010; Thompson, 2000).

Within the AQAL model, visionary ability is situated in the collective exterior quadrant, reflecting the interaction between individual entrepreneurs and broader environmental forces. The study's findings suggest that being visionary not only aids in strategic development but also enables entrepreneurs to leverage entrepreneurial coaching more effectively by aligning their personal growth with external opportunities (Rizal, Leksono, & Agus, 2023). In the South African context, where economic volatility is a constant challenge, the ability to anticipate market shifts and prepare accordingly is crucial (Barnard, 2018). Therefore, coaching programmes should incorporate strategic foresight development to help entrepreneurs cultivate a proactive approach to business growth.

The findings highlight visionary ability as a significant predictor of growth, supporting the systems theory emphasis on adaptability (Khuzwayo, 2020; Lai & Lin, 2017). However, they also reveal that visionary ability may rely on foundational attributes, such as resilience and relationship-building, to fully manifest its impact. Thus, while visionary ability lays the foundation for entrepreneurship, it must be complemented by practical actions and supportive factors to drive actual business growth (Rahuman, 2022). Visionary ability alone does not lead to business growth. While it is a crucial trait among entrepreneurs, it must be complemented by other characteristics for effective results (Sendawula et al., 2024). This supports the view that entrepreneurial growth is most achievable when entrepreneurial coaching programmes foster a blend of visionary thinking, resilience, and relational skills, thus creating a holistic developmental approach (Cheng, Zhang & Liu, 2022; Roqai et al.,2024).

6.2.5 Building Relationships and Business Growth

The quantitative data demonstrated a significant positive relationship between relationship-building and business growth, highlighting the role of networks and connections in driving entrepreneurial success. Relationship-building aligns with systems theory, underscoring the interdependent nature of entrepreneurial ecosystems (Mele et al., 2010; Khuzwayo, 2020). Networks provide essential channels for resource acquisition, market insights, and collaborative

opportunities, each crucial for scaling a business (Bhatnagar, 2020; Mele et al., 2010).

In the AQAL model, relationship-building aligns with the characteristics of the collective-exterior quadrant, as it involves understanding and engaging with the sociocultural context in which entrepreneurial activities occur (Wilber, 2005; Duffy, 2010). Thus, understanding relationships within this quadrant provides insights into how external factors influence entrepreneurial activities (Perloff, 2010; Mamabolo et al., 2017). The finding suggests that in the South African context, where trust and community ties are often central to business success, building relationships is a particularly valuable skill for entrepreneurs. This reinforces previous studies by Mamabolo et al. (2017) and Mamabolo & Myres (2020), which found that entrepreneurs with strong networks are more likely to achieve growth. For coaching interventions, this implies that fostering relational skills can enable entrepreneurs to create valuable partnerships and gain support, contributing to sustained business expansion.

The results emphasise the importance of relational dynamics within entrepreneurial ecosystems, especially in culturally cohesive environments like South Africa. While relationship-building is often cited as a key factor in business success, this study highlights its specific role as a growth driver within complex systems (Khuzwayo, 2020; de Zepetnek, 2015). These finding challenges traditional models that may overlook the social dimension of entrepreneurial growth, suggesting instead that building relationships is an essential component of any holistic entrepreneurial coaching framework aimed at business development.

6.2.6 Entrepreneurial Coaching as a Mediator and Moderator

The quantitative analysis examined entrepreneurial coaching as both a mediator and a moderator. The results showed that entrepreneurial coaching partially mediated the relationships between self-efficacy, resilience, and business growth. This mediation effect indicates that coaching enhances the impact of self-efficacy and resilience on business outcomes by providing structured guidance

and reflective opportunities. The mediation aligns with Bandura's theory, as coaching reinforces the mechanisms through which self-efficacy and resilience translate into actionable strategies (Bandura, 1997). This aligns with systemic and integral approaches, suggesting that self-efficacy contributes to developing resilience and other observable, actionable strategies and behaviours (Perloff, 2010). Moreover, systemic and integral approaches suggest that enhancing self-efficacy can lead to cultivating various observable and actionable strategies and behaviours necessary for effective problem-solving and adaptability in dynamic environments (Cheng, Zhang & Liu, 2022).

Regarding moderation, entrepreneurial coaching significantly strengthened the relationship between building relationships and business growth, suggesting that it is vital to helping entrepreneurs leverage their networks effectively. However, it did not significantly moderate the relationships between self-efficacy, resilience, being visionary, and business growth. This finding suggests that while entrepreneurial coaching directly supports relational development, other competencies like ESE and visionary ability may have intrinsic impacts on growth that do not rely on entrepreneurial coaching moderation.

These findings provide a refined view of the role of entrepreneurial coaching, suggesting that it is most effective as a direct intervention in relational skills and as a mediating factor in self-efficacy and resilience. The limited moderation effect challenges the notion that entrepreneurial coaching must always act as an enhancer across all competencies, indicating that some entrepreneurial skills, such as visionary ability, maybe more self-sustaining. This perspective supports a tailored entrepreneurial coaching approach, focusing on mediating certain competencies and directing skill-building for others.

Overall, quantitative findings emphasise the importance of an integrated coaching approach that fosters multiple competencies such as—self-efficacy, resilience, visionary ability, and relationship-building—each of which uniquely contributes to business growth. By positioning entrepreneurial coaching as both a mediator and a direct skill-building intervention, this study suggests that a

holistic coaching framework tailored to the needs of South African entrepreneurs is essential. These results align with systems theory and the AQAL model, both of which advocate for a multidimensional approach to development, reinforcing the value of coaching as a comprehensive, adaptable tool for entrepreneurial success in dynamic environments.

Discussion of research questions and conceptual model revision

Research Question 1: To what extent does entrepreneurial coaching moderate the relationship between:

(a) Entrepreneurial self-efficacy and business growth?

(b) Entrepreneurial resilience and business growth?

(c) Being visionary and business growth?

(d) Building relationships and business growth?

Research Question 2: What is the influence of entrepreneurial self-efficacy:

(a) As an individual interior entrepreneurial coaching outcome on business growth?

(b) On the relationship between entrepreneurial resilience and business growth?

Research Question 3: What is the influence of entrepreneurial resilience:

(a) As an individual, exterior entrepreneurial coaching outcome on business growth?

(b) On the relationship between being visionary and business growth?

Research Question 4: What is the influence of being visionary:

(a) As a collective interior entrepreneurial coaching outcome on business growth?

(b) On the relationship between building relationships and business growth?

Research Question 5: What is the influence of building relationships as a collective exterior entrepreneurial coaching outcome on business growth?

The quantitative findings strongly affirm the initial conceptual model based on Wilber's Integral Theory and the AQAL model (Wilber, 2000). These results demonstrate that entrepreneurial self-efficacy, resilience, visionary ability, and relationship-building contribute positively to business growth, highlighting the importance of a holistic approach to entrepreneurial development that addresses multiple dimensions of personal and professional growth. This alignment with Wilber's model emphasises the multidimensional nature of entrepreneurial success, where individual competencies (interior dimensions) interact with social and environmental factors (exterior dimensions) to influence business outcomes.

However, not all hypotheses were fully supported, prompting targeted revisions to the conceptual model (see Figure 6.1). These revisions reflect a more nuanced understanding of the relationships between competencies and business growth, suggesting that certain competencies are more impactful when combined rather than in isolation. For example, the revised model suggests a partially mediated relationship where entrepreneurial coaching outcomes interact in complex, interdependent ways rather than following a straightforward linear path from coaching to business success. This complexity points to the need for a systems-based coaching approach, where self-efficacy and resilience are developed concurrently, amplifying each other's effects on growth.

The revised model also incorporates systems theory perspectives, highlighting how entrepreneurial success in South Africa is influenced by an interconnected ecosystem of skills, networks, and environmental factors. Rather than viewing each competency as a standalone predictor of business growth, the updated model acknowledges that coaching outcomes are interdependent and can enhance each other's impact when developed simultaneously. For instance, while entrepreneurial self-efficacy strengthens resilience, resilience supports visionary thinking, which ultimately facilitates relationship-building—each step

reinforcing the next. This interdependence aligns with the AQAL model's quadrants, where changes in the individual interior (e.g., self-efficacy) trigger shifts in the individual exterior (e.g., resilience), which then affect collective dimensions, leading to broader relational and systemic impacts (Wilber, 2000).

This framework has significant implications for coaching programmes. Rather than focusing narrowly on single competencies, coaches should consider how fostering a network of interrelated skills can produce cumulative benefits for entrepreneurs. The revised model thus advocates for integrated coaching interventions that simultaneously address multiple competencies, creating a supportive environment where each skill reinforces the others. This systems-based, integral approach aligns with Wilber's theory and provides a practical roadmap for developing robust, resilient, and adaptable entrepreneurs capable of thriving in South Africa's challenging business landscape.

In summary, the revised conceptual model reflects the study's empirical findings and provides a more sophisticated understanding of how coaching outcomes interact to drive entrepreneurial success. It suggests that entrepreneurial coaching functions best as a holistic intervention that mediates the development of interdependent skills, fostering a balanced growth model that is adaptable, context-sensitive, and capable of supporting sustained business success.

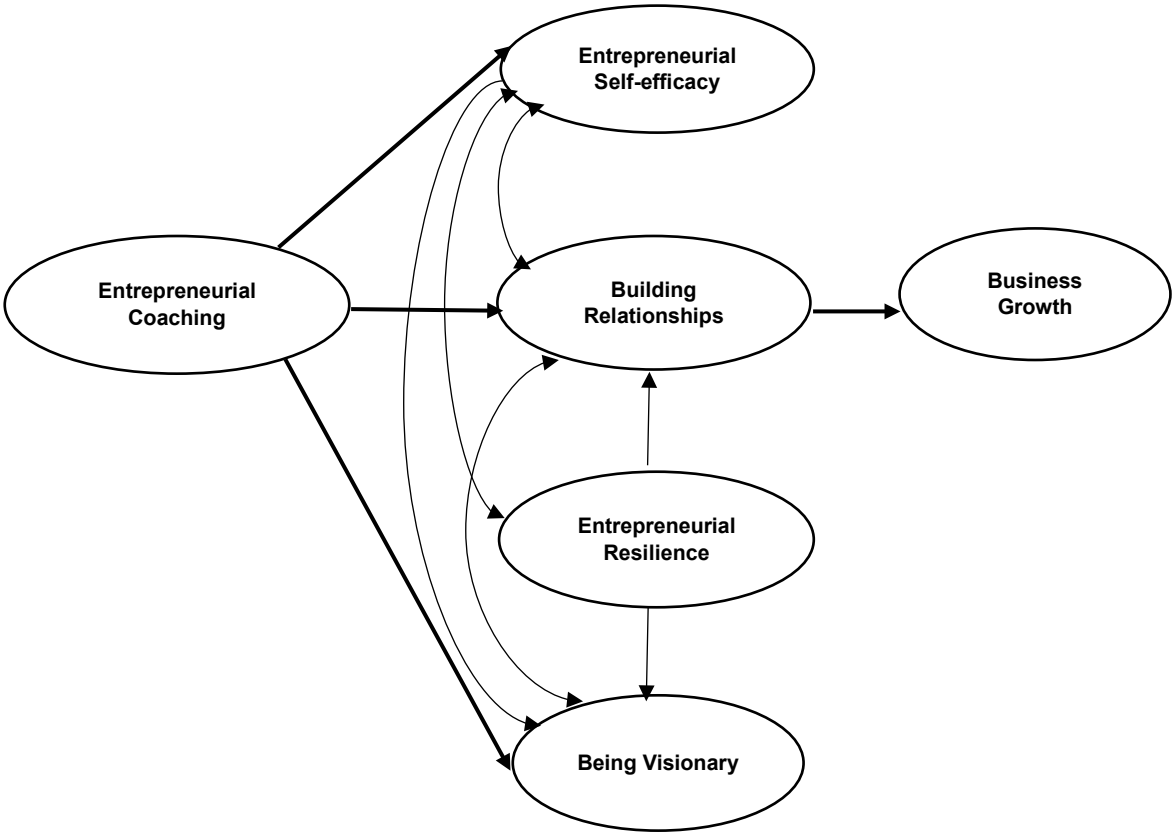


Figure 6.1: The Revised Conceptual Model

The study findings emphasise the importance of entrepreneurial resilience for business success; however, a key insight from this research is that resilience alone does not directly drive business growth. This finding suggests that a purely resilience-focused approach may not yield significant growth outcomes when entrepreneurial resilience is examined in isolation—without integration with other competencies. Systems theory supports this view, positing that components within a system rarely operate optimally in isolation and instead require interaction with complementary elements to produce desired results (Mele et al., 2010; O'Neill, 2007). Similarly, while being visionary is crucial for strategic development, its isolated influence on growth appears limited. This does not diminish the importance of visionary thinking in entrepreneurship; it underscores the need for a holistic, integrated approach. The revised conceptual model reflects this understanding and aligns with Wilber's AQAL model (2000), which suggests that entrepreneurial resilience within the individual-exterior quadrant can mediate or strengthen the collective interior quadrant of being visionary. This

interdependence of skills highlights the importance of fostering multiple interacting competencies within entrepreneurial coaching.

The importance of building relationships in the South African entrepreneurial context is further validated by this study, in alignment with previous empirical research. Studies by Mamabolo et al. (2017), Mamabolo and Myres (2020), and Xesha et al. (2014) found that entrepreneurs who possess strong relational skills are more likely to experience business growth than those who do not. This finding reinforces the systemic approach, where changes in one element of a system influence other elements, creating a ripple effect that enhances overall outcomes (Bhatnagar, 2020; Kahn, 2011). In the context of South African business incubators, relationship-building provides access to essential resources, support networks, and market opportunities, which are vital for business expansion and sustainability.

As argued throughout this study, entrepreneurial coaching outcomes mediate between coaching interventions and business growth. This finding indicates that entrepreneurial coaching can be an effective bridge or stepping-stone toward greater business development. Consequently, enhancing entrepreneurial coaching for South African entrepreneurs could be a strategic intervention to promote business growth within the small enterprise sector. The study findings reveal that entrepreneurial coaching is directly associated with developing entrepreneurial self-efficacy, resilience, visionary thinking, and relationship-building. These results position entrepreneurial coaching as a reliable developmental intervention that equips South African entrepreneurs with the critical skills to foster and sustain business growth.

Furthermore, the findings suggest that entrepreneurial coaching indirectly impacts business growth through its influence on key coaching outcomes. This implies that increasing access to entrepreneurial coaching in small-business development programmes could enhance these outcomes for entrepreneurs. The specific competencies tested in this study—entrepreneurial self-efficacy,

resilience, visionary leadership, and relationship-building—are all positively associated with business success when supported by coaching interventions.

The findings also indicate that integrating entrepreneurial coaching within a functional entrepreneurial ecosystem—characterised by adequate resources and infrastructure—can substantially benefit business incubators (BIs) in South Africa. This aligns with Schutte's (2019) recommendation to embed business coaching within more incubators to bolster small business development. The revised model reveals that entrepreneurial resilience positively influences business growth, with entrepreneurial self-efficacy mediating this relationship. This interdependence among entrepreneurial competencies supports the systemic coaching approach, which emphasises that fostering business growth requires the simultaneous development of multiple competencies.

Additionally, entrepreneurial resilience was found to mediate the relationship between being visionary and business growth, while being visionary was observed to mediate the relationship between building relationships and business growth. These findings suggest that enhancing one competency—such as self-efficacy—can improve resilience, which bolsters visionary thinking and ultimately enhances relationship-building skills. Each of these skills contributes to business growth, creating a cumulative, impactful, and sustainable effect. This systemic approach is consistent with Wilber's AQAL model and systems theory; both argue that a well-rounded coaching framework should develop multiple interrelated competencies to optimise entrepreneurial growth (Bhatnagar, 2020; Kahn, 2011; Mele et al., 2010).

The systemic approach and AQAL model also highlight the concept of interrelated subsystems, where changes in one area stimulate changes in another, ultimately benefiting the entire system (Bhatnagar, 2020; Kahn, 2011). For example, this study's moderation and mediation analyses revealed that entrepreneurial coaching moderated the relationship between building relationships and business growth. This finding suggests that building relationships is a particularly critical skill for South African entrepreneurs, as it

strengthens the capacity for growth. However, the moderation and mediation tests also showed that entrepreneurial coaching did not moderate the relationships between entrepreneurial self-efficacy, resilience, visionary ability, and business growth. This indicates that while coaching is essential in facilitating relationship-building, other competencies may have intrinsic impacts on growth that do not require additional moderation by coaching interventions.

In summary, the quantitative findings demonstrate that a holistic and systemic coaching approach—one that develops self-efficacy, resilience, visionary ability, and relationship-building in tandem—can profoundly impact entrepreneurial success. This study supports the view that entrepreneurial coaching is a vital intervention for fostering the growth of South African small enterprises. The revised conceptual model, backed by empirical evidence, provides a robust framework that integrates Wilber's Integral Theory, AQAL model, and systems theory to address the complex interrelationships among entrepreneurial competencies. This framework not only aligns with theoretical perspectives but also offers practical guidance for structuring coaching programmes that address the unique challenges South African entrepreneurs face, enhancing their capacity for sustainable business growth in a challenging economic landscape.

6.3 DISCUSSION OF QUALITATIVE STUDY FINDINGS

This section discusses the qualitative findings from the thematic analysis performed in Chapter 4 on the interview data collected. Most of the study's findings from entrepreneurial coaches, programme managers and industry experts are consistent with previous studies. This alignment is shown, for instance, in all the participants agreeing that entrepreneurial coaching benefits entrepreneurship and works well when both the coach and coachee are committed to the coaching intervention. This section will discuss research questions 6 and 7, stated below.

> Research Question 6: What is the role of entrepreneurial coaching in the success of small businesses?

Research Question 7: What are the critical success factors for entrepreneurial coaching in business incubators in South Africa?

6.3.1 The role of entrepreneurial coaching in the success of small businesses

The qualitative analysis was performed to establish the role of entrepreneurial coaching in the success of small enterprises. Thus, research question 6 was formulated in Chapter 1: *What is the role of entrepreneurial coaching in the success of small enterprises?* In answering this research question, the study established that entrepreneurial coaching that caters for the needs of the entrepreneur and the business entity is beneficial for the success of the small business. Furthermore, two themes emerged in answering the question: (i) the entrepreneurs and (ii) the business entity's needs. Thus, it is seen that entrepreneurial coaching could contribute to the success of small enterprises by addressing *both* the needs of the business entity and the entrepreneur.

When asked about the benefit of entrepreneurial coaching for entrepreneurs, the participants spoke about the needs of the entrepreneur and those of the business entity. All participants agreed that entrepreneurial coaching benefits entrepreneur growth, that is, for both the business entity and the individual entrepreneur. Most programme managers focussed on the benefits for the business entity, such as various forms of business results. On the other hand, most of the coaches gave more input on the benefits for the entrepreneur, such as the entrepreneur's personal development and self-management skills such as time management, developing an entrepreneurial mindset and access to entrepreneurial role models. Additionally, the participants alluded to entrepreneurs benefitting from the technical skills of the entrepreneurial coach, such as human resource management, operations management, sales and finance.

Developing an entrepreneurial mindset was associated with personal development by the participants. Ndlela et al. (2019) argue that having an entrepreneurial mindset is a critical component for the daily operational success

of the entrepreneur. They recommend that the coach facilitate a learning process towards attaining this in the intervention (Ndlela et al., 2019). The entrepreneurial mindset includes the following skills: “the ability to identify opportunities, creative problem solving, negotiating, thinking strategically, networking, making decisions in the face of uncertainty, becoming resilient to failures, lifelong learning skills” (Ndlela et al., 2019, p. 75). This aligns with the data from the participants presented above, which further shows evidence that the subthemes are associated with each other in the development of entrepreneurs.

Maria Joao and Miguel Silva (2020) assert that entrepreneurs can be developed through various modes, such as training and associated activities like mentoring, consulting and business advisory. Thus, business incubators must comprehend the various approaches to developing entrepreneurs that supplement entrepreneurial coaching. It is critical to note that business entity needs do not stand in isolation from each other but have associative links between them. For example, access to funding and business results/growth are both part of the business entity’s coaching needs and are associated with each other. Sector compliance is part of the business entity’s coaching needs and is associated with access to market, finance, and business results/growth.

Research studies focusing specifically on the South African market cite a lack of access to the following as the main reasons for the failure of small enterprises: finance, markets, business support and skills training, infrastructure and technology (Msimango-Galawe & Hlatshwayo, 2021; BER, 2016; Dubihlela & Van Schaikwyk, 2014; Mazanai & Fatoki, 2011; van Weele et al., 2017; Worku, 2016). The participants' insights emphasised sector compliance as a crucial need for small enterprises. This highlights the significance of addressing various aspects of programme design to offer multiple benefits. Ideally, this should commence during programme design, especially in determining the criteria for assigning entrepreneurial coaches to entrepreneurs.

Concerning the business entity's needs, entrepreneurial coaches should expose coachees to obtaining funding, sector-specific compliance requirements, and

gaining market access. This exposure aims to facilitate tangible business results and promote business entity growth. The above facilitative role is critical for entrepreneurial coaching to ensure an impact that extends to and reaches the business entity and not just remains with the individual.

6.3.2 Critical success factors for entrepreneurial coaching in business incubators in South Africa

Research question 7 sought to understand the critical success factors for entrepreneurial coaching in BIs in South Africa. In answering this research question from the data contributed by the study participants, six themes emerged: demographics, diversity and cultural intelligence, relational aspects of coaching, the coach's personal attributes, characteristics of the entrepreneur, coaching programme structure, coach competence and perceived incubator support. These are discussed in more detail below.

(i) Demographics, diversity and cultural intelligence

In this study, demographics, diversity and cultural intelligence refer to aspects of the coach, such as age, gender and language spoken, that facilitate mutual respect and cultural relatability between coach and coachee. One prominent aspect emerging from this theme is the coach's language (Folscher-Kingwill & Terblanche, 2019). Given the historical dynamics of South Africa, language is important to consider when coaching entrepreneurs in the different provinces; this is also the case in other professional fields besides coaching (Khoza-Shangase & Mophosho, 2018). Participants from the Eastern Cape emphasised the ability to speak isiXhosa as critical for connecting with the coachees better. Some participants from the Western Cape stated that speaking Afrikaans is important for coaches working in various locations there.

A participant (coach), originally from the Eastern Cape and fluent in isiXhosa but currently residing in Gauteng, specifically mentioned language barriers. In Gauteng, Sepedi and Setswana are spoken in Pretoria and surrounding areas, while isiZulu and Setswana are used in Johannesburg and surrounding areas. This participant highlighted the ability to speak all these languages as influential

in the decision-making relating to hiring coaches in the organisation he worked for. He thus understands multilingualism as important for coaching success with entrepreneurs in their programmes (Magadlela, 2019). This participant's observation exposed the assumptions surrounding the existence of a universal township culture and the idea that nuanced understandings naturally occur between the coach and coachee based on race. Rather, language is a critical factor that transcends race. Understanding the cultural norms in a region or showing cultural intelligence and being able to relate to and respect the entrepreneurs' culture was identified as a necessary skill for the coach.

Unlike Gyllensten (2018), who asserts that demographics are not important considerations for the coach, the data indicated that demographics of the coach are indeed an important consideration in the South African context. In this regard, there were certain differences according to provinces, demonstrating the multicultural complexity in South Africa that entrepreneurial coaching must consider. One participant (Participant 20, an entrepreneurial coach from Gauteng) explained that the coach’s language is important when placing coaches in different regions in Gauteng. According to this participant, a coach placed in Tshwane must be able to speak Sepedi to connect with entrepreneurs there. This participant drew attention to the fact that even a black coach will have to cater to the diverse language needs of entrepreneurs within a single province. This is similar to Milligan, Desai, & Benson (2020), who assert that learning is dependent on the language(s) of instruction and that many learners around the world are forced to “sink or swim” in educational systems that use a single dominant language as the medium of instruction.

Similarly, a participant based in the Eastern Cape opined that cultural nuances in communities are unique to the Eastern Cape, emphasising the need for a coach to familiarise themselves with these. This participant noted that the coach’s race was not as important as understanding isiXhosa, Xhosa cultural practices and norms for respectful behaviour in the province, indicating the need for cultural intelligence on the part of the coach. Other participants from the Eastern Cape also emphasised the ability to converse in isiXhosa as critical for better

connecting with coaches and coachees. This was echoed by some participants from the Western Cape, who stated that speaking Afrikaans is important for coaches working in various locations in the province.

Understanding cultural norms in a region, showing cultural intelligence and being able to relate to and respect the entrepreneurs' culture are necessary skills for the entrepreneurial coach. This is an important factor because it is not only something a coach should be aware of but a competency for coaching success in the diverse South African context (Magadlela, 2019).

(ii) Coaching relational aspects

The factors contributing to successful coaching relationships were derived from various elements of the entrepreneurial coaching interaction, such as the connection between the coach and coachee. These relational aspects encompass trust, mutual respect, effective communication, and shared commitments and responsibilities within the coaching engagement. From a South African perspective, Terblanche and Heyns (2020) argue that building trust with coachees is critical for ensuring success with the entrepreneurial coaching relationship and intervention. This corroborates with the responses given by participants in the current study. Significantly, a distinctive contribution surfaced regarding the aspect of trust—specifically, the role of empathy on the part of the coach. Several participants underscored empathy as a crucial success factor for entrepreneurial coaching in South Africa. Empathy was highlighted in the data as critical for South Africa, where socio-economic differences often exist between the coach and coachee. The highlighting of the need for empathy indicates the real gap between coaches and entrepreneurs regarding positional experience and societal position. This is due to the long history of inequality among different groups stemming from colonialism and apartheid.

From the data collected, coach and coachee commitment is essential for successful entrepreneurial coaching. Commitment is associated with the passion of the coach and the coachee, which, in turn, is associated with the connection between the coach and the coachee and the trust between them. The mutuality

of the commitment is in line with the collaborative nature of entrepreneurial coaching, as argued by Amamou & Ali (2019) and Cox et al. (2018). This is an essential factor to study in the entrepreneurial coaching environment, with Lose, Rens et al. (2020) identifying entrepreneur commitment as the challenge facing BIs, evidenced by the high entrepreneur dropout rate in the programmes.

From the perspective of the entrepreneurs (in the quantitative study) asked to rate the importance of their commitment to the coaching process for the success of the intervention, a majority, 88.4%, rated it as important, 4.4% disagreed with the statement, and 7.1% remained neutral. This is largely in alignment with the literature (Amamou & Ali, 2019; Lose et al., 2020; Crompton et al., 2012; Mohamed &Karoui Zouaoui, 2021), as well as the insights from the coaches, programme managers and industry experts. All entrepreneurs identified commitment as a key ingredient for coaching success. Asked to rate the importance of the coach's age on the coaching process's success, 42.7% rated it as important, 38% rated it unimportant, and 19.3% remained neutral. This finding aligns with those of Gyllensten (2018), who states that surface demographics are not critical success factors for coaching.

(iii) Coach's personal attributes

Critical attributes for a coach encompass personality, approachability, relatability, the capacity to establish rapport, and effective interaction with entrepreneurs or coachees. Crumpton (2021, p. 136-137) lists the personal attributes of a good coach as "having a positive attitude, being supportive and respectful, being patient with the learning process and building trust and being a motivator of others." These also align with other studies that cite what coachees want from their coaches (Rojon, Bode & McDowall, 2020).

(iv) Entrepreneur characteristics

Entrepreneur characteristics are understood as the entrepreneur's contribution towards the effectiveness of the entrepreneurial coaching intervention, such as their commitment, dedication and engagement in training or mentoring sessions. It primarily includes the entrepreneur's passion, needs, coaching, and coachee-

matching process involvement. This was highlighted as important by the participants because, in addition to the responsibility of the entrepreneurial coach and incubator to ensure that the other critical success factors are in place, the entrepreneur has a vital role to play and responsibility to enable success in implementing the programme.

(v) Coach's competence

The participants in this study underscored the coach's competence, emphasising the coach's experience in entrepreneurship as the most crucial aspect. Other significant factors include academic qualifications, certification, coaching approach, and experience with small enterprises. These are important in the selection criteria for entrepreneurial coaches and the programme's success. Wycherley and Cox (2008) emphasise being intentional about coaches' and coachees' selection and matching criterion as a critical success factor in the coaching intervention. Entrepreneurial coaches must be competent enough to adapt their approach to suit the entrepreneur's needs for successful coaching (Mansoori et al., 2019).

6.3.3 Perceived incubator support

Perceived incubator support refers to aspects of the programme critical for running the programme from the incubator's side. The programme objectives and the incubator operating environment are included here to optimally support the entrepreneurial coaching intervention. The participants recommended that the BI be part of an ecosystem of other role players in the industry, as this would benefit the incubates/ coachees. This aligns with the entrepreneurial ecosystem theory that details the integration of BDSPs with other critical role players in the environment in which they operate (Isenberg, 2014). The participants highlighted the significance of collaboration among the entrepreneurial coach, BI team, and all stakeholders, emphasising the need for common objectives and focus rather than working in silos. This aligns with the theoretical underpinnings of this study, which emphasise a systemic approach (McMahon & Patton, 2018; Soltanzadeh & Mooney, 2016). Further, awareness of the context or business environment in which the BI operates was also identified as critical for the incubation and

coaching programmes to be customised to align with local complexities, aligning with Lose (2021).

Participants emphasised the need for entrepreneurial coaches and coaching intervention to be integrated into the full business incubator programme. They also emphasised how the entrepreneurial coaches are integrated into the team, including ensuring the coaches' full awareness of the vision and mission of the programme to align their coaching. An additional aspect of the perceived incubator support is the programme structure, a customised programme aligned to the entrepreneur's needs and operating context. The participants emphasised the programme's success as not dependent on one isolated factor but on various components needing to be synergised. This aligns with Ayatse et al. (2017), who argue that the success of the incubation programme lies in its practices.

6.4 ELEMENTS FOR EFFECTIVE ENTREPRENEURIAL COACHING IN BUSINESS INCUBATORS IN SOUTH AFRICA

This section delves into the various factors that contribute to effective entrepreneurial coaching in the context of South African business incubators. The formulation of Research Question 8 was critical, as stated in Chapter 1: "What are the elements for effective entrepreneurial coaching in business incubators in South Africa?" This comprehensive question sought insights from quantitative and qualitative studies, allowing for a more comprehensive investigation. In response to this question, participants and respondents raised various issues, emphasising the importance of a tailored approach based on the province in which the program operates. This tailored approach considers the nuanced contextual differences that arise from South Africa's spatial, cultural, and linguistic diversity.

Every skilled mixed methods study includes a critical "point of integration" or "point of interface" where qualitative and quantitative dimensions intersect (Creswell & Creswell, 2023; Schoonenboom & Johnson, 2017). This integration point occurred in this study during the results phase, specifically in response to

Research Question 8. The Integral Entrepreneurial Coaching Framework for South Africa (IECF) was developed by integrating quantitative and qualitative data. This framework is a conceptualisation that was directly informed by analyses of quantitative insights from entrepreneurs and qualitative perspectives from BI program managers, entrepreneurial coaches, and industry experts. The following discussion expands on the intricate findings underpinning the identified elements required for crafting an effective entrepreneurial coaching framework within the unique landscape of South African BIs.

