The impact of corporate entrepreneurial mentorship on employees resilience within corporate organisations in Gauteng

A research proposal submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Management in Entrepreneurship and New Venture Creation

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Abstract

Many corporate entrepreneurs find themselves constantly facing challenges within their organisation. As a result, many do not maximise their corporate entrepreneurial skills due to their working environment. Corporate entrepreneurial mentorship programmes in organisations may have the ability to assist individuals in becoming more resilient within the workspace and maximise their corporate entrepreneurial skills.

Bandura’s social learning theory looks into how employees view their mentor’s knowledge transfer and observed behaviour within the workspace and how it impacts the individual’s resilience and corporate entrepreneurial growth within the organisation.

The purpose of this study is to understand the impact that corporate entrepreneurial mentorship has on employee resilience in Gauteng province. The study looks into the impact that mentorship has on knowledge transfer and observed behaviour from the mentor to the mentee.

A cross-sectional quantitative research approach was adopted. Data was collected through a self-administered questionnaire. Factor, regression and correlation analyses were conducted in obtaining results to the study.

The study looked into two hypotheses being tested, and the results showed that corporate entrepreneurs who had mentors within their organisations are more likely to be resilient within the organisation. A positive correlation between both of the dependent constructs (knowledge transfer and observed behaviour) and employee resilience was found in the study. The study found that gender had a significant impact on employee resilience, while the other demographic variables showed non-significance to employee resilience.

Key words: Corporate entrepreneur, mentorship, Bandura’s learning theory

Declaration

I, Moshibudi Molepo, 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 the field of Entrepreneurship at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Moshibudi Molepo

Molepo

Signed at Johannesburg

On 13 June 2021

Dedication

To God be the glory! Psalm 37:4 “Delight yourself in the Lord and he will give you the desires of your heart”. I dedicate this research to the Almighty God.

“Perseverance is the mother of success” – NA Mphahlele

I dedicate this research to my parents, siblings, extended family and friends. This is not just my research – this is ours!

Your love and support can be read throughout this research report. Thank you.

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To everyone who participated in my research study, thank you. To my family and friends, thank you for sharing my questionnaire with your social networks.

To Moshibudi Molepo, well done, girl! You wanted to give up many times, but you made it. I'm proud of you!

List of Tables

List of Figures

Table of Contents

The impact of corporate entrepreneurial mentorship on employees resilience within corporate organisations in Gauteng

Chapter 1 – Introduction

1.1 Context of study

According to Morris (2020), a study conducted by a Gallup poll found that 75% of employees in the United States of America left their jobs due to their bosses and not their position itself (Morris, 2020). Furthermore, the study found that 67% of employees were disengaged at work (Morris, 2020).

A study conducted by the University of the People found that mentoring programmes within organisations make use of existing resources and key personnel to assist employees in growing and thriving. “Business mentoring programs can serve as a forum for observation, practice and mastery of professional and business communication skills, creative thinking, ethical decision making, teamwork, interpersonal skills, and social responsibility” (Ilieva-Koleva, 2015).

According to Bryne, Delmar, Fayolle and Lamine (2016), corporate entrepreneurs are key to an organisation as they allow nurturing of entrepreneurial talent within the organisation (Bryne, Delmar, Fayolle, & Lamine, 2016). Thornberry (2003) suggests that organisations aim to encourage corporate entrepreneurs who may have ideas but require assistance and encouragement to turn those ideas into business opportunities (Thornberry, 2003) and such entrepreneurs are beneficial for the organisation’s growth.

An article written by Bryant (2019) found that 75% of executive corporate entrepreneurs gave credit to their mentors for assisting them in reaching their current positions in their career journey. He further wrote that getting the right mentor is important because it requires someone with experience that closely correlates with one’s future career development plans (Bryant, 2019).

Mentoring programmes assist in increasing employee retention, achieving higher profitability, enhancing leadership development and increasing employee engagement (Morris, 2020). Amid the world pandemic of Covid-19, employee engagement has become very important, thus mentorship programmes have become crucial to organisations (Morris, 2020) . Organisations have to find ways to offer more support to employees as they now have to work from home. Mentorship programmes in organisations can provide practical assistance to motivate their employees during these times (Morris, 2020).

This study will investigate how mentorship programmes in corporate organisations impact corporate entrepreneurs and their career development and resilience within the organisation.

1.2 Theory section: Bandura's social learning theory

According to Wacker (1998), sound research requires a theoretical basis that can provide a framework for analysis (Wacker, 1998). Wacker further states that theory is important in research as it "provides framework for analysis, provides efficient method of field development and provides a clear explanation for the pragmatic world" (Wacker, 1998).

Wacker (1998) suggests that a theory has four components, namely "definition, domain of applicability, set of relationships of variables and specific predictions of factual claims" (Wacker, 1998).

The research will cover these four components of theory by defining the theory to be applied, the relationship of the variable studied and predictions and findings of the study.

To better understand the study at hand, Bandura's social learning theory (Bundura, 1971) will be incorporated in the study.

Entrepreneurial learning involves a process or an act in which the impact of behavioural change, knowledge, skills and attitude are acquired (Boyde, 1996). Social cognitive learning theory by Bandura explains the behavioural learning theory. The theory therefore implies that individuals can learn from others. According to Bandura's social cognitive theory, behavioural learning is achieved through underlying assumptions, namely:

- Individuals learn through imitation of what is in their environment, especially the behaviours presented by models.
- Learning occurs through interconnection between the behaviour, the individual (cognitive) and their environment (Tri Harinie, Sudiro, Rahayu, & Fatchan, 2017).

Through this theory we will analyse the impact of corporate entrepreneurial behaviour and mentorship.

This is a study on the impact that corporate entrepreneurial mentoring has on employee resilience.

1.3 Motivation for study

Many individuals in the corporate environment have found it challenging to climb the corporate ladder. Furthermore, many do not know how to upskill and maximise their learning and career development within the corporate world, although there may be mentorship and guidance programmes run by big corporate organisations. This study aims to assist corporate entrepreneurs and corporate organisations in understanding the importance and usefulness of having a mentor–mentee relationship among individuals within the organisation so as to increase employee satisfaction and resilience and develop the best corporate entrepreneurs for the organisation and the industry. Minimal studies have been conducted in South Africa around the corporate entrepreneurial programmes where the individuals were mentored by those before them to ensure the possible success of their predecessor and avoid the latter's errors (Kunaka & Moos, 2019).

1.4 Purpose and objective of the study

The purpose of this study is to understand the impact of mentoring on employees within corporate organisations and the employee's resilience within the organisations which may result in the possible reduction of employee turnover rate, through the programme. This study will determine the impact of mentoring programmes on individuals in corporate entrepreneurship and the success of organisations. This study aims to encourage individuals and organisations to pursue mentorship programmes that may assist in ensuring employee longevity in the sustenance of businesses in Gauteng through better understanding of mentoring and determining how one can maximise their corporate entrepreneurial skills through understanding what their predecessors did.

