Building an Entrepreneurial Mindset through Coaching: A case of the Unemployed in Mataffin, South Africa

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DECLARATION

I, Glory Siphiwe Mkhonza, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Management in Business & Executive Coaching at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Name: Glory Siphiwe Mkhonza   Signature:

Signed at Nelspruit, Mbombela

On the 29th day of April 2021

DEDICATION

I dedicate this study to the heavenly father, the creator of all things. I thank the almighty for the good health and the strength to carry on. Secondly, I dedicate this study to my family, my mother and my son who supported me through this journey.

ACKNOWLEDGEMENTS

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ABSTRACT

This study explored how coaching can help build the unemployed entrepreneurial mindset in Mataffin, South Africa. The unemployed have, since 2003, owned several valuable assets, such as farms, orchards, buildings, and land with infrastructure, but they remained poor and unemployed; the needed change was unlocking the potential that lay within them. This qualitative study explored how coaching can help build the unemployed entrepreneurial mindset in Mataffin, South Africa. This study was about enhancing the participants' behaviour to acquire the necessary resources for a successful entrepreneurial mindset to achieve their objectives.

A qualitative approach was used to explore and understand the participants' experiences. The semi-structured interview method was applied, the researcher set the topics' outline covered to this study, the participants set the agenda, which directed the coaching. The audio file recordings were transcribed; they were used for the data analysis to generate code categories grouped into themes.

The findings' discussion was based on the themes that emerged from the pre- and post-in-depth interviews. The themes were Employment seeking opportunities, community challenges, Entrepreneurial opportunities/mindset and lessons learned by the participants. The findings were based on the coaching benefits in building entrepreneurial mindsets. Clients were introduced to coaching because they wanted their lives to change. The participants were encouraged to be coached to bring about positive changes in their lives. Key findings were that the participants were stuck pre-coaching; they had never thought of alternative ways to generate an income. Only post-coaching were they aware of other income generation methods, such as self-employment, and they opened to entrepreneurial opportunities as they started to apply entrepreneurial mindsets.

Keywords: Unemployed, Entrepreneurial-Coaching, Entrepreneurial-Mindsets, Employment-seeking, Challenges, entrepreneurial-opportunities.

CHAPTER 1. INTRODUCTION

1.1   Purpose of the study

This qualitative study explored that coaching can help build the unemployed entrepreneurial mindset in Mataffin, South Africa.

1.2   Context of the study

Adult learning is about adults growing in their life, achieving their goals, and giving meaning to their existence. Adult learning is the only solution to the problem as it develops in adult learners' consciousness, helps them face challenges, uses their prior experience and knowledge, and helps them learn how to succeed in all situations and understand the world better (Javed, 2017). Many professions and trades still use the formula of coaching as a means of transferring expertise. It is, therefore, logical to think entrepreneurial coaching can be used to help young entrepreneurs not familiar with the craft (Higgins & Refai, 2017). Coaching did not provide direct answers to the problems of the coachees/unemployed but created the context of learning and equipped the unemployed to find immediate answers and solve their problems in the future (Higgins & Refai, 2017).

Entrepreneurial coaching is defined as individual support that targets the entrepreneur of a growth or start-up company to meet a need, skills, and development improvement (Gabarret & D'Andria, 2021). This definition, therefore, confirms that coaching is a multidimensional concept. Coaching is

complete entrepreneurial support that consists of advice, learning and training, (Salem & Lakhal, 2018).

In addition, building the unemployed mindset, enhancing behaviour and awareness to assist in achieving entrepreneurial mindsets and implementing change is critical in achieving the desired entrepreneurial result (Thoka & Geyer, 2019). The economic importance of entrepreneurial activities is considered a critical factor in job creation, generating new ideas, increasing trade, jobs and business for the unemployed in future (Davis, Hall, & Mayer, 2016).

The importance of the participants understanding the nature of entrepreneurial mechanisms and self-efficacy through which entrepreneurial outcomes are affected was followed by the insight into the effectiveness of how business processes are obtained. This provides practical implications on skills-building exercises for entrepreneurship. It can also stimulate growth and development and stabilise the economy, especially during economic recessions (Syarifah & Putra, 2017).

According to Reneflot and Evensen (2014), the unemployed are deprived of the right to work or employ others. Youth unemployment is a challenge that most developing countries face under the current economic circumstances (O'higgins, 2001). The need to acquire entrepreneurial skills through an authentic learning paradigm is essential. Entrepreneurial skills are essential, and they help create self-employment and businesses. Studies have shown that entrepreneurship education could be an excellent weapon in fighting the unemployment rate. Entrepreneurial attitudes are keys to increasing jobs and businesses for the unemployed in future (Kola, Abdulrahman, & Azeez, 2019).

This research focused on coaching the unemployed to build entrepreneurial mindsets in Mataffin, a township in the Mpumalanga Province, in the Nelspruit area. Mataffin is situated at the Ehlanzeni district of Mpumalanga, in the city of Mbombela in South Africa, about 276km east of Pretoria, the country's Capital city. The spoken languages are mainly Swati and a mix of Tsonga, Southern Sesotho, Chichewa and Portuguese. The population of Mataffin consists of six thousand (6000) citizens. Four thousand five hundred citizens out of the six thousand are unemployed (Hughes,2018).

Mataffin demographics consist of six thousand legal occupiers and an un-accounted number of illegal occupiers. The study only concentrated on the available statistics of the legal occupiers, based on the City of Mbombela statistics. Sixty per cent (60%) of the six thousand (6000) population are unemployed. The majority of those employed are Halls employees (Hughes, 2018).

1.3   Research problem

Unemployment is about 60%of the Mataffin Population and 33% of South Africa's historically disadvantaged communities. The national unemployment rate is 27,75%, estimated at 36,8%, considering the expanded definition. Most of the unemployed are from the black population group. Most are living in informal urban settlements, and these settlements have mushroomed since the start of the new political dispensation. Five per cent of black South Africans live below the poverty line (Du Toit, De Witte, Rothmann, & Van den Broeck, 2018).

Most of the Mataffin community members are living below the poverty line, more than sixty percent of the population of Mataffin are unemployed, they are without basic needs, such as housing, health care centres, yet they surround the Mbombela stadium, which is an anchor project of the Mpumalanga province and the Mbombela municipality.

Since 2003, the unemployed community members have owned several valuable assets, such as farms, buildings, and land with infrastructure, translated into cash (Hughes, 2018). The needed change was the unemployed outlook to benefit, unlocking the potential that lies within them (Halls, 2007). Employment is supposed to be a human right and is not supposed to be a privilege. Unemployed individuals are deprived of the right to reduced well-being, health to be employed, which leads to reduced well-being and health to be employed, leading to reduced well-being, health, and experiences of shame (Mayer, 2019). Coaching is presented as a personal and professional development technique in different areas (Ciesielska, 2018). Therefore, this research investigated whether coaching could play a role in enhancing the entrepreneurial mindset of the unemployed in Mataffin, South Africa.

1.4   The Research questions

The questions of this research were:
- what are the challenges faced by the unemployed in Mataffin?
- How can the role of coaching enhance the entrepreneurial mindset of the unemployed?

- what the role of coaching as a learning tool in empowering the unemployed to establish entrepreneurial activities is?

1.5 Significance of the study

This study contributes to building entrepreneurial mindsets and how these skills are impacted using entrepreneurial coaching. The learning equips novices to find immediate answers themselves and solve their problems, including future problems that might arise (Keen, Sanchez-Famoso, Cisneros, & Mejia-Morelos, 2019). There should be potential entrepreneurs before entrepreneurship (this means a willingness on the part of the potential entrepreneur (Brinkley & Le Roux, 2018). Entrepreneurial coaching is of vital importance in facilitating learning to expand the knowledge of entrepreneurs. Coaching can be used as a development tool to teach the entrepreneur how to expand and acquire skills to develop and refine their capabilities and skills (Brinkley & Le Roux, 2018). The aim is for the prospective entrepreneur or novice entrepreneur to become independent in the field (Norris Krueger, 2017).

Therefore, the study aimed to make a contribution through coaching, which has been done so far. Pre-coaching there were gaps, which has been filled post coaching through the research methodology. Entrepreneurial coaching has played a role in building the entrepreneurial mindsets of the unemployed. The following are benefits of the coaching intervention:

- The unemployed have an opportunity to find answers they could not answer before the coaching intervention, the coach channelling them to

become aware of their weaknesses and strengths, what prospects they have, and the hobbies that they can turn into business success.

- Through coaching, the unemployed can become aware of their professional skills and abilities and what assets they have at their disposal to translate into cash generation and to develop the identified skills (Andreea-Gabriela, 2016).

1.6   Delimitations of the study

This study only addressed entrepreneurial coaching in a South African context. The study was on the boundaries of Mataffin in the Mpumalanga province in the City of Nelspruit. The research only investigated legal occupiers within Mataffin, and it did not examine all the Mataffin Community members as that would have expanded the scope of the study. There are two types of community members within Mataffin and Phumalani; legal occupiers are beneficiaries of the Matsafeni trust, and the illegal occupiers who are non-beneficiaries of the Matsafeni trust since they have illegally invaded the land for occupancy. The unemployed are located in the rural development of Nelspruit, in Mataffin.

1.7   Definition of terms

- **Coach** – supports a client (coachee) to achieve either a personal or professional goal; the purpose of this research is for a professional goal (Theeboom, Van Vianen, Beersma, Zwitser, & Kobayashi, 2017).
- **Coachee** - Client being coached to either achieve personal or professional goals (R. Jones, Woods, & Zhou, 2019).

- **Coaching** - the general understanding is about the mutual relationship between the coachee and the coach to facilitate personal and professional growth (Wildflower, 2013).

- **Mindset** – is one's full knowledge, beliefs, thoughts about oneself. It is about mental attitude (Bosman & Fernhaber, 2018b).

- **Entrepreneurial Coaching**: coaching needs to be effective with the ability to meet the expectations and needs of entrepreneurs; it develops entrepreneurial behaviours, capacities, self-confidence, new skills, and knowledge in achieving the desired goals.

- **Entrepreneurial** - is about discovery, evaluation, and exploitation (Baron, 2008).

- **Legal Occupier/Beneficiary** - occupier by a lawful contract (Badenhorst & Van Heerden, 2019).

- **Unemployed** – an individual who is actively searching for a job (Van den Berg, 1990).

1.8 Assumptions

The following assumptions were made:

- The participants provided an accurate and honest perspective of their reality.

- The mutual trust between the coach and the coachee contributed to the participants' openness in responding to questions, especially during the coaching and the post-coaching interviews.

- The participants' willingness to be assisted with the unemployment challenge resulted in positive coaching outcomes.

- The identified participants were sufficient for gaining acceptable data.

- The level of the set objectives was achieved when the participants thought and acted like entrepreneurs.

1.9 Outline

Chapter one:

This chapter presents the introduction of this study, specifically focusing on how coaching can help build the participants' entrepreneurial mindset in Mataffin. The background and context are presented, followed by the research problem and the three main objectives of the study. The significance of the study, including delimitations, definitions of terms and assumptions, are presented.

Chapter two:

The literature review focused on the literature related to entrepreneurial coaching, building entrepreneurial mindsets of the unemployed, and developing the proposition according to the objectives. The chapter concludes on the literature of adult learning and experiential theories.

Chapter three:

Gives details of the research methodology used in answering the research objectives and the propositions. The research design approach is outlined: The data collection methods, the population, and the sample are detailed. The instrument used, the data analysis methods, data analysis, and the interpretations are described. It concludes with the study's limitations and what

has been done to ensure its transferability, dependability, trustworthiness, and reliability.

Chapter four:

This chapter is a presentation of findings for the research proposition outlined in chapter 2. The chapter is structured as a set of results associated with quotations from the participants. Five semi-structured interviews were conducted before the coaching and five semi-structured interviews after the coaching with the same participants. This resulted in raw data being made of five transcripts before and five transcripts after the coaching.

Chapter five:

This chapter explains and interprets the findings of the outcome presented in chapter 4. These included findings presented by the research or propositions. It integrated the study findings and the literature review. The discussion of the results is based on both the literature's implications and the research findings.

Chapter six:

This chapter concludes with the research findings, literature review and recommendations. It further presents conclusions concerning the study's objective, recommendations, and suggestions for further studies.

CHAPTER 2.   LITERATURE REVIEW

2.1   Introduction

This chapter focuses on literature review related to entrepreneurial coaching, building entrepreneurial mindsets of the unemployed, and developing the proposition, according to the objectives. The chapter concludes the literature on adult learning and experiential theories.Background discussion

According to Mathisen and Arnulf (2013), entrepreneurs are not "born "with specific traits. They have an entrepreneurial mindset that makes them different. Entrepreneurship is of vital importance to reduced unemployment and economic growth. The development of entrepreneurial competence is aimed at improving the employability and the development of society (López-Núñez, et.al., 2020).

Mindsets are not given; the environment influences them. It should be noted that it is impossible to instil immediate changes in individuals. According to Neneh (2012), acquiring an entrepreneurial mindset requires re-learning to motivate oneself, become innovative and creative, and take risks (Jemal, 2020). Entrepreneurship education improves the innovative consciousness of entrepreneurship and cultivates an entrepreneurial mindset and competencies promoting entrepreneurial mindsets (Xu, 2020). Conditioning and reconditioning the mind takes time for the unemployed to be more entrepreneurial (Bosman & Fernhaber, 2018b). It takes continuous positive conditioning to correct patterns of behaviour and to alter old emotions. As Jael (2017) cited, McGrath and MacMillan (2000) noted that the entrepreneurial mindset is about passionately

seeking new opportunities but pursuing only the very best opportunities, focusing on execution, and engaging everyone in their domain.