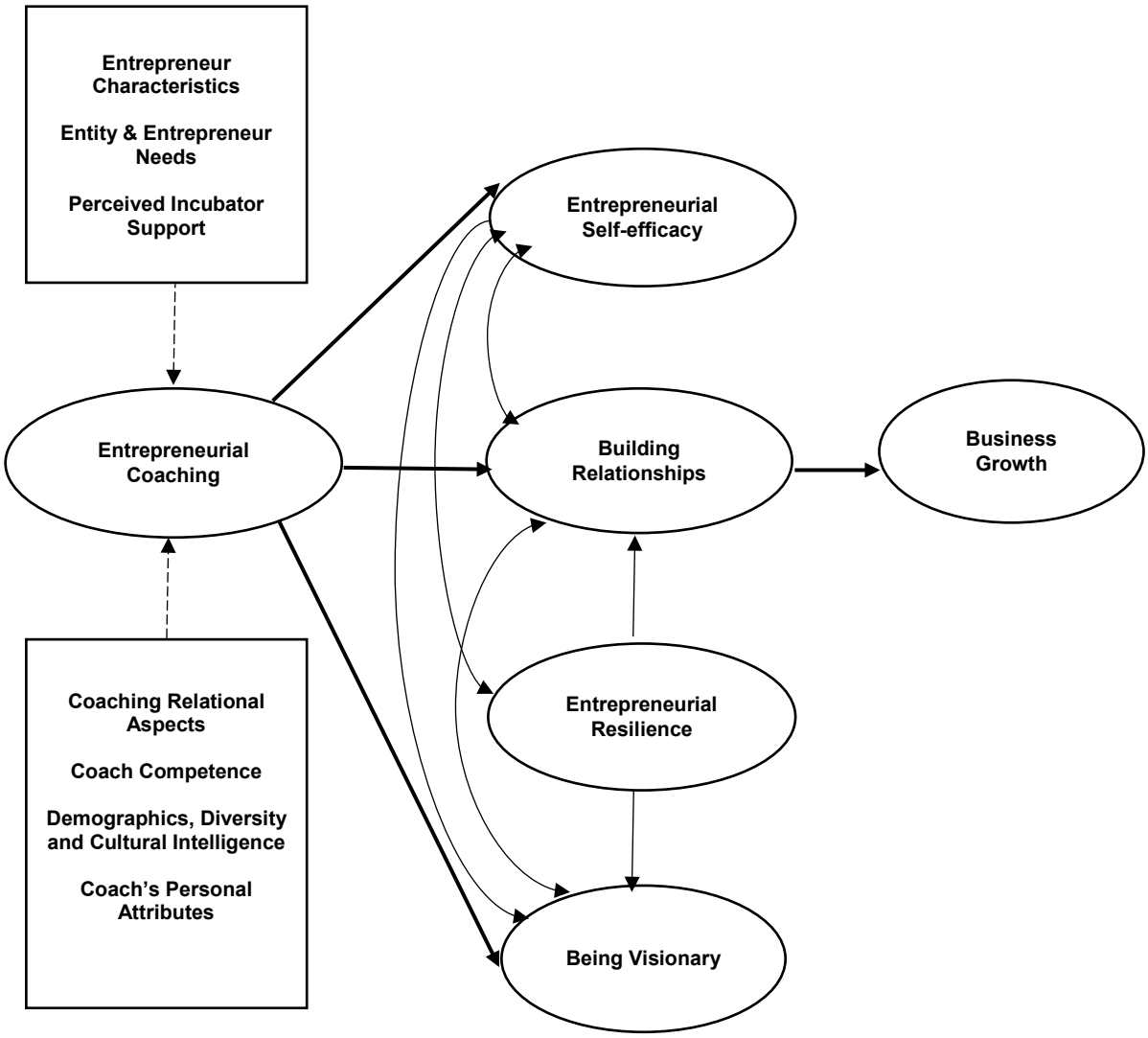


Figure 6.2: The Integral Entrepreneurial Coaching Framework (IECF) for South Africa.

Figure 6.2 presents the integral entrepreneurial coaching framework for South Africa (IECF). The IECF comprises three components that enable the

entrepreneurial coach to optimise their intervention with small enterprises to increase their business growth. These components are entrepreneurial coaching, the critical success factors for effective entrepreneurial coaching and the integrated coaching model (AQAL), whose outcomes lead to business growth**.**

6.4.1 Entrepreneurial coaching

In their German-based study, Kotte et al., 2021 highlight recent calls to define entrepreneurial coaching as it differs from coaching aimed at other populations. This requires gaining deeper clarity about what happens in entrepreneurial coaching sessions. Entrepreneurial coaching activities include one-on-one support, listening with understanding, inspiration to achieve entrepreneurial goals, and guidance in shifting perspectives. They include identifying strengths and weaknesses, stress management and wellness techniques, instruction in technical business skills such as finance and marketing, and collaborative assistance in developing business plans. Furthermore, entrepreneurial coaches play an important role in the entrepreneurial coaching process by sharing their expert knowledge and providing guidance.

This corresponds with findings from this study's interviews with BI program managers, industry experts, and entrepreneurial coaches about the critical components of the entrepreneurial coaching process. To build the framework for entrepreneurial coaching, the activities in this study were inspired by previous qualitative studies (van Coller-Peter & Cronjé, 2020; Kotte et al., 2021; Brinkley & Le Roux, 2018). The resulting construct was highly reliable, evidenced by an excellent Cronbach alpha level of 0.925, ensuring the study's overall reliability (George & Mallery, 2020). While a working knowledge of activities in entrepreneurial coaching is important, this study also sought to understand the conditions for optimal delivery of entrepreneurial coaching (or the success factors). The IECF comprises critical success factors that must be present for the entrepreneurial coaching framework to be used effectively in the South African small business development in incubators. The critical success factors include the characteristics of the entrepreneur, understanding what the entrepreneur needs and what the enterprise needs to grow. This enables the entrepreneurial

coach and the incubator programme to be target-specific in delivering technical and other support to the entrepreneur.

Perceived incubator support refers to the incubator programme in which the entrepreneurial coaching intervention is embedded. This includes guidelines, for example, that the entrepreneurial coaches need to work as part of the multidisciplinary team incubating the small enterprises and not in a vacuum; as such, they need to be included in the planning for the small enterprise development. The section below discusses the critical success factors in detail.

(i) Demographics, diversity and cultural intelligence

Demographics, diversity, and cultural intelligence are critical success factors. In this instance, it is important to note that the dominant cultures in the nine different provinces of South Africa vary in spoken language and other nuances acceptable in the specific areas. It was highlighted by the entrepreneurial coaches, programme managers and industry experts that understanding the entrepreneur's mother tongue or spoken language is very important (Khoza-Shangase & Mophosho, 2018).

Equally important is understanding how business is conducted in the operating area of the enterprise. This does not refer to technical business aspects but the local culture and how it feeds into the business operations. This insight is important in the complex South African demographic and socio-economic context. However, some international authors argue these are not important criteria in the coaching relationship (Gyllensten, 2018; Passmore, 2013). These authors argue that demographics is not a very important success factor for coaching; however, these authors may be arguing from the perspective of Western and largely homogenous societies, unlike the South African context.

(ii) Entity and entrepreneur needs

Regarding entrepreneur needs, these include the entrepreneurial coach exposing them to various networks in the ecosystem and focusing on sales and marketing to develop their entrepreneurial mindset. Furthermore, entrepreneurial

coaches must provide the entrepreneur with personal development, self-mastery, financial acumen and time management skills. They should also facilitate access to the entrepreneurial coach's technical expertise and provide exposure to entrepreneurial role models. Additionally, the entrepreneur needs personal development aspects, such as enhancing their self-efficacy, linked to enhanced entrepreneurial outcomes (Gielnik et al., 2020; Hmieleski & Baron, 2008; Hunt et al., 2019).

(iii) Coaching relational aspects

Entrepreneurial coaching relational aspects refer to the relationship between the coach and the entrepreneur. This includes those elements that improve the relationship, the vitalness of the relationship for successful entrepreneurial coaching and how they both facilitate and build an effective relationship. For example, the entrepreneur's personal development is associated with developing time management skills. This aligns with Amamou and Ali (2019), who assert that commitment is necessary for cooperation between the coach and the coachee. The coach must be able to empathise with the coachee and their challenges in their particular context; as one respondent expressed, the coach must put themselves in the entrepreneur's shoes.

Furthermore, the participants highlighted the following aspects as paramount: a respectful coach, coach and coachee passion, empathy in the coach, coach-coachee connection, boundaries in the coaching relationship, communication, coach-coachee trust, coach-coachee commitment and power dynamics between the mentor/coach and entrepreneur. This aligns with Mansoori et al. (2019), who argue that the entrepreneur-coach relationship is a critical success factor that enables learning and development occurring in the entrepreneur. The relational aspects of coaching do not stand in isolation from each other but have common associations between them.

(iv) Coach's personal attributes

Participants identified the entrepreneurial coach's personal attributes, including emotional intelligence and ethical behaviour, such as keeping the coachee's

information private. Additionally, the coach's communication style and interpersonal skills, self-awareness, patience with the coachee, approachability, and accessibility to the entrepreneur were also identified. This aligns with other studies that describe these as important coach competencies (Kotte et al., 2021; Mmaditla & Ndlovu-Hlatshwayo, 2022).

(v) Entrepreneur characteristics

Based on the study findings, the entrepreneur plays a crucial role in the effectiveness of the entrepreneurial coaching intervention. This recognition is essential for entrepreneurial coaches and BI program managers (Schutte & Direng, 2019). The study participants' responses reveal some awareness of the need for entrepreneurs to be committed to and drive the coaching relationship objectively towards achieving set goals (entrepreneur drive and motivation) and having an entrepreneurial mindset. This aligns with findings in studies by Grant (2020) and Pandolfi (2020). Some participants also mentioned that entrepreneurs must participate voluntarily in BI programmes to optimise the coaching intervention.

(vi) Coach competence

The entrepreneurial coach's competence includes their professional profile, for example, elements such as academic qualifications, technical competence, certification, coaching approach, cultural intelligence, diversity dynamics management, experience in the entrepreneurial ecosystem and work ethics. These findings were supported by the quantitative study in which most entrepreneurs highlighted perceiving the coach's qualifications as important for entrepreneurial coaching success. This contributes to the ongoing global and local academic debates about the importance of the coach's qualification and professionalisation of coaching for successful entrepreneurial coaching outcomes (Gray et al., 2011; Schutte, 2019). BI programme managers also highlighted the professionalisation of the entrepreneurial coaching field as potentially valuable in their entrepreneurial coach selection and evaluation of entrepreneurial coaching services delivered.

(vii) Perceived incubator support

The perceived incubator support elements have multiple associations derived from the role of BI programme managers and coaches and the importance placed on integrating entrepreneurial coaches into the programme. This aligns significantly with integral and systems theories underpinning this study that state that various elements make up a system or ecosystem. In this study, the elements encompassed entrepreneurial coaches, BI programme managers, and industry experts, all contributing to the development of entrepreneurs in the South African context (McMahon & Patton, 2018; Teece, 2018). Participants emphasised that entrepreneurial coaching should not occur in a vacuum but must form a core part of the programme. Emphasis was placed on entrepreneurial coaching occurring in a suitable environment and for business incubator support on programmatic factors that would improve the effectiveness of entrepreneurial coaching in the business incubator environment, such as the timing and sequence of the training and coaching and other components. Long-term entrepreneurial coaching evaluation was recommended to ensure a BI programme's long-term impact and aligned with post-incubation care for the entrepreneur.

6.4.2 The integral coaching model: AQAL model

The Integral AQAL model is the coaching model embedded in the IECF. Including this model in the framework allows the entrepreneurial coach to methodically target the development of entrepreneurial self-efficacy, entrepreneurial resilience, being visionary and building relationships. These are essential entrepreneurial skills identified as critical for the South African small business owner (Mamabolo et al., 2017, 2020). An integral model enables the entrepreneurial coach to provide a more comprehensive approach to the entrepreneur while focusing on the skills that impact the enterprise's growth. The entrepreneurial coaching outcomes that contribute to business growth stem from this model.

Entrepreneurial coaching did not influence the positive relationships between entrepreneurial self-efficacy, entrepreneurial resilience, being visionary and business growth. However, with a $p < .000$, entrepreneurial coaching was found

to mediate the positive relationship between business growth and building relationships. This aligns with studies by Mamabolo et al. (2017), Xesha et al. (2014), Mlotshwa and Msimango-Galawe (2020) and Galvão and Pinheiro (2019).

The current study finds no direct relationship between entrepreneurial resilience and business growth. However, some researchers have found that entrepreneurial resilience significantly influences entrepreneurial development and success (see Corner et al., 2017; Fatoki, 2018). According to Fisher et al. (2016), one explanation for this contradiction is possible discrepancies in how entrepreneurial resilience is measured across different studies. The revised model reveals that self-efficacy mediates entrepreneurial resilience and business growth. This aligns with the AQAL model that asserts that change in the individual interior quadrant will result in a shift in the individual exterior quadrant (Volckmann, 2010; Wilber, 2000).

The literature shows that visionary entrepreneurs are better placed to grow their businesses (Groves, 2006; Mamabolo et al., 2017; Mamabolo & Myres, 2020). The current study finds that being visionary results from entrepreneurial coaching, with a p-value of 0.000. This aligns with Nimbodiya and Totala (2019), who assert that a successful entrepreneur needs to be visionary. However, in contrast, the current study finds that when regressed on business growth, being visionary produced non-significant values at p= 0.735. This study's findings support Wilber's (2000) AQAL model, which asserts that the individual exterior quadrant (entrepreneurial resilience) mediates or strengthens the collective interior quadrant (being visionary).

Building relationships is crucial for business growth (Galvão & Pinheiro, 2019). The current study's results show that building relationships is an outcome of entrepreneurial coaching, with a p-value of 0.000 and, further, that there is a direct relationship between building relationships and business growth, with a p-value of 0.000. This corresponds to empirical studies that have found that individuals with the skills to build relationships for their business are more likely

to grow their businesses than those without such skills (Mamabolo et al., 2017; Mamabolo & Myres, 2020; Xesha et al., 2014). Therefore, business growth is significantly influenced by the relationships the entrepreneur establishes for their business (Galvão & Pinheiro, 2019). Furthermore, the findings of this study are consistent with Wilber's (2000) AQAL model, which states that the collective interior quadrant (being visionary) strengthens the collective exterior quadrant (building relationships).

6.5 SUMMARY OF KEY DISCUSSION POINTS

The research questions for this study were formulated and presented in Chapter One. They cumulatively determine the effects of entrepreneurial coaching on entrepreneurial outcomes and business growth.

The current study is one of very few that apply Integral theory quantitatively in the entrepreneurial coaching environment. Indeed, Khurshid's (2018) integral model for women's entrepreneurship training in South Asia uses a quantitative research method but is not based on Wilber's Integral theory, widely dubbed the main Integral theory. Similarly, Lane, Kahn & Chapman (2018) use an adapted integral learning model for coaching, incorporating adult learning theories and Wilber's Integral theory via a qualitative case study method. Thus, the strength of the current study lies in its use of both methods. The quantitative method includes mediation and path analysis on the Integral model in the entrepreneurial coaching context. Below are some of the findings about the quantitative study, as it relates to Research Questions 1 to 5.

i. **Research Question 1: To what extent does entrepreneurial coaching moderate the relationship between ECOs and business growth?**

Entrepreneurial coaching is observed to directly relate to entrepreneurial self-efficacy, entrepreneurial resilience, being visionary and building relationships and business growth. This is consistent with previous studies that highlight the importance of these entrepreneurial skills in developing entrepreneurs.

Mamabolo and Myres (2020), Astuti, Supanto and Supriadi (2019), and Mamabolo et al. (2017) corroborate the current study's findings by identifying personal mastery skills as having a substantial impact on business success, thus emphasising the need for improving abilities in the personal management category of the entrepreneur in the development of small businesses.

Entrepreneurial coaching is identified as an effective means of developing entrepreneurial self-efficacy, entrepreneurial resilience, being visionary and building relationship skills in entrepreneurs (Schutte & Mberi, 2020; Duchek, 2018; Mosteo, Batista-Foguet, Mckeever & Serlavós, 2016; Passarelli, 2015). However, contrary to findings in the literature, moderation and mediation tests show entrepreneurial coaching does not moderate the relationship between entrepreneurial self-efficacy, entrepreneurial resilience, being visionary and business growth. The tests show entrepreneurial coaching only moderates the relationship between building relationships and business growth. This is aligned with the literature that supports building relationships as a critical skill for business growth (Rafiki, 2020). The revised conceptual model with goodness of fit supports this.

ii. Research Question 2: What is the influence of entrepreneurial self-efficacy as an ECO on business growth and its relationship between entrepreneurial resilience and business growth?

The findings of this study reveal no direct relationship between entrepreneurial self-efficacy and business growth. However, it was observed that entrepreneurial self-efficacy is a mediator in the relationship between entrepreneurial resilience and business growth. This mediation aligns with the AQAL model, illustrating how entrepreneurial self-efficacy influences the connection between entrepreneurial resilience and business growth. This underscores the interconnected nature of entrepreneurial coaching outcomes, supporting the integral coaching approach, which posits that enhancing business growth requires addressing multiple components of entrepreneurial coaching outcomes.

iii. **Research Question 3: What is the influence of entrepreneurial resilience as an ECO on business growth and its relationship between being visionary and business growth?**

The study's findings highlight no direct relationship between entrepreneurial resilience and business growth. However, entrepreneurial resilience was observed to mediate the relationship between being visionary and business growth. This reinforces their interdependence in line with the AQAL model and the interconnected nature of ECOs. This finding aligns with the integral coaching approach, emphasising that fostering business growth involves addressing multiple components of entrepreneurial coaching outcomes.

iv. **Research Question 4: What is the influence of being visionary as an ECO on business growth and its relationship between building relationships and business growth?**

The study's findings highlight no direct relationship between being visionary and business growth. However, in line with the AQAL model, being visionary was seen to mediate the relationship between building relationships and business growth. This demonstrates that, while being visionary does not directly influence business growth, it does influence the relationship between building relationships and business growth. The latter has been demonstrated to be a powerful predictor of business growth per the AQAL model.

v. **Research Question 5: What is the influence of building relationships as an ECO on business growth?**

The findings show that increasing the entrepreneur's entrepreneurial self-efficacy improves their entrepreneurial resilience, improving their visionary ability and, subsequently, their building relationship skills. Building relationships was also observed to positively influence business growth. This aligns with the systemic coaching approach as well as the AQAL model, which both argue that a skilled coach focuses on more than one factor to improve the whole, that the sub-factors (systems) are interrelated and that a change in one stimulates change in another and, essentially, the whole system (Bhatnagar, 2020; Kahn, 2011).

The qualitative study's findings address research questions 6 and 7. Valuable insights were acquired from ecosystem stakeholders regarding their perceptions and experiential knowledge concerning the role of entrepreneurial coaching in the success of small businesses and the critical success factors for coaching small businesses in South African business incubators. Entrepreneurial coaching research is still in its infancy in South Africa; thus, an explorative approach was seen as best suited for these questions, similar to Kotte et al. (2021) and Schutte (2019).

vi. Research Question 6: What is the role of entrepreneurial coaching in the success of small enterprises?

Entrepreneurial coaching contributes to the success of small businesses when it meets the needs of both the business entity and the entrepreneur. The business needs to include access to funding, entrepreneurial skills, sector compliance, access to the market and facilitating business results (Msimango-Galawe & Hlatshwayo, 2021; Sitharam & Hoque, 2016; Fatoki, 2014). The entrepreneur's needs include entrepreneurial networks, sales and marketing skills, entrepreneurial mindset, personal development of the entrepreneur, financial acumen, entrepreneurial role models, time management skills and tapping into the technical skills of the coaches. In the studies above, there seems to be alignment with the general reasons for small business failure. However, the problem arises when the solutions developed for them in business incubation do not consider their entrepreneurial needs (Msimango-Galawe & Hlatshwayo, 2021).

vii. Research Question 7: What are the critical success factors for entrepreneurial coaching in business incubators in South Africa?

Entrepreneurial coaches, BI programme managers and industry experts highlighted the importance of cultural relatability between the coach and coachee. This is particularly via awareness of the local context in which the entrepreneur operates, such as cultural norms and regional language. Thus, the coach showing empathy despite their race is critical for a successful coach-

coachee relationship to impact successful entrepreneurial coaching outcomes and business growth.

This insight is important in the complex South African demographic context and socio-economies. However, as noted in the literature, some international authors argue that these are not important criteria for the coaching relationship (Gyllensten, 2018; Passmore, 2013). Notably, this insight, a finding in the current study, aligns with Stout-Rostron (2006), who observes that the criterion in the entrepreneurial coaching relationship might be different for South Africa than elsewhere. The findings of this study underscore the importance of the coach comprehending the language the entrepreneur speaks. Additionally, the coach's possession of empathy and cultural intelligence fosters cultural relatability between the coach and coachee, a crucial aspect in the South African context.

Lastly, the primary objective of this research study was to develop a framework for successful entrepreneurial coaching, with input from entrepreneurs, entrepreneurial coaches, business incubator managers and industry experts in the South African context. This is expressed in Research Question 8.

viii. Research Question 8: What are the elements of an entrepreneurial coaching framework for business incubators in South Africa?

Research Question 8 was an integrative question which sought to identify the elements for effective entrepreneurial coaching in South African business incubators. The quantitative study shows that building relationships is a business growth antecedent. In the qualitative study, building relationships is highlighted as part of the needs of entrepreneurs, including access to entrepreneurial networks through the coach, networking skills and personal development. Additionally, most entrepreneurs rated their relationship with the coach, their commitment and the coach’s commitment as important for the success of the coaching intervention.

Furthermore, most entrepreneurs evaluated the coach’s gender, age, and race as inconsequential to the coach-coachee relationship regarding demography, diversity, and cultural intelligence. This contrasted with the perspectives of

entrepreneurial coaches, industry experts, and programme managers, who ranked the coach's race as crucial in coach selection procedures for coaching interventions to succeed. These elements were used to develop the proposed framework, depicted in Figure 6.2 previously.

6.6 CHAPTER CONCLUSION

This chapter presented the study's discussion, including the findings of the quantitative and qualitative studies, its revised model output and the proposed IECF for the South Africa business incubator context, the point at which the two data sets integrate. The Framework and its three components were discussed: entrepreneurial coaching, the critical success factors for effective entrepreneurial coaching, the integral AQAL coaching model (AQAL), and business growth. Chapter 7 presents the study’s conclusions, the theoretical and practical implications of the findings, its limitations, and recommendations for future studies.

CHAPTER 7: CONCLUSIONS AND RECOMMENDATIONS

7.1 CHAPTER OVERVIEW

This chapter presents the study's conclusions, theoretical and practical implications, limitations, and recommendations for future studies. The conclusions are drawn from all the previous chapters. Firstly, conclusions from the literature review are presented, highlighting the key concepts relating to entrepreneurship, entrepreneurial coaching, business incubation and business growth that this study investigates. Conclusions from the primary qualitative and quantitative and the revised conceptual model are presented. Conclusions regarding contributions made by the study are also presented; these include its theoretical and practical implications for entrepreneurial coaches. Finally, practical implications for policymakers and professional bodies are also presented. The chapter concludes with the study's limitations and recommendations for future studies.

7.2 CONCLUSIONS FROM THE LITERATURE REVIEW

Below are some conclusions from the literature concerning small business development and entrepreneurial coaching in South Africa. Chapter 2 of the literature review identified these gaps, and the current study aimed to address and resolve them through theoretical and practical approaches. The key conclusions on entrepreneurship, entrepreneurial coaching, the underpinning theories, BIs, and business growth are presented.

7.2.1 Entrepreneurship

The deficiency in entrepreneurial skills has emerged as a significant concern among South African entrepreneurs, often cited as a primary factor contributing to the failure of small businesses (Van der Spuy, 2019). To develop and grow small enterprises, entrepreneurial skills have been identified as important factors in this sector (Mamabolo et al, 2017). Since 1994, many types of BDSPs, such as virtual and physical incubators BIs, workshops and office space providers,

have evolved. Within the domain of BDSPs, with a specific emphasis on BIs for this research study, these entities serve as secure environments where entrepreneurs can develop.

Over the years, the increase of Business Incubators (BIs) dedicated to small enterprises has been notable, offering crucial support in the initial phases of their development. This support encompasses diverse forms, including training, mentorship, coaching, and infrastructure provision (Msimango-Galawe & Hlatshwayo, 2021). Despite substantial backing from public and private sector investors for the growth of small businesses, the persistently high rate of business failures shows no signs of abating (Nair & Blomquist, 2018). This suggests that, amongst other factors, entrepreneurial coaching targeted at skills provision to develop the entrepreneur and their business is needed; such entrepreneurial coaching should also be conceptualised and implemented to produce successful outcomes. In the diverse landscape of South African entrepreneurship, characterised by various social dynamics, economies, and cultures, entrepreneurs require more than just technical and business skills.

The integration of entrepreneurial coaching success factors in developing essential psychosocial soft skills in entrepreneurs establishes the foundational mindset for entrepreneurship. This foundation enables entrepreneurs to operate with entrepreneurial resilience, entrepreneurial self-efficacy, being visionary, and building savvy relationships, resulting in positive business growth. The emphasis is on an entrepreneurial coaching process designed to develop effective and self-sufficient entrepreneurs. This response is consistent with calls from leading coaching scholars to develop solutions that integrate theory and practice (Bachkirova & Borrington, 2019; Passmore & Fillery-Travis, 2011). As a result, establishing a framework for developing South African entrepreneurs becomes critical.

7.2.2 Theories

Some researchers argue that a systemic approach in entrepreneurial coaching is critical as it integrates and aligns the individual with their business entity,

producing successful outcomes. The current study is grounded in systems theory, advocating that a systemic perspective is more effective in identifying root causes by considering multiple elements rather than a singular one. This approach acknowledges that individual elements within a system contribute to changes in the entire system.

Moreover, systems influence other systems, and entrepreneurs and businesses do not operate in isolation—business systems impact other systems. For example, changes in one system, such as a family system, can affect a connected family business system (Goodman, 2002; Soltanzadeh & Mooney, 2016). In this way, changes in the individual entrepreneur's system have repercussions for their business and the system itself. Furthermore, it is important to consider a cluster of systemic theories when developing an integrative framework that includes the individual entrepreneur, the entity, the context and key role players in the industry (Forrester, 1994; Mele et al., 2010; von Bertalanffy, 1973).

The Integral theory introduces the AQAL model; a major element of the model is that when one of four quadrant shifts, an accompanying or matching shift occurs in the opposite quadrant, aligning with the systems theory (Landrum & Gardner, 2012; Frost, 2009; Volckmann, 2010; Wilber, 2000). In this context, Isenberg's (2010) entrepreneurship ecosystem theory, comprising six coexisting domains in the entrepreneurship environment for economic development, has proven valuable for this current study.

South African entrepreneurs operate in a complex, interlinked system comprising multiple stakeholders whose voices should all be incorporated into a common framework for entrepreneurial coaching. In developing such an entrepreneurial coaching framework, this study thus uses the AQAL coaching model's systemic view that enhances the various elements and relationships between them in the entrepreneurial ecosystem for business growth. The study also integrates into the framework the entrepreneurial skills needed by small enterprises in South Africa.

7.2.3 Business Incubators (BIs)

BIs are safe environments that bring together the entrepreneur, business support services and the entrepreneurial ecosystem within which entrepreneurial development occurs (Isenberg, 2016; Lose et al., 2016). In South Africa, business incubators are driven by the needs of entrepreneurs and the context-based incubator sponsors, for example, agriculture, food, transport, IT, etc. (BER, 2016; Karim, 2017; Lose et al., 2017; SEDA, 2020). Different formats for BIs exist in theory and practice: virtual formats that give services on digital platforms, such as training, coaching, and mentoring. Since they are based on virtual platforms, they can support entrepreneurs in different geographical regions without physical space limits. On the other hand, traditional incubator formats offer physical space for production and office operations (Lose & Kapondoro, 2020; Lose et al., 2020).

Currently, BIs concentrate on offering trade facilities, technical and soft skills training, entrepreneurial coaching, mentorship, advisory support, market access, and networking opportunities for entrepreneurs and their business entities (Schutte & Direng, 2019; Nair & Blomquist, 2018; Fernández Fernández et al., 2015). However, despite these opportunities for entrepreneurs, the small business failure rate in South Africa remains challenging for business incubators to tackle (Msimango-Galawe & Hlatshwayo, 2021; Sitharam & Hoque, 2016). Further research is required to understand all the elements that business incubators must implement for entrepreneurial interventions to succeed, particularly entrepreneurial coaching. The entrepreneurial coaching framework developed in this study for the South African context contributes a conceptual model with its success factors. This framework is designed to guide the teaching and learning of comprehensive skills for the entrepreneur's development and the business' growth using entrepreneurial coaching.

7.2.4 Entrepreneurial Coaching

This study's conceptualisation of entrepreneurial coaching encompasses personalised support for the entrepreneur(s) delivered by a professional entrepreneurial coach (Grant, 2006). Emphasis is placed on the entrepreneurial coach bringing their entrepreneurial experience and skills into the coaching

relationship to develop the entrepreneur's business and soft skills to grow their business entities (Salem & Lakhal, 2018; Kotte et al., 2021; van Coller-Peter & Cronjé, 2020).

Despite growing interest in research on entrepreneurship, very little such research focuses specifically on entrepreneurial coaching, its success factors and how it can be measured or evaluated, particularly in the context of developing countries such as South Africa. To establish South African entrepreneurial coaching as a distinct domain, this study assumes that entrepreneurial coaching directly or indirectly impacts business growth. However, it also acknowledges that the South African market is circumscribed by diversity and cultural features that are different from those in the developed markets of the West.

The literature on entrepreneurial coaching in South Africa exposes a knowledge gap in quantitative studies, with a prevalence of qualitative studies. While qualitative studies provide valuable insights, the dominance of a single-methodology perspective underscores the need for more diverse research approaches. Missing are the quantitative methods that evaluate and monitor entrepreneurial coaching success factors, skills implementation and positive impact on business growth, and mixed methods that provide more complex ways of investigating entrepreneurial coaching content, approaches, implementation and evaluation. Such a framework yields tested theories and concepts from a South African perspective. There is an urgent need for further research combining qualitative and quantitative methods in entrepreneurial coaching in the South African small business context. The current research study demonstrates one such line of query into entrepreneurial coaching that yields tested theory and concepts with a practical outcome, as called for by Bachkirova & Borrington (2019), Maritz (2013) and Passmore & Fillery-Travis (2011).

Identifying the gaps mentioned above in the literature and practice of entrepreneurial coaching enabled the researcher to formulate the following research problem: Despite focus on and high investment in entrepreneurial coaching by the South African public and private sectors, small business failure

rates remain *high.* Acknowledging the identified research problem allowed this study to develop a conceptual model addressing the research questions and hypotheses outlined in chapters 2 (particularly section 2.9), 4, and 5. The proposed conceptual model underwent quantitative analysis, as detailed in Chapter 5, leading to a revised model based on the test results discussed in Chapter 6.