Contributions by this study will assist organisations and corporate entrepreneurs take note of the importance of mentors in their journey towards successful careers within organisations.

1.5 Conceptual definitions

1.5.1 Entrepreneurship

There are many scholars that have defined entrepreneurship since the concept was first discovered in the 13th century. Three scholars, Cantillon, Say and Schumpeter, together over the years developed six components that were believed to be consistent in defining an entrepreneur. These components were innovation, opportunity recognition, risk management, action, use of resources, and added value (Dana, 2011). Plainly defined, an entrepreneur is an individual who owns and leads a business (Dana, 2011). Another definition of an entrepreneur is a person who uses resources economically in order to design innovative products or services with a competitive edge based on differentiation (Dana, 2011).

Entrepreneurship activity – small, medium and large – contributes to a nation's economy and its economic growth (Chowdhury, Audretsch, & Belitski, 2019). The more economic activity is generated in a nation the stronger a country's economy becomes, ensuring that the lives of those who live in it are much more sustainable.

Entrepreneurship involves value creation through novel ideas and concepts (McMullen & Shepherd, 2006). Accordingly, entrepreneurs need to act promptly in order to take advantage of opportunities and generate profit (Fisher G. , Stevenson, Neubert, Burnell, & Kuratko, 2020).

1.5.2 Corporate entrepreneurship

Corporate entrepreneurship is defined as "the process by which an individual, or group of individuals, in an association with an existing organization, create a new organization or instigate a renewal or innovation with that organization" (Sharma & Chrisman, 1999). This is viewed as a form of creating a creative environment, learning that requires intelligence, reframing and the ability to see things anew (Zahra, 2015).

Multiple studies conducted over the years have shown that fostering managers within CE competencies (entrepreneurial attitude, attributions, skills and knowledge), stimulates and encourages organisations to prosper and flourish within a competitive environment (Zahra, 2015).

Established and large organisations benefit from employees who act entrepreneurially for the organisation, adopting an intrapreneurial role within the organisation. When an individual within the organisation is allowed to “hustle”, he or she is more inclined to act more intrapreneurially (Fisher, Stevenson, & Burnell, 2020).

Corporate entrepreneurship has three dimensions, namely innovativeness, proactiveness and risk-taking (Barringer & Bluedorn, 1999).

Innovation: Barringer suggests that innovation in an organisation may be measured through their investments in research and development or system improvement (Barringer & Bluedorn, 1999).

Proactiveness: This refers to an organisation’s ability to pursue ideas from opportunities presented along the way. Organisations can create a competitive advantage by being “first movers” (Ferrier, Smith, & Grimm, 2017).

Risk-taking: This indicates organisations’ willingness to engage in high-risk and high-return projects, their ability and willingness to take advantage of opportunities that they encounter (Barringer & Bluedorn, 1999).

1.5.3 Mentorship

Used as a personal development tool, mentoring has become useful for organisations as well as academia (Ilieva-Koleva, 2015).

Greek mythology defines a mentor as a person who possesses certain qualities or is in a position of authority and kindly watches over a younger individual so that he or she may benefit from the mentor's advice and support. According to Haggard, Dougherty, Turban & Willbanks (2011), mentoring relations are evidenced through the presence of three dimensions, namely the relationship must be reciprocal, the relationship must have development benefits for the accompanied person particularly their career, and lastly the interactions must be of a long-term nature (Haggare, Dougherty, Turban, & Willbanks, 2011). Mentoring is more focused on a quest for meaning and is anchored in action (St-Jean, Mentoring as a professional development for novice eantrepreneurs: maximizing learning, 2012).

Mentorships may occur as a result of different circumstances, that is, a mentor and a mentee may work together in either a formal or an informal manner. Informal mentoring occurs when the mentor and mentee both have a desired outcome, in that the mentor is willing to assist the mentee and the mentee is open to advice and assistance from the mentor (Chao, Walz, & PD, 1992). Informal mentorships are not managed, structured or formally recognised by the organisation. They are usually spontaneous relationships that arise from mutual interests.

According to Chao et al. (1992), studies conducted by these scholars found that informal mentees reported higher career-related support from their mentors than that of formal mentorships (Chao, Walz, & PD, 1992).

1.5.4 Business outcome

Business outcome consists of all the results of having a mentor and how this will impact the mentee and the business. Business outcome can be in the form of the employee's entrepreneurial resilience and business performance overall. All this assists in bettering the employee and the business as a whole (Kunaka & Moos, 2019).

Business outcome can increase employee retention in the organisation when the right knowledge and skills transfer is provided to employees.

1.6 Research question

In understanding and conducting this research the following question will be posed, which will assist in confirming our hypotheses.

Is there a relationship between corporate entrepreneurial mentorship for employees within corporate organisations and employee resilience?

In answering the question at hand, two hypotheses will be raised and studied to assist in confirming and better understanding our research.

1.7 Contribution

Understanding the outcomes of mentoring for corporate entrepreneurs will encourage more organisation participation within the field of mentoring for both mentors and mentees (Kunaka & Moos, 2019). The application of Bandura's learning theory in organisations will promote entrepreneurial mentorships and encourage.

This study will assist in better understanding the helpfulness and importance of mentoring for and assist organisations implementing mentoring programmes that can assist enterprise longevity and a community of corporate entrepreneurs within the province and the country.

1.8 Conclusion

This chapter provided and overview of the study at hand. The study also defines the theory that will be applied and used as a basis of the research along with defining key concepts. Bandura's learning theory will be used.

Chapter 2 – Literature review

2.1 Introduction

This chapter identifies and provides background to the theories identified as contributions to the study at hand. Here, an overview will be given of Bandura's social cognitive learning theory and the impact it has on mentoring and employee resilience.

The study will commence with defining key concepts, namely mentorship and corporate entrepreneurs as well as resilience. The study will also define the theory that will be looked at by the researcher of the study.

2.2 Corporate entrepreneurship

As cited by Scheepers, Hough and Bloom, corporate entrepreneurship (CE) is "the development of new business ideas and opportunities within large and established corporations (Barringer & Bluedorn, 1999) " (Scheepers, Hough, & Bloom, 2008). Many organisations expand their corporate entrepreneurship in order to increase financial performance and ensure that the organisation maintain an advantage amongst their competitors. According to Ireland, Kuratko and Morris (2006), CE is a "process in which individuals in an established firm pursue entrepreneurial opportunities to innovate without regard to level and nature of currently available resources" (Ireland, Kuratko, & Morris, 2006).

Ireland et al. (2006) also view the use of CE strategy (CES) as an important task to ensure that employees engage in entrepreneurial behaviour through the use of knowledge as a foundation for continued success (Ireland, Kuratko, & Morris, 2006). CES in organisations help recognise, shape and exploit entrepreneurial opportunities which will promote innovation and growth. Prior research on corporate entrepreneurship has implied that giving employees more scope to pursue opportunities within the firm is important and stimulates employee morale (Tang, Wei, Snape, & Ng, 2015).