2.2 Theoretical underpinning: adult and experiential learning theories

The common literature from the coaching outlook is the learning theories on adult learning and experiential learning theories. Adult learning was applied to understand the unemployed characteristics and the best learning approach in the coaching relationship. Experiential learning theory is vital in adult development. According to Whitehurst and Richter (2018), an entrepreneur must combine knowledge, skills, attitudes, and values to gain experience and allow them to interact throughout the learning process. According to Panagiotakopoulos (2020), research findings revealed that entrepreneurial learning positively impacted organisational performance. The coach's role is in providing support to help the learner develop the ability to step back from a situation and think about the learning process (Foo & Turner, 2019).

2.3 Societal and community challenges

South Africa faces the triple threat challenge that is poverty, inequality, and unemployment.

2.3.1 Poverty

Poverty is defined as depriving a household or a person of simultaneous experiences or separately stifling the person's ability to fulfil a life purpose and be productive in a society; the deprivation could be social, economic, political, cultural. (Omomowo, 2018). Poverty is a phenomenon that goes beyond

consumption standards and income but includes the well-being of participants; it is socially, morally, and economically unacceptable because of various dynamic interactions that make some better off and others worse off (Megbowon, 2018).

During the United Nations Sustainable Development Summit in September 2015, the world leaders agreed to end all forms of poverty by 2030. This became a goal generally agreed upon by world leaders (Tsalis, et al.,2020).

The United Nations adopted seventeen Sustainable Development Goals (SDG) at the summit in New York, with 169 targets and 232 indicators based on three pillars of sustainable development; economic, social, and environmental. The Eastern Cape Province of South Africa has significantly improved poverty reduction since the end of the apartheid government in 1994, despite several studies still reporting the poverty among some populations in the country (Megbowon, 2018).

According to the World Bank, South Africa is rated as an upper-middle-income country; in the international space, South Africa's poverty levels are seen as high compared to other countries (Mdluli & Dunga, 2021). According to Statistics South Africa (2018), approximately 49,2% of adults live in the upper-bound poverty line. Poverty has been a challenging problem for the government for years (Mdluli & Dunga, 2021). The government has tried several strategies to tackle poverty, such as the Shared Growth Initiative for South Africa (ASGISA). This initiative targeted prolonged poverty and other unemployment issues (Gumede, 2017). The National Development Plan was aimed at eradicating poverty by 2030 (Fourie, 2018).

Poverty is generally described as the lack of basic needs such as food, shelter, healthcare, safety, and water (Osabohien, et.al., 2020). It is a phenomenon portrayed by its various dimensions (Mdluli & Dunga, 2021). Several theories of poverty have emerged over time to explain the concept of poverty, based on different measures of poverty that classifies several people as poor (Mdluli & Dunga, 2021). The minority group, by Rowntree (1901), classifies people based on a certain characteristic. Some theories propose that a family is likely to be poor because of the incapacity of a household head, death of a household head, loss of work, old age, accident, low wages, work irregularity and large household size (Wolff, 2020). Rowntree also proposed that poverty is a generational ill that is passed from one generation to the next. This results in the individual's acclimatisation to unfair conditions, and they tend to adapt and adjust to that way of life.

Lewis identifies the characteristics of poverty as those reflecting the culture of poverty, which leads to imprisonment in the circle of poverty as follows: unemployment, underemployment, lack of shelter, low wages, child labour, lack of food and lack of savings (Seale, 2020). In South Africa, the culture of poverty is evident that some individuals are more vulnerable to injustices of poverty, such as newlyweds with dependants, children, and the elderly (Varga, 2020). The perceptions of poverty suggest that individualistic and fatalistic factors explain poverty. Such situations are common in South Africa post-apartheid; the country's high inequality and unemployment rate remain (Bakre & Dorasamy, 2021). In addition, individual perceptions of poverty are placed on the individuals for their circumstances (Chase & Opiola, 2021). Focus is placed on

the individual approach, on cultural and behavioural factors. Individualistic perception suggests behaviour and culture of the individual influence their circumstances. Poverty is therefore perceived, reflecting a lack of questionable lifestyle, lack of intelligence and lack of ability (Babjaková et.al., 2019). The fatalistic perception of poverty suggests that individuals link the state of poverty to bad fortune, such as being ill, being involved in an accident, and considering these as barriers to living comfortable lives (Mdluli & Dunga, 2021).

2.3.2 Inequality

The high percentage of poverty is biased by race and gender, and this is mainly attributed to the legacy of apartheid, which exacerbated inequality levels in the country (Mdluli & Dunga, 2021). The National Development Plan is aimed at halving inequality levels by 2030 (Adhikari, 2020). The sub-culture theory of poverty, as advocated by Lewis (1959), entails individuals' acclimatisation to unfair and unequal living conditions; this is the only way of life the respective individuals are subjected to, and as a result, the individuals tend to adjust and adapt to their way of life (Balteș & Jimon, 2019).

Studies on inequality have broadened the scope to include various socio-economic factors to decompose inequality into its various constituent parts (Kerr & Wittenberg, 2021). Inequality data is separated by education, age, race, gender, attainment, family type, rural, urban, sector of employment and employment status (Hamann & Horn, 2021). The variables such as human capital, race, skill, poverty, unionisation and tax rate can also be given consideration (Beier, et.al.,2021).

Multivariate studies show an accurate measure for socio-economic inequality and social exclusion, increasing the value of analysis to policy-makers by providing them with the complete situation (Horn, 2021). Inequality of education and, to a lesser extent, education qualifications are important determinants of income inequality. The significance of the relationship between unemployment and education is that having completed grade twelve and having a tertiary education decreases the chances of being unemployed (Horn, 2021). Unemployment has a direct influence on inequality (Horn, 2021).

South Africa is one of the unequal countries in the world (Cheruiyot, 2018). The spatial and social inequality situation in South Africa is shaped by the country's historical context of exclusion and discrimination (Hamann & Horn, 2021). The apartheid era instilled divisions and inequality based on space, race, and class. The 1994 democratic reforms affected all spheres of government, economy, cross-boundary migration, political freedom, land reform programmes, black economic empowerment, and rapid urbanisation. These processes of historical imbalances shape the county's inequality. The labour market dynamics is one of the significant determinants of inequality. It is significantly influenced by geography, education attainment, high unemployment rate, wage distribution, race, and sex (Horn, 2021).

Migration trends and patterns are other major determinants of inequality. When driven by rural poverty, rural-urban migration influences inequality as it increases the demand for well-located residences; this is usually met by informal settlements in the buffer zones of the urban areas (Vearey, Modisenyane, & Hunter-Adams, 2017). The high levels of inequality and poverty

have always had a strong racial undertone with related spatial nuances (Sharp, 2020). Intra-racial inequality is too high among the black African population, with an increasingly significant influence on the overall inequality (Adena, Myck, & Oczkowska). The rural and urban separation, the buffer zones that were meant to separate black African places of residence and places of work, the racialised wage disparities that the apartheid government inflicted resulted in inequality in the workplace—the restricted growth in the informal sector. The strict labour laws contribute to the labour market (Mncayi & Shuping, 2021). The labour market absorption is centred on blacks, as opposed to the white South Africans. According to the Race Relations Institute (2017), the labour absorption rate for blacks is forty per cent, and this black labour absorption rate depends on the education level. Statistics confirm that the labour absorption of individuals with qualifications is 75,6%, individuals with Matric are 50,3%. This is an indication that education level eases the burden of absorption into the labour market. The unemployment rate is staggering in South Africa (Mncayi & Shuping, 2021).

2.3.3 Unemployment

The unemployed refers to the individuals looking for work and are available for work but cannot find paid work (Baah-Boateng, 2015). The coaching methods intended for the unemployed are good for identifying their requirements and needs, assisting them to develop through a personal approach professionally. The unemployed have an opportunity to find answers they could not answer before the coaching intervention, the coach channelling them to become aware of their weaknesses and strengths, of what prospects they have, and the hobbies that they can turn into business success (Andreea-Gabriela, 2016).

2.3.4 Proposition 1

• The unemployed of Mataffin face many challenges, including poverty, unemployment and inequality

2.4 Entrepreneurial Mindset

According to McGrath and MacMillan (2000), the entrepreneurial mindset can identify and exploit opportunities without the resources currently under control. All definitions presented by various authors emphasise that the entrepreneurial mindset is strongly associated with thinking. As cited by Jael (2017), McGrath and MacMillan (2000), the entrepreneurial mindset is about seeking new opportunities but pursuing only the best opportunities with the focus on executing and engaging everyone in the domain (Jemal, 2020).

The mindset of an entrepreneur includes learning new skills to improve and avoid becoming stagnant. It is crucial to understand both personal and professional development. The sooner the mindset is developed, the likelier it is for the business to build skills and activities (Mauer, Neergaard, & Linstad, 2017). McGrath and MacMillan (2000) mentioned that one knows that one has fully embraced the entrepreneurial mindset when one starts to think and act like a habitual entrepreneur. As a concept, entrepreneurship plays a significant role in nurturing entrepreneurial capabilities and learners' skills (Kouakou, et.al.,2019).

Therefore, it is evident that entrepreneurial education can communicate and transfer to the learner knowledge, ability, and the skills required to identify potential business opportunities (Ruhayati, et.al.,2019). Habitual entrepreneurs

are known for making careers out of starting businesses as independent ventures or within existing organisations (Anu-Maarit & Puhakka, 2017).

Entrepreneurs' learning starts when they reflect on their limitations and identify a gap between their capability to solve problems and their skill. The entrepreneur must unreservedly commit to the process (Matlay, et.al.,2012). As pointed out by Kutzhanova, Lyons, and Lichtenstein (2009), entrepreneurial skills demand change on the entrepreneur's side. Entrepreneurship education is perceived to promote enterprising attitudes and professional capabilities of mastering an entrepreneurial career (Kwong & Thompson, 2016).

Entrepreneurial knowledge, combined with other skills and information, can result in an excellent outcome to achieve the desired objectives. Entrepreneurs can be sharper in seeking desired existing opportunities and maximising the available resources. Some antecedent academics confirm that entrepreneurial knowledge improves entrepreneurial readiness and new business development (Saptono, et.al.,2020). According to Nabi et al. (2017), the entrepreneurial mindset is a belief and feeling unique to seeking challenges and opportunities (Cui, et.al.,2019). Researchers agree that an entrepreneurial mindset is part of a holistic way of analysing obstacles, opportunities and venturing into business, whereby an individual inwardly perceives their perspectives from practical attributes instead of deriving from holistic thinking (Bosman & Fernhaber, 2018a). The entrepreneurial mindset is a way of thinking, seeking out opportunities as opposed to challenges. It considers changes to failure and looking for solutions rather than problems (Karyaningsih, et.al.,2020).

External environment motivation, the participants' motives influence how the environment is interpreted and perceived (Davidai, et.al.,2021). The participant's motivation directs their attention to contextual cues that show changes in an entrepreneurial context in that environment (Wang & Zhang, 2020). The interaction between entrepreneurial motivation and the environment is the basis for the employment and development of metacognitive strategies focused on satisfying the participants' motives by entrepreneurial action to achieve the desirable entrepreneurial outcome (Desmond, 2020).

Metacognitive awareness represents the participants' level of awareness regarding their cognition, focused on a specific entrepreneurial task aimed at discovering, evaluating, and exploiting possible opportunities to be created. The entrepreneurial actions are conceiving the idea, screening the idea and proving the business idea by execution (Yingzhu,et.al.,2020). The metacognitive resource is about informing the development of the metacognitive strategy, the entrepreneurial task based on the participants' motivation and the perceived attributes of the environment and the formulated framework by the entrepreneur for processing a specific entrepreneurial task (Shirley, et.al.,2020). Metacognitive Strategy called metacognition, a process of strategy formulation chooses from available cognitions such as the participants' motivation, assumptions, strength, and the participants' ability to choose the most effective action in light of the changing environment (Kongnun, et.al., 2020). Metacognitive monitoring and feedback inform how the participant perceives the interaction between his/her motivations and her/his environment. Depending on whatever outcome, the performance monitoring will cue the participant to re-assess their metacognitive experience or knowledge based on the performance

and the participants' motives. The performance monitoring mechanism will always cue the participants to re-evaluate their motivation (Harymawan, et.al.,2020).

2.4.1 Entrepreneurial Coaching

Experience alone, however, may not necessarily explain entrepreneurial success (Eesley & Roberts, 2012) since some entrepreneurs are cognitively better equipped to translate their experiences to achieve the desired outcome (Fust et al., 2018).

Entrepreneurial coaching contributes to the significance and growth of the coachees. It improves the entrepreneur's self-efficacy, and self-efficacy results in positive business growth (Suci, et.al.,2020). Entrepreneurial coaching appears to be sufficiently customised to help the novice in developing their managerial skills. Coaching is defined as a support structure based on a close interpersonal relationship leading the development potential and learning within the change context. A sustainable coaching programme is needed to change the entrepreneurs' behaviour to develop their enterprises (Suci et al., 2020). The aim is to develop skills through learning in related management fields, and entrepreneurial mindsets improve after the entrepreneurial coaching (Liguori, et.al.,2019).