7.3 CONCLUSIONS OF THE PRIMARY RESEARCH

The qualitative data was collected from entrepreneurial coaches, BI programme managers, and small enterprise development and entrepreneurial coaching industry experts. This was aimed at identifying the critical success factors for entrepreneurial coaching, which formed a critical component of the proposed conceptual model. The quantitative data, collected from a survey undertaken by entrepreneurs who had experienced entrepreneurial coaching, were used to test the hypotheses. The conclusions for the primary research findings from the qualitative and quantitative data collected in the field are presented in this section.

7.3.1 Qualitative findings

Thirty-two interviews were conducted online over four months in 2021 to gain insights from experienced entrepreneurial coaches, BI programme managers and industry experts involved in this ecosystem. These stakeholders actively coach entrepreneurs, design BI programmes, select coaches, and influence policy development in the small enterprise development sector.

The primary data analysis produced 156 codes grouped into 3 themes with 17 sub-themes. The three themes were (i) The Role of Entrepreneurial Coaching In The Success of Small Businesses, (ii) Critical Success Factors for Entrepreneurial Coaching and (iii) Perceived Incubator Support. The major findings were that entrepreneurial coaching encompasses both business entity and entrepreneur needs, including sector compliance for the business, networks

for business growth and access to markets and finance. The needs of the entrepreneurs included the entrepreneurial mindset and personal development.

The critical success factors found were broader than the literature's output, focusing extensively on the coach-coachee relationship. The coach's competence, personal attributes, demographic make-up, diversity and cultural relatability, and the entrepreneur's traits were highlighted as important in the coach-coachee relationship. These attributes can be considered imperative for successful entrepreneurial coaching to develop the entrepreneur's skills and abilities and provide them with access to resources, such as funding and markets for small enterprises. Another crucial discovery from this study is the importance of the coach's entrepreneurial experience, communication skills, and the capacity to comprehend the coachee's language and cultural context.

Conclusions from the findings regarding perceived incubator support include the structure and objectives of the incubation programme, the incubator serving as an enabling environment for successful entrepreneurial coaching, good governance in the BI, and the BI being part of an entrepreneurial ecosystem.

7.3.2 Quantitative findings

A sample of 296 entrepreneurs who had received entrepreneurial coaching in a BI within three years of the study provided primary data. The entrepreneurs shared their experiences with entrepreneurial coaching in BI programs, discussed the outcomes of entrepreneurial coaching within these programmes, and identified critical success factors essential for successful entrepreneurial coaching. These insights contribute valuable conclusions about the needs of entrepreneurs and businesses through entrepreneurial coaching, impacting both entrepreneurial development and business growth.

The primary research produced consistent results with the literature and such conclusions as building relationships as a successful entrepreneurial coaching outcome and an antecedent of business growth. Another conclusion drawn is that entrepreneurial self-efficacy serves as a mediator between entrepreneurial

resilience and business growth. Similarly, entrepreneurial resilience mediates between being visionary and business growth. Lastly, being visionary plays a mediating role in building relationships and business growth. Thus, it may be further concluded that entrepreneur development practitioners, including entrepreneurial coaches, BI programme managers and small enterprise industry experts who influence policy in the sector, must pay significant attention to the critical importance of facilitating entrepreneurs towards building relationships for the growth of their small businesses and the sector in general.

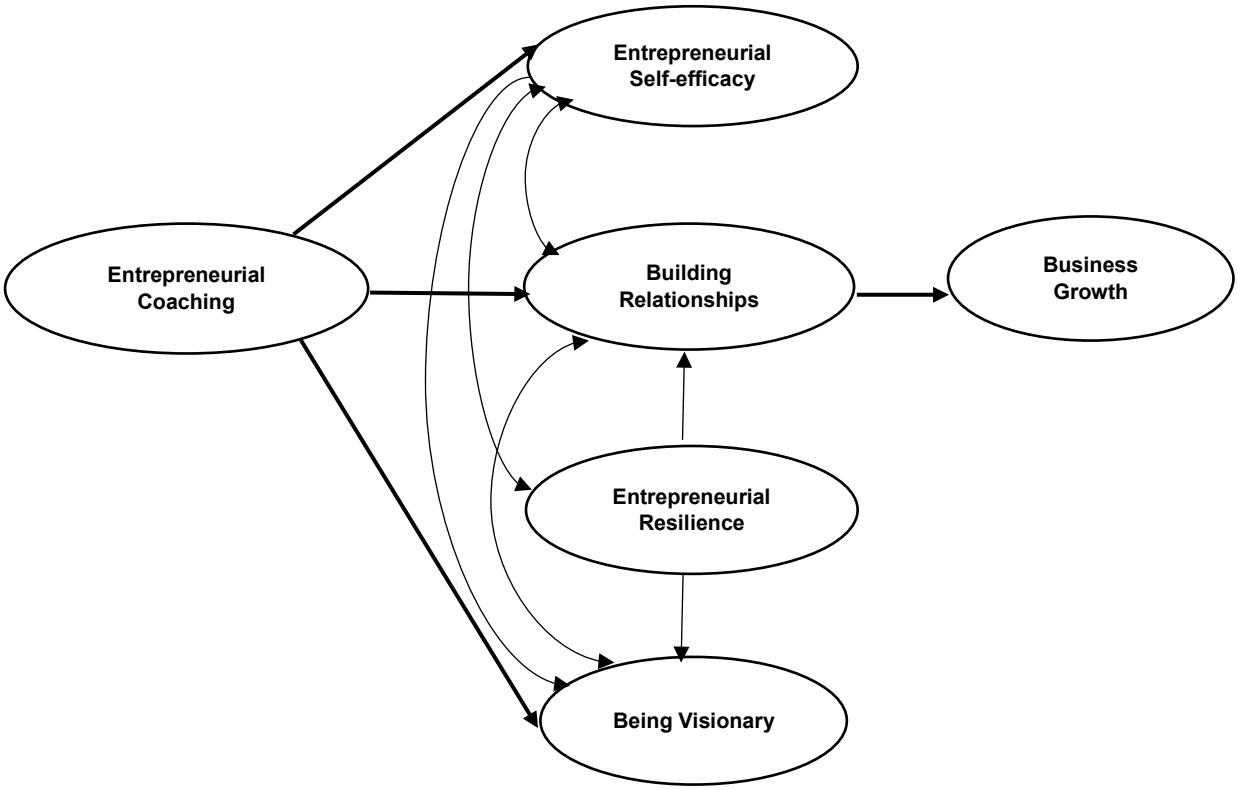
7.4 CONCLUSIONS ON THE REVISED CONCEPTUAL MODEL

The quantitative data analysis's outcome was testing the research questions, hypotheses, and the initial proposed conceptual model formulated from the literature review. Below is the revised conceptual model, as presented in Figure 5.6 in Chapter 5.

The proposed conceptual model was tested and reported on in Chapter 5. In the following sections, conclusions and implications of the findings regarding the conceptual model are discussed. Overall, the results indicate partial mediation, that is, that self-efficacy and entrepreneurial resilience lead to business growth, that entrepreneurial resilience and being visionary lead to business growth, and that being visionary and building relationships lead to business growth. Further, entrepreneurial coaching outcomes mediate the relationship between entrepreneurial coaching and business growth. This demonstrates that entrepreneurial coaching may be a stepping stone to greater business development success.

It can be thus concluded that increased entrepreneurial coaching of entrepreneurs is required to enhance business growth among small enterprises in the South African context. Another conclusion is that entrepreneurial coaching directly relates to and enhances entrepreneurial self-efficacy, entrepreneurial resilience, being visionary, building relationships, and business growth. This demonstrates that entrepreneurial coaching is a reliable developmental

intervention for developing the important entrepreneurial skills that South African entrepreneurs require to grow their businesses.



(Re-presentation of Figure 6.1 from Chapter 6 showing Revised Conceptual Model)

Moreover, when moderation and mediation studies were undertaken, entrepreneurial coaching moderated the relationship between building relationships and business growth. This leads to the conclusion that building relationships is critical for entrepreneurs to attain business growth. However, another conclusion based on the tests is that while entrepreneurial coaching leads to entrepreneurial self-efficacy, entrepreneurial resilience and being visionary, it did not moderate their relationship with business growth.

The relationship between entrepreneurial resilience and business growth was mediated by entrepreneurial self-efficacy. This demonstrates the interdependence of entrepreneurial coaching outcomes, which supports the systemic coaching approach that asserts that improving business growth requires more than one component of the entrepreneurial coaching outcomes.

Entrepreneurial resilience, likewise, has been found to mediate the relationship between being visionary and business growth. Similarly, being visionary mediates the relationship between building relationships and business growth.

The primary objective of this research study was to develop a framework for entrepreneurial coaching within BIs in South Africa with input from entrepreneurs, entrepreneurial coaches, BI programme managers and industry experts in the South African context. The quantitative study shows that building relationships is a strong business growth antecedent. In the qualitative study, building relationships is highlighted as part of the needs of entrepreneurs, including access to entrepreneurial networks through the coach, networking skills and personal development.

Most entrepreneurs consider their relationship with the coach, their commitment, and the coach's commitment crucial for the success of the coaching intervention. Furthermore, many entrepreneurs perceive the coach's gender, age, and race as inconsequential to the coach-coachee relationship, emphasising the importance of demography, diversity, and cultural intelligence. This contrasted with the perspectives of entrepreneurial coaches, industry experts and programme managers who ranked the race of the coach as crucial in coach selection procedures for coaching interventions to succeed. From this, one can conclude that race historically presents challenges in general social relations, including coach-coachee relationships in entrepreneurial coaching. These may include potential socio-economic, class, and experiential differences between the coach and entrepreneur, but diverse matching can still be effective. This effectiveness relies on the coach's cultural intelligence and a mutual commitment to the relationship.

Resistance by male entrepreneurs to being coached by women coaches was raised as a potential barrier to successful coaching in some traditional areas. Attention should be drawn to gender inequality and how it impacts those wishing to share expertise and those needing it right at the beginning. In the final instance, businesses suffer when such attitudes prevail.

Notably, the responses of the entrepreneurial coaches, BI programme managers and industry experts regarding the cultural relatability between coach and coachee emphasised awareness of the local context, for example, cultural norms and regional language in which the entrepreneur operates. Thus, it is concluded that the coach showing empathy, not race, is a critical success factor for entrepreneurial coaching. This insight is crucial in the context of South Africa's demographic landscape and socio-economic complexities within which small enterprises operate. This contradicts assertions by some global authors in the literature who claim that these criteria are not essential in the coaching relationship (Gyllensten, 2018; Passmore, 2013).

The current study's conclusion aligns with Stout-Rostron (2006), who indicates that the criteria in the entrepreneurial coaching relationship might differ for South Africa. Another of this study’s findings and conclusions is the coach’s empathy for the entrepreneur and their business context. Understanding the entrepreneur’s spoken language and cultural intelligence for cultural relatability between coach and coachee is important for addressing demographic challenges in South Africa.

Regarding the entrepreneurial coach's competence, the interviewees highlighted that the coach’s entrepreneurial experience was very important, while the entrepreneurs highlighted the coach’s qualification as the most important success factor. This was the entrepreneurs' only competence-related success factor question in the survey. Another aspect of the interviews was the need for professionalising entrepreneurial coaching and having a professional body with continuous professional development to ensure that entrepreneurial coaches are competent to work in the entrepreneur development sector.

7.5 CONTRIBUTIONS OF THE STUDY

The study has implications for theory, policy and practice regarding entrepreneurial coaching, these are discussed in the sections below.

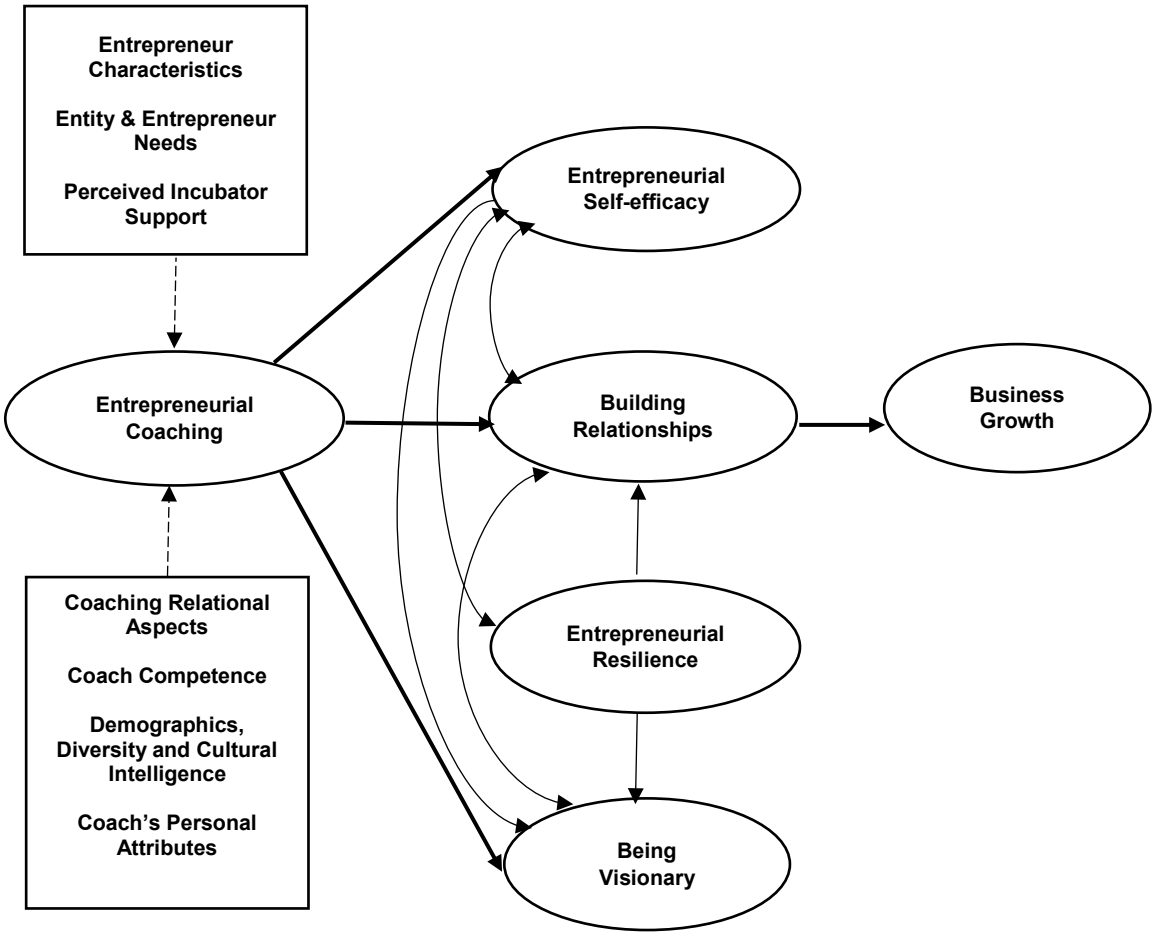


Figure 7.1: The Proposed Integral Entrepreneurial Coaching Framework (IECF) for South Africa's Business Incubators

7.5.1 Theoretical implications of the study

This study contributes significantly to the theoretical understanding of systems theory, entrepreneurial ecosystem theory, and Integral Theory (AQAL model) by applying these frameworks to entrepreneurial coaching within the South African business incubation context. By examining the role of key entrepreneurial competencies—self-efficacy, resilience, visionary ability, and relationship-building—the study sheds light on how these competencies interact within a complex system to drive business growth. This analysis provides valuable insights into the applicability and extension of these theories in a resource-constrained, culturally diverse setting.

i. Contribution to Systems Theory

Systems theory emphasises the interdependence and interconnectedness of elements within a system, positing that a

change in one element can influence the entire system (von Bertalanffy, 1968; Mele et al., 2010). Traditionally, systems theory has been used to understand organisational dynamics and ecological systems, but this study extends it to entrepreneurial coaching. In the context of this research, systems theory provides a lens for examining how entrepreneurial competencies function as interdependent subsystems that collectively impact business outcomes.

The study's empirical findings demonstrate that entrepreneurial competencies—such as self-efficacy, resilience, visionary ability, and relationship-building—do not operate in isolation; instead, they mutually reinforce each other in creating a cumulative effect on business growth (Masten, 2014; Chen et al., 1998). For example, entrepreneurial resilience was found to mediate the relationship between visionary ability and business growth, illustrating that changes in resilience influence the effectiveness of visionary thinking, which ultimately impacts growth outcomes. This interdependence aligns with systems theory's principle that individual components contribute to the stability and functionality of the larger system (O'Neill, 2007). Thus, the study expands systems theory by empirically demonstrating that entrepreneurial growth requires a multi-competency approach, where each skill set is a critical element within a broader systemic framework.

Additionally, the study highlights the importance of feedback loops within the entrepreneurial development process. Entrepreneurs who develop self-efficacy become more resilient, enhancing their visionary thinking and relationship-building abilities, and creating a positive reinforcement cycle (Bandura, 1997; Bhatnagar, 2020). This supports systems theory's emphasis on feedback mechanisms, which argue that internal feedback within a system can lead to greater stability and adaptability (Forrester, 1994). Consequently, the study contributes to systems theory by showing that effective entrepreneurial coaching

should foster multiple competencies simultaneously to achieve a synergistic impact on business growth (Mele et al., 2010).

ii. Contribution to Entrepreneurial Ecosystem Theory

Entrepreneurial ecosystem theory addresses the importance of interconnected support structures—such as policy frameworks, cultural norms, financial resources, and educational institutions—collectively shaping an environment conducive to entrepreneurial success (Isenberg, 2010; Stam & Spigel, 2017). While this theory often emphasises macro-level elements, it tends to overlook the role of individual competencies that enable entrepreneurs to engage effectively with ecosystem resources. This study bridges this gap by showing how entrepreneurial coaching can help entrepreneurs develop the personal skills needed to navigate and leverage ecosystem support structures effectively.

The study's findings demonstrate that entrepreneurial coaching is a crucial component of the entrepreneurial ecosystem by equipping entrepreneurs with essential competencies such as relationship-building and resilience (Schutte, 2019; Kotte et al., 2021). For example, relationship-building enables entrepreneurs to access resources, create partnerships, and expand their networks, all essential components of a functioning ecosystem (Mamabolo et al., 2017; Xesha et al., 2014). By identifying the development of relationship-building as a primary outcome of coaching, this study expands entrepreneurial ecosystem theory, suggesting that enhancing individual competencies strengthens an entrepreneur's ability to utilise ecosystem resources. This is especially relevant in South Africa, where entrepreneurs often face limited access to capital and networks, making relationship-building a vital skill for ecosystem engagement (Brinkley & Le Roux, 2018).

Furthermore, this study enriches entrepreneurial ecosystem theory by applying it within the context of a developing economy, where traditional assumptions of ecosystem stability and resource availability may not hold (van der Spuy & Antonites, 2022; Ayandibu & Houghton, 2017). The findings indicate that competencies such as resilience and self-efficacy are particularly valuable for entrepreneurs in resource-limited settings, as these skills enable them to overcome structural constraints. This insight contributes to the theory by suggesting that ecosystems in developing countries must adapt their support structures to nurture these essential competencies, enabling entrepreneurs to thrive even when formal resources are limited (Msimango-Galawe & Hlatshwayo, 2021).

iii. Contribution to Integral Theory (AQAL Model)

Integral Theory, and specifically Wilber's AQAL model, offers a holistic framework that considers multiple dimensions of human experience—internal and external, individual and collective—to understand complex systems and behaviours (Wilber, 2000; Esbjörn-Hargens, 2006). This model has been applied in fields such as psychology and organisational studies but has been underexplored in the field of entrepreneurship. By using the AQAL model to examine entrepreneurial competencies, this study provides a unique contribution to Integral Theory by demonstrating how entrepreneurial coaching outcomes align with different quadrants of the AQAL model.

This study's findings place self-efficacy in the individual-interior quadrant, reflecting the personal beliefs and motivations that drive entrepreneurial action (Bandura, 1997). In the individual-exterior quadrant, resilience captures the behaviours that enable entrepreneurs to persist in challenging environments (Masten, 2014; O'Neill, 2007). Visionary ability fits within the collective-interior quadrant, representing shared values, insights, and strategies that influence collective goals within the entrepreneurial community (Fuhs,

2010). Finally, relationship-building aligns with the collective-exterior quadrant, involving external social structures, partnerships, and support networks that provide resources and opportunities (Mamabolo & Myres, 2020). By mapping these competencies onto the AQAL model, this study provides a concrete application of Integral Theory, suggesting that a balanced development approach addressing all four quadrants is essential for holistic entrepreneurial growth.

Furthermore, the study illustrates how changes within one quadrant affect outcomes in others, supporting the AQAL model's concept of inter-quadrant dynamics (Wilber, 2000). For instance, enhancing self-efficacy (individual-interior) boosts resilience (individual-exterior), which in turn facilitates visionary thinking (collective-interior) and supports relationship-building (collective-exterior). This dynamic process contributes to Integral Theory by showing that entrepreneurial development requires simultaneous attention to each dimension for effective coaching outcomes. This study thus adds to the AQAL model by empirically validating the model's emphasis on interdependence and multi-dimensionality, demonstrating that entrepreneurial coaching should foster a cohesive set of skills that operate across different quadrants to optimise growth.

Finally, this study extends Integral Theory's AQAL model to a multicultural and resource-constrained setting. While previous applications of the AQAL model have predominantly been in Western contexts, this research illustrates its adaptability and relevance in South Africa's entrepreneurial landscape. By showing that competencies such as resilience and relationship-building are particularly crucial for navigating the socio-economic challenges faced by South African entrepreneurs, the study enriches Integral Theory with culturally contextual insights (Bolosha, Sinyolo & Ramoroka, 2022; Webb, 2019). This suggests that entrepreneurial coaching frameworks should address multiple dimensions and tailor their

approaches to the unique socio-cultural and economic factors influencing entrepreneurs in developing economies.

Overall, this study makes significant theoretical contributions by expanding systems theory, entrepreneurial ecosystem theory, and Integral Theory (AQAL model) in ways that apply to the specific context of South African business incubators. The findings validate the interdependence of entrepreneurial competencies within a systemic framework, the alignment between individual skills and ecosystem resources, and the multi-dimensionality outlined by Integral Theory. These contributions offer valuable guidance for structuring holistic coaching frameworks that address entrepreneurs' complex challenges in resource-constrained and culturally diverse environments, enhancing their capacity for sustainable business growth.

7.5.2 Practical implications for entrepreneurial coaches

This study's findings have important implications for the practice of entrepreneurial coaching, particularly within the unique socio-economic environment of South Africa. The empirical evidence suggests several adjustments coaches should consider when designing and delivering coaching programmes. The results highlight the need for a multi-competency approach and suggest that effective coaching should foster an interconnected set of competencies—self-efficacy, resilience, visionary ability, and relationship-building—rather than isolating any single skill. Furthermore, certain findings challenge traditional assumptions about coaching effectiveness, indicating areas where existing practices could be improved or re-evaluated.

i. **A Holistic, Systems-Based Approach to Competency Development**

   One of the core implications of this study is that coaches need to adopt a systems-based approach that recognises the interdependence of various entrepreneurial competencies. The revised conceptual model demonstrates that entrepreneurial competencies do not operate in isolation; they interact to produce cumulative effects on business

growth. For instance, entrepreneurial resilience alone may not lead to growth but can amplify the impact of self-efficacy and visionary thinking when developed concurrently.

Coaches should design interventions that target multiple competencies simultaneously, fostering a balance among self-efficacy, resilience, visionary ability, and relationship-building. Rather than viewing these skills as isolated training objectives, coaches could develop integrated coaching modules where each session builds on and reinforces previously developed competencies. This approach aligns with systems theory, which posits that effective growth requires interaction and feedback between elements in a system (Mele et al., 2010). By fostering interconnected skills, coaches can create more resilient and adaptable entrepreneurs better prepared for the dynamic challenges of the South African business landscape.

ii. Prioritising Cultural Sensitivity and Relationship-Building

The study reinforces the importance of relationship-building as a core outcome of entrepreneurial coaching, particularly within South Africa, where trust and cultural alignment are essential for success. Contrary to traditional Western models that may prioritise goal-setting or individual achievement, the findings suggest that coaches in South Africa should emphasise building relationships as a fundamental competency.

Practical Application: Coaches should prioritise culturally sensitive practices that account for the diversity of South African entrepreneurs, including considerations of language, community values, and cultural beliefs. By doing so, they can foster stronger relational skills that allow entrepreneurs to build networks, gain trust, and access resources within their communities (Mamabolo et al., 2017; Mamabolo & Myres, 2020). Additionally, coaches might incorporate relational dynamics exercises into their programmes, helping entrepreneurs practice

networking, collaboration, and stakeholder engagement in a culturally relevant way. This approach aligns with the findings and resonates with entrepreneurial ecosystem theory, highlighting the importance of networks and support structures in entrepreneurial growth (Isenberg, 2010).

iii. Adapting Coaching Techniques to Foster Visionary Thinking

One surprising finding is the limited impact of visionary thinking on business growth when developed in isolation. This challenges the assumption that having a visionary outlook alone will lead to success. The study suggests that visionary ability is more effective when supported by resilience and relational skills, enabling entrepreneurs to act on their visions and navigate challenges effectively. Coaches should focus on helping entrepreneurs develop visionary thinking within a practical application and support framework. For instance, instead of merely encouraging entrepreneurs to set ambitious long-term goals, coaches could incorporate strategic foresight workshops that teach entrepreneurs how to adapt their vision in response to environmental changes. Furthermore, coaches should guide entrepreneurs in translating visionary ideas into actionable plans, leveraging relational skills to build support networks that can facilitate the realisation of their visions. This approach aligns with Integral Theory (AQAL model) by balancing individual aspirations (visionary thinking) with collective resources (relationship-building) (Wilber, 2000).

iv. Leveraging Self-Efficacy to Build Resilience and Adaptive Capacity

The strong relationship between entrepreneurial self-efficacy and resilience observed in this study implies that self-efficacy is a foundation for other competencies. Entrepreneurs with high self-efficacy are more likely to exhibit resilience, which, in turn, supports other critical skills like visionary thinking and relationship-building. This

finding suggests that coaches should pay particular attention to building self-efficacy early in the coaching process.

Coaches can implement strategies designed to enhance self-efficacy, such as setting progressively challenging tasks that enable entrepreneurs to experience success and build confidence (Bandura, 1997). These could include milestone-based coaching activities where entrepreneurs set and achieve incremental goals, gradually building their sense of capability. By establishing a strong base of self-efficacy, coaches can create a cascading effect that strengthens resilience and other competencies. This approach reinforces systems theory's feedback loop, where growth in one area stimulates development in others, creating a reinforcing cycle of competency building (Forrester, 1994).

v. Addressing the Context-Specific Needs of South African Entrepreneurs

The findings suggest that certain competencies, particularly resilience and relationship-building, are especially critical for entrepreneurs operating in resource-constrained environments like South Africa. This challenges traditional coaching models, which may emphasise business metrics over adaptive skills vital in unpredictable contexts. The study highlights that resilience alone does not drive growth; it becomes more effective when combined with skills such as self-efficacy and relationship-building.

Coaches should incorporate context-specific training that focuses on building resilience and adaptability. This could include scenario planning exercises where entrepreneurs practice responding to common challenges such as economic instability or limited access to resources. Additionally, coaches might create peer-support networks that encourage resilience through shared experiences and collective problem-solving. This approach aligns with entrepreneurial ecosystem

theory, which underscores the importance of support networks within an ecosystem (Isenberg, 2010), and it directly addresses the needs of entrepreneurs in South Africa who face unique socio-economic challenges.

vi. **Revisiting Assumptions about the Role of Demographics in Coaching**

Although the quantitative study focused on competencies rather than demographics, the qualitative findings indicate that demographic factors such as age, gender, and cultural background may play a role in building trust and establishing rapport between coaches and entrepreneurs. This suggests that while demographic alignment is not the only factor influencing coaching success, it may still be a valuable consideration in building initial trust. Coaches might consider demographic factors when pairing coaches and entrepreneurs, especially in contexts where cultural alignment can enhance relatability and trust. However, the study also indicates that cultural intelligence and relational skills may be more important than demographic similarity alone (Brinkley & Le Roux, 2018). Therefore, coaches should focus on developing cultural competence to bridge potential gaps, ensuring that coaching relationships are built on mutual understanding rather than superficial alignment. This insight encourages a more nuanced view of demographics, promoting inclusivity and adaptability in coaching practices.

In summary, this study suggests that coaches should adopt a multi-dimensional, systems-based approach that nurtures an integrated set of competencies rather than focusing on any single skill. By prioritising self-efficacy, cultural sensitivity, and relationship-building, coaches can better equip South African entrepreneurs to navigate the unique challenges they face. The findings challenge some traditional assumptions in coaching, particularly the notion that visionary thinking alone drives growth, and instead highlight the importance of contextualised, interconnected competency development. Moving forward, coaching

programmes should incorporate these insights to create a more adaptive and culturally attuned approach that meets the specific needs of South African entrepreneurs, ultimately enhancing their capacity for sustainable business growth.

7.5.3 Practical Implications for Policymakers and Professional Bodies

Policymakers in the entrepreneurship development sector must have a broad understanding of entrepreneurial coaching as a construct and a function crucial to the growth of entrepreneurs. In particular, the Department of Small Business Development (DSBD) and its agencies, such as the Small Enterprise Development Agency (SEDA), Small Enterprise Finance Agency (SEFA), National Youth Development Agency (NYDA), National Empowerment Fund (NEF), Industrial Development Corporation (IDC). The South African Bureau of Standards (SABS), which developed the Business Incubation standard, the Development Bank of Southern Africa (DBSA) and various business development agencies should be mindful of the importance of the entrepreneurial coach's pivotal role in addressing business growth in the small enterprise sector. This is because the policy decisions directly influence entrepreneurial coaching outcomes and investment in entrepreneurial coaching by BIs. Given that the National Development Plan (NDP) identifies entrepreneurs as key drivers of the economy, creating jobs and reducing poverty levels, it is critical that entrepreneurial coaching is well-defined and ethically practised and that a framework exists to guide this function. In other words, it is time for its circumscription as a domain.

Professional bodies, such as Coaches and Mentors of South Africa (COMENSA), Africa Board of Coaching, Consulting and Coaching Psychology (ABCCCP), Institute of Business Advisors Southern Africa (IBASA) and The South African Institute for Professional Accountants (SAIPA), play an important role in the entrepreneurial development sector. Their responsibilities include keeping their professional members updated on the newest advancements in the field, establishing and monitoring the implementation of processes, accrediting

professionals, and overseeing training programmes for content quality and relevance (Meintjes & Niemann-Struweg, 2009). Thus, professional bodies in South Africa providing coaching and mentoring access to entrepreneurs must fully comprehend the definition and role of entrepreneurial coaching, its critical success criteria, and the ideal setting for effective implementation.

Another important function of professional entrepreneurial coaching bodies would be to ensure that coach educators develop an entrepreneurial coaching curriculum that is more focused on hands-on experience rather than just theory or a theory-heavy focus; such a coaching curriculum must combine hands-on experience with the taught curriculum (Dowelani & Dowelani, 2020). Given the importance of entrepreneurial experience in the competency of the entrepreneurial coach, a practical component to supplement their experiential learning is required. This must involve student coaches actively participating in the entrepreneurial ecosystem, thus preparing these aspiring entrepreneurial coaches with the environment within which to work and gain experiential learning.