An organisation's competitive advantage stems from its ability to take advantage of its unique resources that are available to it. It is rather difficult to imitate these resources due to these resources being embedded in the organisation's routine. Strategic human resource management can be developed in a unique manner in that through the nurturing of employees, organisations are able to exploit their skills and capabilities in accordance with their strategic needs. For example, supporting employees through learning can promote innovation, venturing and emphasis on strategic renewal within the organisation (Tang, Wei, Snape, & Ng, 2015). Accordingly, Tang et al. (2015) believe that decentralised authority and participation within an organisation is a catalyst for corporate entrepreneurship (Tang, Wei, Snape, & Ng, 2015).

Corporate entrepreneurship requires a firm to explore new knowledge and exploit the knowledge base it already has as effectively as possible. This may be explored through multiple opportunities such as producing new products, creating new businesses and/or organisational renewal (Tang, Wei, Snape, & Ng, 2015).

As such, human capital contributes to corporate entrepreneurship as it drives employees within organisations to use their skills and knowledge to expand the firm in a manner that is in line with the organisation's entrepreneurial ventures. Ensuring that the human capital within the firm is maximised, one can argue that having mentors could assist in ensuring that the mentee is heard, guided and trained in a manner that will ensure growth for the individual within the firm as well as grow the organisation's strategy.

2.3 Corporate mentoring

Corporate mentoring should not be confused with coaching, as coaching "assumes that the client has the necessary capabilities and helps them to discover it for themselves." "Corporate mentoring involves the targeting of personal development of employees who are already well versed in their technical skills but require assistance in other skills areas, expertise and knowledge" (Ilieva-Koleva, 2015).

A study conducted in the US found that there is a significant difference between those who have gone through mentoring programmes and those who have not. The study was conducted on over 1 000 employees over a five-year period. The study concluded that 25% more of the employees who took part in the organisation's mentoring programme had received salary increases as compared to those who did not participate in any mentoring programme. Retention rates within the organisations also increased, 79% for mentees and 69% for mentors, while those who did not participate had a retention rate of 49% (Ilieva-Koleva, 2015).

Organisations also have manager mentors where matches are made based on employee profiles. This is an effective pairing approach for large organisations. A mentor is able to accept the mentee and commence the mentorship relationship; should the mentor decline to mentor the mentee, he or she will provide a reason to the mentee (Ilieva-Koleva, 2015).

Mentoring coordinators regularly remind employees to have their regular mentor-mentee meetings to track and ensure the relationship is a success. This will assist in employees reaching their maximum career potential. Corporate mentoring helps organisations retain their best people and increase staff loyalty.

Mentoring has been broken down in the life-cycle stages defined by many scholars over the years, such as Kram (1983) and Memon et al. (2015). Kram's phases of mentoring are defined in the table below.

Table 1: Mentoring phases

Source	**Phases of mentoring**	**Description**
Kram (1983)	Initiation phase	First 6-12 months when the relationship is formed and begins to provide meaning. Not much mentoring value is gained at this stage.
	Cultivation	A period of 2-5 years of maximum interaction. The mentee takes full advantage of the mentoring functions, and learning occurs. The mentor encourages and safeguards the mentee during this period.
	Separation	Occurs six months to two years after structural change in relationship. The mentee becomes more independent as the mentor's role decreases.
	Redefinition	An unspecified period after separation occurs. Termination of the relationship may occur, or the relationship may become more informal with occasional meetings.

(Kram, 1983)

2.4 Bandura's social cognitive learning theory

Known as the father of cognitive theory, Canadian born Albert Bandura first established and defined cognitive learning during the 1960s as social learning theory. It was later advanced into social cognitive theory in 1986, which posed that learning transpires in a social context of reciprocal learning, environment and behaviour (Wayne & LaMorte, 2019).

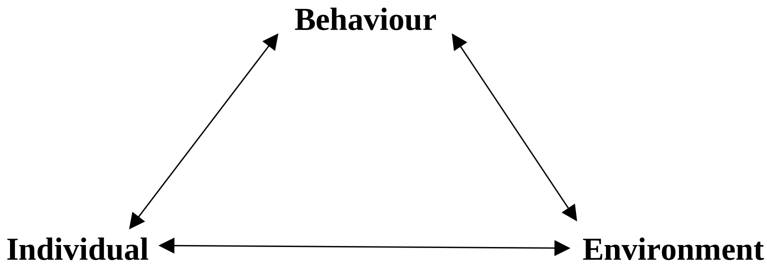
Previous studies defined learning as "A persisting change in human performance or performance potential as a result of the learning interaction with the environment" (Driscoll, 1994) cited in (Nabavi, 2012).

Over the years, scholars were able to categorise the learning theory into three categories, namely behaviourism, social learning theory and social cognitive theory. Albert Bandura's social cognitive learning theory has influenced many areas of inquiry: education, health science and social policies (Nabavi, 2012).

Bandura's "learning theory is a set of principles and reasoning that are intended for conceptual framework and have been tested in providing an explanation and problem solving in the learning phenomenon. In this case, the learning phenomenon in question is caused by changes in individual behaviour in the interaction with the environment to meet the needs and achieve its objective, to obtain better quality of life" (Harinie, Sudrio, Rahayu, & Fatchan, 2017). The social cognition theory takes into account the individual's past experiences. These experiences determine the individual's reinforcements, expectations and expectancies. These all factor into how the individual engages (Wayne & LaMorte, 2019).

According to Bandura's social cognition learning theory, three assumptions around the theory are, firstly, individuals learn by impersonating what is in their environment, secondly, there is a close relationship between the individual and his or her environment, and lastly, the outcome of learning behaviour are visually and verbally manifested in everyday behaviour (Tri Harinie, Sudiro, Rahayu, & Fatchan, 2017) . These three factors have a reciprocal interaction between themselves.

Figure 1: Bandura's social cognition assumption



(Harinie, Sudrio, Rahayu, & Fatchan, 2017)**.**

Steele (2016) suggests that learning should suit the context of the business as well as the employee's preferred approach in order to be successful (Steele, 2016).

Studies conducted by several scholars found that learning can occur in different forms such as reinforcement, interaction with others, and observation of role models as well as imitating behaviour as described by Bandura's theory (Bayron, 2013). According to Kunaka & Moos (2019), mentoring can be considered as a form of social learning for entrepreneurs and business owners, and their interaction, observation as well as imitation of their mentors can accentuate entrepreneurial behaviour (Kunaka & Moos, 2019).

2.4.3 Employee resilience

Employee resilience involves validating the individual's self-image, self-efficacy and confidence (Kunaka & Moos, 2019). Reinforcement refers to the internal and external responses to a person's behaviour that affect the likelihood of continuing or discontinuing the behaviour (Wayne & LaMorte, 2019). As cited in Bandura (1971), reinforcement-orientated theories assume that imitative responses must be reinforced in order to be learned.