Developing a sustainable business start-up is essential for community development and economic development programmes, as the local well-being can be improved through entrepreneurship (Dahlstrom & Talmage, 2018). Entrepreneurial coaching is a two-way structural process for developing skills

and competence, guided by practical experience and regular feedback; acts of practice to help individuals learn (Anstiss, et.al., 2017). Coaching is instrumental as a support measure (Roux, 2018). It serves as an aid to encourage action. Entrepreneurial coaching, in this study, was defined as the support that entrepreneurs receive in the early stages of their entrepreneurial activities to help them develop and acquire the necessary skills (Mansoori, et.al., 2019). The key to entrepreneurial coaching is the notion of learning (Rajasinghe & Mansour, 2018).

In entrepreneurial coaching, instead of resolving problems, coaches provide the context in which entrepreneurs can develop the skills and expertise needed to resolve these problems. Coaching includes helping entrepreneurs in start-up accelerator programmes where they lack knowledge, experience, and skills. Coaches can help them to extract entrepreneur-driven solutions. Sometimes it is valuable, though it is not necessarily the coaches' practical experience and start-up background that define entrepreneur-coach relationships (Jordan, et.al., 2016).

According to Mansoori et al. (2019), to promote trust and openness within the coaching relationship, it is advised to avoid a hierarchy between the coach (who can be viewed as the facilitator of learning) and the entrepreneur. Coaching communication can be practised effectively through listening, clarifying what is being said, encouraging criticality, reflection and questioning (Lockwood, 2018). Individuals develop unconscious strategies that regulate and build their identity, and these emotional habits tend to persist into adulthood. They become part of the chemistry and neuronal brains (Schore, 2019).

These unconscious strategies shape how people relate to themselves and others. In developing skills and performance, the coachee might dismiss the importance of their denial strategies shaped by early experiences in their lives (Akhtar & O'Neil, 2018). This leaves a gap for an opportunity to build entrepreneurial mindsets through coaching to develop their mindsets. The coach will revisit the problematic emotional territory in a contained way to reduce the defensive strategies in which thinking, rather than reacting, can be enhanced (Cox, et.al., 2018).

Coaching is conceived as self-development and is further conceptualised as a continuation of enquiry with a continuous goal setting, feedback setting and experience reflection (Cox et.al., 2014). The coach's role is to help with these activities (Steelman, et.al.,2019). Coaching is about self-insight and self-awareness; in this case, the coach believes the coachee is competent, understands their minds better. As a result, they can respond to the coach's questions. Coaching is a structured development to enhance the desired change required for the client's and the organisation's benefit; coaching is dependent on self-development within the organisation (Dobrea & Maiorescu, 2015).

Coaching establishes a foundational and theoretical basis for systematic relational coaching for the intervention's success, which is found in the quality of the level to which it successfully aligns and integrates with the coaching relationship to the coachees' organisation. These authors display coaching as more related to engagement than any other skill. It has a crucial role in enhancing entrepreneurial activities. It could help emerging entrepreneurs

create and promote economic benefits, such as new jobs and growing their business (Prakash, et.al.,2015).

Coaching encourages entrepreneurs to put their strategic vision into action. Entrepreneurs are invited to think differently rather than simply absorb the advice; entrepreneurial coaching has a role in entrepreneurial development, thereby building entrepreneurial mindsets (Roux, 2018). Mühlberger and Traut-Mattausch (2015) supported the notion that coaching narrows the goals to provide entrepreneurs with a more specific focus; this is reinforced in their study that coaching is effective for goal-related results, and it further reveals that coaching influence's goal attainment, not only goal-setting.

According to Passmore (2015), coaching can improve mental health, enhance the entrepreneur's quality of life, fulfilment, and job satisfaction. Coaching allows entrepreneurs to develop their roles in their business and reflect on their existing knowledge. Winnicott (2018) recommends the creation of a holding environment to be the first task in coaching. Entrepreneurial coaching is critical in accomplishing new tasks and learning new facts (Idris & Abu Bakar, 2020). Entrepreneurial coaching provides high value to the coachees who receive it and allows them to think differently about their experienced problems instead of absorbing advice being given (van Coller-Peter & Cronjé, 2020). Coaches base their working processes on adult and experiential learning. They assist the coachees' to think through situations using their thinking, behaviour and feeling (van Coller-Peter & Cronjé, 2020). The potential benefit of entrepreneurial coaching is offering the coachee an opportunity to probe the situation and come

with a solution to the challenge, thereby resolving their challenges (Rojon, et.al.,2020).

Entrepreneurial coaching is effective as it facilitates learning within the business context as it focuses on on-the-job development. (Jones, et.al.,2016); Kotte (2019) demonstrated coaching to be particularly promising and suitable for assisting entrepreneurs. According to Bozer and Jones (2018), it is a custom-made development intervention as it applies collaborative, goal-focused and reflective relationships and professional results valued by coachees (Kotte, et.al.,2020). Entrepreneurial coaching is a more personal and convenient development option as opposed to traditional, classroom-based programmes. It is flexible as it is around the working day. The iterative coaching processes promote new behaviours, followed by feedback and reviews during the follow-up sessions (Myers & Bachkirova, 2020).

2.4.2 Building entrepreneurial mindsets using entrepreneurial coaching

Entrepreneurial coaching achieves positive outcome levels of learning up to the results level. Entrepreneurial coaching reports mostly role- and self-related outcomes, namely role identity, self-reflection and self-awareness (Kotte et al., 2020). Regarding learning, the frequently reported achievements are improved self-confidence and self-efficacy (Kotte et al., 2020). Entrepreneurship coaching prompts entrepreneurs to set up and venture into business (Rametse, et.al.,2021). Entrepreneurial coaching fosters skills development, such as interpersonal skills and improved communication (Kotte et al., 2020).

Entrepreneurial coaching contributes to the organisation's performance and growth (García, et.al., 2021).

The focus is on specific characteristics of entrepreneurial coaching, and it is increasingly demanded as an action-based learning method and a reflection in the entrepreneurial developmental intervention (Keling & Sentosa, 2020). In today's working world, entrepreneurship is increasingly important as entrepreneurs create jobs, generate innovation, and increase productivity. Entrepreneurship is important for the national labour markets, and the economy is significant (Mor, et.al.,2020). Entrepreneurship encompasses opportunity detection and exploitation (O. Jones, et.al., 2021) and personal development and the whole process of becoming entrepreneurial (Eskola, et.al.,2020). Entrepreneurial coaching is a tailored development intervention that applies a goal-focused relationship to achieve an excellent collaborative outcome, valued by the coachee. Coaching appears to be a promising and particularly suitable way of assisting entrepreneurs (Passmore & Lai, 2020).

Entrepreneurial coaching is customised to assist novice entrepreneurs to develop their managerial skills. The coaching relationship's success is explained by a set of winning conditions in answering the objectives, some of which are more important than others (Rajasinghe & Mansour, 2019). The most important one is the entrepreneur's open attitude to change. Being receptive to coaching and openness to change are the main conditions for coaching success, and commitment to the coaching relationship appears to be an essential requirement (Roux, 2018). The coaching encourages entrepreneurs to be, to put their strategic vision into action. The entrepreneur is invited to think

different as opposed to simply absorbing advice. Entrepreneurial coaching thus has a significant role in building the entrepreneurial mindset process (Kong, et.al.,2018). The challenges faced by the Mataffin community is almost similar to most of the challenges by other community members quoted in the literature. The only difference with this community is that pre-coaching fully depended on community leaders and believed that Halls is their only hope for their employment. Proposition 2

Entrepreneurial coaching plays a role in building the entrepreneurial mindsets of the unemployed.

Some authors defined entrepreneurial coaching in terms of the ability to influence learning and actual performance. The following guide is used to evaluate success:

- The extent of the change in unemployed behaviour, knowledge, and attitude

- The level to which the set objectives by the parties are achieved.

- The parties' level of satisfaction with the initiative. The extent of the change in the entrepreneur's behaviour or knowledge, when the unemployed are willing and open to the change from being unemployed to being entrepreneurs, they think and act entrepreneurially (Gazdula & Atkin, 2017)

- The level to the objectives set by the parties is achieved when they think and act entrepreneurially.

2.4.3   Adult Learning

Du Toit-Brits (2018) explores adult learning as an interactive relationship of theory practice. This means that an adult learner can study a theory and practise it when presented with an opportunity. Adult learning is termed andragogy; it is broken down into two elements: a process that creates change within an individual and infuses change into the organisation. According to Weir (2018), adult learners are more self-directing. They have a repertoire of experience, and they are internally motivated to subject matters that can be applied immediately, on learning that is especially closely related to their development tasks social roles.

Andragogy is based on four assumptions, as follows: 1. As a person matures, the self-concept moves from being dependent to being a self-directed individual, 2. As a human being matures, s/he accumulates an increasing reservoir of experience, which becomes a growing resource for learning, 3. As a human being matures, s/he becomes ready to learn, becomes oriented to growing to the developmental tasks for her/his social roles, 4. The adult changes from the knowledge postponement to immediate application of the knowledge (Weir, 2018). This fifth knowledge assumption was added years later, 5. As a person matures, the motivation to learn is internal (Baran, 2019).

The andragogy learning theory is appropriate in building an entrepreneurial mindset. Though adult learners can accept dependency at a given time, they have a built-in sense of obligation to do everything they can to help them move from dependency toward enhancing self-directiveness. Andragogy has a value system that places self-directiveness on a much higher level than dependency,

will do everything it can to help a learner increasingly become self-directive in their learning (Bachynski, 2019).

2.4.4 Experiential Learning

Experiential learning is an adult development theory premised on six propositions, drawing on twentieth-century scholars' work in human development. These include John Dewey, Jean Piaget, Carl Jung, Carl Rogers, Kurt Lewin (McKenna et al., 2018).

The six propositions of experiential learning are as follows:

1. The focus should be to engage learners in a process that best enhances their learning efforts to promote learning.
2. To facilitate learning, as a process of creating knowledge
3. Learning to result in a co-operative transaction between them and the environment.
4. Learning as a process of holistic adoption to the world
5. Learning to resolve conflicts by arriving at the truth by the logical exchange of arguments.
6. The learning is to be facilitated by a process that draws out their ideas and beliefs about the topic, to be tested and examined to be integrated with more progressive ideas.

It has been mentioned by Kolb and Kolb (2017) that experiential learning theory consists of two dialectical ways of grasping experience, which is abstract conceptualisation and concrete experience. The two ways of transforming experience are active experimentation and reflective observation (Kolb & Kolb,

2017), and it describes experiential learning to extract the learner's personal beliefs and integrating the beliefs into new ideas. The process of concrete experience gives the coaching client an understanding of how to respond to a problem and reflect on the lessons learnt in the process, which results in unravelling this understanding to a meaningful idea to make a meaningful decision. Campbell et.al,.(2019) stated that skill could act in an organised manner in a specific context and described skill as an integrated transaction between a person and an environment.

The assistance will have to be tailored to the entrepreneur's context to assist entrepreneurs with skills development effectively. Skill is the transfer of knowledge into behaviour and adapting the skills to entrepreneurial behaviour; it is suggested that entrepreneurial skills represent a business's capacity. Learning is essential to understand skills development (Lyons,et.al,.2019). Entrepreneurial learning is experiential. A conceptual model of entrepreneurial learning is where experience is central in providing the ability to discover the possibility to improve and exploit opportunities (Breslin, 2019). Learning is not a static process; the experience is transformed into entrepreneurial action (Secundo, Schiuma, & Passiante, 2017).

Experiential learning helps analyse the skill acquisition process. The learning process's importance is the learner's engagement with feedback on their effectiveness (McCarthy, 2016). It is crucial to create an environment that supports entrepreneurial skills development to promote enterprise development activities (Shabbir, et.al,. 2016). Entrepreneurs' problems should be

opportunities to learn and develop their skills and develop entrepreneurial skills in networking (Hamilton, 2019).

Building entrepreneurial skills require a transformation of leaping to a higher level of functioning on the entrepreneur's part. Each entrepreneur comes to entrepreneurship with a different skill level. For that reason, each entrepreneur requires a different game plan for skills development. An entrepreneur's skill level influences the willingness, readiness, and ability to use assistance (Malywanga, et.al,. 2020). Entrepreneurial coaching is an emerging technique for skill development; the goal of coaching is good management to make the most of an organisation's valuable resources (Corrie & Lawson, 2017).

Coaching helps individuals know themselves better, contribute more richly, and live more consciously to improve performance, especially those taking on new challenges or are entering new roles in organisations (Buerger et al., 2019). The underlying goal of any coaching activity is to correct problem behaviour and change the behaviour that threatens to derail a valued manager (Corrie & Lawson, 2017).

According to Felts et al. (1999), some authors defined the ability to influence the learning, and in terms of the actual performance, two variables were retained (Audet & Couteret, 2012).

- o The extent of the change in the entrepreneur's behaviour or knowledge, when the unemployed are willing and open to the change from unemployed to entrepreneurs, they think and act entrepreneurially. The participants' behaviour changed post-coaching; this was displayed during the post-coaching interviews.

They have shifted from being stuck and thinking entrepreneurial,
and they were willing to venture into a business to generate
income.

- o The level to the objectives set by the parties is achieved when
  they think and act entrepreneurially. This relates to the
  participants' actions during the post-coaching interviews. They
  came up with various business ideas, and they were prepared to
  self-employ.

2.4.5   Proposition 3

Coaching is a learning tool in empowering the unemployed to establish
entrepreneurial activities.