7.6 LIMITATIONS OF THE RESEARCH

While this study provides valuable insights into the impact of entrepreneurial coaching on business growth within the South African context, several limitations must be acknowledged to provide a comprehensive understanding of the study's scope and potential areas for future research. Identifying these limitations is essential for contextualising the findings, interpreting their implications accurately, and guiding future investigations.

i. Sample Size and Representativeness

One limitation pertains to the sample size and its representativeness. Although efforts were made to obtain a diverse sample of entrepreneurs across different regions in South Africa, the sample may not fully represent the broader population of entrepreneurs in the country. Specifically, this study's participants were primarily sourced from business incubators,

which may not include entrepreneurs outside of such formalised support structures. Consequently, the findings might not be generalisable to entrepreneurs who lack access to business incubators or similar support programmes. Future research could expand the sample to include entrepreneurs in more diverse settings, including informal or rural business environments.

ii. Cross-Sectional Design

The study utilised a cross-sectional design, collecting data at a single point in time. While this approach provides a snapshot of the relationships between entrepreneurial competencies and business growth, it does not capture how these relationships evolve over time. Longitudinal studies could offer more robust insights into how competencies like resilience and self-efficacy develop with sustained coaching interventions and how these competencies influence business growth over extended periods. A longitudinal design would also allow for the investigation of causality, providing clearer insights into the directionality of observed relationships.

iii. Self-Reported Data and Response Bias

This study relied on self-reported data from entrepreneurs, which introduces the risk of response bias. Participants may have provided socially desirable responses, especially regarding their self-efficacy, resilience, or business performance. This potential bias may lead to inflated or skewed data, which could impact the reliability of the findings. Additionally, self-reported data may not accurately capture the nuanced changes in business growth that could be observed with more objective measures. Future studies could include third-party assessments of business growth metrics or validated psychometric instruments to corroborate self-reported data.

iv. Cultural and Contextual Factors in Measurement

While the study aimed to be culturally sensitive, some of the constructs measured—such as self-efficacy and resilience—are often defined based

on Western psychological frameworks. These constructs may not fully capture the unique ways in which resilience or self-efficacy are expressed within the South African context, where socio-cultural factors play a substantial role in shaping entrepreneurial behaviour. For instance, resilience in South Africa may include collective or community-based support systems that are less emphasised in Western models. Future research could adapt measurement instruments to better reflect local cultural dimensions or develop new constructs that more accurately capture the experiences of South African entrepreneurs.

v. Limitations of Structural Equation Modelling (SEM)

While Structural Equation Modelling (SEM) provides a powerful method for testing relationships among entrepreneurial competencies, it has its own set of limitations. SEM requires large sample sizes for reliable results, and smaller sample sizes can lead to unstable parameter estimates. Additionally, SEM is based on certain assumptions about data normality and linearity, which may not perfectly hold in real-world, complex datasets like those involving entrepreneurial behaviours. Thus, while SEM was chosen as the best-fit statistical method for this study, these limitations must be considered when interpreting the results.

vi. Limited Scope in Exploring the Role of Demographics

Although the study included some analysis of demographic factors, such as age and gender, these were not the primary focus of the research. Given the socio-cultural diversity within South Africa, more detailed demographic insights—such as the influence of ethnic background, language, and educational level—could provide a richer understanding of how these factors interact with entrepreneurial coaching outcomes. Future research could explore how demographic variables intersect with competencies like relationship-building, particularly in diverse cultural settings, to better understand coaching effectiveness.

vii. Potential Influence of External Economic Conditions

The study was conducted within a specific economic context in South Africa, characterised by high levels of unemployment and limited access to funding for small businesses. These external economic factors may have influenced participants' responses and the overall study findings. For example, resilience and relationship-building may be perceived as more critical in environments lacking economic stability. Therefore, it is essential to consider that these findings might differ in countries or regions with more stable economic conditions. Future studies could explore the influence of macroeconomic factors on entrepreneurial coaching outcomes, allowing for cross-country comparisons.

viii. Focus on Formalised Business Incubators

This study focused on entrepreneurs participating in business incubator programmes, which often provide structured support and resources that may not be available to entrepreneurs outside of these programmes. As a result, the findings may not fully reflect the experiences of entrepreneurs who operate independently or rely on informal support networks. Given the unique challenges faced by entrepreneurs without formalised support, future research could examine the impact of entrepreneurial coaching in non-incubator settings to understand how coaching outcomes may differ.

ix. Limited Examination of Coaching Methodologies

Although this study identified critical coaching outcomes and competencies, it did not delve deeply into the specific coaching methodologies or approaches used within the incubators. The study treats coaching as a generalised intervention without differentiating between specific techniques, models, or coaching styles. Different coaching methodologies, such as cognitive-behavioural coaching or solution-focused coaching, may yield varying outcomes. Future studies could examine how different coaching methodologies impact the development of specific competencies, offering a more detailed understanding of which approaches are most effective in promoting business growth

x. **Researcher Bias and Interpretation**

As with any qualitative analysis, there is potential researcher bias in interpreting and categorising qualitative findings, especially in analysing themes related to cultural sensitivity and coaching practices. Although efforts were made to maintain objectivity through triangulation and member-checking, the subjective nature of qualitative analysis means that researcher interpretations could have influenced the outcomes. Future research could address this limitation by incorporating multiple coders or using software for thematic analysis to reduce the likelihood of bias.

In summary, while this study offers valuable contributions to the field of entrepreneurial coaching, several limitations should be acknowledged to contextualise its findings. These limitations provide pathways for future research, which could build on this study's insights by employing longitudinal designs, adapting cultural measures, expanding demographic analysis, and exploring various coaching methodologies. Addressing these limitations in future studies could deepen our understanding of how entrepreneurial coaching impacts business growth, particularly within the diverse and resource-constrained context of South Africa.

7.7 RECOMMENDATIONS FOR FUTURE RESEARCH

This study highlights several areas for future research to build on the findings and deepen the understanding of entrepreneurial coaching's role in supporting business growth, particularly within complex and resource-constrained environments like South Africa. Based on the insights and limitations identified, the following recommendations provide a detailed roadmap for researchers who wish to expand this field.

One key recommendation is the adoption of longitudinal research designs. While this study's cross-sectional approach captured data at a single point, a longitudinal approach would allow for a more nuanced understanding of how competencies such as resilience, self-efficacy, visionary ability, and relationship-

building evolve over time. By collecting data at multiple intervals, future studies can explore how these competencies develop throughout the coaching intervention and assess their impact on business growth over extended periods. Longitudinal research could offer more robust insights into causality, revealing the specific timeframes in which coaching has the most significant effects and illustrating how competencies interact to foster sustained entrepreneurial success.

Another important direction for future research is to broaden sample diversity and contextual coverage. This study's sample primarily comprised entrepreneurs within business incubators, potentially limiting the findings' applicability to entrepreneurs outside formal support structures. Future research should include a more diverse sample to capture entrepreneurs from various socio-economic backgrounds, industry sectors, and regions, including rural and informal settings. Expanding the sample would enhance the generalisability of the findings and allow researchers to examine how coaching impacts entrepreneurs with varying levels of support and resources.

In addition to broader sampling, future studies would benefit from using a mixed-methods approach to gain a comprehensive understanding of coaching impacts. While this study relied primarily on quantitative methods to assess relationships between competencies and business growth, combining quantitative and qualitative methods would capture statistical relationships and in-depth contextual insights. For instance, structural equation modelling could quantitatively validate the relationships identified, while interviews or focus groups could provide qualitative insights into entrepreneurs' lived experiences and the specific challenges they face. A mixed-methods approach would allow for a richer, more nuanced analysis and explain how and why particular competencies contribute to growth in diverse settings.

Developing culturally sensitive measurement tools is another recommendation, especially given that constructs like resilience and self-efficacy are often defined within Western psychological frameworks. Such definitions may not fully capture

the unique ways these competencies are expressed in South Africa, where socio-cultural factors influence entrepreneurial behaviours. Future researchers could benefit from conducting preliminary qualitative research, such as interviews or focus groups, to explore local interpretations of key competencies before adapting survey instruments to reflect these insights. Developing context-specific tools will ensure that the data gathered accurately reflects South African entrepreneurs' experiences, making findings more relevant to practitioners in similar cultural environments.

Exploring the impact of specific coaching methodologies would also enhance understanding of what makes coaching effective in different contexts. This study treated coaching as a generalised intervention, but future research could investigate the effects of different methodologies, such as cognitive-behavioural coaching or solution-focused coaching, on entrepreneurial competencies. Researchers could assign different coaching methods to subgroups within the sample and compare the impact of each method on competencies like resilience, self-efficacy, and visionary thinking. By identifying the most effective coaching techniques, future studies could provide more tailored recommendations for practitioners, enhancing the effectiveness of entrepreneurial coaching programmes.

Examining demographic and socio-economic variables would add further depth to future research. Although this study focused primarily on competencies, understanding how demographic factors such as age, gender, ethnicity, and educational background influence coaching outcomes could provide valuable insights for customising coaching practices to diverse groups. Future researchers could conduct subgroup analyses to determine whether coaching outcomes vary based on demographic or socio-economic characteristics, allowing for interventions that better address the unique needs of different demographic groups. This line of inquiry would also reveal any disparities in coaching effectiveness, offering opportunities to refine coaching practices to be more inclusive and equitable.

Another avenue for research is to investigate how external economic factors, such as market stability, access to capital, or policy shifts, influence coaching effectiveness and outcomes. The economic context in South Africa, characterised by high unemployment and limited funding for small businesses, may moderate the relationship between coaching interventions and business growth. By collecting data on relevant economic conditions, researchers could examine whether these factors strengthen or weaken the impact of coaching on business outcomes, allowing for a deeper understanding of the environmental factors that shape coaching's effectiveness.

Focusing on long-term business growth outcomes beyond the initial success metrics would clarify the sustainability of coaching impacts. Although this study offered initial insights into business growth, a more detailed analysis of long-term growth indicators—such as revenue, profit margins, and employee retention—would give a clearer picture of coaching's enduring impact. Future researchers could collect data on objective business performance indicators over extended periods following the intervention to determine whether the coaching outcomes observed persist in the long run.

Cross-cultural comparisons could also deepen the understanding of how coaching impacts vary in different cultural and economic settings. Given that entrepreneurial ecosystems differ widely across regions, comparative studies would reveal which coaching principles are universally applicable and which require adaptation to suit specific contexts. Designing a study that applies similar coaching interventions across multiple countries or cultural groups while maintaining consistency in competencies and coaching duration could provide invaluable insights into both universal and context-specific factors in entrepreneurial coaching.

Finally, with the rise of digital platforms and remote work, future research should explore the effectiveness of virtual coaching compared to traditional in-person methods. Digital coaching offers an alternative for reaching entrepreneurs in remote or underserved areas, but its effectiveness in developing key

competencies remains underexplored. By comparing outcomes from digital coaching platforms with those of face-to-face coaching, researchers could assess the viability of virtual coaching as a scalable and cost-effective solution, particularly for entrepreneurs in rural regions with limited access to in-person coaching.

Overall, future research that incorporates these recommendations could significantly advance the understanding of entrepreneurial coaching's impact on business growth. Employing longitudinal designs, expanding demographic diversity, exploring specific coaching methodologies, and adapting measurement tools for cultural sensitivity would all contribute to a richer, more comprehensive body of knowledge. By addressing these areas, future studies could refine coaching practices, making them more effective and better suited to the diverse needs of entrepreneurs in South Africa and beyond.

7.8 CONCLUSION

The reviewed literature identified a deficit in the body of knowledge examining the mediating effects of business growth antecedents on entrepreneurial outcomes. Input from entrepreneurs, entrepreneurial coaches, BI programme managers, and industry experts contributed to the objective of this research study, which was to design an entrepreneurial coaching framework for developing entrepreneurs in business incubators. The IECF is the product of this research.

Research questions were constructed and presented in Chapter One to address the gap in the literature and practice regarding entrepreneurial coaching. A proposed conceptual model was developed in Chapter Two, which served as the basis for data collection and testing of the assumptions in the model. Chapter Three discusses the mixed methodology to answer the research questions and test the hypotheses. Chapter Four presented and analysed the qualitative findings. Chapter Five presented and analysed the quantitative data and the tests conducted towards the findings. Chapter Six is an in-depth discussion of the study’s findings, including the revised conceptual model; it also presents and

discusses the entrepreneurial coaching framework for the South African context that emerged from the study. Recommendations, including suggestions for future research, were described in Chapter Seven.

This study aimed to determine how an integral (AQAL) approach to entrepreneurial coaching can better influence business growth. It looked at the critical success factors to include in a framework for delivering more effective and measurable entrepreneurial coaching. The evidence gathered generated some positive results. First, it identified that entrepreneurial coaching relates directly to entrepreneurial self-efficacy, entrepreneurial resilience, being visionary, and building relationships. Second, it identified that entrepreneurial coaching moderates the relationship between the entrepreneurs' skills in building relationships and business growth.

Thirdly, the coach's empathy and understanding of the language and cultural background of the coachee emerged as important success factors for entrepreneurial coaching. This involved the ability to converse in the coachee's language, which differs from region to region in the diverse South African context. Possessing cultural intelligence about the local context in which the coachee/entrepreneur operates and showing cultural relatability was also important. Fourthly, the coach's entrepreneurial experience was determined as an essential characteristic for recruiting coaches in South Africa as it relates critically to their competency. Other critical success factors for entrepreneurial coaching, such as the coach-coachee relationship, coach competency, coach's personal attributes, demography, and diversity, were cited as important.

Without the mediation of entrepreneurial self-efficacy, entrepreneurial resilience was an insignificant predictor of business growth. Building relationships was the only statistically significant antecedent of business growth. Based on this, the study recommends that entrepreneurial coaches prioritise this skill, supported by other coaching outcomes such as entrepreneurial self-efficacy, entrepreneurial resilience and being visionary in their entrepreneurial coaching interventions. Policymakers should prioritise the adoption of the proposed entrepreneurial

coaching framework as it takes a systemic approach to the industry, relating to an effective structure for successful entrepreneurial coaching.

For example, conceptualising entrepreneurial coaching as a domain requires it to be professionalised and demarcated as separate from executive coaching (often called business coaching), workplace coaching and life coaching. Moreover, future studies are needed to thoroughly assess the long-term impact of entrepreneurial coaching on business growth beyond the incubation period.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Hlatshwayo

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: H21/03/11**
PROJECT TITLE	Developing a South African Entrepreneurial Coaching Framework for Entrepreneurs in Business Incubators
INVESTIGATOR(S)	Mrs E Hlatshwayo
SCHOOL/DEPARTMENT	Wits Business School/
DATE CONSIDERED	19 March 2021
DECISION OF THE COMMITTEE	Approved Risk Level: Minimal
EXPIRY DATE	13 April 2024

DATE 14 April 2021 **CHAIRPERSON** _____
(Professor J Knight)

cc: Supervisor : Dr J Msimango-Galawe

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10004, 10th Floor, Senate House, University. Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical)

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to submit an amendment of the protocol to the Committee. **I agree to completion of a regular progress report. For Minimal and Low studies, this is due annually on 31 December. For Medium and High Risk studies, this is due twice annually on 30 June and 31 December.**

_____ 14 / 04 / 2021
Signature **Date**

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

APPENDIX B – RESEARCH INSTRUMENT - QUESTIONNAIRE

QUESTIONNAIRE

Developing a South African Entrepreneur coaching framework for entrepreneurs in business incubators

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Dear Entrepreneur,

My name is Elona Nobukhosi Hlatshwayo, and I am a PhD in Entrepreneurship and Coaching at the University of the Witwatersrand, Johannesburg. As part of my studies, I have to undertake a research project. I am developing a South African Entrepreneurial Coaching Framework for entrepreneurs in business incubators under Dr Jabulile Msimango-Galawe.

This research project aims to develop a framework for effectively delivering entrepreneurial coaching for entrepreneurs in South African business incubators. As part of this project, I would like to invite you to take part in answering a questionnaire. This questionnaire will be a once-off online questionnaire and will take around twenty (20) minutes. If you participate in this project, there will be no personal costs. You will not receive any direct benefits from participation, but there are no disadvantages or penalties if you do not choose to participate or withdraw from the study. You may withdraw at any time.

The questionnaire will be completely confidential and anonymous as I will not ask for your name or any identifying information, and the information you give me will be held securely and not disclosed to anyone else. I will use a pseudonym (false name) to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process, we will stop the interview or resume it another time. If you have any questions during or afterwards about this research, feel free to contact me at the details listed below.

This study will be written up as a research report online through the university library website.

If you wish to receive a summary of this report, I will gladly send it to you (optional). The data collected from this research project will be stored in encrypted cloud storage for 15 years. With your permission, other researchers may use the data collected from this research project in an anonymised format.

If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical) by telephone at +27(0) 11 717 1408, email, hrecnon-medical@wits.ac.za.

Yours sincerely,

Ms Elona N. Hlatshwayo,
2402818@students.wits.ac.za

Supervisor: Dr Jabulile Msimango-Galawe,
jabulile.galawe@wits.ac.za
+27 11 717 3980

DEMOGRAPHICS

Q1 Please indicate your gender

Male	Female	.Other

Q2 Please indicate your race

Black	White	Coloured
Indian	Other (please specify):	

Q3 Please indicate your province

Gauteng	Mpumalanga	North West
Limpopo	Free State	Eastern Cape
Northern Cape	Western Cape	KwaZulu Natal

Q4 Please indicate your business size

Micro (< 6 employees) (1)	Small (< 50 employees) (2)
Medium (< 200 employees) (3)	Large (> 200 employees) (4)

Q5 Please indicate the platform on which coaching was delivered

Face to Face only	Online only	Both

Q6 In the coaching sessions, my Coach:

	Completely disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Neutral (4)	Somewhat agree (5)	Mostly agree (6)	Completely agree (7)
Provided me one-on-one support							

Listened to me with understanding							
Inspired me to achieve my goals							
Helped me see things differently							
Helped me identifying my strengths and weaknesses							
Taught me important stress management and wellness skills							
Taught me technical business skills such as finance and marketing							
Helped me with my business plan							
Shared their expert knowledge and guidance							
Shared from their experience							

Helped me with real business steps							
Helped me with business operations							
Encouraged both my personal and business growth							

Q7 As a result of entrepreneurial coaching, I believed that:

	Completely disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Neutral (4)	Somewhat agree (5)	Mostly agree (6)	Completely agree (7)
I have the ability to achieve most of the goals I have set for myself (1)							
Even when faced with difficult tasks, I am certain I will accomplish them (2)							
I have the ability to achieve important outcomes (3)							

I will be able to successfully overcome many challenges (4)							
Compared to other people, I do most tasks very well (5)							
Even when things are tough, I still perform quite well (6)							
I am confident that I perform effectively on different tasks (7)							
I mostly succeed at any goals that I set for myself (8)							
I am able to grow and expand my business (9)							
I have the ability to set and meet sales goals (10)							
I can represent my business in							

different platforms for its good (11)							

Q8 As a result of entrepreneurial coaching, I:

	Completely disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Neutral (4)	Some what agree (5)	Mostly agree (6)	Completely agree (7)
Achieve goals despite obstacles (1)							
Am not easily discouraged by failure (2)							
Think of myself as a strong person (3)							
Stay focused under pressure (4)							
Have the ability to deal with whatever comes my way (5)							
Have the ability to adapt to change (6)							
Believe that coping with							

stress strengthens me (7)							
Try to see the humorous side of things (8)							
I am able handle unpleasant feelings (9)							
I am able to handle negative feedback (10)							

Q9 As a result of entrepreneurial coaching, I:

	Completely disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Neutral (4)	Some what agree (5)	Mostly agree (6)	Completely agree (7)
Have a clear vision about the future of the business (1)							
Have a strong focus on the end goal (2)							
Have a clear vision for my business at all times (3)							

Have the ability to see what others cannot see (4)							
Am able to have a picture in my mind of exactly the results I intend to produce (5)							
Have the ability to see exactly what my business is going to look like in every detail. (6)							
Set measurable future goals for my business (7)							

Q10 As a result of entrepreneurial coaching, I:

	Completely disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Neutral (4)	Some what agree (5)	Mostly agree (6)	Complet ely agree (7)
Recognise and correctly interpret the feelings, thinking, and							

behaviour of others (1)							
Spend time developing and enhancing my relationship with my clients (2)							
Attend networking events to build business relationships (3)							
Improved my networking skills (4)							
Understand personalities of others for relationship building (5)							
Make use of my networks to discover opportunities for my business (6)							
Pay attention to maintaining relations with my stakeholders (7)							

Understand the importance of resolving client complaints for my business (8)							
Have a network of entrepreneurs that I share ideas with (9)							

Q11 Please indicate how your business growth was impacted by entrepreneurial coaching?

	Completely disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Neutral (4)	Some what agree (5)	Mostly agree (6)	Completely agree (7)
Employment growth - Increase in number of full-time employees compared to the number of FTEs previous year. (1)							
Employment growth – Increase in number of part time employees							

over number of PTEs previous year. (2)							
Sales Growth- Increase in the year's sales over previous year's sales (3)							
Sales growth compared to competitors increased (4)							
My business survived more years (5)							
Increase in client base (6)							

Q12 Please rate the importance of each item for entrepreneurial coaching to be successful:

	Completely disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Neutral (4)	Some what agree (5)	Mostly agree (6)	Completely agree (7)
My relationship with the coach (1)							
How committed I was to the							

coaching process (2)							
How committed the business coach was to the coaching process (3)							
The coach's race (4)							
The coach's age (5)							
The coach's gender (6)							
The coach's qualifications (7)							

APPENDIX C – RESEARCH INSTRUMENT – INTERVIEW SCHEDULES

The University of Witwatersrand
Graduate School of Business Administration
Cell: 076 829 7443Email: 2402818@students.wits.ac.za

Date: May 2021

Dear Business Coach/Business Incubator Manager/ Industry Expert

My name is Elona Hlatshwayo. I am a student at the Wits Business School completing a PhD Study on Entrepreneurial Coaching in the Business Incubator sector in South Africa. You have been identified as an experienced stakeholder in the sector, and I would very much like to solicit your input and insights on several key questions raised in my proposal. The questions are about the building blocks that make up a successful entrepreneurial coaching framework for the Business Incubator sector in South Africa. I value your time and privacy, and I promise I will honour both of these; by sticking to the time requested and keeping your identity concealed in the published report. The interview will take a maximum of one hour to complete, and the responses will be held in the strictest confidence. I would happily share my findings with you once my thesis has been completed. Please feel free to contact my supervisor or me if you have any concerns or questions:

Elona Hlatshwayo (Student) 076 829 7443 – 2402818@students.wits.ac.za
Jabulile Galawe (Supervisor) - jabulile.galawe@wits.ac.za

Thank you so very much for your time and for your contribution to the completion of my studies.

Sincerely

Elona Hlatshwayo (PhD Student)
Wits Business School

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Interview Guide: Entrepreneurial Coaches

1) Biographical details:

a. What is your role in the Business Incubator?
b. How long have you been in this role?
c. Who would you say is your client in this environment?

2) Entrepreneurial Coaching success factors:

a. In what ways does coaching in this environment differ to other forms of coaching?
b. How do you evaluate the effectiveness of the entrepreneurial coaching you have delivered?
c. What would you say needs to be in place in order for entrepreneurial coaching to be successful for the entrepreneurs in this environment?
d. How does coach-coachee relationship influence successful entrepreneurial coaching?
e. How does coach-coachee commitment influence successful entrepreneurial coaching?
f. In what ways do the coach's demographics influence successful entrepreneurial coaching?
g. How would you recommend coaches ensure that entrepreneurial coaching results in business growth?
h. Do you have any other insights on what would be important for the South African entrepreneurial coaching framework for the BI environment?

Interview Guide: BI/ Program Managers

A. Biographical details:

a. What is your role in your organisation?
b. How long have you been in this role?
c. Have you got experience in dealing with entrepreneurial coaching?
d. Does your BI contract entrepreneurial coaching services for the entrepreneurs?

B. Entrepreneurial Coaching:

a. How does entrepreneurial coaching benefit the entrepreneurs in your program?
b. In your organisation what criteria do you use to choose the coaches for your entrepreneurs?
c. How do you currently evaluate the effectiveness of the entrepreneurial coaches you have contracted?
d. What would you say needs to be in place in order for entrepreneurial coaching to be successful for the entrepreneurs in this environment?
e. How does coach-coachee relationship influence successful entrepreneurial coaching?
f. How does coach-coachee commitment influence successful entrepreneurial coaching?
g. In what ways do the coach's demographics influence successful entrepreneurial coaching?
h. What other factors would you say are important for the successful delivery of entrepreneurial coaching?
i. How do you ensure that entrepreneurial coaching results in business growth?
j. Do you have any other insights on what would be important for the South African entrepreneurial coaching framework for the BI environment?

Interview Guide: Industry experts

A. Biographical details:

a. How would you describe your role in the BI industry?
b. How long have you been in this role?
c. Have you got experience in dealing with entrepreneurial coaching?
d. In what capacity was this experience?

B. Entrepreneurial Coaching:

a. In your expert opinion how does entrepreneurial coaching benefit the entrepreneurs in business incubators?
b. In your experience what criteria would you say is essential to use to choose the coaches for the entrepreneurs?
c. How would you recommend the effectiveness of the entrepreneurial coaches you have contracted be evaluated?
d. What would you say needs to be in place in order for entrepreneurial coaching to be successful for the entrepreneurs in this environment?
e. How does coach-coachee relationship influence successful entrepreneurial coaching?
f. How does coach-coachee commitment influence successful entrepreneurial coaching?
g. In what ways do the coach's demographics influence successful entrepreneurial coaching?
h. What other factors would you say are important for the successful delivery of entrepreneurial coaching?
i. How would or do you ensure that entrepreneurial coaching results in business growth?
j. Do you have any other insights on what would be important for the South African entrepreneurial coaching framework for the BI environment?

APPENDIX D: DEMOGRAPHICS AND DESCRIPTIVE STATISTICS

Frequencies

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	121	40.9	40.9	40.9
	Female	175	59.1	59.1	100.0
	Total	296	100.0	100.0	

RACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Black	227	76.7	76.7	76.7
	White	27	9.1	9.1	85.8
	Coloured	29	9.8	9.8	95.6
	Indian	11	3.7	3.7	99.3
	Other (please specify)	2	.7	.7	100.0
	Total	296	100.0	100.0	

PROVINCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Gauteng	114	38.5	38.5	38.5
	Mpumalanga	16	5.4	5.4	43.9
	North West	49	16.6	16.6	60.5

	Limpopo	13	4.4	4.4	64.9
	Free State	8	2.7	2.7	67.6
	Eastern Cape	21	7.1	7.1	74.7
	Northern Cape	1	.3	.3	75.0
	Western Cape	47	15.9	15.9	90.9
	KwaZulu Natal	27	9.1	9.1	100.0
	Total	296	100.0	100.0	

BUSINESS SIZE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Micro (< 6 employees)	231	78.0	78.0	78.0
	Small (< 50 employees)	58	19.6	19.6	97.6
	Medium (< 200 employees)	2	.7	.7	98.3
	Large (> 200 employees)	5	1.7	1.7	100.0
	Total	296	100.0	100.0	

PLATFORM ON WHICH COACHING WAS DELIVERED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Face to Face only	59	19.9	19.9	19.9

	Online platform only	102	34.5	34.5	54.4
	Both	135	45.6	45.6	100.0
	Total	296	100.0	100.0	

DESCRIPTIVE STATISTICS FOR VARIABLES

ENTREPRENEURIAL COACHING

		In the coaching/mentoring sessions, my coach: - Provided me one-on-one support	In the coaching/mentoring sessions, my coach: - Listened with understanding	In the coaching/mentoring sessions, my coach: - Inspired me to achieve my goals	In the coaching/mentoring sessions, my coach: - Helped me see things differently
N	Valid	296	296	296	295
	Missing	0	0	0	1
Mean		5.55	5.96	6.00	5.95
Median		6.00	6.00	6.00	7.00
Mode		7	7	7	7
Std. Deviation		1.669	1.403	1.337	1.389
Variance		2.784	1.968	1.786	1.930
Skewness		-1.313	-1.561	-1.769	-1.432
Std. Error of Skewness		.142	.142	.142	.142

Kurtosis	1.053	2.121	3.311	1.835
Std. Error of Kurtosis	.282	.282	.282	.283
Minimum	1	1	1	1
Maximum	7	7	7	7

ENTREPRENEURIAL COACHING

		In the coaching/mentoring sessions, my coach: - Helped me identify my strengths and weaknesses	In the coaching/mentoring sessions, my coach: - Taught me important stress management and wellness skills	In the coaching/mentoring sessions, my coach: - Taught me technical business skills such as finance and marketing	In the coaching/mentoring sessions, my coach: - Helped with my business plan
N	Valid	296	296	296	296
	Missing	0	0	0	0
Mean		5.86	5.29	5.40	5.13
Median		6.00	5.00	6.00	5.00
Mode		7	7	7	6
Std. Deviation		1.352	1.612	1.526	1.667
Variance		1.828	2.600	2.329	2.779
Skewness		-1.353	-.812	-.936	-.816
Std. Error of Skewness		.142	.142	.142	.142
Kurtosis		1.602	.089	.479	-.089
Std. Error of Kurtosis		.282	.282	.282	.282
Minimum		1	1	1	1
Maximum		7	7	7	7

ENTREPRENEURIAL COACHING

		In the coaching/mentoring sessions, my coach: - Shared their expert knowledge and guidance	In the coaching/mentoring sessions, my coach: - Shared from their experience	In the coaching/mentoring sessions, my coach: - Helped me with real business steps.	In the coaching/mentoring sessions, my coach: - Helped me with business operations
N	Valid	295	296	296	296
	Missing	1	0	0	0
Mean		5.98	6.03	5.87	5.51
Median		6.00	6.00	6.00	6.00
Mode		7	7	7	7
Std. Deviation		1.240	1.247	1.264	1.502
Variance		1.537	1.555	1.597	2.257
Skewness		-1.449	-1.800	-1.359	-1.095
Std. Error of Skewness		.142	.142	.142	.142
Kurtosis		2.261	3.861	1.875	.796
Std. Error of Kurtosis		.283	.282	.282	.282
Minimum		1	1	1	1
Maximum		7	7	7	7

ENTREPRENEURIAL COACHING

		In the coaching/mentoring sessions, my coach: - Encouraged both my personal and business growth.
N	Valid	296

	Missing	0
Mean		5.81
Median		6.00
Mode		7
Std. Deviation		1.406
Variance		1.978
Skewness		-1.552
Std. Error of Skewness		.142
Kurtosis		2.194
Std. Error of Kurtosis		.282
Minimum		1
Maximum		7

Frequency Tables: ENTREPRENEURIAL COACHING

In the coaching/mentoring sessions, my coach: - Provided me one-on-one support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	completely disagree	16	5.4	5.4	5.4
	Mostly disagree	8	2.7	2.7	8.1
	Somewhat disagree	9	3.0	3.0	11.1

	Neutral	30	10.1	10.1	21.3
	Somewhat agree	44	14.9	14.9	36.1
	Mostly agree	80	27.0	27.0	63.2
	Completely agree	109	36.8	36.8	100.0
	Total	296	100.0	100.0	