According to Bandura's social learning theory, "behaviour is extensively controlled by its consequences" (Bundura, 1971). Bandura (1971) further argues that experiences affect an individual's actions. "When an individual observes another individual's behaviour as rewarding, they are viewed as having a positive reinforcement" (Bundura, 1971). Bandura further claims that "to the extent that absence of anticipated punishment conveys permissiveness and allays fears, behavioural restraints are thereby reduced and transgressive actions are performed more readily" (Bundura, 1971).

St-Jean & Audet (2009) suggest that having a mentor has helped develop entrepreneurial resilience in many different ways (St-Jean & Audet, 2009). Scholars claim that having a mentor provides comfort and reassurance, making the individual feel more secure during difficult times. Additionally, mentoring provides the individual with a sense of self-efficacy. Self-efficacy refers to individuals' ability to believe in their ability to meet and accomplish tasks given to them (St-Jean & Audet, 2009).

In a mentoring programme the individual (mentee) is given tasks to complete by the mentor in order to improve his competencies. An individual with high self-efficacy values is more inclined to believe in his ability to complete the tasks given to him by his mentor (St-Jean & Audet, 2009).

Mentees are more inclined to continue their corporate entrepreneurial career should they view their mentors' behaviour towards them their career advancement appealing within the organisation.

2.4.1 Knowledge transfer

Harine et al. (2017) argue that an individual has the ability to advance the learning process through imitation of the mentor's behaviour (Harinie, Sudrio, Rahayu, & Fatchan, 2017).

Studies conducted by Bayron (2013) found that learning can occur in various forms and manners, such as reinforcement, interaction with others, observation of role models as well as imitating behaviour (to name a few), as described by Bandura's theory (Bayron, 2013). According to Kunaka & Moos (2019), mentoring can be considered a form of social learning, and interaction, observation as well as imitation of mentors can accentuate corporate entrepreneurial behaviour (Kunaka & Moos, 2019).

Behavioural capability refers to a person's ability to perform a behaviour through essential knowledge and skills transfer (Wayne & LaMorte, 2019).

Knowledge transfer in organisations is the process through which one unit is affected by the experience of another. This can be performed through multiple ways, such as personnel movement, training, communication, observation, technology transfer (Argote, Ingram, Levine, & Moreland, 2000).

According to Bandura (1971) the consequences of learning by experience serve to inform individuals that they must participate in an action in order to gain beneficial outcomes (Bundura, 1971). New patterns of learning can be developed through direct experience from others.

Therefore, mentees will learn from their mentors through direct interaction and experience with the mentors. Interaction and experience is a manner in which knowledge may be transferred from one person to the other. One could argue that a good learning environment within an individual’s work environment may improve the individual’s knowledge gained and employment satisfaction, promoting employee resilience.

H1: There is a positive relationship between knowledge transfer and employee resilience.

2.4.2 Observed behaviour

As cited by McLeod (2011), the Albert Bandura theory argues that observational learning is learned from the environment (McLeaod, 2011). Bandura further argued that individuals have the ability to self-control through self-regulation (Edinyang, 2016). The ability for an individual to discern the environment and surrounding people and respond accordingly requires the individual to have strong self-regulation (Edinyang, 2016).

Edinyang (2016) states, “Social learning which can also be referred to as observational learning occurs when an observer changes after viewing the behaviour of a model” (Edinyang, 2016). Furthermore, the scholar claims that behaviour seen by an observer can have a positive or negative impact on what their opinion or response is to what was observed (Edinyang, 2016).

Wayne & LaMorte (2019) argue that people have the ability to witness and observe other people’s behaviour and thereafter reproduce the observed actions. This process of observation is known as “modelling” behaviour. Here, individuals see a successful demonstration of a behaviour and they, too, complete the behaviour successfully (Wayne & LaMorte, 2019).

An individual’s response to a model’s behaviour arises from the model’s behaviour in that environment. An individual’s observation of the model allows that individual to cognitively process the model’s behaviour which may ignite an interest from the individual (Harinie, Sudrio, Rahayu, & Fatchan, 2017). Interest from the individual may be curious or concerning in nature, and the individual’s interest relies on their personal internal factors such as curiosity, motivation and attention to the observed model (Harinie, Sudrio, Rahayu, & Fatchan, 2017).

According to Nabavi (2012), an individual has the ability to successfully acquire the behaviour model of someone else through attention, retention, reproduction and motivation.

Attention – The first cognitive learning process. Individuals will observe attentively the entrepreneurial actions demonstrated (Harinie, Sudrio, Rahayu, & Fatchan, 2017). The model is a mentor within the organisation. The more striking or unique something is, the more likely it is to gain our attention. The individual must pay attention to the model in order to transition into the next learning process, retention (Nabavi, 2012).

Retention – The second cognitive learning process: the ability of the individual to remember what has been observed. One way in which to ensure that the individual retains what was observed is to use rehearsal technique. The entrepreneurial activities portrayed by the model have been considered by the individual. It is important for the model to demonstrate the entrepreneurial activities directly at the workplace. This will ensure that individuals are able to remember tasks and skills observed (Harinie, Sudrio, Rahayu, & Fatchan, 2017).

Reproduction – The third cognitive learning process: the ability of the individual to replicate the behaviour which was demonstrated, the individual's ability to replicate action. The individual will demonstrate their capabilities in the workplace by performing tasks observed from the model's behaviour in the individual's work environment (Harinie, Sudrio, Rahayu, & Fatchan, 2017). "This means individuals have gained entrepreneurial skills after practicing at the business place" (Harinie, Sudrio, Rahayu, & Fatchan, 2017). Without the assistance from the mentor, the individual is able to repeat the tasks and/or activities required.

Motivation – The last cognitive learning process. Individuals must want to demonstrate what they have leaned. Individuals start performing what they have observed on their own and in their own interpretation. This occurs when an individual is motivated and is provided with free will to perform tasks (Harinie, Sudrio, Rahayu, & Fatchan, 2017). Increasing an individual's motivation when they control and direct their own activities is regarded as a good motivator in the workplace.

Harinie et al. (2017) therefore concluded that "an individual initially observes (cognitive process) their surroundings and environment (social) selectively and remembers (cognitive process) the entrepreneurial behaviour demonstrated by the model" (Harinie, Sudrio, Rahayu, & Fatchan, 2017).

When a mentee observes the way their mentor conducts themselves in the work environment, they are drawn to the mentor. The mentor's demonstration and conduct within the corporate industry result in the mentee being inclined to mimic the mentor's behaviour observed. This promotes the mentee's resilience within the organisation and motivation to continue to learn and grow within their current environment.

H2: There is a positive relationship between observed behaviour and employee resilience.