Entrepreneurial coaching is collaborative between the participants and the
coach. The primary focus of entrepreneurial coaching is on business success
as the coach bring business experience (Brinkley & Le Roux, 2018)

Ellinger et al. (2003) articulated that entrepreneurial coaching has a positive
perceived value to link the participants' competencies with business success
(Idris & Abu Bakar, 2020). The perceived usefulness of entrepreneurial
coaching influences the coaching and empowers the participants to establish
entrepreneurial activities (Granz, et.al., 2020).

2.5   Literature Review Conclusion

The literature review has presented the background discussion, focused on
literature related to entrepreneurial coaching, entrepreneurial mindsets, and the
community challenges based on the triple challenges faced by South Africa,

namely poverty, inequality, and unemployment. Adult learning and experiential theories underpin this study. The shared theories contributed to the research objectives and the research propositions. The next chapter presents a detailed methodology followed during the research. This also includes the consistency table outlining the objectives and the proposition thereof.

Table 2- 1: Consistency table: the research question and the proposition

• **Research questions**	**Proposition**
• what are the challenges faced by the unemployed in Mataffin?	There are many challenges faced by the unemployed in Mataffin
• How can the role of coaching enhance the entrepreneurial mindset of the unemployed?	Entrepreneurial coaching plays a role in building the entrepreneurial mindsets of the unemployed
• what the role of coaching as a learning tool in empowering the unemployed to establish entrepreneurial activities is?	Coaching is a learning tool in empowering the unemployed to establish entrepreneurial activities

CHAPTER 3.   RESEARCH METHODOLOGY

3.1   Introduction

This chapter details the research methodology used in answering the research objectives and the propositions. The approach of the research design is outlined. The data collection methods, the population and the sample are detailed. The instrument used, the data analysis methods, data analysis, and the interpretations are described. It concludes with the study's limitations and what has been done to ensure its transferability, dependability, trustworthiness, and reliability.

3.2   Research approach

The study employed a qualitative approach in providing an in-depth analysis of the matters at play in this research. This study attempted to understand people's perspectives, analyses, and interpretations of the context. According to the findings of Matsebatlela and Mpofu (2015), qualitative research can enable the researcher to understand and describe human behaviour. The aim was to become more than just an observer in the natural setting that was being examined.

This study was based on individual perceptions and was reliant on the participants' unique personal experiences, narratives, and insights. Qualitative research includes multiple realities; it is not statistical (Rahman, 2017b). Qualitative research includes a broader range of interpretive techniques for

understanding human experiences and research methods; it can understand the meanings of different people's voices. This approach has a different meaning of occurrence. The participants interacted directly with the researcher during the data collection; the data collection was detailed and subjective; complex issues were easily understood. The study context was well captured; it described the experience, the motives were identified (Weil, 2017).

This research approach emerged from the social and behavioural sciences to understand human beings' dynamic, unique, and holistic nature (Kalu & Bwalya, 2017). Qualitative research attempts to get to the heart of what happened to the participants, which led them to their decisions and choices (Kalu & Bwalya, 2017).

3.3   Research design

The research design was a procedural plan which was adopted to answer the research question economically and objectively. The researcher communicated the design proposal to be applied and collected information from the participants and how such information was to be collected and how the information was collected and communicated the findings. Appropriately selecting a research design is critical in building authentic conclusions and findings (Kumar, 2019).

Action research was used as the methodological approach to solving the social problem of unemployment facing the community of Mataffin. Dickens and Watkins (1999) position action research as a participative approach to addressing real problems. Plarreel et al. (2010); Locke et al. (2013) maintain

that action researchers believe the undertaking of the research creates relationships and new social structures, and such debates consider issues of ethics, positionality rational, research skills and influence (Bennett & Brunner, 2020). As this is an actual situation, it was experimental as the primary focus was about solving a real problem, the circumstances of this study required flexibility due to the unemployed involvement, and the change had to occur quickly.

This action research was educational, applying both adult learning and experiential learning theories. The coaching was entrepreneurial; it was, therefore, focused on developing entrepreneurs. According to Dilitas and Griffith (2017), action research investigates whatever is perceived to be a problem, fixed, or an issue to be resolved (Banegas & Consoli, 2020).

Action research aims to contribute to the practical concerns of the people's immediate problematic situation and furthering social science; this is a dual commitment in action research (Kremeike et al., 2020). For this study, the dual commitment was the collaboration between the researcher and the unemployed community to accomplish what is regarded as the desired direction, addressing the unemployment challenge and the system involved (Hussain & Manaf, 2019).

Participants were asked unguided, open-ended questions, allowing them to voice and act prudently and wisely by treating the participants as subjects capable of action and speech. They had not been coached before. Therefore, the semi-structured interview prepared them for coaching. Follow-up interviews were conducted after all the coaching sessions had been conducted. The typical research process's cyclical nature was applied in this study through the

interviews (MacDonald, 2012; Stack & McDonald, 2018). The structured interview method was applied (Guest, Namey, Taylor, Eley, & McKenna, 2017). The participants were interviewed about experiences and the proposed situations that led to answering the research question.

The semi-structured interview allowed the researcher to explore the outcomes and long-term consequences of the practice, discover the practice criteria, and take the participants' views (Ralph et al., 2020). The researcher decided what to explore and what changes needed to be made after the interviews. This was done to explore their readiness for the participants' coaching sessions (Evans & Lewis, 2018). This reciprocal relationship between the researcher and the participants further promoted transitivity (Power, 2017). The research adopted entrepreneurial coaching, and this was followed by another individual interview as the study's feedback session.

The detailed Action Research Model (Hardy, Vorobjovas-Pinta, & Eccleston, 2018) was based on:

- Diagnosing the unemployment challenge was jointly defined between the researcher and the participants.
- Action planning: this was aimed at jointly considering alternative courses of action.
- Acting: jointly selected a course of action
- Evaluating: jointly studied the consequences of the action taken above
- Specifying Learning: jointly identified the general finding.

Action research is used for solving problems, including issues related to the participants in this study. Action research is meant for diagnosing specific

situations such as this study. Action research is described as a tool for rational social management. It has been used as a mechanism for the participants' learning (Ashraafi, Talebinejad, & Shahrokhi, 2021).

Lewin's four stages were followed as a guide to this action research. The cyclical basis was followed repeatedly for actions to be constantly adjusted in response to the situation in this research. The Lewin five stages are: Planning, Action Implementation, Observation, Reflection, and adjustments were implemented where required (Guertler, Kriz, & Sick, 2020).

Follow-up interviews were conducted after all the coaching sessions had been conducted. The typical research process's cyclical nature was applied in this study through the interviews (MacDonald, 2012; Stack & McDonald, 2018). The structured interview method was applied (Guest, Namey, Taylor, Eley, & McKenna, 2017). The participants were interviewed about experiences and the proposed situations that led to answering the research question.

At this stage, the problem was identified by the researcher, it was confirmed with the participants, data had been collected for a more detailed diagnosis, followed by a collective supposition of several solutions: from this. a plan of action emerged for implementation; this prompted the coaching sessions, the coaching sessions' dates and times were scheduled jointly, and sessions were confirmed. At this point, the problem was re-assessed, and the process began a similar cycle. This continued until the problem was resolved, considering the coaching sessions were limited to six one-hour sessions for each of the five participants from the Matsafeni Community Development Trust.

This research design was based on adult and experiential learning theories. Participatory Action Research is recursive and focused on bringing about practices and change. According to Creswell and Poth (2016), participatory action research is emancipatory as it helps to detach people from unfair structures, and it is collaborative and practical.

Disadvantages (Creswell & Poth,2016)

- Multiple issues arise in the collecting, telling, and analysing of individual stories.

- Active collaboration with participants is necessary. The researcher needs to tell the participants' stories and reflect on their own political and personal backgrounds, shaping how they retell the stories.

- The researcher needs to collect extensive information about the participants and clearly understand the individual lives' - Context.

- It takes a keen researcher to identify stories in the sourced material gathered and the stories that capture their experiences.

To do so, we drew on the established criteria of trustworthiness in qualitative research: credible, confirmability, dependability and transferability.

Participants were asked unguided, open-ended questions, allowing them to voice and act prudently and wisely by treating the participants as subjects capable of action and speech. They had not been coached before. Therefore, the semi-structured interview prepared them for coaching. Follow-up interviews were conducted after all the coaching sessions had been conducted. The typical research process's cyclical nature was applied in this study through the

interviews (MacDonald, 2012; Stack & McDonald, 2018). The structured interview method was applied (Guest, Namey, Taylor, Eley, & McKenna, 2017). The participants were interviewed about experiences and the proposed situations that led to answering the research question.

3.4   Data collection methods

The method applied was the qualitative approach, a diverse group of interpretative methods aimed to explore, understand and explain people's experiences using non-numerical data (Hadi & Jose Closs, 2016). Qualitative research depends on the researcher as an instrument (Malsburg & Angele, 2017). Preparations were done before each interview. The qualitative method depends on the researcher as the main instrument (Clark & Vealé, 2018).

The semi-structured interview method was applied; these took the form of a dialogue and allowed for a free-flowing and flexible conversation. The researcher set the topics' outline to be covered, and the interviewees determined how the interview was directed (Adhabi & Anozie, 2017). The unemployed were coached. The purpose was to evaluate their world regarding their unemployment status. The participants set the agenda, which determined how the coaching was directed. The participants were questioned deeply, skilfully and listened attentively and actively. The interviews were recorded using two different voice recording devices. This audio recording supported the credibility of the research findings. The audio file recordings were sent for transcription to an external transcriber.

The purpose of the interview was for data collection and preparing the participants for the coaching sessions. The entrepreneurial coaching was conducted; each person was allocated six one-hour sessions. The purpose of the coaching was for development purposes. The study's entrepreneurial coaching process was to explore whether coaching was indeed the correct tool for building entrepreneurial mindsets.

3.5   Population

The purpose of this section is to cover the population and the sample of the study.

3.5.1   Population

Mataffin is a village situated five kilometres from the city of Mbombela in Mpumalanga. This is where the Mbombela Stadium is situated. Mataffin consists of more than ten thousand people. Only six thousand has been confirmed; this is based on the statistics recordings of 2014. Current demographics are not available. Therefore, the statistics are not accurate; it could be more than the estimated ten thousand due to the illegal land invasion, mushrooming daily (Hughes, 2018).

The population and sample used in this study were the unemployed in Mataffin. They represented different age groups (mainly the youth), genders (male and female but male-dominated), religions and educational levels. They are legal beneficiaries of the Matsafeni Community Development Trust.

3.5.2 Sample and Sampling Method

According to Kumar (2019), how the sampling method is selected significantly affects the findings' accuracy. Several considerations must be made in the sample selection. Purposive sampling was applied for this study, where it was decided what information was required to be known, and people were found who were willing to provide such information, based on knowledge and experience (Etikan, Musa, & Alkassim, 2016). Purposive sampling is when people are selected for a particular purpose for a research study. This sampling was used for those interested in working with the unemployed of Mataffin. Therefore, the sample was the unemployed who were legal beneficiaries of the Mataffin Trust (Leedy & Ormrod, 2014). Purposive sampling is used in qualitative research to identify and select the most proper use of available resources. The interest was in building entrepreneurial mindsets in the unemployed in Mataffin who share similar traits in terms of life experiences, culture, and population group. The sample of this study was selected from the beneficiaries of the Matsafeni Community Development trust. They own part of the land in Mataffin, and Halls own the other part. The sample size was based on Saunders and colleagues' recommendation, where they would consider a minimum of five interviews for a semi-structured qualitative study (Saunders, Lewis, & Thornhill, 2016). The sample is selected purposefully to meet the following criteria:

- ✓ Take into consideration their education or literacy level to structure the interview questions.
- ✓ The sample included five unemployed legal beneficiaries of Mataffin.

Table 3-1: Profile of participants

Description of participant type, unemployed in Mataffin	Number to be sampled
Unemployed legal beneficiaries	5

3.6 The research instrument.

The instrument used was a qualitative and semi-structured interview. A semi-structured interview guide contributed to the study's trustworthiness and objectivity and made the results more credible (Kallio, Pietil, Johnson, & Kangasniem, 2016). A semi-structured interview was used to provide a flexible technique for small-scale research such as this one which involved obtaining information from five participants. The semi-structured interviews were selected as data collection methods because of two primary considerations: relatively small sample size. 1. They are suitable for exploring the participants' opinions and perceptions regarding sensitive matters, which enabled probing for more clarification of answers and more information, 2. The varied personal and educational histories of the sample group precluded the use of a standardised interview session. Semi-structured interviews are considered the best; this type of interview provides more valuable data for the semi-structured approach allowed openness and flexibility and clarity-seeking questions were asked.

3.7   Procedure for data collection

The research participants were selected according to a set criterion to respond to the objectives. The participants were identified. A meeting was called to give a brief outline of the research's purpose and the benefits thereof. Meeting requests were sent via WhatsApp messaging, and an attendance register was circulated to the attendees for signatures, confirming their voluntary participation: pseudonyms /codes were allocated for the research. Online Skype Zoom or WhatsApp video interviews were scheduled individually as a conversation between the interviewer and the participant. These interviews focused on past, present, and personal issues, starting with an open interview to get a broader view of the participants. Care was taken not to steer the conversation to get the participants' perceptions, experiences, thoughts. They were encouraged to speak freely. The semi-structured interview duration lasted approximately sixty minutes (Moser & Korstjens, 2018). The participants were each allocated data for the interview (30GB of data) for this study to gain access to the Zoom and WhatsApp video calling. Interviews were conducted via Zoom and WhatsApp video call in two languages, namely, English and Swazi; they were recorded, the audio files were forwarded to an external transcriber. Thank you, messages were sent to all the participants via WhatsApp. Upon receipt of the transcripts, each transcript was reviewed for errors. Each transcript was sent to the relevant participants for comments. All the transcripts were brought back to the researcher; all the participants confirmed their satisfaction with the content of the transcripts. They were summarised during the data analysis process; they were saved for safe keeping.