In the coaching/mentoring sessions, my coach: - Listened with understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	completely disagree	5	1.7	1.7	1.7
	Mostly disagree	6	2.0	2.0	3.7
	Somewhat disagree	10	3.4	3.4	7.1
	Neutral	21	7.1	7.1	14.2
	Somewhat agree	39	13.2	13.2	27.4
	Mostly agree	68	23.0	23.0	50.3
	Completely agree	147	49.7	49.7	100.0
	Total	296	100.0	100.0	

In the coaching/mentoring sessions, my coach: - Inspired me to achieve my goals

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	completely disagree	6	2.0	2.0	2.0
	Mostly disagree	5	1.7	1.7	3.7
	Somewhat disagree	4	1.4	1.4	5.1
	Neutral	21	7.1	7.1	12.2
	Somewhat agree	37	12.5	12.5	24.7
	Mostly agree	83	28.0	28.0	52.7
	Completely agree	140	47.3	47.3	100.0
	Total	296	100.0	100.0	

In the coaching/mentoring sessions, my coach: - Helped me see things differently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	completely disagree	6	2.0	2.0	2.0
	Mostly disagree	2	.7	.7	2.7
	Somewhat disagree	4	1.4	1.4	4.1
	Neutral	42	14.2	14.2	18.3
	Somewhat agree	31	10.5	10.5	28.8
	Mostly agree	59	19.9	20.0	48.8
	Completely agree	151	51.0	51.2	100.0
	Total	295	99.7	100.0	
Missing	System	1	.3		
Total		296	100.0		

In the coaching/mentoring sessions, my coach: - Helped me identify my strengths and weaknesses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	completely disagree	4	1.4	1.4	1.4
	Mostly disagree	5	1.7	1.7	3.0
	Somewhat disagree	7	2.4	2.4	5.4
	Neutral	36	12.2	12.2	17.6
	Somewhat agree	33	11.1	11.1	28.7
	Mostly agree	86	29.1	29.1	57.8
	Completely agree	125	42.2	42.2	100.0
	Total	296	100.0	100.0	

In the coaching/mentoring sessions, my coach: - Taught me important stress management and wellness skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	completely disagree	10	3.4	3.4	3.4
	Mostly disagree	12	4.1	4.1	7.4
	Somewhat disagree	13	4.4	4.4	11.8
	Neutral	49	16.6	16.6	28.4
	Somewhat agree	68	23.0	23.0	51.4

	Mostly agree	51	17.2	17.2	68.6
	Completely agree	93	31.4	31.4	100.0
	Total	296	100.0	100.0	

In the coaching/mentoring sessions, my coach: - Taught me technical business skills such as finance and marketing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	completely disagree	9	3.0	3.0	3.0
	Mostly disagree	7	2.4	2.4	5.4
	Somewhat disagree	12	4.1	4.1	9.5
	Neutral	51	17.2	17.2	26.7
	Somewhat agree	55	18.6	18.6	45.3
	Mostly agree	73	24.7	24.7	69.9
	Completely agree	89	30.1	30.1	100.0
	Total	296	100.0	100.0	

In the coaching/mentoring sessions, my coach: - Helped with my business plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	completely disagree	14	4.7	4.7	4.7
	Mostly disagree	9	3.0	3.0	7.8

	Somewhat disagree	32	10.8	10.8	18.6
	Neutral	32	10.8	10.8	29.4
	Somewhat agree	62	20.9	20.9	50.3
	Mostly agree	76	25.7	25.7	76.0
	Completely agree	71	24.0	24.0	100.0
	Total	296	100.0	100.0	

In the coaching/mentoring sessions, my coach: - Shared their expert knowledge and guidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	completely disagree	3	1.0	1.0	1.0
	Mostly disagree	3	1.0	1.0	2.0
	Somewhat disagree	5	1.7	1.7	3.7
	Neutral	28	9.5	9.5	13.2
	Somewhat agree	40	13.5	13.6	26.8
	Mostly agree	84	28.4	28.5	55.3
	Completely agree	132	44.6	44.7	100.0
	Total	295	99.7	100.0	
Missing	System	1	.3		
Total		296	100.0		

In the coaching/mentoring sessions, my coach: - Shared from their experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	completely disagree	5	1.7	1.7	1.7
	Mostly disagree	3	1.0	1.0	2.7
	Somewhat disagree	4	1.4	1.4	4.1
	Neutral	19	6.4	6.4	10.5
	Somewhat agree	39	13.2	13.2	23.6
	Mostly agree	91	30.7	30.7	54.4
	Completely agree	135	45.6	45.6	100.0
	Total	296	100.0	100.0	

In the coaching/mentoring sessions, my coach: - Helped me with real business steps.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	completely disagree	3	1.0	1.0	1.0
	Mostly disagree	3	1.0	1.0	2.0
	Somewhat disagree	11	3.7	3.7	5.7
	Neutral	24	8.1	8.1	13.9
	Somewhat agree	44	14.9	14.9	28.7

	Mostly agree	97	32.8	32.8	61.5
	Completely agree	114	38.5	38.5	100.0
	Total	296	100.0	100.0	

In the coaching/mentoring sessions, my coach: - Helped me with business operations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	completely disagree	8	2.7	2.7	2.7
	Mostly disagree	6	2.0	2.0	4.7
	Somewhat disagree	20	6.8	6.8	11.5
	Neutral	25	8.4	8.4	19.9
	Somewhat agree	65	22.0	22.0	41.9
	Mostly agree	77	26.0	26.0	67.9
	Completely agree	95	32.1	32.1	100.0
	Total	296	100.0	100.0	

In the coaching/mentoring sessions, my coach: - Encouraged both my personal and business growth.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	completely disagree	6	2.0	2.0	2.0

	Mostly disagree	7	2.4	2.4	4.4
	Somewhat disagree	13	4.4	4.4	8.8
	Neutral	15	5.1	5.1	13.9
	Somewhat agree	42	14.2	14.2	28.0
	Mostly agree	100	33.8	33.8	61.8
	Completely agree	113	38.2	38.2	100.0
	Total	296	100.0	100.0	

Frequencies: SELF EFFICACY

		As a result of entrepreneurial coaching, I believed that: - I have the ability to achieve most of the goals I have set for myself	As a result of entrepreneurial coaching, I believed that: - Even when faced with difficult tasks, I am certain I will accomplish them	As a result of entrepreneurial coaching, I believed that: - I have the ability to achieve important outcomes	As a result of entrepreneurial coaching, I believed that: - I will be able to successfully overcome many challenges
N	Valid	296	296	295	293
	Missing	0	0	1	3
Mean		5.69	5.82	5.92	5.88
Median		6.00	6.00	6.00	6.00
Mode		6	6	7	7
Std. Deviation		1.350	1.263	1.305	1.347
Variance		1.823	1.596	1.704	1.815

Skewness	-1.252	-1.483	-1.570	-1.555
Std. Error of Skewness	.142	.142	.142	.142
Kurtosis	1.403	2.288	2.456	2.332
Std. Error of Kurtosis	.282	.282	.283	.284
Minimum	1	1	1	1
Maximum	7	7	7	7

		As a result of entrepreneurial coaching, I believed that: - Compared to other people, I do most tasks very well	As a result of entrepreneurial coaching, I believed that: - Even when things are tough, I still perform quite well	As a result of entrepreneurial coaching, I believed that: - I am confident that I perform effectively on different tasks	As a result of entrepreneurial coaching, I believed that: - I mostly succeed at any goals that I set for myself
N	Valid	294	293	293	293
	Missing	2	3	3	3
Mean		5.64	5.58	5.71	5.71
Median		6.00	6.00	6.00	6.00
Mode		6	6	6	6
Std. Deviation		1.245	1.303	1.304	1.256
Variance		1.550	1.697	1.701	1.577
Skewness		-1.142	-1.077	-1.475	-1.319
Std. Error of Skewness		.142	.142	.142	.142
Kurtosis		1.439	.990	2.463	1.959
Std. Error of Kurtosis		.283	.284	.284	.284
Minimum		1	1	1	1

Maximum	7	7	7	7

		As a result of entrepreneurial coaching, I believed that: - I am able to grow and expand my business	As a result of entrepreneurial coaching, I believed that: - I have the ability to set and meet sales goals	As a result of entrepreneurial coaching, I believed that: - I can represent my business in different platforms for its good	As a result of entrepreneurial coaching, I: - Achieve goals despite obstacles
N	Valid	293	294	293	296
	Missing	3	2	3	0
Mean		5.69	5.40	5.85	5.63
Median		6.00	6.00	6.00	6.00
Mode		7	5	7	6
Std. Deviation		1.380	1.403	1.298	1.331
Variance		1.905	1.968	1.685	1.772
Skewness		-1.275	-.928	-1.329	-1.236
Std. Error of Skewness		.142	.142	.142	.142
Kurtosis		1.598	.764	1.690	1.636
Std. Error of Kurtosis		.284	.283	.284	.282
Minimum		1	1	1	1
Maximum		7	7	7	7

		As a result of entrepreneurial coaching, I: - Am not easily discouraged by failure	As a result of entrepreneurial coaching, I: - Think of myself as a strong person	As a result of entrepreneurial coaching, I: - Stay focused under pressure	As a result of entrepreneurial coaching, I: - Have the ability to deal with whatever comes my way
N	Valid	295	295	294	296
	Missing	1	1	2	0
Mean		5.76	6.15	5.82	5.90
Median		6.00	7.00	6.00	6.00
Mode		7	7	7	7
Std. Deviation		1.392	1.185	1.273	1.238
Variance		1.937	1.404	1.620	1.533
Skewness		-1.467	-1.953	-1.313	-1.453
Std. Error of Skewness		.142	.142	.142	.142
Kurtosis		2.105	4.443	1.767	2.401
Std. Error of Kurtosis		.283	.283	.283	.282
Minimum		1	1	1	1
Maximum		7	7	7	7

		As a result of entrepreneurial coaching, I: - Have the ability to adapt to change	As a result of entrepreneurial coaching, I: - Believe that coping with stress strengthens me	As a result of entrepreneurial coaching, I: - Try to see the humorous side of things	As a result of entrepreneurial coaching, I: - I am able handle unpleasant feelings
N	Valid	296	296	295	296
	Missing	0	0	1	0

Mean	6.04	5.75	5.79	5.50
Median	6.00	6.00	6.00	6.00
Mode	7	6	7	6
Std. Deviation	1.162	1.340	1.346	1.388
Variance	1.351	1.797	1.813	1.925
Skewness	-1.729	-1.348	-1.380	-1.032
Std. Error of Skewness	.142	.142	.142	.142
Kurtosis	3.787	1.886	2.075	.928
Std. Error of Kurtosis	.282	.282	.283	.282
Minimum	1	1	1	1
Maximum	7	7	7	7

		As a result of entrepreneurial coaching, I: - I am able to handle negative feedback	As a result of entrepreneurial coaching, I: - Have a clear vision about the future of the business	As a result of entrepreneurial coaching, I: - Have a strong focus on the end goal	As a result of entrepreneurial coaching, I: - Have a clear vision for my business at all times
N	Valid	295	296	296	296
	Missing	1	0	0	0
Mean		5.58	5.90	5.97	5.78
Median		6.00	6.00	6.00	6.00
Mode		6	7	7	6
Std. Deviation		1.312	1.340	1.301	1.279
Variance		1.720	1.796	1.694	1.636
Skewness		-1.170	-1.637	-1.730	-1.343
Std. Error of Skewness		.142	.142	.142	.142
Kurtosis		1.525	2.842	3.420	2.076

Std. Error of Kurtosis	.283	.282	.282	.282
Minimum	1	1	1	1
Maximum	7	7	7	7

		As a result of entrepreneurial coaching, I: - Have the ability to see what others cannot see	As a result of entrepreneurial coaching, I: - Am able to have a picture in my mind of exactly the results I intend to produce	As a result of entrepreneurial coaching, I: - Have the ability to see exactly what my business is going to look like in every detail.	As a result of entrepreneurial coaching, I: - Set measurable future goals for my business
N	Valid	296	296	292	293
	Missing	0	0	4	3
Mean		5.88	6.00	5.74	5.79
Median		6.00	6.00	6.00	6.00
Mode		7	7	7	6
Std. Deviation		1.231	1.142	1.247	1.218
Variance		1.515	1.305	1.556	1.482
Skewness		-1.300	-1.504	-1.190	-1.250
Std. Error of Skewness		.142	.142	.143	.142
Kurtosis		2.025	3.156	1.837	1.670
Std. Error of Kurtosis		.282	.282	.284	.284
Minimum		1	1	1	1
Maximum		7	7	7	7

		As a result of entrepreneurial coaching, I: - Recognise and correctly interpret the feelings, thinking, and behaviour of others	As a result of entrepreneurial coaching, I: - Spend time developing and enhancing my relationship with my clients	As a result of entrepreneurial coaching, I: - Attend networking events to build business relationships	As a result of entrepreneurial coaching, I: - Improved my networking skills
N	Valid	295	294	294	294
	Missing	1	2	2	2
Mean		5.45	5.53	5.35	5.52
Median		6.00	6.00	6.00	6.00
Mode		6	6	7	6
Std. Deviation		1.359	1.437	1.502	1.379
Variance		1.847	2.066	2.255	1.902
Skewness		-1.004	-1.048	-.832	-.922
Std. Error of Skewness		.142	.142	.142	.142
Kurtosis		.798	.558	.207	.456
Std. Error of Kurtosis		.283	.283	.283	.283
Minimum		1	1	1	1
Maximum		7	7	7	7
		As a result of entrepreneurial coaching, I: - Understand personalities of others for relationship building	As a result of entrepreneurial coaching, I: - Make use of my networks to discover opportunities for my business	As a result of entrepreneurial coaching, I: - Pay attention to maintaining relations with my stakeholders	As a result of entrepreneurial coaching, I: - Understand the importance of resolving client complaints for my business

N	Valid	295	295	291	294
	Missing	1	1	5	2
Mean		5.56	5.64	5.76	6.13
Median		6.00	6.00	6.00	7.00
Mode		6	6	7	7
Std. Deviation		1.366	1.385	1.376	1.254
Variance		1.866	1.918	1.894	1.574
Skewness		-1.197	-1.169	-1.407	-1.969
Std. Error of Skewness		.142	.142	.143	.142
Kurtosis		1.410	1.134	1.935	4.172
Std. Error of Kurtosis		.283	.283	.285	.283
Minimum		1	1	1	1
Maximum		7	7	7	7

		As a result of entrepreneurial coaching, I: - Have a network of entrepreneurs that I share ideas with
N	Valid	292
	Missing	4
Mean		5.59
Median		6.00
Mode		7
Std. Deviation		1.505
Variance		2.264
Skewness		-1.184
Std. Error of Skewness		.143
Kurtosis		1.011

Std. Error of Kurtosis	.284
Minimum	1
Maximum	7

a. Multiple modes exist. The smallest value is shown

Frequency Tables: ENTREPRENEURIAL RESILIENCE

As a result of entrepreneurial coaching, I believed that: - I have the ability to achieve most of the goals I have set for myself

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	4	1.4	1.4	1.4
	Mostly disagree	6	2.0	2.0	3.4
	Somewhat disagree	14	4.7	4.7	8.1
	Neutral	25	8.4	8.4	16.6
	Somewhat agree	51	17.2	17.2	33.8
	Mostly agree	102	34.5	34.5	68.2
	Completely agree	94	31.8	31.8	100.0
	Total	296	100.0	100.0	

As a result of entrepreneurial coaching, I believed that: - Even when faced with difficult tasks, I am certain I will accomplish them

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Completely disagree	2	.7	.7	.7
	Mostly disagree	9	3.0	3.0	3.7
	Somewhat disagree	8	2.7	2.7	6.4
	Neutral	17	5.7	5.7	12.2
	Somewhat agree	47	15.9	15.9	28.0
	Mostly agree	114	38.5	38.5	66.6
	Completely agree	99	33.4	33.4	100.0
	Total	296	100.0	100.0	

As a result of entrepreneurial coaching, I believed that: - I have the ability to achieve important outcomes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	1.0	1.0	1.0
	Mostly disagree	8	2.7	2.7	3.7
	Somewhat disagree	7	2.4	2.4	6.1
	Neutral	19	6.4	6.4	12.5
	Somewhat agree	40	13.5	13.6	26.1
	Mostly agree	97	32.8	32.9	59.0
	Completely agree	121	40.9	41.0	100.0
	Total	295	99.7	100.0	
Missing	System	1	.3		
Total		296	100.0		

As a result of entrepreneurial coaching, I believed that: - I will be able to successfully overcome many challenges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	4	1.4	1.4	1.4
	Mostly disagree	8	2.7	2.7	4.1
	Somewhat disagree	7	2.4	2.4	6.5
	Neutral	21	7.1	7.2	13.7
	Somewhat agree	39	13.2	13.3	27.0
	Mostly agree	94	31.8	32.1	59.0
	Completely agree	120	40.5	41.0	100.0
	Total	293	99.0	100.0	
Missing	System	3	1.0		
Total		296	100.0		

As a result of entrepreneurial coaching, I believed that: - Compared to other people, I do most tasks very well

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	1.0	1.0	1.0
	Mostly disagree	4	1.4	1.4	2.4
	Somewhat disagree	10	3.4	3.4	5.8
	Neutral	34	11.5	11.6	17.3
	Somewhat agree	53	17.9	18.0	35.4
	Mostly agree	115	38.9	39.1	74.5

	Completely agree	75	25.3	25.5	100.0
	Total	294	99.3	100.0	
Missing	System	2	.7		
Total		296	100.0		

As a result of entrepreneurial coaching, I believed that: - Even when things are tough, I still perform quite well

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	1.0	1.0	1.0
	Mostly disagree	5	1.7	1.7	2.7
	Somewhat disagree	15	5.1	5.1	7.8
	Neutral	33	11.1	11.3	19.1
	Somewhat agree	52	17.6	17.7	36.9
	Mostly agree	111	37.5	37.9	74.7
	Completely agree	74	25.0	25.3	100.0
	Total	293	99.0	100.0	
Missing	System	3	1.0		
Total		296	100.0		

As a result of entrepreneurial coaching, I believed that: - I am confident that I perform effectively on different tasks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	5	1.7	1.7	1.7

	Mostly disagree	7	2.4	2.4	4.1
	Somewhat disagree	6	2.0	2.0	6.1
	Neutral	24	8.1	8.2	14.3
	Somewhat agree	51	17.2	17.4	31.7
	Mostly agree	116	39.2	39.6	71.3
	Completely agree	84	28.4	28.7	100.0
	Total	293	99.0	100.0	
Missing	System	3	1.0		
Total		296	100.0		

As a result of entrepreneurial coaching, I believed that: - I mostly succeed at any goals that I set for myself

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	1.0	1.0	1.0
	Mostly disagree	6	2.0	2.0	3.1
	Somewhat disagree	9	3.0	3.1	6.1
	Neutral	24	8.1	8.2	14.3
	Somewhat agree	54	18.2	18.4	32.8
	Mostly agree	114	38.5	38.9	71.7
	Completely agree	83	28.0	28.3	100.0
	Total	293	99.0	100.0	
Missing	System	3	1.0		
Total		296	100.0		

As a result of entrepreneurial coaching, I believed that: - I am able to grow and expand my business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	5	1.7	1.7	1.7
	Mostly disagree	8	2.7	2.7	4.4
	Somewhat disagree	7	2.4	2.4	6.8
	Neutral	26	8.8	8.9	15.7
	Somewhat agree	62	20.9	21.2	36.9
	Mostly agree	83	28.0	28.3	65.2
	Completely agree	102	34.5	34.8	100.0
	Total	293	99.0	100.0	
Missing	System	3	1.0		
Total		296	100.0		

As a result of entrepreneurial coaching, I believed that: - I have the ability to set and meet sales goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	6	2.0	2.0	2.0
	Mostly disagree	6	2.0	2.0	4.1
	Somewhat disagree	16	5.4	5.4	9.5
	Neutral	34	11.5	11.6	21.1
	Somewhat agree	81	27.4	27.6	48.6

	Mostly agree	76	25.7	25.9	74.5
	Completely agree	75	25.3	25.5	100.0
	Total	294	99.3	100.0	
Missing	System	2	.7		
Total		296	100.0		

As a result of entrepreneurial coaching, I believed that: - I can represent my business in different platforms for its good

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	1.0	1.0	1.0
	Mostly disagree	5	1.7	1.7	2.7
	Somewhat disagree	8	2.7	2.7	5.5
	Neutral	29	9.8	9.9	15.4
	Somewhat agree	42	14.2	14.3	29.7
	Mostly agree	92	31.1	31.4	61.1
	Completely agree	114	38.5	38.9	100.0
	Total	293	99.0	100.0	
Missing	System	3	1.0		
Total		296	100.0		

As a result of entrepreneurial coaching, I: - Achieve goals despite obstacles

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Completely disagree	5	1.7	1.7	1.7
	Mostly disagree	5	1.7	1.7	3.4
	Somewhat disagree	12	4.1	4.1	7.4
	Neutral	25	8.4	8.4	15.9
	Somewhat agree	64	21.6	21.6	37.5
	Mostly agree	99	33.4	33.4	70.9
	Completely agree	86	29.1	29.1	100.0
	Total	296	100.0	100.0	

As a result of entrepreneurial coaching, I: - Am not easily discouraged by failure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	7	2.4	2.4	2.4
	Mostly disagree	4	1.4	1.4	3.7
	Somewhat disagree	11	3.7	3.7	7.5
	Neutral	25	8.4	8.5	15.9
	Somewhat agree	42	14.2	14.2	30.2
	Mostly agree	100	33.8	33.9	64.1
	Completely agree	106	35.8	35.9	100.0
	Total	295	99.7	100.0	
Missing	System	1	.3		
Total		296	100.0		

As a result of entrepreneurial coaching, I: - Think of myself as a strong person

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	1.0	1.0	1.0
	Mostly disagree	4	1.4	1.4	2.4
	Somewhat disagree	6	2.0	2.0	4.4
	Neutral	11	3.7	3.7	8.1
	Somewhat agree	34	11.5	11.5	19.7
	Mostly agree	89	30.1	30.2	49.8
	Completely agree	148	50.0	50.2	100.0
	Total	295	99.7	100.0	
Missing	System	1	.3		
Total		296	100.0		

As a result of entrepreneurial coaching, I: - Stay focused under pressure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	1.0	1.0	1.0
	Mostly disagree	4	1.4	1.4	2.4
	Somewhat disagree	10	3.4	3.4	5.8
	Neutral	25	8.4	8.5	14.3
	Somewhat agree	48	16.2	16.3	30.6
	Mostly agree	97	32.8	33.0	63.6

	Completely agree	107	36.1	36.4	100.0
	Total	294	99.3	100.0	
Missing	System	2	.7		
Total		296	100.0		

As a result of entrepreneurial coaching, I: - Have the ability to deal with whatever comes my way

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	1.0	1.0	1.0
	Mostly disagree	4	1.4	1.4	2.4
	Somewhat disagree	8	2.7	2.7	5.1
	Neutral	20	6.8	6.8	11.8
	Somewhat agree	49	16.6	16.6	28.4
	Mostly agree	97	32.8	32.8	61.1
	Completely agree	115	38.9	38.9	100.0
	Total	296	100.0	100.0	

As a result of entrepreneurial coaching, I: - Have the ability to adapt to change

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	1.0	1.0	1.0
	Mostly disagree	3	1.0	1.0	2.0
	Somewhat disagree	5	1.7	1.7	3.7

	Neutral	17	5.7	5.7	9.5
	Somewhat agree	38	12.8	12.8	22.3
	Mostly agree	105	35.5	35.5	57.8
	Completely agree	125	42.2	42.2	100.0
	Total	296	100.0	100.0	

As a result of entrepreneurial coaching, I: - Believe that coping with stress strengthens me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	6	2.0	2.0	2.0
	Mostly disagree	2	.7	.7	2.7
	Somewhat disagree	10	3.4	3.4	6.1
	Neutral	34	11.5	11.5	17.6
	Somewhat agree	40	13.5	13.5	31.1
	Mostly agree	103	34.8	34.8	65.9
	Completely agree	101	34.1	34.1	100.0
	Total	296	100.0	100.0	

As a result of entrepreneurial coaching, I: - Try to see the humorous side of things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	6	2.0	2.0	2.0
	Mostly disagree	4	1.4	1.4	3.4

	Somewhat disagree	4	1.4	1.4	4.7
	Neutral	34	11.5	11.5	16.3
	Somewhat agree	48	16.2	16.3	32.5
	Mostly agree	87	29.4	29.5	62.0
	Completely agree	112	37.8	38.0	100.0
	Total	295	99.7	100.0	
Missing	System	1	.3		
Total		296	100.0		

As a result of entrepreneurial coaching, I: - I am able handle unpleasant feelings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	6	2.0	2.0	2.0
	Mostly disagree	4	1.4	1.4	3.4
	Somewhat disagree	15	5.1	5.1	8.4
	Neutral	39	13.2	13.2	21.6
	Somewhat agree	59	19.9	19.9	41.6
	Mostly agree	94	31.8	31.8	73.3
	Completely agree	79	26.7	26.7	100.0
	Total	296	100.0	100.0	

As a result of entrepreneurial coaching, I: - I am able to handle negative feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	4	1.4	1.4	1.4
	Mostly disagree	8	2.7	2.7	4.1
	Somewhat disagree	6	2.0	2.0	6.1
	Neutral	33	11.1	11.2	17.3
	Somewhat agree	65	22.0	22.0	39.3
	Mostly agree	101	34.1	34.2	73.6
	Completely agree	78	26.4	26.4	100.0
	Total	295	99.7	100.0	
Missing	System	1	.3		
Total		296	100.0		

BEING VISIONARY:

As a result of entrepreneurial coaching, I: - Have a clear vision about the future of the business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	6	2.0	2.0	2.0
	Mostly disagree	4	1.4	1.4	3.4
	Somewhat disagree	10	3.4	3.4	6.8
	Neutral	15	5.1	5.1	11.8
	Somewhat agree	47	15.9	15.9	27.7
	Mostly agree	92	31.1	31.1	58.8

	Completely agree	122	41.2	41.2	100.0
	Total	296	100.0	100.0	

As a result of entrepreneurial coaching, I: - Have a strong focus on the end goal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	6	2.0	2.0	2.0
	Mostly disagree	3	1.0	1.0	3.0
	Somewhat disagree	7	2.4	2.4	5.4
	Neutral	15	5.1	5.1	10.5
	Somewhat agree	48	16.2	16.2	26.7
	Mostly agree	86	29.1	29.1	55.7
	Completely agree	131	44.3	44.3	100.0
	Total	296	100.0	100.0	

As a result of entrepreneurial coaching, I: - Have a clear vision for my business at all times

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	5	1.7	1.7	1.7
	Mostly disagree	1	.3	.3	2.0
	Somewhat disagree	10	3.4	3.4	5.4
	Neutral	30	10.1	10.1	15.5
	Somewhat agree	46	15.5	15.5	31.1

	Mostly agree	104	35.1	35.1	66.2
	Completely agree	100	33.8	33.8	100.0
	Total	296	100.0	100.0	

As a result of entrepreneurial coaching, I: - Have the ability to see what others cannot see

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	1.0	1.0	1.0
	Mostly disagree	3	1.0	1.0	2.0
	Somewhat disagree	7	2.4	2.4	4.4
	Neutral	21	7.1	7.1	11.5
	Somewhat agree	63	21.3	21.3	32.8
	Mostly agree	81	27.4	27.4	60.1
	Completely agree	118	39.9	39.9	100.0
	Total	296	100.0	100.0	

As a result of entrepreneurial coaching, I: - Am able to have a picture in my mind of exactly the results I intend to produce

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	1.0	1.0	1.0
	Mostly disagree	1	.3	.3	1.4
	Somewhat disagree	6	2.0	2.0	3.4
	Neutral	15	5.1	5.1	8.4

	Somewhat agree	56	18.9	18.9	27.4
	Mostly agree	91	30.7	30.7	58.1
	Completely agree	124	41.9	41.9	100.0
	Total	296	100.0	100.0	

As a result of entrepreneurial coaching, I: - Have the ability to see exactly what my business is going to look like in every detail.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	4	1.4	1.4	1.4
	Mostly disagree	2	.7	.7	2.1
	Somewhat disagree	8	2.7	2.7	4.8
	Neutral	27	9.1	9.2	14.0
	Somewhat agree	66	22.3	22.6	36.6
	Mostly agree	90	30.4	30.8	67.5
	Completely agree	95	32.1	32.5	100.0
	Total	292	98.6	100.0	
Missing	System	4	1.4		
Total		296	100.0		

As a result of entrepreneurial coaching, I: - Set measurable future goals for my business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	2	.7	.7	.7

	Mostly disagree	4	1.4	1.4	2.0
	Somewhat disagree	10	3.4	3.4	5.5
	Neutral	25	8.4	8.5	14.0
	Somewhat agree	49	16.6	16.7	30.7
	Mostly agree	110	37.2	37.5	68.3
	Completely agree	93	31.4	31.7	100.0
	Total	293	99.0	100.0	
Missing	System	3	1.0		
Total		296	100.0		

BUILDING RELATIONSHIPS

As a result of entrepreneurial coaching, I: - Recognise and correctly interpret the feelings, thinking, and behaviour of others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	4	1.4	1.4	1.4
	Mostly disagree	8	2.7	2.7	4.1
	Somewhat disagree	13	4.4	4.4	8.5
	Neutral	40	13.5	13.6	22.0
	Somewhat agree	58	19.6	19.7	41.7
	Mostly agree	104	35.1	35.3	76.9
	Completely agree	68	23.0	23.1	100.0
	Total	295	99.7	100.0	

Missing	System	1	.3		
Total		296	100.0		

As a result of entrepreneurial coaching, I: - Spend time developing and enhancing my relationship with my clients

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	4	1.4	1.4	1.4
	Mostly disagree	9	3.0	3.1	4.4
	Somewhat disagree	18	6.1	6.1	10.5
	Neutral	34	11.5	11.6	22.1
	Somewhat agree	45	15.2	15.3	37.4
	Mostly agree	100	33.8	34.0	71.4
	Completely agree	84	28.4	28.6	100.0
	Total	294	99.3	100.0	
Missing	System	2	.7		
Total		296	100.0		

As a result of entrepreneurial coaching, I: - Attend networking events to build business relationships

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	7	2.4	2.4	2.4
	Mostly disagree	7	2.4	2.4	4.8

	Somewhat disagree	19	6.4	6.5	11.2
	Neutral	48	16.2	16.3	27.6
	Somewhat agree	56	18.9	19.0	46.6
	Mostly agree	77	26.0	26.2	72.8
	Completely agree	80	27.0	27.2	100.0
	Total	294	99.3	100.0	
Missing	System	2	.7		
Total		296	100.0		

As a result of entrepreneurial coaching, I: - Improved my networking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
	Completely disagree	3	1.0	1.0	1.0
	Mostly disagree	7	2.4	2.4	3.4
	Somewhat disagree	17	5.7	5.8	9.2
Valid	Neutral	34	11.5	11.6	20.7
	Somewhat agree	63	21.3	21.4	42.2
	Mostly agree	85	28.7	28.9	71.1
	Completely agree	85	28.7	28.9	100.0
	Total	294	99.3	100.0	
Missing	System	2	.7		
Total		296	100.0		

As a result of entrepreneurial coaching, I: - Understand personalities of others for relationship building