2.4.1 Business outcome

In the study conducted by Ilieva-Koleva it was found that organisations that participate in mentoring programmes may have an influence in the organisation, as follows:

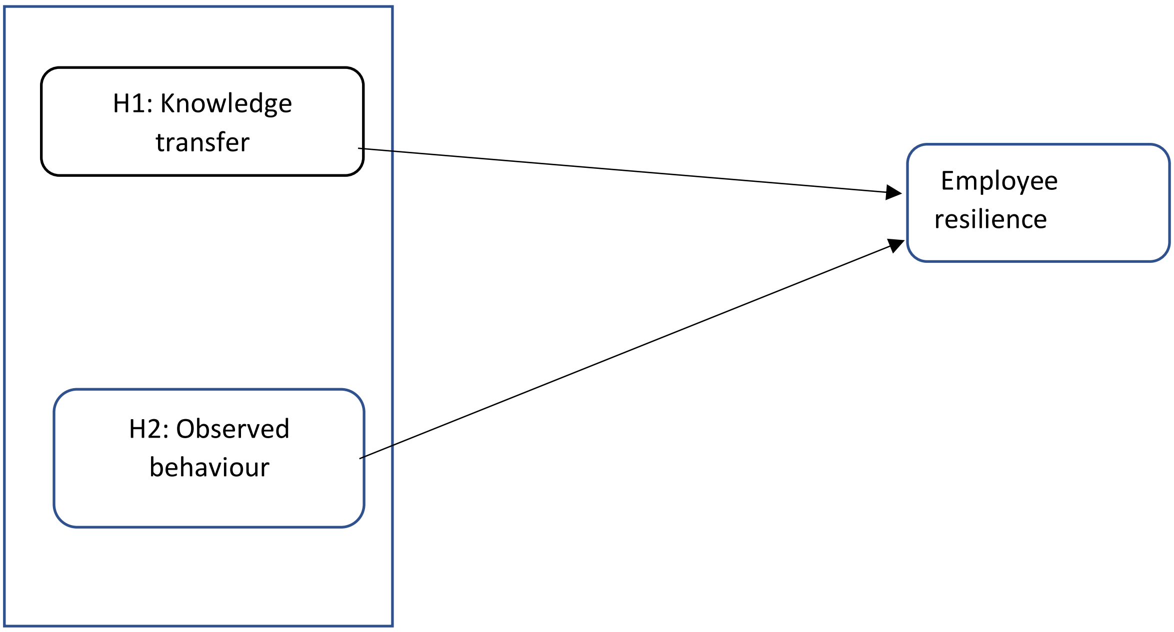
- Revenue growth, profits and employment,
- Decrease recruitment costs,
- Decrease employment turnover and increase employee satisfaction (Ilieva-Koleva, 2015).

Obtaining an organisation's financial statements to assess business outcome may not be viable as private organisations are not required by law to disclose their financial statements to the public. As such, for the purpose of this study, business outcome will be measured based on the mentee's employment turnover and satisfaction within the organisation.

2.5 Conceptual framework for the study

Figure 2 depicts the conceptual framework for the study. The figure shows the relationship between corporate entrepreneurial mentorship and its impact on employee resilience.

Figure 2: Conceptual framework



2.6 Limitations of the social cognitive theory

Limitations of this theory include the following:

- The theory assumes that a change in the environment results in an automatic change in the person's behaviour, which may not always be the case.
- It is based on the dynamic interplay between three factors. It is unclear to what extent each of these factors into actual behaviour or if one is more influential than the others.
- The theory looks into individual behaviours and disregards biological and hormonal predispositions.

2.7 Conclusion of literature review

The above literature review discusses the concepts being researched in the study.

The chapter looked at Bandura's social learning theory and how it can be applied to corporate entrepreneurs and their resilience in an organisation. Corporate mentorship, knowledge transfer, observed behaviour and employee resilience were researched in depth and assisted in identifying the hypotheses to test.

Chapter 3 Research methodology

Introduction

This chapter will discuss the research methodology and approach applied to the study at hand. The chapter will provide background of research design, paradigm, population, sample as well as an introduction into research instrument administration.

3.1 Research design

Kumar (2011) defines research design as a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems (Kumar, 2011). It includes what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data. Researchers are required to specify what they want to find out and then determine the best way to do it (Babbie, 2013).

This chapter will follow the same approach and discuss how the researcher will go about collecting data required to answer the hypotheses posed in the previous chapter. It will also assist in better understanding the impact that mentorship has on corporate entrepreneurs. Cross-sectional and survey based design will be approached.

Cohen and Manion (1980) define quantitative research as social research that employs experimental methods and statements. They further define these experimental statements as “descriptive statements about what ‘is’ the case in the ‘real world’ rather than what ‘ought’ to be the case”. In quantitative research, empirical evaluations are applied (Cohen & Manion, 1980). Creswell (1994) concisely defined qualitative study as research that explains a phenomenon by collecting numerical data that is analysed mathematically based on methods, techniques and statistics (Creswell, 1994).

3.2 Research paradigm

A quantitative positivist approach will be followed in conducting this research. A positivist world-view stems from five principles, according to Bryman (2015). These five principles are: (Bryman & Bell, 2015)

- “Knowledge confirmed by senses can be merited as knowledge. “

- “The purpose of theory is to generate a hypothesis and enable measurable laws.”
- “Knowledge is gathered for the basis of law.”
- “Science must be conducted in a manner to bear any values.”
- “Normative and scientific statements are clearly defined.”

A quantitative research study collects numerical data that will assist in explaining a phenomenon.

The aim is to understand the impact of mentorship within corporate organisations and the impact that it has on business outcome. A better understanding of the relationship between the two will assist organisations in retaining and developing the best employees for the organisation, which will lead to possible employee satisfaction and corporate entrepreneurial journey.

3.3 Population

Population refers to a universal unit used from which a sample is selected (Bryman & Bell, 2015). It is also defined by Cooper & Schindler as “those people, events or records that contain the desired information and can answer the measurement questions” (Schnidler, 2011). In determining our population we will consider the number of corporate entrepreneurs at different employment levels in Gauteng who have a mentor or have been mentored within an organisation’s programme. Gauteng province is known as the economic hub of South Africa (Stats SA, 2020). The number of corporate entrepreneurs was not limited to newly employed individuals or individuals who have been in a corporate entrepreneurial environment for a long period, because the constructs that will be considered are not limited to the stage of the individuals’ career.

3.4 Sample

Sampling is defined as selecting a portion of the target population. This portion must be carefully selected to accurately represent the population that is being considered (Schnidler, 2011). A very important aspect determining a sample is that the researcher must ensure that they can gain access to the population that is being studied (Kolb, 2010). In determining our target sample, a sample of 300 corporate entrepreneurs who have mentors will be provided with self-administered questionnaires to complete based on a population. This study is limited to Gauteng province as obtaining data from across South Africa will not be practical to perform within the time frame of the study.

A convenient sampling approach will be selected in determining our population. This is to ensure that individuals within our population had an equal and independent chance of being selected. Equal implies that the probability of selection in each element within the study is the same (Kumar, 2011).

3.5 Measuring instrument

A research instrument in the form of a self-administered questionnaire will be distributed online as well as on social media to individuals who have mentors within a corporate environment in Gauteng. The use of a self-administered questionnaire was chosen due to the easy access to data collection and the quick availability of data collected from the individuals. The questionnaire will be distributed through an online questionnaire platform, Qualtrics. The platform is compatible with the data analysis software which will be used to analyse data. The instrument will be accompanied by a cover letter explaining to the respondent the purpose of the study. The instrument will consist of questions aimed at addressing the three constructs that are in question. A seven-point Likert scale will be used.