The interviewees were selected to satisfy the needs of the research. Researchers select the research participants according to their social networks. According to a specific manner, the research participants were selected (unemployed trustees to the Matsafeni Community Development trust). They were invited to participate; participants participated voluntarily. Their willingness to participate in the research objectives was necessary. The interview's confidentiality and the findings were emphasised in the communication to them before the interview (Kanji, 2017). All the participants were requested to complete and sign consent forms. Separate interviews were scheduled for each participant, and invitations were sent electronically via WhatsApp by the researcher. Interviews were conducted via Zoom, WhatsApp conferencing. The coaching sessions dates and time schedules were arranged and confirmed with the participants at the end of each session. The interview transcripts were in English. The transcripts were sent to all the interviewees for necessary corrections comments (Simpson & Quigley, 2016). The researcher made sure of the integrity of data by ensuring the trustworthiness of all the interviews transcripts. The data analysis was conducted manually using Microsoft Word, applying the references and the insert endnote for the initial coding of the data.

3.8   Data analysis and interpretation

The study applied the thematic analysis approach for data analysis. Thematic analysis has proven to be illustratable, auditable with a guide of an interpretable data guide (Nowell, Norris, White, & Moules, 2017a). The trustworthy thematic analysis has been applied for the process of data interpretation and represents

textual data. It contributes to qualitative research as a methodology; it helps advance the elusive research method: thematic analysis (Rahman (2017a).

The thematic analysis was guided by Braun and Clarke (2006) and Braun (2014). It is used widely for social sciences, which is like this study. Thematic analysis of this study involved the scanning of data to find themes as well as the relationship of those themes. These themes were developed and modified based on the related data (Braun, Clarke, Boulton, Davey, & McEvoy, 2020). The audio recorded data were transcribed to conduct the thematic analysis. This was done to ensure confidentiality and anonymity; numbers were assigned to the participants as follows: participant 1-Participant 5. Each participant was identified according to the allocated numbers, namely participant 1, Participant 2, participant 3, participant 4 and participant 5. The field notes for this study were made manually, using the word processor. The analysis was guided by Braun and Clarkes (2006).

The six-phase coding and theme development was as follows (Nowell, Norris, White, & Moules, 2017b):

Familiarisation with data: triangulating different data collection modes, checked for the document reflective and relevant theoretical thoughts.

- Checked for potential codes/themes, stored raw data, kept records of the transcripts, saved them on the computer.
- Searched for themes: generated initial codes, used the coding framework, trail audited the code generation, and documented them. The researcher created schemas to make sense of the theme connection, kept detailed

notes about the development and hierarchy of the concepts and the themes.

- The themes were reviewed. This allowed for the triangulation of themes and sub-themes to be vetted, examined for suitability by returning to raw data.

- The researcher then defined themes. This was achieved through the process of peer debriefing and member checking, reaching a consensus on themes, documentation of themes and documentation of themes naming.

Finally, the themes were named for final analysis and presentation in the report. This enabled the process of coding and analysis insufficient detail, described the context, description of the audit trail.

3.9   Limitations of the study

The risk of misuse of the allocated mobile phone data might have resulted in setbacks in the process. Some may not open, the coach needed to anticipate limited further elaboration on the feedback from the participants. A further limitation was that the study was limited to the unemployed at Mataffin in South Africa. Equal representation across all races was not achieved; with only black African people being interviewed, no other races formed part of the study.

This was because of this study's purposive criteria; the study was therefore limited to the purposive population (unemployed). The purposive population were the unemployed of Mataffin; it was a limitation because the study was limited and explicitly dedicated to the unemployed in Mataffin. Going beyond this purposive population would have expanded the scope of this study.

3.10 Quality assurance

3.10.1 Trustworthiness

The four trustworthiness criteria were adhered to as follows: credibility, dependability, confirmability and transferability were considered (Rönnerhag, Severinsson, Haruna, & Berggren, 2018). The researcher provided increased awareness and valuable insights, discussed the analysis and emerging themes to improve confirmability and credibility. Dependability was ensured by the author's describing the analysis process. This was done to address issues of consent and confidentiality. Glaser and Strauss emphasised applicability and credibility by connecting the researcher confidence in knowledgeability (Charmaz & Thornberg, 2020). The emerging findings were shared with the participants as a way of validating the research findings.

3.10.2 Transferability

Transferability was findings that could be applied to other groups or settings. Therefore, a qualitative study will meet the criterion should the results have meaning to those not involved in the study, and readers can associate the results with their own experiences (Connelly, 2016). The researcher's responsibility for the research study was by giving a thick description of the research process, the participants, and the research process. This enables the reader to assess the findings and establish whether they are transferable for their setting. The transferability judgement was not possible as the specific settings are unknown. The researcher provided descriptive data regarding the

context in which the research was carried out, sample size, sample, sample strategy, interview procedure (Fusch, Fusch, & Ness, 2018).

3.10.3 Credibility

Credibility is significant for creating confidence that people can use the data and the findings for decision-making in their own lives, work, families and future research settings (Tracy & Hinrichs, 2017). The most crucial goal in achieving credibility in qualitative research is a thick description. A thick description contributes to credibility through the extensive accounts, communicated processes, and depictions as they occur in the field. Credibility is used to describe interval validity in qualitative research. To achieve credibility, the interview questions were similar for all the participants. The researcher personally conducted interviews to ensure the process is not flawed (Ahmed & Asraf, 2018). All 5 (five) participants completed and signed interview consent forms, the audio recordings and their transcripts are kept in their original format to ensure credibility.

3.10.4 Dependability

Dependability is focused on the interpretation process of analysis. It is demonstrated by reporting a complete set of notes on the decisions taken during the research process, meetings, sampling, reflective thoughts, adopted research material, information about the data management and the emergence of findings (Korstjens & Moser, 2018). This will assist any future researcher to replicate the work done. This study, therefore, detailed all the data collection

methods, which demonstrated that thorough research practices were duly followed and that the study was dependable.

3.10.5 Confirmability

Confirmability describes the extent to which the study's findings reflect the interviewee's opinion and experiences, not the researcher's bias or interests (Kyngäs, et al., 2020b). This is supported by the data analysis described in 3.7. All five interviews were recorded, they were transcribed by an external transcriber and returned to the researcher, and the researcher individually shared the transcript with each interviewee via email to track changes. This ensured that the interviewees' perspectives were represented in the analysis of the results. The researcher's ability must accurately present the diverse realities as per the data collected from the participants (Kyngäs, Kääriäinen, & Elo, 2020a).

3.11 Ethical Consideration

The researcher acted in a way that promoted the welfare of other people and the duty to care; she knew her limits, competence, and practice within her scope as interviewer/coach and respected the law (Sawiuk, 2019).

- **Formal Permissions**: have been granted by both HL Hall & Sons and the Matsafeni Community Development Trust. The letters of approval are attached to the ethics application.
- **Informed Consent**: was obtained by identifying and inviting five unemployed participants from the Matsafeni Community Development

Trust. The 30 GB was offered as an incentive to participants to conduct the interviews, the participants indicated that they did not have the cell phone data for the purpose of the interviews, and the consent was obtained formally through signed forms.

- **Protecting Participants Identities**: Confidentiality: Individual responses are not disclosed and identifiable during and after the data collection process. Participants views were not attributable to individual participants in the final report, and the restricted information or analysis would not be disclosed in the final report.

Confidentiality: individual identities of participants would not be known to the researcher. Individual identities of participants were not disclosed in the final report. Names of any organisations that were the subject of the project were not disclosed in the final report. Individual identities of participants were not identifiable in the raw data. The participants were told confidentiality and anonymity that their identities would not be known, they would not be shared during and after the study and would be allocated pseudonyms for the study purposes.

Protection of Data during and after the research: The data was saved on a password-locked computer. On completion of the project, the data was stored in a password-locked computer. The data might be stored for further analysis. The participants granted consent to that. The data will be destroyed five years after the research.

3.12 Pilot Study

The research committee recommended a pilot study to address many issues, such as instrument development. This is important to determine the feasibility of the study (Victorson et al., 2020). The pilot study was conducted before the actual interviews. Two participants were invited to participate. The same process of conducting the actual interview was duly followed. Participation was voluntary; they signed consent forms, and they were assured about the confidentiality of the responses to the interviews; the interviews were recorded.

CHAPTER 4.   PRESENTATION OF FINDINGS

4.1   Introduction

This chapter is a presentation of the findings for the research proposition outlined in chapter 2. The chapter is structured as a display of results associated with quotations from the participants. Five semi-structured interviews were conducted before the coaching and five semi-structured interviews after the coaching with the same participants. This resulted in raw data being made of five transcripts before and five transcripts after the coaching. During the interviews prior to coaching, one hundred and twenty-five (125) codes were identified from the transcripts. These codes were grouped into categories, and four themes emerged from the categories. The post-coaching interviews analysis resulted in Seventy-two (72) codes from the transcripts data, and these codes were grouped into categories. These categories were further segmented and grouped into two (2) themes. The following section explains explicitly how the findings are described and presented.

4.2   Background and participant profile

This section provides the background of the participants who participated in this study. It describes and presents a summary analysis of the participants' profiles of the unemployed. The participants consisted of three (3) Males (black) and two (2) Females (black). They are aged between thirty (30) to thirty-five (35) years of age. All participants are unemployed, beneficiaries of the Matsafeni Trust and reside in Mataffin. Three of the five participants' highest education

level is Grade 12 (Matriculation); two did not complete their matriculation (grade 12).

A summary of the profile of the unemployed is presented in table 3. They have all completed six-hour coaching sessions, which resulted in final interviews after these coaching sessions.

Table 4- 1: Summary of profiles of unemployed

Participants Pseudonym	Gender and Race	Age Group	Educational level (Highest)
Participant 1	Male -Black	30-35	Grade 12
Participant 2	Female-Black	30-35	Grade10
Participant 3	Male-Black	30-35	Grade 11
Participant 4	Female-Black	30-35	Grade 12
Participant 5	Male-Black	35-40	Grade 12

4.3   Main findings of the study

As aforementioned, the themes for both pre- and post-coaching interviews are presented. First, the themes from the pre-coaching sessions are presented, followed by the themes' post-coaching sessions.

4.4   Pre-Coaching Interviews findings

- Below is a presentation of the themes concerning the issues identified by the participants during the pre-coaching interviews. in interviews conducted before the coaching sessions, the following themes emerged.
- Income seeking challenges.
- Land invasion
- Personal challenges
- Lack of development:

4.4.1   Income seeking challenges.

The **participants** have never secured jobs*;* as a result*,* they have never derived any income. They were stuck waiting for their leaders to create job opportunity and income generation opportunities*;* it never worked. They did not take **the** initiative of any other sources of income*;* hence they have been unemployed for an **extended** period. The participants expressed the wish for Halls to employ them full-time or seasonally. They have been actively job seeking from Halls and expected Halls to take care of their basic needs. They could not secure any jobs, yet they were actively seeking jobs, and they did not have income sources*.* They were stuck waiting for the leaders to create income sources and jobs opportunities for them.

> *"We are all looking up to Halls for jobs opportunities, before this land was acquired secured, we depended to Halls for employment". **P2-interview1**.*

"Halls has been a trusted employer to the Mataffin community for the past one hundred & twenty-five years of age. Our great grandparent was also employed by halls". **P3-interview1**

"We are all seeking employment from Halls, only few community members can be offered employment opportunities at Halls. Jobs are scarce, it is so difficult to secure a job". **P2-interview 1.**

"I am an active job seeker; it is so difficult to secure a job at Halls, more so without the necessary skills". **p2-interview1***.*

Some participants were actively seeking employment opportunities to suit their circumstances and look up to Halls as a potential employer. Other participants have been actively job seeking, and it is difficult to secure a job. This participant owns a taxi licence that he is renting out, but such income is not enough to feed himself and his family.

"I am an active job seeker; it is difficult to secure a job. I own a taxi licence, that I rent-out for an income yet, the income is not enough to cater for me and my family's needs". P5 -interview1.

The participants are self-aware that they have depended on themselves to improve their lives; they have realised that depending on their leadership has never worked.

"Time has been wasted much time, in blaming and depending on the community leadership, since 2003 to date. We have not been able to secure jobs, and no jobs have been created". P1-interview1.

4.4.2 Land invasion

There have been some concerns of the community land being sold illegally by some community leaders, as a result the community have never benefitted from such land sale. Some participants raised some concerns about their leaders not sharing information concerning the land illegally occupied.

"Some community leaders and some community members have illegally sold some parts of the community land illegally, for self-gain. The rest of the community did not benefit from these illegal land sales". P4-interview1.

"The community leaders are not sharing any information concerning the land which has been occupied illegally, and they are not disclosing the monies derived from the land sales". P3-interview1.

4.4.3 Lack of development

Since the land was acquired in 2003, no development has taken place for the community and the land with the related resources.   Most of their land was sold illegally, and some parts were illegally invaded. The participants expected the leadership to create jobs, community development and land development opportunities on their behalf. The participants expected their leadership to negotiate job opportunities at Halls and create development opportunities on their behalf. The participants are disappointed with the leader. They have not developed since they acquired the land in 2003. They have been waiting for the community leaders to create community development.