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	6	2.0	2.0	2.0
	Mostly disagree	5	1.7	1.7	3.7
	Somewhat disagree	12	4.1	4.1	7.8
	Neutral	34	11.5	11.5	19.3
	Somewhat agree	54	18.2	18.3	37.6
	Mostly agree	106	35.8	35.9	73.6
	Completely agree	78	26.4	26.4	100.0
	Total	295	99.7	100.0	
Missing	System	1	.3		
Total		296	100.0		

As a result of entrepreneurial coaching, I: - Make use of my networks to discover opportunities for my business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	5	1.7	1.7	1.7
	Mostly disagree	5	1.7	1.7	3.4
	Somewhat disagree	13	4.4	4.4	7.8
	Neutral	35	11.8	11.9	19.7
	Somewhat agree	46	15.5	15.6	35.3
	Mostly agree	97	32.8	32.9	68.1

	Completely agree	94	31.8	31.9	100.0
	Total	295	99.7	100.0	
Missing	System	1	.3		
Total		296	100.0		

As a result of entrepreneurial coaching, I: - Pay attention to maintaining relations with my stakeholders

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	6	2.0	2.1	2.1
	Mostly disagree	5	1.7	1.7	3.8
	Somewhat disagree	7	2.4	2.4	6.2
	Neutral	33	11.1	11.3	17.5
	Somewhat agree	37	12.5	12.7	30.2
	Mostly agree	99	33.4	34.0	64.3
	Completely agree	104	35.1	35.7	100.0
	Total	291	98.3	100.0	
Missing	System	5	1.7		
Total		296	100.0		

As a result of entrepreneurial coaching, I: - Understand the importance of resolving client complaints for my business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	4	1.4	1.4	1.4
	Mostly disagree	5	1.7	1.7	3.1
	Somewhat disagree	4	1.4	1.4	4.4
	Neutral	19	6.4	6.5	10.9
	Somewhat agree	23	7.8	7.8	18.7
	Mostly agree	88	29.7	29.9	48.6
	Completely agree	151	51.0	51.4	100.0
	Total	294	99.3	100.0	
Missing	System	2	.7		
Total		296	100.0		

As a result of entrepreneurial coaching, I: - Have a network of entrepreneurs that I share ideas with

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	8	2.7	2.7	2.7
	Mostly disagree	7	2.4	2.4	5.1
	Somewhat disagree	13	4.4	4.5	9.6
	Neutral	31	10.5	10.6	20.2
	Somewhat agree	53	17.9	18.2	38.4
	Mostly agree	78	26.4	26.7	65.1
	Completely agree	102	34.5	34.9	100.0

	Total	292	98.6	100.0	
Missing	System	4	1.4		
Total		296	100.0		

Frequencies: BUSINESS GROWTH

Statistics

		Please indicate how your business growth was impacted by entrepreneurial coaching - Employment growth - Increase in number of full time employees compared to the number of FTEs previous year.	Please indicate how your business growth was impacted by entrepreneurial coaching - Employment growth – Increase in number of part time employees over number of PTEs previous year.	Please indicate how your business growth was impacted by entrepreneurial coaching - Sales Growth- Increase in the year's sales over previous year's sales	Please indicate how your business growth was impacted by entrepreneurial coaching - Sales growth compared to competitors increased
N	Valid	295	295	294	294
	Missing	1	1	2	2
Mean		4.42	4.48	5.04	4.84
Median		5.00	5.00	5.00	5.00
Mode		4	5	6	6
Std. Deviation		1.837	1.799	1.646	1.547
Variance		3.373	3.237	2.708	2.394
Skewness		-.401	-.516	-.783	-.604
Std. Error of Skewness		.142	.142	.142	.142
Kurtosis		-.777	-.654	-.065	-.198
Std. Error of Kurtosis		.283	.283	.283	.283
Minimum		1	1	1	1
Maximum		7	7	7	7

Statistics

		Please indicate how your business growth was impacted by entrepreneurial coaching - My business survived more years	Please indicate how your business growth was impacted by entrepreneurial coaching - Increase in client base
N	Valid	295	291
	Missing	1	5
Mean		5.30	5.34
Median		6.00	6.00
Mode		6	6
Std. Deviation		1.514	1.466
Variance		2.293	2.148
Skewness		-1.001	-1.022
Std. Error of Skewness		.142	.143
Kurtosis		.603	.713
Std. Error of Kurtosis		.283	.285
Minimum		1	1
Maximum		7	7

Please indicate how your business growth was impacted by entrepreneurial coaching - Employment growth - Increase in number of full time employees compared to the number of FTEs previous year.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	32	10.8	10.8	10.8

	disagree	22	7.4	7.5	18.3
	Somewhat disagree	24	8.1	8.1	26.4
	Neither agree nor disagree	67	22.6	22.7	49.2
	Somewhat agree	54	18.2	18.3	67.5
	agree	55	18.6	18.6	86.1
	Strongly agree	41	13.9	13.9	100.0
	Total	295	99.7	100.0	
Missing	System	1	.3		
Total		296	100.0		

Please indicate how your business growth was impacted by entrepreneurial coaching - Employment growth – Increase in number of part time employees over number of PTEs previous year.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	31	10.5	10.5	10.5
	disagree	19	6.4	6.4	16.9
	Somewhat disagree	26	8.8	8.8	25.8
	Neither agree nor disagree	55	18.6	18.6	44.4
	Somewhat agree	66	22.3	22.4	66.8
	agree	62	20.9	21.0	87.8
	Strongly agree	36	12.2	12.2	100.0
	Total	295	99.7	100.0	
Missing	System	1	.3		
Total		296	100.0		

Please indicate how your business growth was impacted by entrepreneurial coaching - Sales Growth- Increase in the year's sales over previous year's sales

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	4.7	4.8	4.8
	disagree	13	4.4	4.4	9.2
	Somewhat disagree	23	7.8	7.8	17.0
	Neither agree nor disagree	44	14.9	15.0	32.0
	Somewhat agree	63	21.3	21.4	53.4
	agree	77	26.0	26.2	79.6
	Strongly agree	60	20.3	20.4	100.0
	Total	294	99.3	100.0	
Missing	System	2	.7		
Total		296	100.0		

Please indicate how your business growth was impacted by entrepreneurial coaching - Sales growth compared to competitors increased

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	3.4	3.4	3.4
	disagree	19	6.4	6.5	9.9
	Somewhat disagree	20	6.8	6.8	16.7
	Neither agree nor disagree	65	22.0	22.1	38.8
	Somewhat agree	64	21.6	21.8	60.5

	agree	77	26.0	26.2	86.7
	Strongly agree	39	13.2	13.3	100.0
	Total	294	99.3	100.0	
Missing	System	2	.7		
Total		296	100.0		

Please indicate how your business growth was impacted by entrepreneurial coaching - My business survived more years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	3.0	3.1	3.1
	disagree	12	4.1	4.1	7.1
	Somewhat disagree	10	3.4	3.4	10.5
	Neither agree nor disagree	47	15.9	15.9	26.4
	Somewhat agree	56	18.9	19.0	45.4
	agree	94	31.8	31.9	77.3
	Strongly agree	67	22.6	22.7	100.0
	Total	295	99.7	100.0	
Missing	System	1	.3		
Total		296	100.0		

Please indicate how your business growth was impacted by entrepreneurial coaching - Increase in client base

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	2.7	2.7	2.7
	disagree	7	2.4	2.4	5.2
	Somewhat disagree	20	6.8	6.9	12.0
	Neither agree nor disagree	33	11.1	11.3	23.4
	Somewhat agree	63	21.3	21.6	45.0
	agree	96	32.4	33.0	78.0
	Strongly agree	64	21.6	22.0	100.0
	Total	291	98.3	100.0	
Missing	System	5	1.7		
Total		296	100.0		

Frequencies: ENTREPRENEURIAL COACHING SUCCESS FACTORS

Statistics

		Please rate the importance of each item for entrepreneurial coaching to be successful: - My relationship with the coach	Please rate the importance of each item for entrepreneurial coaching to be successful: - How committed I was to the coaching process	Please rate the importance of each item for entrepreneurial coaching to be successful: - How committed the business coach was to the coaching process	Please rate the importance of each item for entrepreneurial coaching to be successful: - The coach's race
N	Valid	296	296	296	294
	Missing	0	0	0	2
Mean		5.88	6.10	5.97	4.01
Median		6.00	6.00	6.00	4.00
Mode		7	7	7	1
Std. Deviation		1.380	1.196	1.308	2.282
Variance		1.904	1.430	1.711	5.208
Skewness		-1.596	-1.725	-1.728	-.100
Std. Error of Skewness		.142	.142	.142	.142
Kurtosis		2.630	3.230	3.172	-1.446
Std. Error of Kurtosis		.282	.282	.282	.283
Minimum		1	1	1	1
Maximum		7	7	7	7

Statistics

		Please rate the importance of each item for entrepreneurial coaching to be successful: - The coach's age	Please rate the importance of each item for entrepreneurial coaching to be successful: - The coach's gender	Please rate the importance of each item for entrepreneurial coaching to be successful: - The coach's qualifications
N	Valid	295	295	293
	Missing	1	1	3
Mean		3.95	3.76	5.37
Median		4.00	4.00	6.00
Mode		1	1	7
Std. Deviation		2.142	2.278	1.879
Variance		4.589	5.190	3.529
Skewness		-.100	.041	-1.130
Std. Error of Skewness		.142	.142	.142
Kurtosis		-1.272	-1.456	.280
Std. Error of Kurtosis		.283	.283	.284
Minimum		1	1	1
Maximum		7	7	7

Please rate the importance of each item for entrepreneurial coaching to be successful: - My relationship with the coach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely unimportant	8	2.7	2.7	2.7

	Mostly unimportant	1	.3	.3	3.0
	Somewhat unimportant	9	3.0	3.0	6.1
	Neutral	27	9.1	9.1	15.2
	Somewhat important	36	12.2	12.2	27.4
	Mostly important	90	30.4	30.4	57.8
	Completely important	125	42.2	42.2	100.0
	Total	296	100.0	100.0	

Please rate the importance of each item for entrepreneurial coaching to be successful: - How committed I was to the coaching process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely unimportant	3	1.0	1.0	1.0
	Mostly unimportant	1	.3	.3	1.4
	Somewhat unimportant	9	3.0	3.0	4.4
	Neutral	21	7.1	7.1	11.5
	Somewhat important	25	8.4	8.4	19.9
	Mostly important	93	31.4	31.4	51.4
	Completely important	144	48.6	48.6	100.0
	Total	296	100.0	100.0	

Please rate the importance of each item for entrepreneurial coaching to be successful: - How committed the business coach was to the coaching process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely unimportant	6	2.0	2.0	2.0
	Mostly unimportant	1	.3	.3	2.4
	Somewhat unimportant	11	3.7	3.7	6.1
	Neutral	21	7.1	7.1	13.2
	Somewhat important	28	9.5	9.5	22.6
	Mostly important	101	34.1	34.1	56.8
	Completely important	128	43.2	43.2	100.0
	Total	296	100.0	100.0	

Please rate the importance of each item for entrepreneurial coaching to be successful: - The coach's race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely unimportant	80	27.0	27.2	27.2
	Mostly unimportant	12	4.1	4.1	31.3
	Somewhat unimportant	23	7.8	7.8	39.1
	Neutral	48	16.2	16.3	55.4
	Somewhat important	33	11.1	11.2	66.7
	Mostly important	36	12.2	12.2	78.9

	Completely important	62	20.9	21.1	100.0
	Total	294	99.3	100.0	
Missing	System	2	.7		
Total		296	100.0		

Please rate the importance of each item for entrepreneurial coaching to be successful: - The coach's age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely unimportant	75	25.3	25.4	25.4
	Mostly unimportant	9	3.0	3.1	28.5
	Somewhat unimportant	28	9.5	9.5	38.0
	Neutral	57	19.3	19.3	57.3
	Somewhat important	46	15.5	15.6	72.9
	Mostly important	31	10.5	10.5	83.4
	Completely important	49	16.6	16.6	100.0
	Total	295	99.7	100.0	
Missing	System	1	.3		
Total		296	100.0		

Please rate the importance of each item for entrepreneurial coaching to be successful: - The coach's gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely unimportant	95	32.1	32.2	32.2
	Mostly unimportant	9	3.0	3.1	35.3
	Somewhat unimportant	22	7.4	7.5	42.7
	Neutral	51	17.2	17.3	60.0
	Somewhat important	34	11.5	11.5	71.5
	Mostly important	32	10.8	10.8	82.4
	Completely important	52	17.6	17.6	100.0
	Total	295	99.7	100.0	
Missing	System	1	.3		
Total		296	100.0		

Please rate the importance of each item for entrepreneurial coaching to be successful: - The coach's qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely unimportant	27	9.1	9.2	9.2
	Mostly unimportant	5	1.7	1.7	10.9
	Somewhat unimportant	11	3.7	3.8	14.7
	Neutral	33	11.1	11.3	25.9
	Somewhat important	45	15.2	15.4	41.3

	Mostly important	57	19.3	19.5	60.8
	Completely important	115	38.9	39.2	100.0
	Total	293	99.0	100.0	
Missing	System	3	1.0		
Total		296	100.0		

APPENDIX E: FACTOR AND RELIABILITY ANALYSIS

ENTREPRENEURIAL COACHING (EC)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.896
Bartlett's Test of Sphericity	Approx. Chi-Square	2388.279
	df	78
	Sig.	.000

Communalities

	Initial
In the coaching/mentoring sessions, my coach: - Provided me one-on-one support	1.000
In the coaching/mentoring sessions, my coach: - Listened with understanding	1.000
In the coaching/mentoring sessions, my coach: - Inspired me to achieve my goals	1.000
In the coaching/mentoring sessions, my coach: - Helped me see things differently	1.000
In the coaching/mentoring sessions, my coach: - Helped me identify my strengths and weaknesses	1.000
In the coaching/mentoring sessions, my coach: - Taught me important stress management and wellness skills	1.000
In the coaching/mentoring sessions, my coach: - Taught me technical business skills such as finance and marketing	1.000
In the coaching/mentoring sessions, my coach: - Helped with my business plan	1.000

Communalities

	Initial
In the coaching/mentoring sessions, my coach: - Shared their expert knowledge and guidance	1.000
In the coaching/mentoring sessions, my coach: - Shared from their experience	1.000
In the coaching/mentoring sessions, my coach: - Helped me with real business steps.	1.000
In the coaching/mentoring sessions, my coach: - Helped me with business operations	1.000
In the coaching/mentoring sessions, my coach: - Encouraged both my personal and business growth.	1.000

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total
1	6.880	52.920	52.920	5.848
2	1.169	8.992	61.912	5.602
3	.861	6.621	68.533	
4	.841	6.467	75.001	
5	.625	4.807	79.808	
6	.569	4.375	84.183	
7	.509	3.918	88.101	
8	.396	3.047	91.148	
9	.290	2.231	93.379	
10	.247	1.898	95.277	
11	.231	1.778	97.055	
12	.215	1.654	98.708	
13	.168	1.292	100.000	

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

SELF-EFFICACY

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.930
Bartlett's Test of Sphericity	Approx. Chi-Square	2542.878
	df	55
	Sig.	.000

Communalities

	Initial
As a result of entrepreneurial coaching, I believed that: - I have the ability to achieve most of the goals I have set for myself	1.000
As a result of entrepreneurial coaching, I believed that: - Even when faced with difficult tasks, I am certain I will accomplish them	1.000
As a result of entrepreneurial coaching, I believed that: - I have the ability to achieve important outcomes	1.000
As a result of entrepreneurial coaching, I believed that: - I will be able to successfully overcome many challenges	1.000
As a result of entrepreneurial coaching, I believed that: - Compared to other people, I do most tasks very well	1.000
As a result of entrepreneurial coaching, I believed that: - Even when things are tough, I still perform quite well	1.000

Communalities

	Initial
As a result of entrepreneurial coaching, I believed that: - I am confident that I perform effectively on different tasks	1.000
As a result of entrepreneurial coaching, I believed that: - I mostly succeed at any goals that I set for myself	1.000
As a result of entrepreneurial coaching, I believed that: - I am able to grow and expand my business	1.000
As a result of entrepreneurial coaching, I believed that: - I have the ability to set and meet sales goals	1.000
As a result of entrepreneurial coaching, I believed that: - I can represent my business in different platforms for its good	1.000

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total
1	7.020	63.818	63.818	6.208
2	1.006	9.149	72.967	5.629
3	.668	6.076	79.043	
4	.496	4.508	83.551	
5	.402	3.655	87.206	
6	.334	3.035	90.241	

7	.275	2.499	92.740	
8	.259	2.358	95.098	
9	.203	1.844	96.942	
10	.186	1.688	98.629	
11	.151	1.371	100.000	

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

ENTREPRENEURIAL RESILIENCE

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.906
Bartlett's Test of Sphericity	Approx. Chi-Square	1895.505
	df	45
	Sig.	.000

Communalities

	Initial
As a result of entrepreneurial coaching, I: - Achieve goals despite obstacles	1.000
As a result of entrepreneurial coaching, I: - Am not easily discouraged by failure	1.000
As a result of entrepreneurial coaching, I: - Think of myself as a strong person	1.000
As a result of entrepreneurial coaching, I: - Stay focused under pressure	1.000

As a result of entrepreneurial coaching, I: - Have the ability to deal with whatever comes my way	1.000
As a result of entrepreneurial coaching, I: - Have the ability to adapt to change	1.000
As a result of entrepreneurial coaching, I: - Believe that coping with stress strengthens me	1.000
As a result of entrepreneurial coaching, I: - Try to see the humorous side of things	1.000

Communalities

	Initial
As a result of entrepreneurial coaching, I: - I am able handle unpleasant feelings	1.000
As a result of entrepreneurial coaching, I: - I am able to handle negative feedback	1.000

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	5.905	59.046	59.046
2	.956	9.562	68.608
3	.660	6.596	75.205
4	.619	6.192	81.397
5	.526	5.255	86.652

6	.385	3.853	90.506
7	.306	3.058	93.564
8	.279	2.786	96.350
9	.196	1.960	98.310
10	.169	1.690	100.000

Extraction Method: Principal Component Analysis.

BEING VISIONARY:

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.947
Bartlett's Test of Sphericity	Approx. Chi-Square	3752.037
	df	120
	Sig.	.000

Communalities

	Initial
As a result of entrepreneurial coaching, I: - Have a clear vision about the future of the business	1.000
As a result of entrepreneurial coaching, I: - Have a strong focus on the end goal	1.000

As a result of entrepreneurial coaching, I: - Have a clear vision for my business at all times	1.000
As a result of entrepreneurial coaching, I: - Have the ability to see what others cannot see	1.000
As a result of entrepreneurial coaching, I: - Am able to have a picture in my mind of exactly the results I intend to produce	1.000
As a result of entrepreneurial coaching, I: - Have the ability to see exactly what my business is going to look like in every detail.	1.000
As a result of entrepreneurial coaching, I: - Set measurable future goals for my business	1.000

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total
1	9.441	59.003	59.003	8.238
2	1.722	10.763	69.766	7.905
3	.678	4.238	74.005	
4	.607	3.795	77.800	
5	.519	3.246	81.046	
6	.441	2.756	83.802	
7	.400	2.500	86.302	
8	.359	2.241	88.544	
9	.299	1.868	90.411	
10	.297	1.853	92.264	

11	.262	1.635	93.899	
12	.239	1.492	95.391	
13	.221	1.379	96.770	
14	.186	1.163	97.932	
15	.171	1.067	99.000	
16	.160	1.000	100.000	

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

BUILDING RELATIONSHIPS :

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.920
Bartlett's Test of Sphericity	Approx. Chi-Square	1937.673
	df	36
	Sig.	.000

Communalities

	Initial	Extraction
As a result of entrepreneurial coaching, I: - Recognise and correctly interpret the feelings, thinking, and behaviour of others	1.000	.561
As a result of entrepreneurial coaching, I: - Spend time developing and enhancing my relationship with my clients	1.000	.695
As a result of entrepreneurial coaching, I: - Attend networking events to build business relationships	1.000	.657

As a result of entrepreneurial coaching, I: - Improved my networking skills	1.000	.716
As a result of entrepreneurial coaching, I: - Understand personalities of others for relationship building	1.000	.714
As a result of entrepreneurial coaching, I: - Make use of my networks to discover opportunities for my business	1.000	.738
As a result of entrepreneurial coaching, I: - Pay attention to maintaining relations with my stakeholders	1.000	.702
As a result of entrepreneurial coaching, I: - Understand the importance of resolving client complaints for my business	1.000	.652
As a result of entrepreneurial coaching, I: - Have a network of entrepreneurs that I share ideas with	1.000	.528

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.962	66.245	66.245	5.962	66.245	66.245
2	.652	7.244	73.489			
3	.610	6.780	80.268			
4	.527	5.852	86.121			
5	.340	3.778	89.899			
6	.291	3.230	93.129			

7	.233	2.593	95.723			
8	.198	2.200	97.922			
9	.187	2.078	100.000			

Extraction Method: Principal Component Analysis.

BUSINESS GROWTH

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.842
Bartlett's Test of Sphericity	Approx. Chi-Square	1052.213
	df	15
	Sig.	.000

Communalities

	Initial
Please indicate how your business growth was impacted by entrepreneurial coaching - Employment growth - Increase in number of full time employees compared to the number of FTEs previous year.	1.000
Please indicate how your business growth was impacted by entrepreneurial coaching - Employment growth – Increase in number of part time employees over number of PTEs previous year.	1.000
Please indicate how your business growth was impacted by entrepreneurial coaching - Sales Growth- Increase in the year's sales over previous year's sales	1.000

Please indicate how your business growth was impacted by entrepreneurial coaching - Sales growth compared to competitors increased	1.000
Please indicate how your business growth was impacted by entrepreneurial coaching - My business survived more years	1.000
Please indicate how your business growth was impacted by entrepreneurial coaching - Increase in client base	1.000

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	3.960	66.005	66.005
2	.732	12.192	78.197
3	.527	8.779	86.975
4	.346	5.766	92.741
5	.228	3.803	96.544
6	.207	3.456	100.000

Extraction Method: Principal Component Analysis.

ENTREPRENEURIAL COACHING SUCCESS FACTORS:

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.752

Bartlett's Test of Sphericity	Approx. Chi-Square	1137.030
	df	21
	Sig.	.000

Communalities

	Initial
Please rate the importance of each item for entrepreneurial coaching to be successful: - My relationship with the coach	1.000
Please rate the importance of each item for entrepreneurial coaching to be successful: - How committed I was to the coaching process	1.000
Please rate the importance of each item for entrepreneurial coaching to be successful: - How committed the business coach was to the coaching process	1.000
Please rate the importance of each item for entrepreneurial coaching to be successful: - The coach’s race	1.000
Please rate the importance of each item for entrepreneurial coaching to be successful: - The coach’s age	1.000

Communalities

	Initial
Please rate the importance of each item for entrepreneurial coaching to be successful: - The coach’s gender	1.000
Please rate the importance of each item for entrepreneurial coaching to be successful: - The coach’s qualifications	1.000

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues	Rotation Sums of Squared Loadings[a]

	Total	% of Variance	Cumulative %	Total
1	2.842	40.602	40.602	2.823
2	2.331	33.295	73.896	2.371
3	.800	11.424	85.320	
4	.387	5.527	90.847	
5	.268	3.824	94.671	
6	.212	3.029	97.700	
7	.161	2.300	100.000	

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Reliability

Scale: ENTREPRENEURIAL COACHING (EC)

Case Processing Summary

		N	%
Cases	Valid	294	99.3
	Excluded[a]	2	.7
	Total	296	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.921	.925	13

Item Statistics

	Mean	Std. Deviation	N
In the coaching/mentoring sessions, my coach: - Provided me one-on-one support	5.54	1.672	294
In the coaching/mentoring sessions, my coach: - Listened with understanding	5.95	1.405	294
In the coaching/mentoring sessions, my coach: - Inspired me to achieve my goals	5.99	1.340	294
In the coaching/mentoring sessions, my coach: - Helped me see things differently	5.95	1.392	294
In the coaching/mentoring sessions, my coach: - Helped me identify my strengths and weaknesses	5.86	1.355	294
In the coaching/mentoring sessions, my coach: - Taught me important stress management and wellness skills	5.29	1.615	294
In the coaching/mentoring sessions, my coach: - Taught me technical business skills such as finance and marketing	5.40	1.528	294
In the coaching/mentoring sessions, my coach: - Helped with my business plan	5.12	1.668	294

Item Statistics

	Mean	Std. Deviation	N

In the coaching/mentoring sessions, my coach: - Shared their expert knowledge and guidance	5.98	1.240	294
In the coaching/mentoring sessions, my coach: - Shared from their experience	6.03	1.249	294
In the coaching/mentoring sessions, my coach: - Helped me with real business steps.	5.87	1.265	294
In the coaching/mentoring sessions, my coach: - Helped me with business operations	5.51	1.505	294
In the coaching/mentoring sessions, my coach: - Encouraged both my personal and business growth.	5.81	1.409	294

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
In the coaching/mentoring sessions, my coach: - Provided me one-on-one support	68.76	153.687	.562	.474
In the coaching/mentoring sessions, my coach: - Listened with understanding	68.35	153.908	.686	.628
In the coaching/mentoring sessions, my coach: - Inspired me to achieve my goals	68.31	154.623	.702	.618

In the coaching/mentoring sessions, my coach: - Helped me see things differently	68.35	154.896	.663	.555
In the coaching/mentoring sessions, my coach: - Helped me identify my strengths and weaknesses	68.44	151.374	.797	.723
In the coaching/mentoring sessions, my coach: - Taught me important stress management and wellness skills	69.01	152.054	.631	.567
In the coaching/mentoring sessions, my coach: - Taught me technical business skills such as finance and marketing	68.90	155.803	.568	.468
In the coaching/mentoring sessions, my coach: - Helped with my business plan	69.18	153.750	.562	.475

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
In the coaching/mentoring sessions, my coach: - Provided me one-on-one support	.919
In the coaching/mentoring sessions, my coach: - Listened with understanding	.913

In the coaching/mentoring sessions, my coach: - Inspired me to achieve my goals	.913
In the coaching/mentoring sessions, my coach: - Helped me see things differently	.914
In the coaching/mentoring sessions, my coach: - Helped me identify my strengths and weaknesses	.909
In the coaching/mentoring sessions, my coach: - Taught me important stress management and wellness skills	.916
In the coaching/mentoring sessions, my coach: - Taught me technical business skills such as finance and marketing	.918
In the coaching/mentoring sessions, my coach: - Helped with my business plan	.919

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
In the coaching/mentoring sessions, my coach: - Shared their expert knowledge and guidance	68.32	155.059	.751	.677
In the coaching/mentoring sessions, my coach: - Shared from their experience	68.27	157.262	.670	.563
In the coaching/mentoring sessions, my coach: - Helped me with real business steps.	68.43	153.952	.772	.741

In the coaching/mentoring sessions, my coach: - Helped me with business operations	68.79	154.276	.622	.604
In the coaching/mentoring sessions, my coach: - Encouraged both my personal and business growth.	68.49	154.101	.678	.630

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
In the coaching/mentoring sessions, my coach: - Shared their expert knowledge and guidance	.912
In the coaching/mentoring sessions, my coach: - Shared from their experience	.914
In the coaching/mentoring sessions, my coach: - Helped me with real business steps.	.911
In the coaching/mentoring sessions, my coach: - Helped me with business operations	.916
In the coaching/mentoring sessions, my coach: - Encouraged both my personal and business growth.	.914

Scale: ENTREPRENEURIAL RESILIENCE

Case Processing Summary

		N	%
Cases	Valid	289	97.6

	Excluded[a]	7	2.4
	Total	296	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.942	.943	11

Item Statistics

	Mean	Std. Deviation	N
As a result of entrepreneurial coaching, I believed that: - I have the ability to achieve most of the goals I have set for myself	5.67	1.356	289
As a result of entrepreneurial coaching, I believed that: - Even when faced with difficult tasks, I am certain I will accomplish them	5.81	1.275	289
As a result of entrepreneurial coaching, I believed that: - I have the ability to achieve important outcomes	5.91	1.316	289
As a result of entrepreneurial coaching, I believed that: - I will be able to successfully overcome many challenges	5.88	1.349	289

As a result of entrepreneurial coaching, I believed that: - Compared to other people, I do most tasks very well	5.63	1.250	289
As a result of entrepreneurial coaching, I believed that: - Even when things are tough, I still perform quite well	5.56	1.306	289

Item Statistics

	Mean	Std. Deviation	N
As a result of entrepreneurial coaching, I believed that: - I am confident that I perform effectively on different tasks	5.70	1.309	289
As a result of entrepreneurial coaching, I believed that: - I mostly succeed at any goals that I set for myself	5.70	1.259	289
As a result of entrepreneurial coaching, I believed that: - I am able to grow and expand my business	5.69	1.387	289
As a result of entrepreneurial coaching, I believed that: - I have the ability to set and meet sales goals	5.40	1.401	289
As a result of entrepreneurial coaching, I believed that: - I can represent my business in different platforms for its good	5.85	1.296	289

Scale: BEING VISIONARY (BV)

Case Processing Summary

		N	%
Cases	Valid	291	98.3

	Excluded[a]	5	1.7
	Total	296	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.920	.922	10

Item Statistics

	Mean	Std. Deviation	N
As a result of entrepreneurial coaching, I: - Achieve goals despite obstacles	5.67	1.301	291
As a result of entrepreneurial coaching, I: - Am not easily discouraged by failure	5.78	1.372	291
As a result of entrepreneurial coaching, I: - Think of myself as a strong person	6.15	1.151	291
As a result of entrepreneurial coaching, I: - Stay focused under pressure	5.82	1.271	291
As a result of entrepreneurial coaching, I: - Have the ability to deal with whatever comes my way	5.91	1.210	291
As a result of entrepreneurial coaching, I: - Have the ability to adapt to change	6.05	1.132	291

As a result of entrepreneurial coaching, I: - Believe that coping with stress strengthens me	5.77	1.289	291
As a result of entrepreneurial coaching, I: - Try to see the humorous side of things	5.81	1.319	291

Item Statistics

	Mean	Std. Deviation	N
As a result of entrepreneurial coaching, I: - I am able handle unpleasant feelings	5.52	1.363	291
As a result of entrepreneurial coaching, I: - I am able to handle negative feedback	5.59	1.314	291

Scale: BUILDING RELATIONSHIPS (BR)

Case Processing Summary

		N	%
Cases	Valid	288	97.3
	Excluded[a]	8	2.7
	Total	296	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.935	.936	9