The instrument consists of questions that were asked in such a way as to address the constructs and hypotheses that were being tested. Questions asked will also include demographic questions.

Table 2: Measures used in the study

Construct	Literature sources	Scale	Comment on Instrument
Knowledge transfer (IV) Measured on 7-point Likert scale: '1= Not very much like me' to 7 = 'Very much like me'	Bandura (1977)	1. Cognitive experience 2. Cognitive knowledge	Confirmatory factor analysis (CFA) was used to test validity, resulting in five factors, Bryman (2015). Factor reliability of 0.7 across all factors, Steenkamp & Van Trijp (1991)

Construct	Literature sources	Scale	Comment on Instrument
Observation (IV) Measured on 7-point Likert scale: ‘1= Not very much like me’ to 7 = ‘Very much like me’	Wayne & LaMorte, (2019)	3. Employee motivation 4. Cognitive experience	Confirmatory factor analysis (CFA) was used to test validity, resulting in five factors, Bryman (2015). Factor reliability of 0.7 across all factors, Steenkamp & Van Trijp (1991)
Employee resilience (DV) Measured on 7-point Likert scale: ‘1= Not very much like me’ to 7 = ‘Very much like me’	St-Jean & Audet, (2009)	5. Employee satisfaction 6. Employee goal orientation	Confirmatory factor analysis (CFA) was used to test validity, resulting in five factors, Bryman (2015).

3.6 Data collection and analysis

Data analysis is an important aspect of the study as it provides answers to the hypothesis that has been raised. This provides the researcher with findings from the intended study.

In analysing the data, scatter graphs, bar charts and relationship analysis tools will be used. Prior to analysing data obtained from respondents, the responses must be validated and tested for reliability.

A questionnaire must be reliable in order for it to be valid. In analysing data the data collected needs to be tested for reliability and validity. A confirmatory data analysis approach will be followed. This is essential as it assists in confirming that the scales used to observe the population can measure what they are intended to measure (Bryman & Bell, 2015).

Data collection process followed was through a self-administered questionnaire. The questionnaire was sent out participants via social media, email. Upon completion of the questionnaire participants were thanked. Responses are then sent to a central system on Qualtrics for analysis and interpretation.

3.6.1 Assessing validity and reliability

In ensuring that the instrument provides sufficient coverage over the research questions, the researcher must ensure that definitions of the study are explained accurately. Construct validity is referred to as the extent to which the instrument measures the presence of the constructs intended to measure. In order for a construct validity to be confirmed, several criteria need to be met. According to Steenkamp & Van Trijp (1991), these criteria are unidimensional, within method convergent validity, reliability, stability, across method validity and monolingual validity. A factor regression coefficient exceeding 0.5 is accepted (Steenkamp & Van Trijp, 1991).

The collected data will be analysed in accordance to three subsections within the research. These are qualifying questions, demographic questions and lastly scale measuring questions.

Cooper and Schnider (2011) defines reliability as they the extent I which results are consistent over a period of time (Cooper & Schindler, 2011). Reliability is confirmed through Cronbach Alpha higher than 0.7.

3.6.1.1 Qualifying questions

Qualifying questions are included to ensure that the targeted respondents are identified prior to the start of the questionnaire. Those individuals who do not meet the requirements of the study are thanked and their survey is ended. The requirements of the study include respondents having a mentor and working within a corporate organisation in Gauteng province.

These qualifying questions also form the validity questions in the questionnaire. Should respondents not meet the criteria mentioned above they do not meet the validation requirements.

3.6.1.2 Demographic questions

Demographic questions are included to assist in the analysis of the collected data. Here a descriptive/nominal data analysis will be applied. A descriptive analysis counts the number of occurrences in each category of the variable. Owing to the unambiguity and straightforwardness of the questions asked in the demographic section of the questionnaire, it will be much easier to analyse the data as such. Demographic data collected includes respondents' age, gender, employment industry and duration of employment.

3.6.1.3 Scale measuring questions

The last section of analysing the data collected from the questionnaire will require the responses to be analysed through scale/numeric measuring, defined by Berman, Brown & Saunders (2008) as those values that are measured or counted numerically as quantities. This means that numeric data are more precise than categorical data, as one is able to assign each data value a position on a numerical scale (Berman Brown & Saunders, 2008). A 7-point Likert scale will be used to measure responses received.

3.6.2 Correlation analysis

Correlation analysis is defined by Saunder, Lewis & Thornhill (2009) as a change in one variable that is accompanied by a change in another variable but it is not clear which variable caused the other to change (Saunders, Lewis, & Thornhill, 2009). In their book they argue that correlation coefficients enable one to determine the strength of the linear relationship. The linear relationship can be either positive or negative. A positive linear relationship occurs when an increase in one variable causes the other variable to increase. A negative linear relationship is the inverse of a positive relationship, in that an increase in one variable will result in a decrease in the other (Saunders, Lewis, & Thornhill, 2009). The closer the coefficient is to one, the stronger the relationship, while the closer the coefficient is to zero, the weaker the relationship (Bryman & Bell, 2015).

3.6.3 Regression analysis

Regression analysis enables a researcher to assess the strength of relationships between a numerical dependent variable and one or more independent numerical variables (Saunders, Lewis, & Thornhill, 2009). This will be used in this research as it will afford the researcher the ability to identify trends among the independent variables, which are knowledge transfer and observed behaviour.

3.7 Ethical consideration

In conducting this research, ethical considerations have been taken into account. There are many influences that a researcher is faced with when conducting research, this can be prior to conducting the research. Informed consent is defined by Polit and Hunger (1999) as providing participants with adequate information regarding the research, ensuring they are capable of comprehending the information and having the power of free choice which enables them to accept or decline participation in the research voluntarily (Poliy & Hungler, 1999).

In determining ethical considerations the researcher also has to consider the responsibility to give assurance of confidentiality and autonomy (McHaffie, 2000).

Data will also be collected in an ethical manner, in that false, incomplete or incorrect data will be discarded when analysing data, as this will not provide a free and fair analysis of the data.

In conducting the research, the researcher will take into consideration all the above ethical considerations. Prior to the distribution of research questionnaire, the researcher is required to obtain an ethics clearance certificate from faculty. This will allow the researcher to obtain data in an ethical manner and in accordance to the schools' ethical requirements. The researcher obtained ethical clearance from faculty prior to obtaining data.

3.8 Conclusion

This chapter provided and introduction into chapter 4’s research findings and background into the methods and instruments used. A quantitative cross-sectional study was approach was used and self-administered questionnaire was used and issued on a convenience sample method.

Chapter 4 – Presentation of the results

4.1 Introduction

Prior to data collection, a pilot test was conducted to assess the ability of the data collected to measure what it was meant to study and provide the validity and reliability of the data to be collected (Kunaka & Moos, 2019).