"The community leaders are not affording us the right to benefit out of our resources. I am disappointed with the community leadership for not creating employment opportunities for us". P2-interview1.

"The Community leaders never attempted to secure jobs opportunities on our behalf from Halls, and they never created development opportunities for us". P4-interview1.

Some participants realised that they had wasted much time on fruitless meetings, have not been able to secure or create any jobs, and have expressed disappointment about their leaders.

"Time has been wasted much time, in blaming and depending on the community leadership, since 2003 to date. We have not been able to secure jobs, and no jobs have been created". P1-interview1.

"I am very much disappointed about the community leaders that they never assisted us to secure jobs". P1-interview1.

4.4.4   Personal challenges

One of the participants has expressed that she uses a wheelchair, she never thought of any source of income. They depended on the sister's social grant for the basic family needs. Another participant had a taxi licence which he was renting out for an income because he did not own taxis/vehicles to use the licence to generate income*.*

"I am taking care of my disabled sister who is confined in a wheelchair. It is, therefore, difficult for me to work outside my place of residence. Any work that I have to do will have to be around the house". P3-interview1.

"It has, and it is still difficult to secure a job. I am looking after my disabled sister who is confined in a wheelchair, as a family we are dependent on her social grant for our basic needs". P2 -interview1.

4.5   Post-Coaching interviews findings

Two (2) themes emerged from the -post-coaching interviews, namely:

- The entrepreneurial opportunities and mindset
- Lessons learnt.

4.5.1   Entrepreneurial opportunities and mindset

The participants articulated the positive perception around community development. The participants have expressed mental shifts from blaming and depending on the community leaders, they now are self-aware of challenges that need to be addressed, and they are seeking assistance on skills developments that will empower them and source business funding.

Others have expressed venturing into different sectors such as tour operators and taxi businesses in the community.

> *"I am planning to use my taxi licence to operate a taxi business and to be a tour operator to earn an income". - P2-Interview2.*

This participant is venturing into the taxi operation business to transport community members to their places of work and transport children to schools.

> *"planning to market the taxi business to the local community, for the transportation of children to schools and the local community to their places of work". P2-interview.*

Others indicated that they would utilise their land and farms to develop into businesses and self-employ. They have planned to venture into vegetable farming and selling vegetables.

> *"We are going to use what is left of our land and farms to develop into business and self-employ". - P5-interview2.*

> *"I am planning to venture into the business of planting and selling vegetables to generate an income". P3-interview2.*

In addition to co-operation and farming, other participants were looking into venturing into other business, such as, construction to build residential properties. Some participants have prepared the required paperwork for accreditation for the construction business.

"I am considering the building construction business, in the process of preparing the required paper-work and accreditations, to start building residential properties for the local community". P3-interview2.

"We are planning to develop the remaining pieces of land for residential purposes and to sell some for residential purposes". P1-interview2.

"In addition to co-operation and farming, other participants were looking into venturing into other business such as construction to build residential properties". - P2-interview2

Some expressed seeking funding opportunities or business start-up to invest in their ventures and self-employ. They have also expressed the need to learn some farming skills to develop the land and sustain themselves. One of the critical initiatives expressed by the participants is the creation of a community farming co-operative. That through the co-operative, they can plant fruits and vegetables to sell in the community.

"Our future meeting from now going forward will be planned on self-development and not expect the community leaders to create opportunities for us". -P2-interview2.

Some participants have registered companies; they are ready to participate in any business opportunity that might become available.

"I have registered a company to access any business opportunities that might become available". - P3-interview2.

The participants have also expressed a change in their attitude since they have received coaching. Before being coached, they were actively looking for employment. Their tone has changed after coaching, and they have expressed are more interested in self-employment. Their perceptions have changed. They are jointly looking and planning to explore business opportunities through a co-operative that will include all the unemployed in Mataffin. They are considering other business opportunities that can generate incomes.

> *"We are planning a cooperative that will include all the unemployed to work our farms to generate incomes opportunities jointly". P2-interview 2.*

> *"We are planning to establish a co-operative that will include all the unemployed in Mataffin, to explore business opportunities such as building construction". P1-interview 2.*

> *"We are planning a joint intervention with the rest of the unemployed in Mataffin for improving our lives for the better through entrepreneurial skills development, in preparation for self-employment" P4-interview 2.*

> *"I am venturing into farming and selling vegetables and fruit to the local community". - P3-interview 2.*

The participants articulated the entrepreneurial opportunities development. The participants have expressed mental shifts from blaming and depending on the Community leaders, they now are self-aware of challenges that need to be addressed, and they are seeking assistance on skills developments that will empower them and source business funding.

"Our future meeting from now going forward will be planned on self-development and not expect the community leaders to create opportunities for us". P2-interview 2*.*

"I am partly to be blamed, am not shifting the blame to the community leaders. It was and it is my responsibility to create community development opportunities". P3-interview 2*.*

Some have cited business into farming using the land allocated to generate income and develop some opportunities.

"We the co-operative of the unemployed in Mataffin are planning to establish a partnership with Halls fresh produce, as a way of transferring skills". - P3-interview 2

"We are planning to use the existing farms for the production of fresh produce such avocados, litchis and lemons for selling to local hawkers and fresh produce markets". P5-interview 2*.*

4.5.2 Lessons learnt from the coaching experience.

a. *Self-awareness*

The participants understand their weaknesses, strengths, vulnerability, and self-awareness as guides in reacting to situations. Some participants expressed that they have learned about the said opportunities available for them during the post-coaching interviews. The coaching has benefitted them, and they realised value after the coaching sessions. They mentioned that before the coaching, they were stuck and expected their leaders to make things happen. Post

coaching, the opportunities are t behave differently by doing things they would not do before the coaching. They are self-aware, self-efficient, and in charge of creating opportunities to self-employ and grow to employ others.

> *"We are planning our development and seeking for ways to use the available resources (what is left of our resources such as farms and other buildings) to create income opportunities". P1-interview 2.*

> *"Job-seeking has been a waste of time, employment is scarce. I am planning to do chicken farming and sell chicken and eggs to the community of Mataffin". P2-interview 2.*

That, through coaching, they now see that they cannot depend on Halls for employment. However, they should instead create their employment opportunities.

> *"We are no longer dependent on Halls for employment opportunities; we can self-employ". P4-interview 2.*

The participants have also mentioned that they have wasted time seeking employment in the past. Moreover, depending on the community leaders to create jobs has been pointless. The coaching has made them realise that they can create their employment and becoming self-employed. They are now considering ways they can create their incomes.

> *"I am partly to be blamed, am not supposed to be shifting the blame to the community leaders. It was, and it is my responsibility to create community development opportunities". P3-interview 2.*

"We have wasted time waiting for the community leaders to create opportunities for us, and nothing positive came out of that". P2-interview 2.

b. ***Focus /goal oriented***

They have expressed a change of mindsets have changed from being stuck to entrepreneurial. They are open to self-development in preparation for self-employment. Some have expressed venturing into the farming business, as illustrated in the participant quote below.

"We are venturing into the farming business, on our land to develop income opportunities and generate incomes". P4-interview 2.

They have expressed the desire to establish a co-operative that includes all the unemployed in Mataffin and they are planning a skills development project.

"We have established a co-operative that includes all the unemployed in Mataffin for the skills development project in preparation to self-employ". P4-interview 2.

The participants have also expressed that they were considering self-employment such as operating spazas and baking cakes for selling.

"I am planning to self-employ. To operate a spaza shop and a bakery will be baking and selling cakes for events as well as to the Mataffin community" P3-interview 2.

4.6 Summary of the findings

The summary of findings is based on the themes and sub-themes of the groups before and after coaching interviews. Before the coaching interviews, they depended on the community leaders to create opportunities to build a source of income. Employment opportunities were never created and resulted in them being forever unemployed and without income. They never thought of an alternative way of generating an income, they believed in securing jobs, yet they do own several resources which can be translated into income generation.

4.6.1 Summary of Findings from the pre-coaching interviews

The participants never thought of any other options as a source of income. The participants believed in being employed by Halls and other employees seeking opportunities. They never had other options to address the unemployment challenge other than actively looking for jobs and expected their leadership to negotiate Halls' job opportunities. The participants expressed that there have been no social developments on their part as the community and their land since they have acquired this piece of land, Mataffin. Therefore from 2003 to date, there has been no development.

4.6.2 Summary of Findings from the post-coaching interviews

After coaching, they shifted from dependency to self-development, which resulted in self-awareness. They are ready to seize business opportunities. The participants never thought of any other options as a source of income. After entrepreneurial coaching, they seek to create self-employment opportunities in preparation for entrepreneurial options and seek assistance for skills

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development and business funding for business start-ups. The participants are focused on their future goals of generating income. They transitioned from being stuck. They acknowledge the scarcity of jobs/employment and believed in self-employment, which they never thought of before the coaching. This, therefore, proves a shift in mindsets.

The participants understand their weaknesses, strengths and vulnerability, and self-awareness served as a guide in reacting to situations. They have expressed not depending on the community leaders for employment and entrepreneurial opportunities. They have never achieved any positive outcome since the land was acquired in 2003. After the coaching, their thinking changed from being stuck to self-awareness, self-actualisation and seeking self-employment. They have learned through coaching that they can acquire income opportunities.

Table 4- 2: Propositions and themes

Proposition	Themes
1. The challenges faced by the unemployed Mataffin	- Income seeking challenges - Land invasion - Personal challenges - Lack of development

2.Entrepreneurial coaching plays a role in building the entrepreneurial mindsets of the unemployed	Entrepreneurial mindset
3 Coaching is a learning tool in empowering the unemployed to establish entrepreneurial activities	Lessons learned

CHAPTER 5. DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter explains and interprets the findings of the outcomes presented in chapter 4. These include findings presented by the research or propositions. This is an integration of the study findings and the literature review; therefore, the discussion of findings is presented. This analysis perfects a working definition for building an entrepreneurial mindset through coaching results based on both the literature's implications and the research findings.

Social resources improve physical and psychological well-being embedded in a social network that makes people feel good about their lives and themselves, this enhances the unemployed propensity to maintain a positive outlook during unemployment, and social resources can buffer the destructive somatic consequences of stress (Schermuly,et al., 2021). The quality of social contact is related to positive well-being (Zhao,et al. 2021). Social support diminishes the perception of stressors (Steinmetz, et al.2020).

5.2 Discussion pertaining to Proposition 1.

Unemployment results in several stress-related outcomes for the participants, such as depression, physical ailments, and anxiety. The participants have expressed that they have been job seeking or seeking income-related opportunities with no luck. The participants expressed how stressed they are due to the unemployment challenges, including unsuccessful job seeking, not benefiting from their land sale, and their redundant resources since they were

acquired in 2003. According to Statistics South Africa (2019), unemployment rates are higher in rural than in urban areas and vary in magnitudes across provinces, Gauteng, and Western Cape provinces enjoy the lowest rates due to the smallest former homeland. In contrast, provinces such as Mpumalanga, one of the provinces with a higher share of former homeland areas, suffer from higher unemployment rates. These spatial inequalities concern the post-apartheid strategies and policies aimed at redressing these imbalances (Kwenda,et al.,2020). The stress of being unemployed may result in physical symptoms, and physical well-being may be diminished by the inability to afford necessities and healthy food. Should individuals not afford health care, health conditions can go untreated, and they cannot afford psychological assistance (Wanberg, et al., 2020). The South African challenges are characterised by unemployment, extreme inequality and absolute poverty, extremely high. The driving force behind inequality and poverty is the extremely high levels of unemployment.

Most of those who find work are in a precarious employment position, such on a contract or a seasonal basis (Hart, 2013). The economy has, to date, not significantly diversified; the spread of a post-industrial economy has resulted in many South Africans with inadequate skills. Millions of South Africans are unnecessary to the needs of global and local capital. Post-apartheid, there are still some stark realities concerning ongoing marginalisation. The land reform was because of responding to the political outcome of apartheid, to change the structure of the Native Land Act 27 of 1913, which deprives many of the South Africans from occupying the land. In comparing the progress made thus far and how the process is unfolding, there is still a long way to go. Considering the

rural long-outstanding feud with the government and the adverse effects of the land reform on the economy, and the withdrawal of the potential investors owing to economic and political conflicts associated with the process of the land reform (Spierenburg, 2020), the land reform has been premised to fulfil the rights of citizens, the redistribution of land to the rightful owners based on the three pillars, such as land restitution, land redistribution as well as the tenure reform. There seems to be some impatience by some citizens who are grabbing land without following the protocol of securing land. This has resulted in high damage to the structure of the South African land reform; the land reform is improperly developed and insufficiently framed, many of the landowners are constantly suffering at the hands of a government that is supposed to oversee this programme of land reform (Mheta, 2019).

That has resulted in damage to the South African land reform programme, and it is framed as insufficient and improperly developed, partly because the current majority of landholders are constantly suffering under the watch of the government that oversees the project of land reform (Mheta, 2019). The Constitution of the Republic of South Africa of 1996 has enshrined the property right, stating that the expropriation of property may only occur according to the rule of law (Currie & de Waal, 2005:534). Most cities have been characterised by unplanned, uncontrolled illegal invasion by the population from rural-urban migration (Nato Strategic Direction South (NSDS, 2019). This has resulted in mushrooming of illegal structures with no proper town planning (Guneralp et al., 2018). The increase in human activities has resulted in a change from the traditional land use; for example, agricultural land is used for urban land use. This has resulted in significant changes in the urban landscape; this has

created serious challenges such as the emergence of informal settlements, food scarcity, poor public services provision, ecological destruction, environmental pollution, and unemployment, among many problems (Maktav & Erbek, 2005; Nato Strategic Direction South (NSDS, 2019; Simwanda et al., 2019). To control this historically unplanned growth of urban environments for a sustainable future urban development stimulation, there is a need that the driving factors of urban changes be understood (Simwanda, Murayama, & Ranagalage, 2020).