Item Statistics

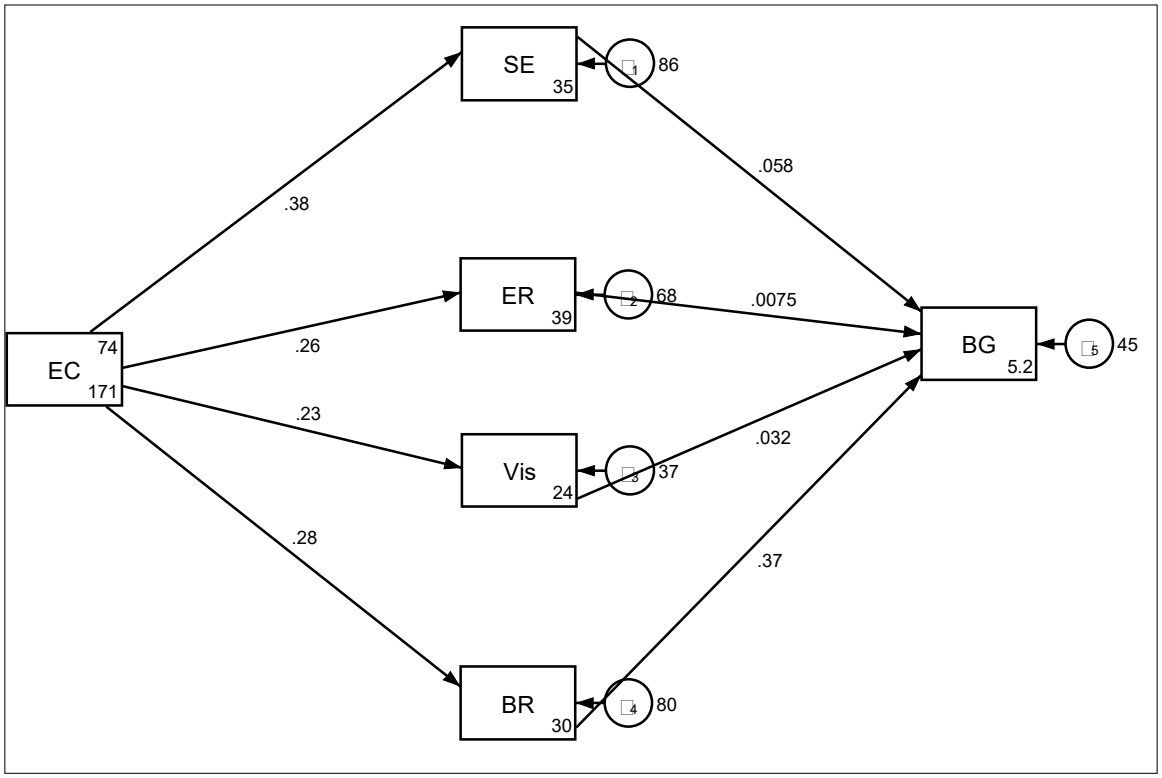
	Mean	Std. Deviation	N
As a result of entrepreneurial coaching, I: - Recognise and correctly interpret the feelings, thinking, and behaviour of others	5.44	1.360	288
As a result of entrepreneurial coaching, I: - Spend time developing and enhancing my relationship with my clients	5.50	1.441	288
As a result of entrepreneurial coaching, I: - Attend networking events to build business relationships	5.32	1.506	288
As a result of entrepreneurial coaching, I: - Improved my networking skills	5.50	1.379	288
As a result of entrepreneurial coaching, I: - Understand personalities of others for relationship building	5.53	1.371	288
As a result of entrepreneurial coaching, I: - Make use of my networks to discover opportunities for my business	5.61	1.390	288
As a result of entrepreneurial coaching, I: - Pay attention to maintaining relations with my stakeholders	5.75	1.379	288
As a result of entrepreneurial coaching, I: - Understand the importance of resolving client complaints for my business	6.14	1.242	288
As a result of entrepreneurial coaching, I: - Have a network of entrepreneurs that I share ideas with	5.58	1.510	288

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
As a result of entrepreneurial coaching, I: - Recognise and correctly interpret the feelings, thinking, and behaviour of others	44.94	85.320	.686	.583	.931
As a result of entrepreneurial coaching, I: - Spend time developing and enhancing my relationship with my clients	44.88	81.919	.782	.661	.926
As a result of entrepreneurial coaching, I: - Attend networking events to build business relationships	45.06	81.652	.753	.660	.928
As a result of entrepreneurial coaching, I: - Improved my networking skills	44.89	82.520	.797	.710	.925

As a result of entrepreneurial coaching, I: - Understand personalities of others for relationship building	44.85	82.632	.798	.665	.925
As a result of entrepreneurial coaching, I: - Make use of my networks to discover opportunities for my business	44.77	82.033	.812	.719	.924
As a result of entrepreneurial coaching, I: - Pay attention to maintaining relations with my stakeholders	44.63	82.847	.783	.711	.926
As a result of entrepreneurial coaching, I: - Understand the importance of resolving client complaints for my business	44.24	85.634	.750	.628	.928
As a result of entrepreneurial coaching, I: - Have a network of entrepreneurs that I share ideas with	44.81	83.906	.659	.468	.934

APPENDIX F: STRUCTURAL MODEL OUTPUTS – CONCEPTUAL MODEL



```
  ___  ____  ____  ____  ____ (R)
 /__    /   ____/   /   ____/
___/   /   /___/   /   /___/   13.0   Copyright 1985-2013 StataCorp LP
  Statistics/Data Analysis            StataCorp
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Notes:
      1.  (/v# option or -set maxvar-) 5000 maximum variables

. use C:\Users\Dell\Desktop\elona1.dta

. sem (EC -> SE, ) (EC -> ER, ) (EC -> Vis, ) (EC -> BR, ) (SE -> BG, ) (ER -> BG, ) (Vis -> BG, ) (BR -> BG, ), nocapslatent
(27 observations with missing values excluded)

Endogenous variables

Observed:  SE ER Vis BR BG

Exogenous variables

Observed:  EC

Fitting target model:

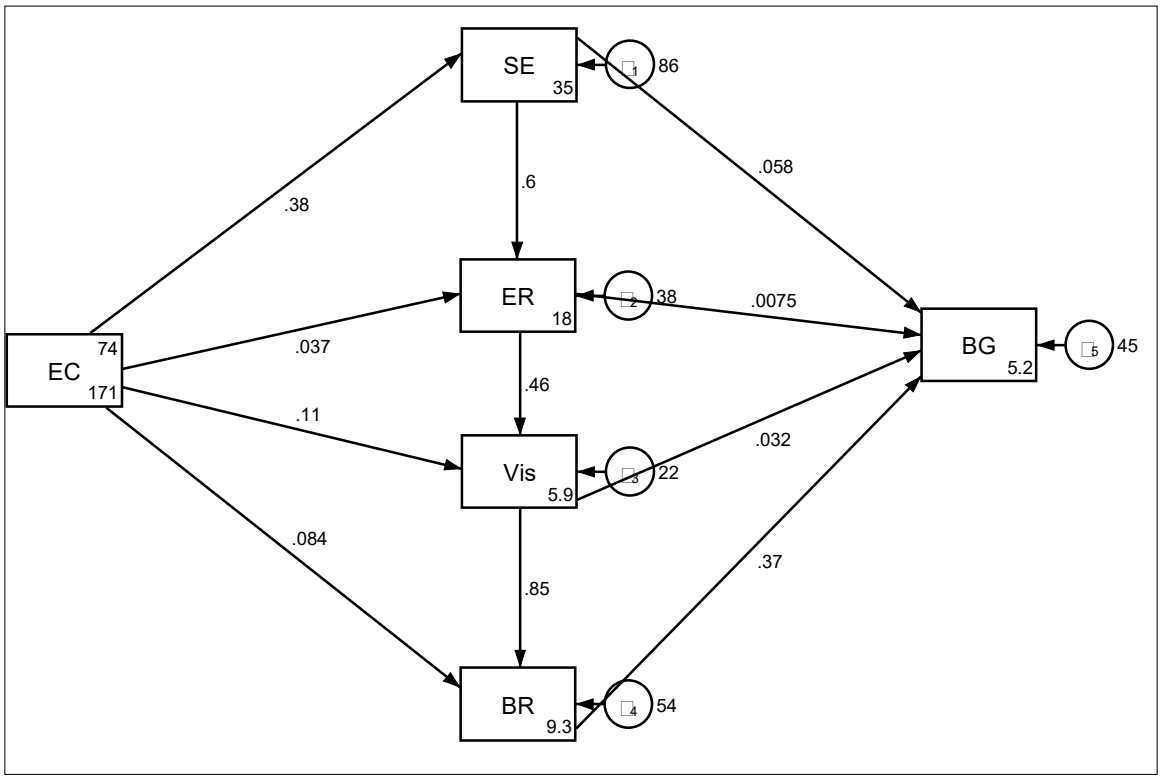
Iteration 0:   log likelihood = -5734.1066
Iteration 1:   log likelihood = -5734.1066

Structural equation model                       Number of obs      =       269
Estimation method  = ml
Log likelihood     = -5734.1066
```

	OIM					
	Coef.	Std. Err.	z	P>|z|	[95% Conf.	Interval]
Structural						
SE <-						
EC	.3757538	.0431019	8.72	0.000	.2912757	.4602319
_cons	35.11687	3.25068	10.80	0.000	28.74566	41.48809
ER <-						
EC	.2604007	.038467	6.77	0.000	.1850068	.3357946
_cons	38.83715	2.901123	13.39	0.000	33.15106	44.52325
Vis <-						
EC	.2322638	.0282998	8.21	0.000	.1767973	.2877303
_cons	23.89357	2.134327	11.19	0.000	19.71036	28.07677
BR <-						
EC	.2808627	.0417656	6.72	0.000	.1990037	.3627217
_cons	29.51808	3.149898	9.37	0.000	23.34439	35.69177
BG <-						
SE	.0583182	.0610099	0.96	0.339	-.061259	.1778953
ER	.0074607	.0739601	0.10	0.920	-.1374983	.1524198
Vis	.0318402	.094164	0.34	0.735	-.1527178	.2163982
BR	.3692276	.0586435	6.30	0.000	.2542885	.4841668
_cons	5.164808	2.874461	1.80	0.072	-.4690319	10.79865
var(e.SE)	85.53856	7.375659			72.23807	101.2879
var(e.ER)	68.13117	5.874686			57.53737	80.6755
var(e.Vis)	36.87529	3.179613			31.14151	43.66478
var(e.BR)	80.31682	6.925408			67.82826	95.10477
var(e.BG)	44.654	3.850341			37.71069	52.8757

```
LR test of model vs. saturated: chi2(7)   =    460.27, Prob > chi2 = 0.0000
.
. estat gof, stats(all)
```

Fit statistic	Value	Description
Likelihood ratio		
chi2_ms(7)	460.274	model vs. saturated
p > chi2	0.000	
chi2_bs(15)	759.604	baseline vs. saturated
p > chi2	0.000	
Population error		
RMSEA	0.491	Root mean squared error of approximation
90% CI, lower bound	0.453	
upper bound	0.529	
pclose	-0.000	Probability RMSEA <= 0.05
Information criteria		
AIC	11504.213	Akaike's information criterion
BIC	11568.918	Bayesian information criterion
Baseline comparison		
CFI	0.391	Comparative fit index
TLI	-0.304	Tucker-Lewis index
Size of residuals		
SRMR	0.243	Standardized root mean squared residual
CD	0.466	Coefficient of determination


SE
35
86
.058
.6
.38
ER
18
38
.0075
BG
5.2
45
EC
74
171
.037
.46
.11
.032
Vis
5.9
22
.084
.37
.85
BR
9.3
54

```
. sem (EC -> SE, ) (EC -> ER, ) (EC -> Vis, ) (EC -> BR, ) (SE -> ER, ) (SE -> BG, ) (ER -> Vis, ) (ER -> BG, ) (Vis -> BR, ) (Vi
> s -> BG, ) (BR -> BG, ), nocapslatent
(27 observations with missing values excluded)

Endogenous variables

Observed:  SE ER Vis BR BG

Exogenous variables

Observed:  EC

Fitting target model:

Iteration 0:   log likelihood = -5533.0166
Iteration 1:   log likelihood = -5533.0166

Structural equation model                       Number of obs      =       269
Estimation method  = ml
Log likelihood     = -5533.0166
```

	OIM					
	Coef.	Std. Err.	z	P>|z|	[95% Conf.	Interval]
Structural						
SE <-						
EC	.3757538	.0431019	8.72	0.000	.2912757	.4602319
_cons	35.11687	3.25068	10.80	0.000	28.74566	41.48809
ER <-						
SE	.5954635	.0405318	14.69	0.000	.5160227	.6749043
EC	.036653	.032449	1.13	0.259	-.0269459	.1002519
_cons	17.92634	2.587596	6.93	0.000	12.85474	22.99793
Vis <-						
ER	.4633117	.0348434	13.30	0.000	.39502	.5316034
EC	.1116171	.0237817	4.69	0.000	.0650058	.1582284
_cons	5.899858	2.140065	2.76	0.006	1.705408	10.09431
BR <-						
Vis	.8480901	.0736416	11.52	0.000	.7037552	.9924249
EC	.083882	.0382215	2.19	0.028	.0089693	.1587948
_cons	9.254185	3.121128	2.97	0.003	3.136886	15.37148
BG <-						
SE	.0583182	.0610099	0.96	0.339	-.061259	.1778953
ER	.0074607	.0739601	0.10	0.920	-.1374983	.1524198
Vis	.0318402	.094164	0.34	0.735	-.1527178	.2163982
BR	.3692276	.0586435	6.30	0.000	.2542885	.4841668
_cons	5.164808	2.874461	1.80	0.072	-.4690319	10.79865
var(e.SE)	85.53856	7.375659			72.23807	101.2879
var(e.ER)	37.80118	3.259449			31.92343	44.76114
var(e.Vis)	22.25041	1.918567			18.79067	26.34716
var(e.BR)	53.79401	4.638449			45.42952	63.69858
var(e.BG)	44.654	3.850341			37.71069	52.8757

```
LR test of model vs. saturated: chi2(4)   =     58.09, Prob > chi2 = 0.0000
.
. estat gof, stats(all)
```

Fit statistic	Value	Description
Likelihood ratio		
chi2_ms(4)	58.094	model vs. saturated
p > chi2	0.000	
chi2_bs(15)	759.604	baseline vs. saturated
p > chi2	0.000	
Population error		
RMSEA	0.224	Root mean squared error of approximation
90% CI, lower bound	0.175	
upper bound	0.277	
pclose	0.000	Probability RMSEA <= 0.05
Information criteria		
AIC	11108.033	Akaike's information criterion
BIC	11183.522	Bayesian information criterion
Baseline comparison		
CFI	0.927	Comparative fit index
TLI	0.728	Tucker-Lewis index
Size of residuals		
SRMR	0.064	Standardized root mean squared residual
CD	0.289	Coefficient of determination

```
.
```

	OIM Coef.	Std. Err.	z	P>|z|	[95% Conf.	Interval]
Structural						
SE <-						
EC	.3757538	.0431019	8.72	0.000	.2912757	.4602319
_cons	35.11687	3.25068	10.80	0.000	28.74566	41.48809
ER <-						
SE	.5954635	.0405318	14.69	0.000	.5160227	.6749043
EC	.036653	.032449	1.13	0.259	-.0269459	.1002519
_cons	17.92634	2.587596	6.93	0.000	12.85474	22.99793
Vis <-						
ER	.4633117	.0348434	13.30	0.000	.39502	.5316034
EC	.1116171	.0237817	4.69	0.000	.0650058	.1582284
_cons	5.899858	2.140065	2.76	0.006	1.705408	10.09431
BR <-						
Vis	.8480901	.0736416	11.52	0.000	.7037552	.9924249
EC	.083882	.0382215	2.19	0.028	.0089693	.1587948
_cons	9.254185	3.121128	2.97	0.003	3.136886	15.37148
BG <-						
SE	.0583182	.0610099	0.96	0.339	-.061259	.1778953
ER	.0074607	.0739601	0.10	0.920	-.1374983	.1524198
Vis	.0318402	.094164	0.34	0.735	-.1527178	.2163982
BR	.3692276	.0586435	6.30	0.000	.2542885	.4841668
_cons	5.164808	2.874461	1.80	0.072	-.4690319	10.79865
var(e.SE)	85.53856	7.375659			72.23807	101.2879
var(e.ER)	37.80118	3.259449			31.92343	44.76114
var(e.Vis)	22.25041	1.918567			18.79067	26.34716
var(e.BR)	53.79401	4.638449			45.42952	63.69858
var(e.BG)	44.654	3.850341			37.71069	52.8757

LR test of model vs. saturated: chi2(4) = 58.09, Prob > chi2 = 0.0000

.

. estat gof, stats(all)

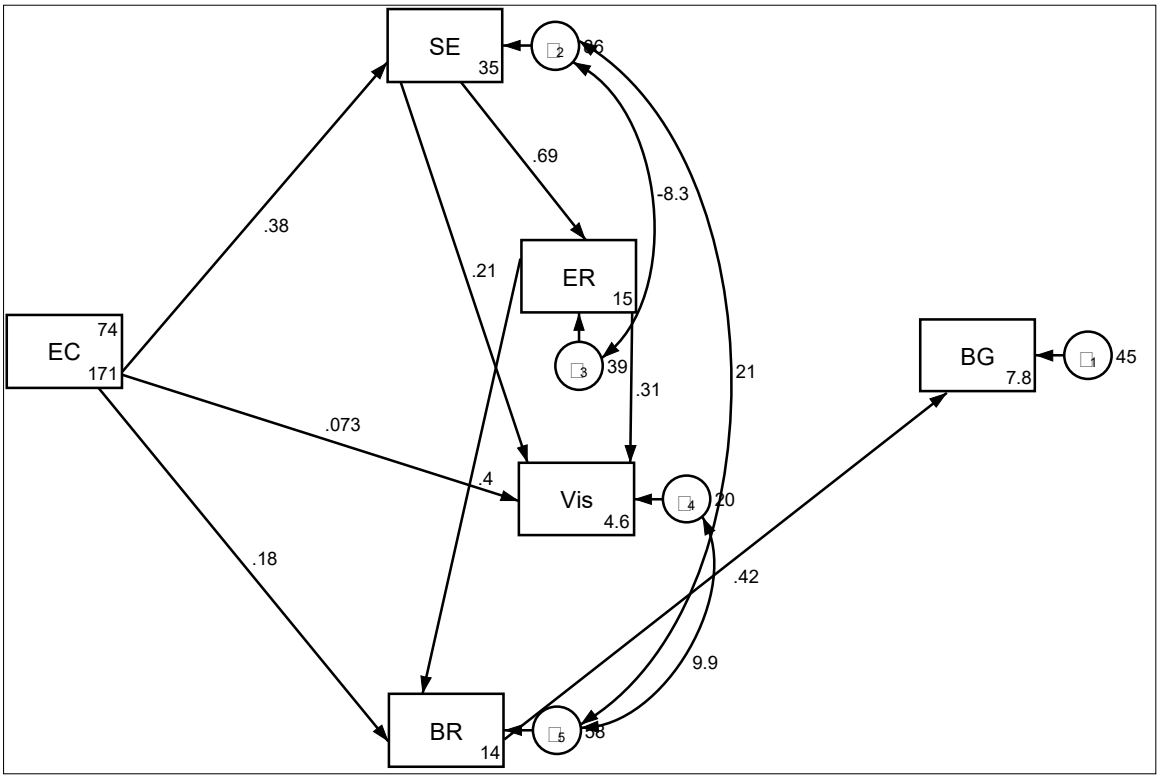
Fit statistic	Value	Description
Likelihood ratio		
chi2_ms(4)	58.094	model vs. saturated
p > chi2	0.000	
chi2_bs(15)	759.604	baseline vs. saturated
p > chi2	0.000	
Population error		
RMSEA	0.224	Root mean squared error of approximation
90% CI, lower bound	0.175	
upper bound	0.277	
pclose	0.000	Probability RMSEA <= 0.05
Information criteria		
AIC	11108.033	Akaike's information criterion
BIC	11183.522	Bayesian information criterion
Baseline comparison		
CFI	0.927	Comparative fit index
TLI	0.728	Tucker-Lewis index
Size of residuals		
SRMR	0.064	Standardized root mean squared residual
CD	0.289	Coefficient of determination

```
. estat mindices, showpclass(scoef)
```

Modification indices

	MI	df	P>MI	EPC	Standard EPC
Structural					
SE <-					
Vis	25.502	1	0.00	.8104807	.525438
BR	26.390	1	0.00	.3972503	.3673629
BG	8.983	1	0.00	.4163893	.3103508
ER <-					
Vis	25.502	1	0.00	-.6014935	-.4573961
Vis <-					
SE	25.502	1	0.00	.2108234	.325192
BR	26.534	1	0.00	-.3207345	-.4575071
BG	10.616	1	0.00	-.3790444	-.4357772
BR <-					
SE	11.340	1	0.00	.1794315	.1940294
ER	26.534	1	0.00	.359265	.3312083

EPC = expected parameter change



Revised Conceptual Model

```
  ___  ____  ____  ____  ____ (R)
 /__    /   ____/   /   ____/
___/   /   /___/   /   /___/   13.0   Copyright 1985-2013 StataCorp LP
  Statistics/Data Analysis            StataCorp
                                      4905 Lakeway Drive
      Special Edition                 College Station, Texas 77845 USA
                                      800-STATA-PC        http://www.stata.com
                                      979-696-4600        stata@stata.com
                                      979-696-4601 (fax)

3-user Stata network perpetual license:
       Serial number:  501306208483
         Licensed to:  IDRE-UCLA
                       IDRE-UCLA

Notes:
      1.  (/v# option or -set maxvar-) 5000 maximum variables

. use C:\Users\Dell\Desktop\elona1.dta

. sem (EC -> SE, ) (EC -> Vis, ) (EC -> BR, ) (SE -> ER, ) (SE -> Vis, ) (ER -> Vis, ) (ER -> BR, ) (BR -> BG, ), cov( e.SE*e.ER
> e.SE*e.BR e.Vis*e.BR) nocapslatent
(27 observations with missing values excluded)

Endogenous variables

Observed:  SE Vis BR ER BG

Exogenous variables

Observed:  EC

Fitting target model:

Iteration 0:   log likelihood = -5508.9935
Iteration 1:   log likelihood = -5507.1325
Iteration 2:   log likelihood = -5505.5183
Iteration 3:   log likelihood = -5505.4175
Iteration 4:   log likelihood = -5505.4172

Structural equation model                       Number of obs      =       269
Estimation method  = ml
Log likelihood     = -5505.4172
```

	OIM Coef.	Std. Err.	z	P>|z|	[95% Conf.	Interval]
Structural						
SE <-						
EC	.375754	.0431018	8.72	0.000	.291276	.460232
_cons	35.11686	3.250676	10.80	0.000	28.74565	41.48807
Vis <-						
SE	.2108238	.0397195	5.31	0.000	.132975	.2886725
ER	.3056991	.0445053	6.87	0.000	.2184704	.3929279
EC	.0734417	.023742	3.09	0.002	.0269083	.1199751
_cons	4.617609	2.050379	2.25	0.024	.5989412	8.636277
BR <-						
ER	.3968943	.1007252	3.94	0.000	.1994766	.594312
EC	.177511	.0441504	4.02	0.000	.0909778	.2640442
_cons	14.10384	4.740995	2.97	0.003	4.811666	23.39602
ER <-						
SE	.693009	.0770701	8.99	0.000	.5419545	.8440636
_cons	14.50084	4.872174	2.98	0.003	4.95155	24.05012
BG <-						
BR	.4247297	.0422491	10.05	0.000	.3419229	.5075365
_cons	7.788339	2.16746	3.59	0.000	3.540196	12.03648
var(e.SE)	85.53838	7.37563			72.23794	101.2877
var(e.Vis)	20.14101	1.736681			17.00926	23.84938
var(e.BR)	58.07498	5.797195			47.75511	70.62496
var(e.ER)	38.61492	3.569362			32.21622	46.28452
var(e.BG)	45.04837	3.884346			38.04375	53.34269
cov(e.SE,e.BR)	20.92229	7.211435	2.90	0.004	6.788135	35.05644
cov(e.SE,e.ER)	-8.343898	7.48316	-1.12	0.265	-23.01062	6.322827
cov(e.Vis,e.BR)	9.901899	2.078785	4.76	0.000	5.827555	13.97624

```
LR test of model vs. saturated: chi2(4)   =      2.90, Prob > chi2 = 0.5755
.
. estat gof, stats(all)
```

Fit statistic	Value	Description
Likelihood ratio		
chi2_ms(4)	2.895	model vs. saturated
p > chi2	0.575	
chi2_bs(15)	759.604	baseline vs. saturated
p > chi2	0.000	
Population error		
RMSEA	0.000	Root mean squared error of approximation
90% CI, lower bound	0.000	
upper bound	0.080	
pclose	0.811	Probability RMSEA <= 0.05
Information criteria		
AIC	11052.834	Akaike's information criterion
BIC	11128.323	Bayesian information criterion
Baseline comparison		
CFI	1.000	Comparative fit index
TLI	1.006	Tucker-Lewis index
Size of residuals		
SRMR	0.020	Standardized root mean squared residual
CD	0.255	Coefficient of determination


```
.
```

	OIM Coef.	Std. Err.	z	P>|z|	[95% Conf.	Interval]
Structural						
SE <-						
EC	.375754	.0431018	8.72	0.000	.291276	.460232
_cons	35.11686	3.250676	10.80	0.000	28.74565	41.48807
Vis <-						
SE	.2108238	.0397195	5.31	0.000	.132975	.2886725
ER	.3056991	.0445053	6.87	0.000	.2184704	.3929279
EC	.0734417	.023742	3.09	0.002	.0269083	.1199751
_cons	4.617609	2.050379	2.25	0.024	.5989412	8.636277
BR <-						
ER	.3968943	.1007252	3.94	0.000	.1994766	.594312
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_cons	14.50084	4.872174	2.98	0.003	4.95155	24.05012
BG <-						
BR	.4247297	.0422491	10.05	0.000	.3419229	.5075365
_cons	7.788339	2.16746	3.59	0.000	3.540196	12.03648
var(e.SE)	85.53838	7.37563			72.23794	101.2877
var(e.Vis)	20.14101	1.736681			17.00926	23.84938
var(e.BR)	58.07498	5.797195			47.75511	70.62496
var(e.ER)	38.61492	3.569362			32.21622	46.28452
var(e.BG)	45.04837	3.884346			38.04375	53.34269
cov(e.SE,e.BR)	20.92229	7.211435	2.90	0.004	6.788135	35.05644
cov(e.SE,e.ER)	-8.343898	7.48316	-1.12	0.265	-23.01062	6.322827
cov(e.Vis,e.BR)	9.901899	2.078785	4.76	0.000	5.827555	13.97624

LR test of model vs. saturated: chi2(4) = 2.90, Prob > chi2 = 0.5755

.

. estat gof, stats(all)

Fit statistic	Value	Description
Likelihood ratio		
chi2_ms(4)	2.895	model vs. saturated
p > chi2	0.575	
chi2_bs(15)	759.604	baseline vs. saturated
p > chi2	0.000	
Population error		
RMSEA	0.000	Root mean squared error of approximation
90% CI, lower bound	0.000	
upper bound	0.080	
pclose	0.811	Probability RMSEA <= 0.05
Information criteria		
AIC	11052.834	Akaike's information criterion
BIC	11128.323	Bayesian information criterion
Baseline comparison		
CFI	1.000	Comparative fit index
TLI	1.006	Tucker-Lewis index
Size of residuals		
SRMR	0.020	Standardized root mean squared residual
CD	0.255	Coefficient of determination

APPENDIX G – ATLAS.ti REPORT

ATLAS.ti Report: Codes

Report created by Elona Hlatshwayo on 05 Apr 2023

● **Academic component of programme**

Created: 2021/10/20 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● coaching not in a vacuum

– is part of → ● Integration of Coaching

– is associated with → ● Program Focus and Objective for SMEs

– is associated with → ● Programme design

Groups:

◈ Entrepreneur needs ◈ Programme Success Factors

● **Academic qualification of Coach**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Coach Certification

– is part of → ● Selection Criterion for coaches

Groups:

◈ Coach's approach + profile ◈ Coaching Success Factors

○ **academic qualifications of industry**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/11/07 by Elona Hlatshwayo

● **Access to funding**

Created: 2021/11/03 by Elona Hlatshwayo, **Modified:** 2022/01/05 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Business results

– is part of → ● Entity Coaching needs

←is associated with – ● financial acumen

← is associated with – ● sector compliance

Groups:

◈ Elements for Effective Coaching

● **access to market**

Created: 2021/11/03 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Business results

– is part of → ● Entity Coaching needs

← is associated with – ● sector compliance

Groups:

◈ Elements for Effective Coaching ◈ Entrepreneur needs

● **Accountability in entrepreneurial coaching**

Created: 2021/10/21 by Elona Hlatshwayo, **Modified:** 2022/01/14 by Elona latshwayo

Linked Codes:

– is part of → ● Integration of Coaching

– is associated with → ● Objectives of coaching

Groups:

◈ Coach's approach + profile ◈ Elements for Effective Coaching

○ **Adapting coaching approach**

Created: 2021/10/11 by Elona Hlatshwayo, **Modified:** 2021/10/11 by Elona Hlatshwayo

Groups:

◈ Coach's approach + profile ◈ Elements for Effective Coaching

● **Age of coach and coachee**

Created: 2021/10/19 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Demographics, Diversity and Cultural Intelligence

– is associated with → ● discrimination

– is associated with → ● Diversity of coach vs Relationship

Groups:

◈ Coaching Success Factors

● **Alumni as mentors**

Created: 2021/10/20 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● BI being an environment for successful mentoring

– is associated with → ● Ecosystem partner

– is part of → ● Integration of Coaching

Groups:

◈ Programme Success Factors

● **Awareness in coach**

Created: 2021/10/17 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Communication

← is associated with – ● Emotional Intelligence in Coach

← is associated with – ● Empathy in the coach

– is associated with → ● Patience of coach

– is part of → ● Personal Attributes of Coach

← is associated with – ● Trust between coach and coachee

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

● **Benefits of coaching**

Created: 2021/10/09 by Elona Hlatshwayo, **Modified:** 2021/10/09 by Elona Hlatshwayo

Groups:

◈ Entrepreneur needs

● **BI being an environment for successful mentoring**

Created: 2021/10/17 by Elona Hlatshwayo, **Modified:** 2022/01/14 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Alumni as mentors

– is associated with → ● coaching not in a vacuum

– is part of → ● Integration of Coaching

– is associated with → ● Program Focus and Objective for SMEs

Groups:

◈ Elements for Effective Coaching ◈ Programme Success Factors

● **BI coaching success factors**

Created: 2021/10/09 by Elona Hlatshwayo, **Modified:** 2021/10/09 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Coach as part of the team

← is associated with – ● coaching not in a vacuum

– is part of → ● Integration of Coaching

← is associated with – ● Post incubation care

– is associated with → ● Program Focus and Objective for SMEs

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching ◈ Programme Success Factors

● **Boundaries in Coaching Relationship**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Coach coachee relationship

– is associated with → ● Power dynamics between mentor and entrepreneur

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

● **Business results**

Created: 2021/10/09 by Elona Hlatshwayo, **Modified:** 2022/01/05 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Access to funding

← is associated with – ● access to market

– is part of → ● Entity Coaching needs

← is associated with – ● financial acumen

– is part of → ● Integration of Coaching

← is associated with – ● sector compliance

Groups:

◈ Elements for Effective Coaching ◈ Entrepreneur needs

○ **celebrate milestones**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/11/07 by Elona Hlatshwayo

Groups:

◈ Elements for Effective Coaching

● **Centre Manager**

Created: 2021/10/09 by Elona Hlatshwayo, **Modified:** 2021/10/09 by Elona Hlatshwayo

○ **Centre manager who is a coach**

Created: 2021/10/25 by Elona Hlatshwayo, **Modified:** 2021/10/25 by Elona Hlatshwayo