4.1.1 Validity

Heale & Twycross (2015) state that it is very important that a researcher should be able to analyse, interpret and critique a quantitative research study (Heale & Twycross, 2015). Furthermore, Heale & Twycross define validity as "the extent to which a concept is accurately measured in a quantitative study" (Heale & Twycross, 2015), i.e. the extent to which the results are honest. Validity incorporates the whole experimental concept and determines whether the results obtained meet the requirements of a scientific research method (Mohajan, 2017).

Construct validity refers to the ability to determine whether the study can draw inferences about responses obtained related to concepts being studied. There are three types of evidence that may be used to establish whether a research instrument has a construct validity:

Homogeneity – occurs when one construct of the instrument is measured.

Convergence – occurs when an instrument measures concepts of a similar nature to that of another instrument.

Theory evidence – occurs when behaviour is similar to that of the theoretical proposition of construct measured in the instrument.

This study will focus on theoretical evidence validity as this theory has been used to validate research.

4.1.2 Factor analysis

A factor analysis was conducted on the instrument variables to determine whether a construct may be developed.

Questions were asked to individuals in order to test the hypothesis. Seven variable questions were asked pertained to knowledge transfer while six questions related to observed behaviour. Lastly nine questions asked related to employee resilience.

The table below depicts a Cronbach's alpha of 0.897 for knowledge transfer, 0.929 for observed behaviour and 0.900 in employee resilience. The alpha is above the accepted range of 0.7, and therefore the variables within the instrument that were tested were grouped to form a construct.

Figure 3: Knowledge transfer factor analysis

Reliability Statistics

Cronbach's alpha	Cronbach's alpha based on standardised items	N of items
.897	.898	7

Figure 4: Observed behaviour factor analysis

Reliability Statistics

Cronbach's alpha	Cronbach's alpha based on standardised items	N of items
.929	.929	6

Figure 5: Employee resilience

Reliability Statistics

Cronbach's alpha	Cronbach's alpha based on standardised items	N of items
.900	.900	9

Figure 6: Factor analysis on all variables

Reliability Statistics

Cronbach's alpha	Cronbach's alpha based on standardised items	N of items
.937	.948	3

4.1.3 Regression

Table 3: Reliability Test	
Variables	**Cronbach's Alpha**
Knowledge Transfer	0.897
Observed Behaviour	0.929
Employee Resilience	0.900
Overall	0.937

Construct validity was performed using factor analysis. This is performed to determine whether variables can be grouped together into one set which is called a factor (Kunaka & Moos, 2019). This grouped factor is treated as belonging to a statistically similar concept (Lee & G, 2015).

Table 3 shows the Cronbach's alpha of variables used in the data (both dependent and independent variables). Knowledge Transfer variable has the lowest Cronbach's alpha of 0.895 from the three variables, while Observed Behaviour has the highest Cronbach's alpha of 0.907. All variables have an internal consistency that is greater than 0.7, which is acceptable. Therefore, the overall alpha coefficient for the three variables is 0.937, suggesting that the variables have relatively high internal consistency.

4.1.4 Reliability

Reliability refers to the consistency of measure (Heale & Twycross, 2015). Another definition of reliability is a measure that supplies steady results with equal values (Blumberg, Cooper, & Schindler, 2005). Reliability measures consistency, precision, repeatability and trustworthiness of the research (Mohajan, 2017). It provides the researcher with the extent to which data collected is unbiased (Mohajan, 2017). Cronbach's alpha test is used to determine internal consistency of an instrument (Heale & Twycross, 2015).

Concerns around reliability arise mostly when the researcher becomes subjective towards the study.

Heale & Twycros (2015) state that an acceptable reliability score using Cronbach's alpha is 0.7 (Heale & Twycross, 2015), while 0.8 is considered quite good and above 0.9 is considered exceptionally reliable (Mohajan, 2017).

There are multiple factors that cause a risk to the validity and reliability of findings. Factors that may affect reliability include random errors. Errors of measurement that affect validity include systematic and constant errors, and questions in the instrument are not clear with standard instructions. Questions are not presented in order, ambiguity of question and questionnaire is long (Mohajan, 2017).

It is important to consider validity and reliability of data collection tools when conducting research.

4.2 Results pertaining to qualifying questions

A three-step analysis was used to assess validity of data collected. These were careful definition of the topic, items to be scaled and, lastly, scales to be used (Cooper & Schindler, 2011).

In validating the mentorship variable, respondents who answered "No" to the validation questions were thanked and the questionnaire ended as they did not meet the requirements of the study. As such, data collected for analysis related only to those responses which met the validation questions, implying that the respondents do have corporate entrepreneurial mentors.

In order for respondents to qualify for the sample data the following validity questions were asked: (Should the respondents respond "No" to any of the below questions, the questionnaire ended because they did not meet the validity requirements of the research and therefore could not continue with the survey.)

1. Are you employed by a corporate company?
2. Do you have a mentor/counsellor or any other individual with a role more senior than yours, who has been assigned to you by the company or voluntarily chosen by you to assist you in your career advancement within the company?
3. Are you employed within the Gauteng province?

One hundred and twelve of the two hundred and sixty-three respondents (42.6%) answered "no" to one of the three questions, rendering the responses invalid, while one hundred and fifty one responded "yes" (57.4%). Of the respondents who qualified for the study, eight respondents did not complete the questionnaire, disqualifying the responses.

The remaining sample size which will be used to analyse and interpret the hypotheses is one hundred and forty-two.

Control factors with the dependent variable

Table 4: dependent variable coefficients

Model	**B**	**Standard Error**	**Beta**	**T**	**Significance**	**Tolerance**	**VIF**
Constant	2.204	0.797		2.767	0.006		
Gender	0.392	0.184	0.182	2.135	0.035	0.952	1.051
Age	-0.319	0.281	-0.104	-1.137	0.258	0.828	1.207
Education	0.103	0.112	0.079	0.919	0.359	0.935	1.069
Industry	-0.014	0.042	-0.028	-0.327	0.744	0.955	1.048

Equation for the model

$$\boldsymbol{Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4}$$

$$\boldsymbol{Y = 2.204 + 0.392 X_1 - 0.319 X_2 + 0.103 X_3 - 0.014 X_4}$$

At 5% level of significance, it can be observed that only gender is significant. Variables age, education and industry have a non-significant relationship with the dependent variable at 5% level of significance.

The majority of the respondents in the study were found to be female with 59.4% of the respondents, while male respondents numbered 40.6%.