The participants cited a lack of development and land invasion as one of the critical challenges the Mataffin community faced. Instead of self-development, Halls are expected to employ everyone; the community leaders lack leadership and often sell the land illegally.

The employed in high status gain access to better social and financial resources and better-coping strategies than those who are unemployed. The employed can cushion the negative effects of unemployment. This means that the unemployed find it difficult to secure new jobs, negatively affecting the mood. A moderating effect of the socio-economic environment is expected to negatively affect unemployment and mental health amongst the unemployed (Feather, 2018).

The participants expressed some challenges with their leadership as they expected their leadership to create both community development, community land development and create jobs and income generation. Some participants expressed some personal challenges. The high unemployment rate negatively influences employability and negatively influences employability and negatively influences the level of employability and economic development. The coaching

methods intended for the unemployed are suitable for identifying their requirements and needs, assisting them to develop through a personal approach professionally. The coaching and training programmes were offered without requiring a consequence as all the participants are unemployed and seeking incomes to make a living. On the other hand, coaching was organised to ensure a qualified intervention for the start-up period (Oberstein, 2020).

The participants have cited a lot of family and personal challenges of being unemployed. The negative consequences of unemployment: the unemployed experience diminished feelings of well-being (Bartley, 2018); Unemployment diminishes the unemployed self-esteem (Gray, Gabriel, & Goregaokar, 2015); Result in the loss of self-identity (Kataria, 2012). Unemployment also results in physical health, general and mental deterioration (Yang, 2020), particularly depression, affecting both the job seeker and partner (Paver, et al.,2020). The unemployed with psychological challenges can further affect their chances of securing a new job (Martínez, Blanco, Wall, Liu, & Olfson, 2020).

5.3   Discussion pertaining to proposition 2.

The study examined factors that facilitate building an entrepreneurial mindset by coaching income seekers/unemployed. The work that is providing liveable income on secure and reasonable terms is scarce in developing economies and is increasingly scarce in developed economies. As such, this is distressingly evident in South Africa, with an extraordinary increased level of inequality and unemployment (Marais, 2020). Therefore, the study findings confirm some of the reasons for the causes of unemployment in the country. Coaching is

essential to understand their world before the coaching and compare their thinking and perspective after the coaching (Moin & Van Nieuwerburgh, 2021).

According to Gruber and MacMillan (2017), entrepreneurial opportunities can identify and exploit opportunities without the resources currently under control. All definitions presented by various authors emphasise that the entrepreneurial mindset is strongly associated with thinking (Mauer et al., 2017). The mindset of an entrepreneur includes learning new skills to improve and avoid becoming stagnant. It is essential to understand both personal and professional development. The sooner the mindset is developed, the likelier it is for the business to build skills and activities (Mauer et al., 2017). Mauer (2017) mentioned that one has fully embraced the entrepreneurial mindset when thinking and acting like a habitual entrepreneur. As a concept, entrepreneurship plays a significant role in nurturing entrepreneurial capabilities and learner's skills (Kouakou et al., 2019).

Therefore, it is evident that entrepreneurial education can communicate and transfer to the learner's knowledge, ability, and skills to identify potential business opportunities (Ruhayati et al., 2019). In the study, coaching has played a role in communicating and transfer to the participants' ability, skills and knowledge required to identify potential business opportunities.

Coaching is regarded as more related to engagement than any other skill. It has a crucial role in enhancing entrepreneurial activities. It could help emerging entrepreneurs. Emerging entrepreneurs create and promote economic benefits, such as new jobs and their business growth (Prakash et al., 2015). Coaching encourages entrepreneurs to put their strategic vision into action. Entrepreneurs

are invited to think differently rather than absorb the advice; entrepreneurial coaching has a role in entrepreneurial development, thereby building entrepreneurial mindsets (Roux, 2018). Mühlberger and Traut-Mattausch (2015) supported the notion that coaching narrows the goals to provide entrepreneurs with a more specific focus; this is reinforced in their study that coaching is effective for goal-related results, and it further reveals that coaching influences goal attainment, not only goal-setting.

Habitual entrepreneurs are known for making careers out of starting businesses as independent ventures or within existing organisations (Anu-Maarit & Puhakka, 2017). The participants were learning to start thinking entrepreneurial activities when reflecting on their limitations and identified a gap between their capability to solve problems and their skills. The participants have reflected on the limitation that employment is scarce. They have identified the need for self-employment to answer their challenge. They are, therefore, planning to venture into business.

The entrepreneur must unreservedly commit to the process (Matlay et al., 2012). As pointed out by Kenosi and van der Lingen (2021), entrepreneurial skills demand change on the entrepreneur's side. The participants are unreservedly committing to the entrepreneurial process, as they are open to skills development on entrepreneurship and seeking funding to get started with the business ventures. Entrepreneurship education is perceived to promote enterprising attitudes and professional capabilities of mastering an entrepreneurial career (Kwong & Thompson, 2016). Furthermore, the study findings suggest that through coaching, the unemployed can become aware of

their professional skills and abilities and what assets they have at their disposal to translate into cash generation and develop the identified skills. This is similar to a study that the unemployed have an opportunity to find answers they could not answer before the coaching intervention, the coach channelling them to become aware of their weaknesses and strengths, of what prospects they have, and the hobbies that they can turn into business success (Andreea-Gabriela, 2016, 2018). After the coaching, the participants expressed that they transitioned from depending on and shifting the blame to their leaders for their development to being independent, prepared for self-employment and developing their new businesses. Entrepreneurial mindset learning is experiential. A conceptual model of an entrepreneurial mindset is where experience is central in providing the ability to discover the possibility to improve and exploit opportunities (Khurana & Dutta, 2021). After coaching, they have developed an entrepreneurial mindset; they were open to entrepreneurial preparation; they seek skills development and business funding. Therefore, it is reasonable to conclude that entrepreneurial coaching can be used to build the unemployed' entrepreneurial mindsets. Some authors defined this in terms of influencing the participants' learning in terms of the actual performance. Three factors were retained as follows to evaluate success:

- The extent of the change in participants' behaviour, knowledge, and attitude
- The level to which the set objectives by the participants and the researcher/coach are achieved.

The participants and the researcher/coach expressed their satisfaction with the initiative, namely the unemployment challenge. The extent of the change is shown in the entrepreneur's behaviour or knowledge; when the unemployed are willing and open to the change from being unemployed to being entrepreneurs, they think and act entrepreneurially (Gazdula & Atkin, 2017).

5.4   Discussion pertaining to proposition 3.

The participants expressed that they could find answers that they could not find before the coaching. They have also learned that the neighbouring company, Halls, cannot afford to employ all of them as Hall's budget is limited, based on these reasons, employment is scarce. They learned what prospects and hobbies they can turn into business success; they have realised that they own farms that are their prospects to venture into business and translate into cash generation. Coaching benefits are confidence, assertiveness, stress management, understanding difference, life, work balance, self-awareness, and communication. The participants have developed a pattern of confidence and self-awareness, which are essential for ongoing growth and development. According to Wales (2002), these are the benefits of coaching (Mauer et al., 2017).

The participants did not believe in themselves to create mindsets entrepreneurially. As a result, they were not developing. These are lessons learned from coaching that with every opportunity, one would experience an imposter syndrome of not believing in taking new roles, of self-employment from the period when they acquired the land in 2003. One of the lessons learned is that they can change their own lives. The post-coaching interviews have

revealed that it takes resilience and courage to take on roles beyond one's comfort zone. This gives way to self-development in new ways that build self-confidence that will change one's world of viewing or seeing thing (Pompili, Brüls, Elswick, Masschelein, & Backhus, 2021).

Participants have learned that coaching increases participants, successful performers and accelerates development (Peterson & Kolb, 2018). Participants master their destiny by taking charge of their development should they want to grow. Nothing can be done on their behalf, and it only depends on their willingness to grow (Wendel & Dellaert, 2018).

The unemployed developed self-awareness post the coaching sessions. This was the starting point of achieving their goals through coaching. Self-awareness is defined as being aware of various aspects of self - including feelings, behaviours, and traits. This empowered the participants to make changes and improve the areas of strengths and identify gaps to improve. Sutton (2016), Brinkmann, Cash, and Price (2021) found that improved self-awareness is the beginning of the coachees understanding their goals. This is, therefore, indicating that the findings are supported in the literature.

Participants understand their weaknesses, strengths, and vulnerability: self-awareness is a guide in reacting to situations. They are planning to self-employ, seeking to be entrepreneurs, doing business for generating a source of income. This, in turn, becomes a way of self-awareness and evolution. Self-awareness harbours actions, intentions, and thoughts beneficial to all involved in the business activity (Popescu, Iancu, Avram, Avram, & Popescu, 2020).

Coaching encourages the participants to put their strategic vision into action. Entrepreneurs are invited to think differently rather than simply absorb the advice; entrepreneurial coaching has a role in entrepreneurial development, thereby building entrepreneurial mindsets (Roux, 2018). This is supported by the literature (Brinkley & Le Roux, 2018). The process of gradually developing abilities and entrepreneurs who are maintaining a balance between conducting their lives harmoniously and maintaining a dynamic balance in conducting their businesses undergo a process of self-development (Popescu et al., 2020).

Coaching can improve mental health, enhance the coachees' quality of life, fulfilment, and job satisfaction. Coaching allows coachees to develop their business roles and reflect on their existing knowledge (Passmore, 2015). Therefore, entrepreneurial education can communicate and transfer to the learner knowledge, ability, and skills required to identify potential business opportunities (Ruhayati et al., 2019). Entrepreneurial coaching has played a role in communication and transfers to the learner's ability, skills, and knowledge to identify potential business opportunities. This is evident that the data supports the literature.

The participants changed the way they were thinking before coaching. According to Park and John (2012), incremental theorists explore becoming better individuals by learning and self-development opportunities, consistent with the belief to boost their personal qualities by direct efforts (Japutra & Song, 2020).

CHAPTER 6.   CONCLUSIONS & RECOMMENDATIONS

6.1   Introduction

This chapter is in conclusion to the research findings, literature review and recommendations. Therefore, the following are presented, conclusions concerning the study's objective, recommendations, and suggestions for further studies and a conclusion regarding the objectives. The study explored the following objectives.

- How explore the challenges faced by the unemployed of Mataffin?
- How to explore the role of coaching in enhancing the entrepreneurial mindset of the unemployed?
- How to determine the role of coaching as a learning tool in empowering the unemployed to establish entrepreneurial activities?

6.2   Conclusions regarding the research questions

6.2.1   Conclusions regarding research question 1

The participants expressed how stressed they are due to the unemployment challenges, including unsuccessful job seeking, not benefiting from their land sale, and their redundant resources since they were acquired in 2003. Instead of self-development, they expected to be employed by Halls to create employment opportunities and generate some income. The stress of being unemployed may result in physical symptoms, and physical well-being may be diminished by the inability to afford necessities and healthy food.

6.2.2 Conclusions regarding research question 2

The focus was on coaching the unemployed to build entrepreneurial mindsets in Mataffin, a township in the Mpumalanga Province, in the Nelspruit area. It was about enhancing the participants' behaviour and awareness of entrepreneurship. The study aimed to help them achieve their objectives, develop skills, acquire the necessary resources for a successful entrepreneurial mindset. The objective was to assess the role of coaching in enhancing the entrepreneurial mindsets of the participants. After the final coaching, changes in the mindsets and behaviours of the participants were identified. This was done to ensure complete confidentiality and to avoid any participant's bias. The before and after the coaching interviews were conducted to compare their world before and after the coaching sessions. In addition to detecting any changes in mindset after coaching the participants, post-coaching, their thinking changed from being stuck to self-awareness, self-actualisation, and seeking self-employment. They have learned through coaching that they can acquire income opportunities.

6.2.3 Conclusions regarding research question 3

The coaching channelled them to become aware of their weaknesses, depending on their community leaders to create employment opportunities for them. As a result, they were all not developing. These lessons learned from coaching that with every opportunity, one would experience an imposter syndrome of not believing in new roles, of self-employment from the period when they acquired the land in 2003. One of the lessons learned is that they can change their own lives. The post-coaching interviews have revealed that it takes resilience and courage to take on roles beyond one's comfort zone. This

gives way to self-development in new ways that build self-confidence to change one's worldview or see things differently (Pompili, Brüls, Elswick, Masschelein, & Backhus, 2021). That coaching increases successful performers and accelerated development (Peterson & Kolb, 2018). Participants master their destiny by taking charge of their development should they want to grow. Nothing can be done on their behalf, and it only depends on their willingness to grow (Wendel & Dellaert, 2018). The unemployed developed self-awareness post the coaching sessions. This was the starting point of achieving their goals through coaching.

6.3   Limitations of the study

The risk of misuse of the allocated mobile phones data might have resulted in setbacks in the process. Some may not open, the coach needed to anticipate and limit further elaboration on the feedback from the participants. A further limitation was that the study was limited to the unemployed at Mataffin in South Africa. Equal representation across all races was not achieved; with only black African people being interviewed, no other races formed part of the study.