○ **challenges in coaching entrepreneurs**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/11/07 by Elona Hlatshwayo

● **Characteristics of the entrepreneur**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2022/02/27 by Elona Hlatshwayo

Linked Codes:

← is part of – ● Coach coachee commitment

– is associated with → ● Coaching entrepreneur and the entity

← is part of – ● Entrepreneur drive and motivation

– is part of → ● Entrepreneur needs

← is part of – ● Passion of coach and coachee

← is part of – ● Personal aspect of entrepreneur

← is part of – ● Personal development of the entrepreneur important

← is part of – ● Voluntary particpation in coaching

Groups:

◈ Entrepreneur needs

● **chemistry session**

Created: 2021/11/08 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● coach must use many approaches

← is associated with – ● Coach Site visits

– is part of → ● Integration of Coaching

Groups:

◈ Elements for Effective Coaching

● **Coach and demographics**

Created: 2021/10/10 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Cultural awareness of the coach

– is associated with → ● Cultural relatability between coach and coachee

– is part of → ● Demographics, Diversity and Cultural Intelligence

Groups:

◈ Coaching Success Factors

● **Coach as part of the team**

Created: 2021/11/08 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● BI coaching success factors

– is associated with → ● coaching not in a vacuum

– is part of → ● Integration of Coaching

Groups:

◈ Elements for Effective Coaching ◈ Programme Success Factors

● **Coach Certification**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Academic qualification of Coach

← is associated with – ● Coaching competence

← is associated with – ● Ethical coaching

← is associated with – ● Professionalising Entrepreneurial Coaching

– is part of → ● Selection Criterion for coaches

Groups:

◈ Coach's approach + profile ◈ Coaching Success Factors

● **Coach coachee commitment**

Created: 2021/10/09 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Characteristics of the entrepreneur

– is part of → ● Coach coachee relationship

– is associated with → ● Connecting between coach and coachee

– is associated with → ● Entrepreneur drive and motivation

← is associated with – ● Passion of coach and coachee

← is associated with – ● Personal development of the entrepreneur important

← is associated with – ● Trust between coach and coachee

← is associated with – ● Voluntary particpation in coaching

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

● **Coach coachee relationship**

Created: 2021/10/09 by Elona Hlatshwayo, **Modified:** 2021/10/09 by Elona Hlatshwayo

Linked Codes:

← is part of – ● Boundaries in Coaching Relationship

← is part of – ● Coach coachee commitment

← is part of – ● Coach respecting entrepreneurs

← is associated with – ● Communication

← is part of – ● Connecting between coach and coachee

← is part of – ● Empathy in the coach

← is part of – ● Passion of coach and coachee

← is part of – ● Power dynamics between mentor and entrepreneur

← is associated with – ● Trust between coach and coachee

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

○ **Coach evaluation**

Created: 2021/10/11 by Elona Hlatshwayo, **Modified:** 2021/10/11 by Elona Hlatshwayo

● **Coach experience with SMEs**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Entrepreneurial experience

– is part of → ● Selection Criterion for coaches

Groups:

◈ Coach's approach + profile ◈ Coaching Success Factors

● **coach must use many approaches**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● chemistry session

← is associated with – ● Coach Site visits

← is associated with – ● consider learning styles

– is part of → ● Integration of Coaching

Groups:

◈ Coach's approach + profile ◈ Elements for Effective Coaching

● **Coach respecting entrepreneurs**

Created: 2021/11/03 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Coach coachee relationship

← is associated with – ● Empathy in the coach

← is associated with – ● Power dynamics between mentor and entrepreneur

Groups:

◈ Coach's approach + profile ◈ Coaching Success Factors ◈ Elements for Effective Coaching

● **Coach Site visits**

Created: 2021/10/18 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● chemistry session

– is associated with → ● coach must use many approaches

– is part of → ● Integration of Coaching

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

○ **Coachee buy-in**

Created: 2021/10/19 by Elona Hlatshwayo, **Modified:** 2021/10/19 by Elona Hlatshwayo

Groups:

◈ Coaching Success Factors

○ **Coachee Needs [SN 1]**

Created: 2021/11/18 by Elona Hlatshwayo, **Modified:** 2021/11/18 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Entrepreneur needs

Comment:

2021/11/18, 21:42 (Elona Hlatshwayo): Created snapshot with 11 quotations from smart code: Coachee Needs

○ **Coaches must inspire**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/11/07 by Elona Hlatshwayo

Groups:

◈ Coach's approach + profile

● **coaching approach**

Created: 2021/10/21 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Coaching competence

– is part of → ● Selection Criterion for coaches

Groups:

◈ Coach's approach + profile

● **Coaching competence**

Created: 2021/10/19 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Coach Certification

← is associated with – ● coaching approach

← is associated with – ● Professionalising Entrepreneurial Coaching

– is part of → ● Selection Criterion for coaches

Groups:

◈ Coach's approach + profile ◈ Coaching Success Factors

● **Coaching entrepreneur and the entity**

Created: 2021/10/11 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Characteristics of the entrepreneur

– is part of → ● Entrepreneur needs

Groups:

◈ Elements for Effective Coaching ◈ Entrepreneur needs

○ **Coaching framework and CPD**

Created: 2021/10/11 by Elona Hlatshwayo, **Modified:** 2021/10/11 by Elona Hlatshwayo

○ **Coaching must be long term**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2021/10/23 by Elona Hlatshwayo

Groups:

◈ Elements for Effective Coaching

● **coaching not in a vacuum**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2022/09/17 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Academic component of programme

← is associated with – ● BI being an environment for successful mentoring

– is associated with → ● BI coaching success factors

← is associated with – ● Coach as part of the team

← is associated with – ● Ecosystem partner

– is part of → ● Integration of Coaching

← is associated with – ● long term coaching evaluation

Groups:

◈ Elements for Effective Coaching ◈ Programme Success Factors

○ **Coaching outcomes**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2021/10/23 by Elona Hlatshwayo

Groups:

◈ Elements for Effective Coaching ◈ Entrepreneur needs

● **Communication**

Created: 2021/10/17 by Elona Hlatshwayo, **Modified:** 2021/10/17 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Awareness in coach

– is associated with → ● Coach coachee relationship

← is associated with – ● Emotional Intelligence in Coach

← is associated with – ● Patience of coach

– is part of → ● Personal Attributes of Coach

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

● **Confidentiality in coach**

Created: 2021/11/06 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Emotional Intelligence in Coach

← is associated with – ● Empathy in the coach

– is part of → ● Personal Attributes of Coach

Groups:

◈ Coach's approach + profile ◈ Coaching Success Factors ◈ Elements for Effective Coaching

● **Connecting between coach and coachee**

Created: 2021/10/20 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Coach coachee commitment

– is part of → ● Coach coachee relationship

← is associated with – ● Empathy in the coach

← is associated with – ● Passion of coach and coachee

← is associated with – ● Trust between coach and coachee

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

● **consider learning styles**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● coach must use many approaches

– is part of → ● Integration of Coaching

← is associated with – ● Support structure for coach and coachee

Groups:

◈ Elements for Effective Coaching

○ **Context of the Entrepreneur**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2021/10/16 by Elona Hlatshwayo

○ **Continuous Professional Development**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/11/07 by Elona Hlatshwayo

Groups:

◈ Coach's approach + profile

○ **create local models**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/11/07 by Elona Hlatshwayo

Groups:

◈ Elements for Effective Coaching

○ **Criterion for coaches**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2021/10/16 by Elona Hlatshwayo

● **Cultural awareness of the coach**

Created: 2021/10/17 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Coach and demographics

– is associated with → ● Cultural relatability between coach and coachee

– is part of → ● Demographics, Diversity and Cultural Intelligence

Groups:

◈ Coach's approach + profile ◈ Coaching Success Factors

● **Cultural barriers impacting entrepreneurs**

Created: 2021/10/17 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Demographics, Diversity and Cultural Intelligence

← is associated with – ● discrimination

← is associated with – ● Gender

← is associated with – ● Gender and race biases

● **Cultural relatability between coach and coachee**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Coach and demographics

← is associated with – ● Cultural awareness of the coach

– is part of → ● Demographics, Diversity and Cultural Intelligence

← is associated with – ● Gender

← is associated with – ● Language barriers

Groups:

◈ Coaching Success Factors

○ **dedication of entrepreneur**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2021/10/23 by Elona Hlatshwayo

Groups:

◈ Coaching Success Factors

● **Demographics, Diversity and Cultural Intelligence**

Created: 2021/10/11 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is part of – ● Age of coach and coachee

← is part of – ● Coach and demographics

← is part of – ● Cultural awareness of the coach

← is part of – ● Cultural barriers impacting entrepreneurs

← is part of – ● Cultural relatability between coach and coachee

← is part of – ● discrimination

← is part of – ● Diversity of coach vs Relationship

← is part of – ● Gender

← is part of – ● Gender and race biases

← is part of – ● Language barriers

Groups:

◈ Coaching Success Factors

● **discrimination**

Created: 2021/10/10 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Age of coach and coachee

– is associated with → ● Cultural barriers impacting entrepreneurs

– is part of → ● Demographics, Diversity and Cultural Intelligence

← is associated with – ● Gender and race biases

● **Diversity of coach vs Relationship**

Created: 2021/10/21 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Age of coach and coachee

– is part of → ● Demographics, Diversity and Cultural Intelligence

Groups:

◈ Coaching Success Factors

● **Ecosystem partner**

Created: 2021/11/05 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Alumni as mentors

– is associated with → ● coaching not in a vacuum

– is part of → ● Integration of Coaching

– is associated with → ● Provincial differences for businesses

← is associated with – ● Provincial focus

Groups:

◈ Entrepreneur needs ◈ Programme Success Factors

● **Emotional Intelligence in Coach**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Awareness in coach

– is associated with → ● Communication

– is associated with → ● Confidentiality in coach

← is associated with – ● Empathy in the coach

← is associated with – ● Patience of coach

– is part of → ● Personal Attributes of Coach

Groups:

◈ Coach's approach + profile ◈ Coaching Success Factors

● **Empathy in the coach**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2022/01/12 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Awareness in coach

– is part of → ● Coach coachee relationship

– is associated with → ● Coach respecting entrepreneurs

– is associated with → ● Confidentiality in coach

– is associated with → ● Connecting between coach and coachee

– is associated with → ● Emotional Intelligence in Coach

– is part of → ● Personal Attributes of Coach

– is associated with → ● Trust between coach and coachee

Groups:

◈ Coach's approach + profile ◈ Coaching Success Factors ◈ Elements for Effective Coaching

○ **Engage SMMEs on their needs**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/11/07 by Elona Hlatshwayo

Groups:

◈ Entrepreneur needs

● **Entity Coaching needs**

Created: 2021/10/10 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

← is part of – ● Access to funding

← is part of – ● access to market

← is part of – ● Business results

← is part of – ● financial acumen

← is part of – ● sector compliance

Groups:

◈ Elements for Effective Coaching

● **entrepreneur background**

Created: 2021/10/10 by Elona Hlatshwayo, **Modified:** 2021/10/10 by Elona Hlatshwayo

● **Entrepreneur drive and motivation**

Created: 2021/10/22 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Characteristics of the entrepreneur

← is associated with – ● Coach coachee commitment

← is associated with – ● Personal aspect of entrepreneur

– is associated with → ● Personal development of the entrepreneur important

● **Entrepreneur needs**

Created: 2021/11/18 by Elona Hlatshwayo, **Modified:** 2022/02/27 by Elona Hlatshwayo

Linked Codes:

← is part of – ● Characteristics of the entrepreneur

← is associated with – ○ Coachee Needs [SN 1]

← is part of – ● Coaching entrepreneur and the entity

← is part of – ● Entrepreneurial mindset

← is part of – ● Entrepreneurial Networks

← is part of – ● Entrepreneurial role models

← is part of – ● financial acumen

← is part of – ● Marketing coaching

← is part of – ● Personal development of the entrepreneur important

← is part of – ● Sales and Marketing focus

← is part of – ● sector compliance

← is part of – ● Technical skills of mentors

← is part of – ● time management

○ **Entrepreneur preferences for mentor**

Created: 2021/10/21 by Elona Hlatshwayo, **Modified:** 2021/10/21 by Elona Hlatshwayo

● **Entrepreneurial experience**

Created: 2021/10/09 by Elona Hlatshwayo, **Modified:** 2021/10/09 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Coach experience with SMEs

← is associated with – ● Professionalising Entrepreneurial Coaching

– is part of → ● Selection Criterion for coaches

Groups:

◈ Coach's approach + profile ◈ Elements for Effective Coaching ◈ Entrepreneur needs

● **Entrepreneurial mindset**

Created: 2021/10/18 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Entrepreneur needs

– is associated with → ● Personal development of the entrepreneur important

Groups:

◈ Entrepreneur needs

● **Entrepreneurial Networks**

Created: 2021/10/18 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Entrepreneur needs

– is associated with → ● Entrepreneurial role models

Groups:

◈ Entrepreneur needs

● **Entrepreneurial role models**

Created: 2021/10/10 by Elona Hlatshwayo, **Modified:** 2021/10/10 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Entrepreneur needs

← is associated with – ● Entrepreneurial Networks

Groups:

◈ Entrepreneur needs

○ **Environmental culture of SMEs**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2021/10/16 by Elona Hlatshwayo

● **Ethical coaching**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Coach Certification

– is part of → ● Selection Criterion for coaches

Groups:

◈ Coach's approach + profile ◈ Coaching Success Factors

○ **Ethics**

Created: 2021/10/10 by Elona Hlatshwayo, **Modified:** 2021/10/10 by Elona Hlatshwayo

○ **Ethics and busines values**

Created: 2021/10/22 by Elona Hlatshwayo, **Modified:** 2021/10/22 by Elona Hlatshwayo

Groups:

◈ Entrepreneur needs

● **Evaluation of coaching**

Created: 2021/10/10 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Integration of Coaching

Groups:

◈ Elements for Effective Coaching

○ **exit point of coaching**

Created: 2021/11/08 by Elona Hlatshwayo, **Modified:** 2021/11/08 by Elona Hlatshwayo

○ **Experience in ecosystem**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/11/07 by Elona Hlatshwayo

Groups:

◈ Biographical Details

○ **Experience with entrepreneurial coaching**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2021/10/23 by Elona Hlatshwayo

Groups:

◈ Biographical Details

○ **Exposure to coaching**

Created: 2021/10/11 by Elona Hlatshwayo, **Modified:** 2021/10/11 by Elona Hlatshwayo

○ **External Factors impacting Entrepreneur**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2021/10/16 by Elona Hlatshwayo

● **Feedback from clients**

Created: 2021/10/09 by Elona Hlatshwayo, **Modified:** 2021/10/09 by Elona Hlatshwayo

● **financial acumen**

Created: 2021/11/08 by Elona Hlatshwayo, **Modified:** 2022/01/05 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Access to funding

– is associated with → ● Business results

– is part of → ● Entity Coaching needs

– is part of → ● Entrepreneur needs

– is associated with → ● Technical skills of mentors

Groups:

◈ Entrepreneur needs

● **Gender**

Created: 2021/10/11 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Cultural barriers impacting entrepreneurs

– is associated with → ● Cultural relatability between coach and coachee

– is part of → ● Demographics, Diversity and Cultural Intelligence

Groups:

◈ Coaching Success Factors

● **Gender and race biases**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Cultural barriers impacting entrepreneurs

– is part of → ● Demographics, Diversity and Cultural Intelligence

– is associated with → ● discrimination

Groups:

◈ Coaching Success Factors

○ **Geographical barriers between mentor and mentee**

Created: 2021/10/21 by Elona Hlatshwayo, **Modified:** 2021/10/21 by Elona Hlatshwayo

Groups:

◈ Coaching Success Factors

○ **Give more time for coaching/ mentoring intervention**

Created: 2021/11/06 by Elona Hlatshwayo, **Modified:** 2021/11/06 by Elona Hlatshwayo

● **governance in the programe**

Created: 2021/11/06 by Elona Hlatshwayo, **Modified:** 2022/01/14 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Integration of Coaching

– is associated with → ● Program Focus and Objective for SMEs

Groups:

◈ Programme Success Factors

○ **High cost of coaching**

Created: 2021/10/17 by Elona Hlatshwayo, **Modified:** 2021/10/17 by Elona Hlatshwayo

○ **human resources in SMMEs**

Created: 2021/10/22 by Elona Hlatshwayo, **Modified:** 2021/10/22 by Elona Hlatshwayo

○ **Identifying business failure**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2021/10/23 by Elona Hlatshwayo

○ **Increase in sales coaching**

Created: 2021/10/11 by Elona Hlatshwayo, **Modified:** 2021/10/11 by Elona Hlatshwayo

Groups:

◈ Entrepreneur needs

○ **Incubator footprint**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2021/10/16 by Elona Hlatshwayo

● **Integration of Coaching**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2022/10/03 by Elona Hlatshwayo

Linked Codes:

← is part of – ● Academic component of programme

← is part of – ● Accountability in entrepreneurial coaching

← is part of – ● Alumni as mentors

← is part of – ● BI being an environment for successful mentoring

← is part of – ● BI coaching success factors

← is part of – ● Business results

← is part of – ● chemistry session

← is part of – ● Coach as part of the team

← is part of – ● coach must use many approaches

← is part of – ● Coach Site visits

← is part of – ● coaching not in a vacuum

← is part of – ● consider learning styles

← is part of – ● Ecosystem partner

← is part of – ● Evaluation of coaching

← is part of – ● governance in the programe

← is part of – ● long term coaching evaluation

← is part of – ● Objectives of coaching

← is part of – ● Post incubation care

← is part of – ● Program director as entrepreneur

← is part of – ● Program director role

← is part of – ● Program Focus and Objective for SMEs

← is part of – ● Programme design

← is part of – ○ Programmes must be bespoke

← is part of – ● Provincial differences for businesses

← is associated with – ● Provincial focus

← is part of – ● Support structure for coach and coachee

← is part of – ● Understanding difference of entrepreneurial coaching

Groups:

◈ Coaching Success Factors ◈ Programme Success Factors

○ **Investing in the person (entrepreneur) first**

Created: 2021/10/20 by Elona Hlatshwayo, **Modified:** 2021/10/20 by Elona Hlatshwayo

Groups:

◈ Elements for Effective Coaching

○ **Involvement with selecting coaching**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2021/10/23 by Elona Hlatshwayo

○ **Knowledge gap from coaches**

Created: 2021/11/06 by Elona Hlatshwayo, **Modified:** 2021/11/06 by Elona Hlatshwayo

Groups:

◈ Entrepreneur needs

● **Language barriers**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Cultural relatability between coach and coachee

– is part of → ● Demographics, Diversity and Cultural Intelligence

Groups:

◈ Coaching Success Factors

○ **Learning in coaching**

Created: 2021/10/21 by Elona Hlatshwayo, **Modified:** 2021/10/21 by Elona Hlatshwayo

Groups:

◈ Coaching Success Factors

○ **legacy and ethical businesses**

Created: 2021/11/08 by Elona Hlatshwayo, **Modified:** 2021/11/08 by Elona Hlatshwayo

● **long term coaching evaluation**

Created: 2021/10/11 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● coaching not in a vacuum

– is part of → ● Integration of Coaching

← is associated with – ● Post incubation care

– is associated with → ● Program Focus and Objective for SMEs

Groups:

◈ Elements for Effective Coaching ◈ Programme Success Factors

● **Main Client in BI**

Created: 2021/10/10 by Elona Hlatshwayo, **Modified:** 2021/10/10 by Elona Hlatshwayo

● **Marketing coaching**

Created: 2021/10/11 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Entrepreneur needs

– is associated with → ● Technical skills of mentors

Groups:

◈ Entrepreneur needs

○ **Matching criteria**

Created: 2021/10/21 by Elona Hlatshwayo, **Modified:** 2021/10/21 by Elona Hlatshwayo

Groups:

◈ Elements for Effective Coaching

○ **Measuring progress**

Created: 2021/10/19 by Elona Hlatshwayo, **Modified:** 2021/10/19 by Elona Hlatshwayo

Groups:

◈ Elements for Effective Coaching

○ **Mentors roles**

Created: 2021/10/17 by Elona Hlatshwayo, **Modified:** 2021/10/17 by Elona Hlatshwayo

○ **Monitoring of coaching**

Created: 2021/10/19 by Elona Hlatshwayo, **Modified:** 2021/10/19 by Elona Hlatshwayo

○ **Network for the Incubator**

Created: 2021/10/17 by Elona Hlatshwayo, **Modified:** 2021/10/17 by Elona Hlatshwayo

○ **No hierarchy in coaching relationship**

Created: 2021/11/03 by Elona Hlatshwayo, **Modified:** 2021/11/03 by Elona Hlatshwayo

Groups:

◈ Elements for Effective Coaching

● **Objectives of coaching**

Created: 2021/10/10 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Accountability in entrepreneurial coaching

– is part of → ● Integration of Coaching

← is associated with – ● Understanding difference of entrepreneurial coaching

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

○ **Partnering with coaching and mentoring organisations**

Created: 2021/11/05 by Elona Hlatshwayo, **Modified:** 2021/11/05 by Elona Hlatshwayo

○ **Partnership between coach and coachee**

Created: 2021/10/21 by Elona Hlatshwayo, **Modified:** 2021/10/21 by Elona Hlatshwayo

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

● **Passion of coach and coachee**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Characteristics of the entrepreneur

– is associated with → ● Coach coachee commitment

– is part of → ● Coach coachee relationship

– is associated with → ● Connecting between coach and coachee

– is part of → ● Personal Attributes of Coach

← is associated with – ● Personal development of the entrepreneur important

← is associated with – ● Voluntary particpation in coaching

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

● **Patience of coach**

Created: 2021/11/03 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Awareness in coach

– is associated with → ● Communication

– is associated with → ● Emotional Intelligence in Coach

– is part of → ● Personal Attributes of Coach

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

○ **Peer coaching between coach and coachee**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/11/07 by Elona Hlatshwayo

Groups:

◈ Elements for Effective Coaching

● **Personal aspect of entrepreneur**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Characteristics of the entrepreneur

– is associated with → ● Entrepreneur drive and motivation

Groups:

◈ Elements for Effective Coaching ◈ Entrepreneur needs

● **Personal Attributes of Coach**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is part of – ● Awareness in coach

← is part of – ● Communication

← is part of – ● Confidentiality in coach

← is part of – ● Emotional Intelligence in Coach

← is part of – ● Empathy in the coach

← is part of – ● Passion of coach and coachee

← is part of – ● Patience of coach

← is part of – ● Trust between coach and coachee

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

● **Personal development of the entrepreneur important**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Characteristics of the entrepreneur

– is associated with → ● Coach coachee commitment

← is associated with – ● Entrepreneur drive and motivation

– is part of → ● Entrepreneur needs

← is associated with – ● Entrepreneurial mindset

– is associated with → ● Passion of coach and coachee

– is associated with → ● time management

Groups:

◈ Elements for Effective Coaching ◈ Entrepreneur needs

○ **Policy development**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/11/07 by Elona Hlatshwayo

○ **Positioning of coahcing in BIs**

Created: 2021/10/18 by Elona Hlatshwayo, **Modified:** 2021/10/18 by Elona Hlatshwayo

● **Post incubation care**

Created: 2021/10/22 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● BI coaching success factors

– is part of → ● Integration of Coaching

– is associated with → ● long term coaching evaluation

← is associated with – ● Program Focus and Objective for SMEs

Groups:

◈ Programme Success Factors

● **Power dynamics between mentor and entrepreneur**

Created: 2021/10/17 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Boundaries in Coaching Relationship

– is part of → ● Coach coachee relationship

– is associated with → ● Coach respecting entrepreneurs

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

○ **Practical incubation not theory**

Created: 2021/11/06 by Elona Hlatshwayo, **Modified:** 2021/11/06 by Elona Hlatshwayo

Groups:

◈ Entrepreneur needs

○ **Practitioner development**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/11/07 by Elona Hlatshwayo

○ **Pragmatic output of coaching**

Created: 2021/10/21 by Elona Hlatshwayo, **Modified:** 2021/10/21 by Elona Hlatshwayo

● **Professionalising Entrepreneurial Coaching**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Coach Certification

– is associated with → ● Coaching competence

– is associated with → ● Entrepreneurial experience

– is part of → ● Selection Criterion for coaches

● **Program director as entrepreneur**

Created: 2021/11/03 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Integration of Coaching

– is associated with → ● Program director role

Groups:

◈ Programme Success Factors

● **Program director role**

Created: 2021/11/03 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Integration of Coaching

← is associated with – ● Program director as entrepreneur

– is associated with → ● Provincial focus

Groups:

◈ Programme Success Factors

● **Program Focus and Objective for SMEs**

Created: 2021/10/16 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Academic component of programme

← is associated with – ● BI being an environment for successful mentoring

← is associated with – ● BI coaching success factors

← is associated with – ● governance in the programe

– is part of → ● Integration of Coaching

← is associated with – ● long term coaching evaluation

– is associated with → ● Post incubation care

← is associated with – ● Programme design

← is associated with – ○ Programmes must be bespoke

Groups:

◈ Coaching Success Factors ◈ Programme Success Factors

● **Programme design**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2022/01/14 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Academic component of programme

– is part of → ● Integration of Coaching

– is associated with → ● Program Focus and Objective for SMEs

← is associated with – ○ Programmes must be bespoke

Groups:

◈ Coaching Success Factors ◈ Programme Success Factors

○ **Programmes must be bespoke**

Created: 2021/11/08 by Elona Hlatshwayo, **Modified:** 2021/11/08 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Integration of Coaching

– is associated with → ● Program Focus and Objective for SMEs

– is associated with → ● Programme design

Groups:

◈ Programme Success Factors

● **Provincial differences for businesses**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2022/10/03 by Elona Hlatshwayo

Linked Codes:

← is associated with – ● Ecosystem partner

– is part of → ● Integration of Coaching

● **Provincial focus**

Created: 2021/10/09 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Ecosystem partner

– is associated with → ● Integration of Coaching

← is associated with – ● Program director role

Groups:

◈ Programme Success Factors

○ **Rapport in coaching**

Created: 2021/10/18 by Elona Hlatshwayo, **Modified:** 2021/10/18 by Elona Hlatshwayo

Groups:

◈ Coaching Success Factors

○ **Relationship and gender**

Created: 2021/11/06 by Elona Hlatshwayo, **Modified:** 2021/11/06 by Elona Hlatshwayo

Groups:

◈ Coaching Success Factors

● **Role in industry**

Created: 2021/10/09 by Elona Hlatshwayo, **Modified:** 2021/10/09 by Elona Hlatshwayo

● **Sales and Marketing focus**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Entrepreneur needs

– is associated with → ● Technical skills of mentors

Groups:

◈ Entrepreneur needs

● **sector compliance**

Created: 2021/11/08 by Elona Hlatshwayo, **Modified:** 2022/01/06 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Access to funding

– is associated with → ● access to market

– is associated with → ● Business results

– is part of → ● Entity Coaching needs

– is part of → ● Entrepreneur needs

Groups:

◈ Entrepreneur needs

○ **Seek mentorship form retired folk**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2021/10/23 by Elona Hlatshwayo

○ **selection criteria can differ**

Created: 2021/11/06 by Elona Hlatshwayo, **Modified:** 2021/11/06 by Elona Hlatshwayo

Groups:

◈ Elements for Effective Coaching

● **Selection Criterion for coaches**

Created: 2021/10/09 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

← is part of – ● Academic qualification of Coach

← is part of – ● Coach Certification

← is part of – ● Coach experience with SMEs

← is part of – ● coaching approach

← is part of – ● Coaching competence

← is part of – ● Entrepreneurial experience

← is part of – ● Ethical coaching

← is part of – ● Professionalising Entrepreneurial Coaching

Groups:

◈ Elements for Effective Coaching

○ **Self efficacy as coaching outcome**

Created: 2021/10/20 by Elona Hlatshwayo, **Modified:** 2021/10/20 by Elona Hlatshwayo

○ **Softskills of mentors**

Created: 2021/10/17 by Elona Hlatshwayo, **Modified:** 2021/10/17 by Elona Hlatshwayo

Groups:

◈ Elements for Effective Coaching

○ **Stakeholder engagement**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/11/07 by Elona Hlatshwayo

○ **Stereotypes in selecting coaches**

Created: 2021/10/17 by Elona Hlatshwayo, **Modified:** 2021/10/17 by Elona Hlatshwayo

Groups:

◈ Elements for Effective Coaching

● **Support structure for coach and coachee**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● consider learning styles

– is part of → ● Integration of Coaching

– is associated with → ● Understanding difference of entrepreneurial coaching

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

○ **Targetted coaching**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2021/10/23 by Elona Hlatshwayo

● **Technical skills of mentors**

Created: 2021/10/20 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Entrepreneur needs

← is associated with – ● financial acumen

← is associated with – ● Marketing coaching

← is associated with – ● Sales and Marketing focus

Groups:

◈ Elements for Effective Coaching ◈ Entrepreneur needs

● **time management**

Created: 2021/10/23 by Elona Hlatshwayo, **Modified:** 2021/12/26 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Entrepreneur needs

← is associated with – ● Personal development of the entrepreneur important

Groups:

◈ Entrepreneur needs

○ **training mentors**

Created: 2021/11/03 by Elona Hlatshwayo, **Modified:** 2021/11/03 by Elona Hlatshwayo

● **Trust between coach and coachee**

Created: 2021/10/18 by Elona Hlatshwayo, **Modified:** 2022/01/12 by Elona Hlatshwayo

Linked Codes:

– is associated with → ● Awareness in coach

– is associated with → ● Coach coachee commitment

– is associated with → ● Coach coachee relationship

– is associated with → ● Connecting between coach and coachee

← is associated with – ● Empathy in the coach

– is part of → ● Personal Attributes of Coach

Groups:

◈ Coaching Success Factors ◈ Elements for Effective Coaching

○ **Types of presentations**

Created: 2021/11/07 by Elona Hlatshwayo, **Modified:** 2021/11/07 by Elona Hlatshwayo

● **Understanding difference of entrepreneurial coaching**

Created: 2021/10/17 by Elona Hlatshwayo, **Modified:** 2022/01/14 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Integration of Coaching

– is associated with → ● Objectives of coaching

← is associated with – ● Support structure for coach and coachee

● **Value-add of mentoring**

Created: 2021/10/17 by Elona Hlatshwayo, **Modified:** 2021/10/17 by Elona Hlatshwayo

○ **Venture support**

Created: 2021/11/05 by Elona Hlatshwayo, **Modified:** 2021/11/05 by Elona Hlatshwayo

Groups:

◈ Entrepreneur needs

● **Voluntary particpation in coaching**

Created: 2021/10/22 by Elona Hlatshwayo, **Modified:** 2021/12/27 by Elona Hlatshwayo

Linked Codes:

– is part of → ● Characteristics of the entrepreneur

– is associated with → ● Coach coachee commitment

– is associated with → ● Passion of coach and coachee

Groups:

◈ Elements for Effective Coaching

○ **Western Cape context**

Created: 2021/11/03 by Elona Hlatshwayo, **Modified:** 2021/11/03 by Elona Hlatshwayo

● **Years of experience**

Created: 2021/10/10 by Elona Hlatshwayo, **Modified:** 2021/10/11 by Elona Hlatshwayo

Groups:

◈ Biographical Details