This was because of this study's purposive criteria; the study was therefore limited to the purposive population (unemployed). The purposive population were the unemployed of Mataffin; it was a limitation because the study was limited and explicitly dedicated to the unemployed in Mataffin. Going beyond this purposive population would have expanded the scope of this study.

6.4   Recommendations

6.4.1   Recommendations for the coaching practice

The study has employed pre- and post-coaching interviews and coaching as an intervention. The study findings can be used to inform further coaching practice by encouraging the use of pre, and post-coaching before and after the coaching intervention.

This study contributes to building entrepreneurial mindsets and how these skills development impacts the use of entrepreneurial coaching. The learning equips novices to find immediate answers themselves and solve their problems, including future problems that might arise (Vanevenhoven & Vanevenhoven, 2021). According to Rivero and Ubierna (2021), there must be potential entrepreneurs before entrepreneurship. Entrepreneurial coaching is of vital importance in facilitating learning to expand the knowledge of entrepreneurs. According to Koopman, Englis, Ehgrenhard, and Groen (2021), coaching can be used as a development tool to teach the entrepreneur how to expand, acquire skills to develop, refine the capabilities and skills of the entrepreneur. The aim is for the prospective entrepreneur or novice entrepreneur to become independent in the field (Norris Krueger & Lawrence, 2021).

6.4.2   Recommendations concerning policy/government.

a.   *Unemployment*

Unemployment does not only negatively affect employability. It negatively influences economic development as well. Government intervention is crucial to

conduct workshops that will promote coaching, especially to projects that they fund like this one. The government has bought land for this community and left them on their own without any support. That is why there has not been any community or land development since it was acquired in 2003. Through coaching, the participants became self-aware, self-developed and changed mindsets result in self-employment, and they are planning co-operatives. The unemployed have an opportunity to find answers they could not answer before the coaching intervention, the coach channelling them to become aware of their weaknesses and strengths, what prospects they have, and the hobbies that they can turn into business success. Through coaching, the unemployed can become aware of their professional skills and abilities and what assets they have at their disposal to translate into cash generation and develop the identified skills (Nicea, Andreea-Gabriela, & Romeo, 2017).

b. ***Entrepreneurship:***

According to Ruyhayati et al. (2019), entrepreneurial education can communicate and transfer to the learner's ability, knowledge, and skills to identify potential business opportunities. The recommendation is that government-funded projects should be supported with entrepreneurial mindset learning, such as entrepreneurial coaching. Entrepreneurial coaching can help improve their mental approach, enhance their quality of life and fulfilment as coaching allows coaches to develop their roles in their business and reflect on their existing knowledge.

6.5   Contribution to the literature on coaching

The study has contributed to the literature on entrepreneurial mindset coaching and its role in coaching the unemployed. The current study used coaching in community development and stimulating entrepreneurial mindset in communities as an empowerment tool. This contributed to how coaching honed the participants' capabilities and what they can do. The study has provided some evidence that coaching must be limited to executive coaching or business coaching and can be extended to community development and used as an empowerment tool for those unemployed. This is critical, especially in SA, as the country has one of the highest unemployment rates; coaching can empower the unemployed.

6.6   Suggestions for further studies

- o   Future studies need to go beyond the boundaries of Mataffin in the Mpumalanga province in the City of Nelspruit. Further studies need to o investigate all the unemployed in Mataffin to expand the scope of the study. There are two community members within Mataffin and Phumalani; legal occupiers are the Matsafeni trust beneficiaries. The illegal occupiers who are non-beneficiaries of the Matsafeni trust since they illegally invade the occupancy land should be included in future studies.
- o   The coaching relationship being referred to is between an individual coach and the individual coachees. The coach referred to is an external coach; an external coach operates outside those being coached. The study also highlighted the value of coaching outside organisations. There is, therefore, a need for coaches to coach the unemployed in rural areas.

Further research should examine the role of coaching using other methods. Such as quantitative,   mixed methods, and conduct the study in the same community to measure the impact of coaching through community organisations, such as Halls. The discussions of findings explain and interpret the presentation of the findings and outcome; these include findings of the objectives:

- The role of coaching in enhancing the entrepreneurial mindset of the unemployed and the research proposition.

- It is, therefore, integration of study findings and literature review. This discussion of findings is presented, the analysis perfected a working definition for building an entrepreneurial mindset through coaching. The results are based on both the research findings and the literature's implications. In conclusion to the research findings, literature review and recommendation, the conclusion is presented concerning the study objective, recommendations and suggestions for further studies, and the research question and the possible research proposition.

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APPENDIX A: PARTICIPANT INFORMATION SHEET

Dear Participant,

I, Glory Siphiwe Mkhonza, am an employee of Halls Properties in Mataffin. I am currently studying a Master of Management in Business and Executive Coaching. I am conducting a research study *Building an entrepreneurial mindset through coaching: A case of the unemployed in Mataffin, South Africa.*

You have been identified as a participant to participate in the research study, you are therefore invited. The participation selection criteria are participants must be an unemployed community member of Matsafeni Trust.

Confidentiality: kindly note that the responses to this interview will be treated with confidentiality. the participation is voluntary, do not hesitate to contact me, Glory, on Cell: 0812441081 or email me on glory@halls.co.za, for any clarity seeking question with regards to this study. For ethics, I will make available to yourself the letter of approval to do the research study as well as the ethics clearance from the Wits Business School.

Thanking you in advance for agreeing to participate in this study.

Regards,

Glory Siphiwe Mkhonza

Student at the Wits Business School.

Email: gsmkhonzaconsulting@gmail.com

Cell: 0812441081

Supervisor: Nomusa Mazonde

Supervisor's email address: nomusa.mazonde@wits.ac.za

APPENDIX B: PARTICIPANT AGREEMENT FORM

Dear Participant,

I, Glory Siphiwe Mkhonza, studying a Master Management in Business & Executive Coaching. Conducting a research study titled: *Building Entrepreneurial Mindsets Using Coaching: A case of the unemployed in Mataffin*. I kindly request for your consent to conduct an interview, timed for an hour. I kindly request for your consent to record the interview, and your participation will be treated with anonymity and confidential, your name will not be revealed on the report or any other documents, you will be allocated a code number, should you agree to participate.

I ....(participant) agree to participate in this research study. I understand that my participation is voluntary, and I can stop anytime.

_____

Signature of participant

Date of Signature

APPENDIX C: ACTUAL INSTRUMENTS (INTERVIEW GUIDES)

1. The research overview: interviews using Adult learning Andragogy and experiential learning theories for entrepreneurial coaching.
   - **Introduction**, explanation of the research study and it purpose
   - **The intended outcome of the research**: a report that give insights as to whether Adult and experiential learning theories underpinning the entrepreneurial coaching can build entrepreneurial mindsets, to the unemployed in Mataffin.
   - **The Benefit of the study**: it can change the unemployed mindsets, to be entrepreneurial, they can develop their existing farms, buildings and land into a viable business, self-employ and employ others.
   - **The consent forms**: explaining, reading for the participants understanding and pending their signature as proof that they agree to participate.
   - **The interviews, coaching sessions and follow up Group interview:** these will be audio recorded for thematic analysis and for the data collection.

The interview guides are the objectives as well as the research propositions. A qualitative method will be applied, and semi-structured interviews will be conducted.

1. Interview/coaching Questions examples: more of the questions are expected to emerge during the interview/coaching sessions.
   - What are your expected outcomes from today's session?
   - What will make you feel you are getting to the expected outcome?
   - What are the blockages, stopping you from achieving this outcome?
   - Tell me about yourself, growing up?
   - Do you feel you are able to meet you daily life expectation without an income?
   - What matters most, in your life?

- How long have you been unemployed, how does it feel like to be unemployed?

- What can be you planning to do, to address these challenges?

- How can it make you feel, waking up tomorrow, you are a successful entrepreneur?

- Depending on the response, to this question other questions will emerge.

- What makes one a successful entrepreneur?

- Should being an entrepreneur be your dream, what will you require to achieve such a dream?

- What do you understand to be the characteristics of an entrepreneur?

- Do you consider yourself entrepreneurial and why?

- As you Belong to the group of the unemployed in Mataffin, can you consider working in a joint business venture with the other unemployed community members?

- What type of business, do you consider to be viable for the community of Mataffin and for the group of the unemployed?

- In current situation what do you consider to be quick fixes or short-term business intervention?

- Who owns the land, Mataffin, and for how long?

- How did you acquire this huge piece of land?

- What is your plan on the land, in terms of development?

- How do you view, this land ownership, is it beneficial to you or a burden and how?

- If you were to choose between being an employer or and employee what can work better for you?

- What are the benefits of being an employee and being an employer and why is it so?

- **Six (6) One-hour Coaching Sessions for each Participant**
  - Since our last interview, how are you doing? Catching up for icebreaking
  - What the issues?
  - What are the goals, to address this issue?
  - How are you planning to address these goals?
  - What is the implementation plan?

- What is the action plan?

Next coaching Session

Have you learnt anything to improve your current situation of being? ?unemployed? Is there any improvement or plan for change, tell me more?

Follow up interview: Feedback session and way forward.

APPENDIX D: ETHICS CLEARNACE CERTIFICATE

UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG

SCHOOL OF GRADUATE SCHOOL OF BUSINESS ADMINISTRATION ETHICS COMMITTEE
CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE   **PROTOCOL NUMBER: WBS/BA574149/596**

PROJECT TITLE   Building Entrepreneurial Mindsets Using Coaching: A Case Of The Unemployed in Mataffin

INVESTIGATOR   Ms Glory Mkhonza

SCHOOL/DEPARTMENT OF INVESTIGATOR   MM (Business & Executive Coaching)

DATE CONSIDERED   20 July 2020

DECISION OF THE COMMITTEE   Approved unconditionally

RISK LEVEL.   MINIMAL RISK

EXPIRY DATE   30 JUNE 2021

ISSUE DATE OF CERTIFICATE 4 August 2020   **CHAIRPERSON** _____
                                                                              (Dr MDJ Matshabaphala)

cc: Supervisor: Dr Mazonde

DECLARATION OF INVESTIGATOR

To be completed in duplicate and **ONE COPY** returned to the Chairperson of the School/Department ethics committee.

I fully understand the conditions under which I am are authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee.

Signature   Date   05/ 08/ 2020

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

APPENDIX F1 PERMISSION LETTER FROM HALLS (HL HALL & SONS)

7 October 2019

Professor Terri Carmichael Title

Wits Business School

2 St David's Place & St Andrews Rd

Parktown

Johannesburg 2193

Dear Professor Carmichael

RE: Student 574149 Glory Siphiwe Mkhonza – Company Approval Letter: Research Report for Master Management Business and Executive Coaching Degree (BUSA 7065A)

Glory Mkhonza has approached me to help her with her Masters dissertation titled "Building entrepreneurship with business coaching amongst the unemployed at Mataffin Farm, South Africa". Glory has reached out to me because her dissertation deals with a proposed intervention in a community which has close links to HL Hall & Sons, a family company in which I have played a senior leadership role over the past 31 years.

I understand that it is a requirement for a student to get appropriate consent from a company such as Hall & Sons when they wish to research a topic involving the company and which research will involve interaction with and support from the company. I understand it is also a requirement that the student acknowledge any assistance that they receive in the process.

To give some background, I was employed by HL Hall & Sons from 1988 up until 2014 when I retired. I held the position of Group Managing Director from 1989 until I retired. Since retiring I have continued to serve on the board of HL Hall & Sons Group Pty Ltd and on the boards of its subsidiaries as a non-executive director. I am the great

grandson of HL Hall, the founder of the company, and I am a shareholder. I am pleased to advise that, having been involved in her recruitment, I have known Glory throughout her tenure at the company. The fact her current studies at the University of the Witwatersrand are being sponsored by the company is testimony to the fact that she is held in high esteem by her colleagues. Personally, I am delighted that she has risen to the challenge and has taken this opportunity to further her studies. I believe that the topic that she has chosen for her dissertation is well suited to her skills and experience and I believe that the company stands to benefit enormously from this effort. It goes without saying then, that Glory has the full support of HL Hall & Sons in pursuing her chosen topic for her dissertation and the company will endeavour to assist as best it can.

Regarding my personal involvement, I am happy to help Glory gain access to any company information that might assist her with her dissertation, and I am happy to provide counselling and advice on request.

I trust this letter will adequately address the approval and disclosure requirements that Glory needs from myself and the company.
Sincerely

Chairperson: HL Hall & Sons
Rob Snaddon

IT000029/2016(MN)

No 1. Bafana Bafana St
Old Nursery Building
Mataffin
1200

Professor Terri Carmichael Title

29 May 2020

Wits Business School

2 St David's Place & St Andrews Rd

Parktown

Johannesburg 2193

Dear Professor Carmichael

RE: Student 574149 Glory Siphiwe Mkhonza – Community Approval Letter: Research Report for Master Management Business and Executive Coaching Degree (BUSA 7065A)

We have been approached by Glory Mkhonza, she has reached out to us because of her dissertation deals with a proposed intervention to the unemployment challenge within the community of Mataffin.

We hereby grant permission for Glory Siphiwe Mkhonza to work with us (the Community members) through the research study titled building entrepreneurial mindsets using coaching: A case of the unemployed in Mataffin. We are looking forward to a good working relationship with Glory Mkhonza and hope this intervention will address unemployment challenge.

Regards,

BB Mabunda
Trustee: Mataffin Community Development Trust