Table 5: Gender results

Gender					
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Male	58	40.6	40.6	40.6
	Female	84	59.4	59.4	100.0
	Total	142	100.0	100.0	

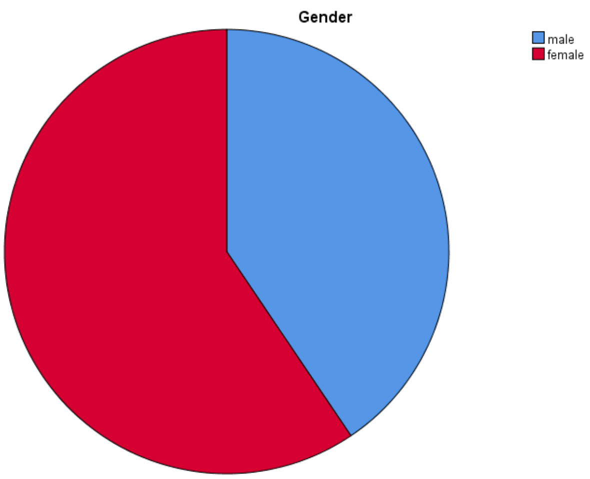


Figure 7: Gender pie chart

Results of the research found that 95.1% of the respondents were between 18 - 34 years. This may imply that many youth in Gauteng are employed in a corporate environment. However, the unemployment rate among South African youth in quarter one of 2020 according to Statistics SA is 43.2% (Stats SA, 2020).

Table 6: Age results

Age					
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	18-24	9	7.0	7.0	7.0
	25-34	126	88.1	88.1	95.1

	35-44	7	4.9	4.9	100.0
	Total	142	100.0	100.0	

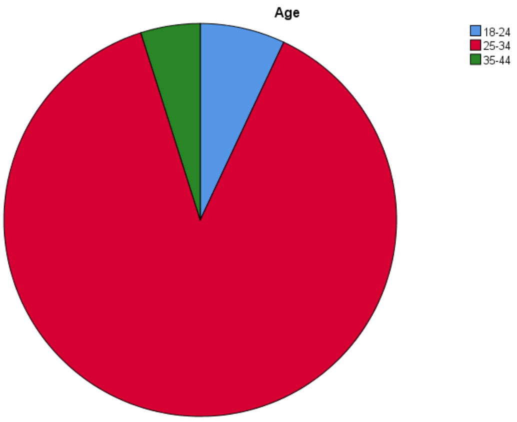


Figure 8: Age results

Respondents of the study are well educated, with 92.3% of the respondents having qualifications of a bachelor's degree or higher.

Table 7: Education

Education					
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	High school graduate	4	2.8	2.8	2.8
	College certificate	7	4.9	4.9	7.7
	Bachelor's degree	26	18.2	18.2	25.9
	Honours degree	92	64.3	64.3	90.2
	Master's degree	13	9.8	9.8	100.0
	Total	142	100.0	100.0	

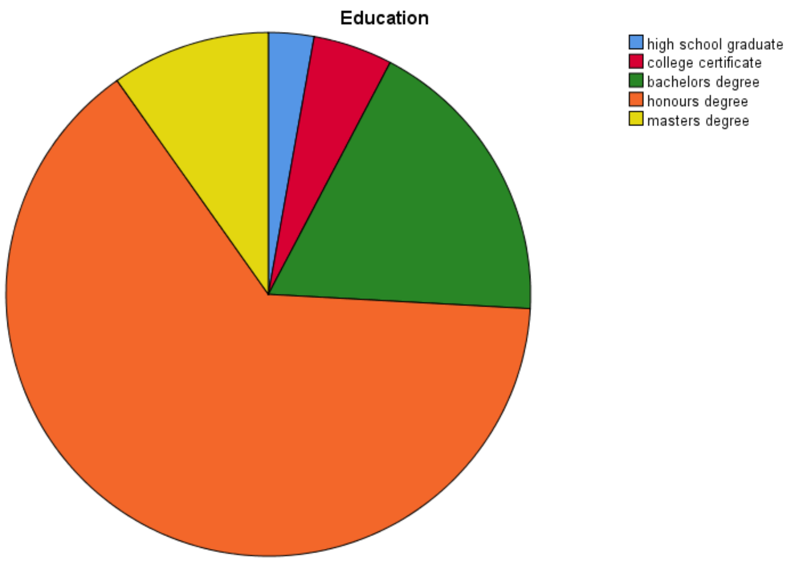


Figure 9: Education results

There were a few respondents in the healthcare professions, retail and motor repair service, with a cumulative total of 1.4%, while respondents in the finance and business service industry accounted for 55.2%.

Table 8: Industry results

Industry					
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Mining	2	1.4	1.4	1.4
	Construction	6	4.2	4.2	5.6
	Retail and motor and repair services	1	.7	.7	6.3
	Wholesale trade, commercial agent and allied services	3	2.1	2.1	8.4
	Transport, storage and communication	4	2.8	2.8	11.2
	Finance and business services	79	55.2	55.2	66.4
	Information technology	8	5.6	5.6	72.0
	Health	1	.7	.7	72.7
	Other	38	27.3	27.3	100.0
	Total	143	100.0	100.0	

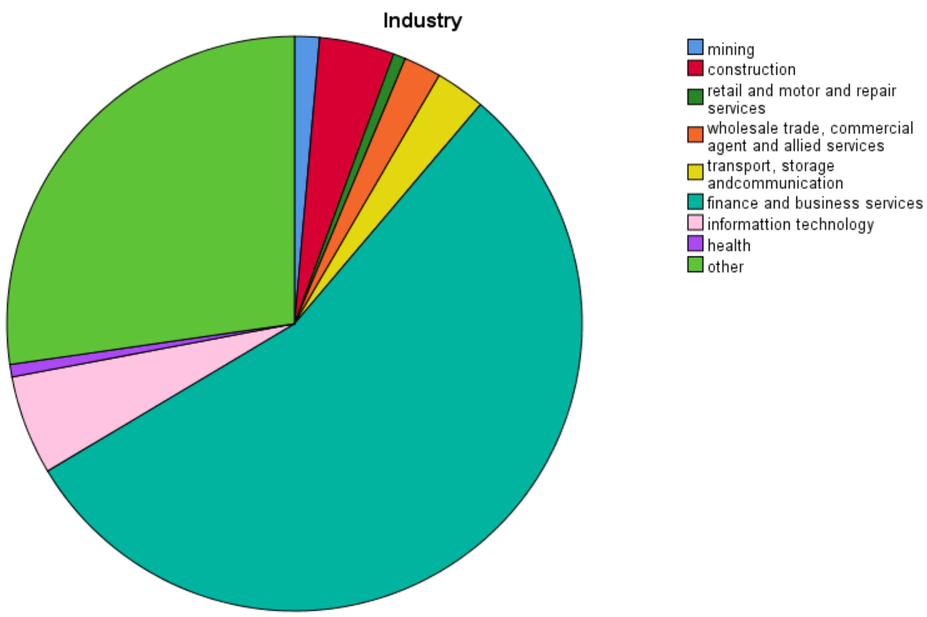


Figure 10: Industry results

Respondents appear to have been mostly be in the labour force environment for between 1-4 years. This shows that many are still new to the working environment, allowing for corporate entrepreneurial growth within their industry and organisation.

Table 9: Duration employed results

Duration employed					
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Less than a year	18	13.3	13.3	13.3
	1-4 years	100	69.9	69.9	83.2
	Over 5 years	24	16.8	16.8	100.0
	Total	142	100.0	100.0	

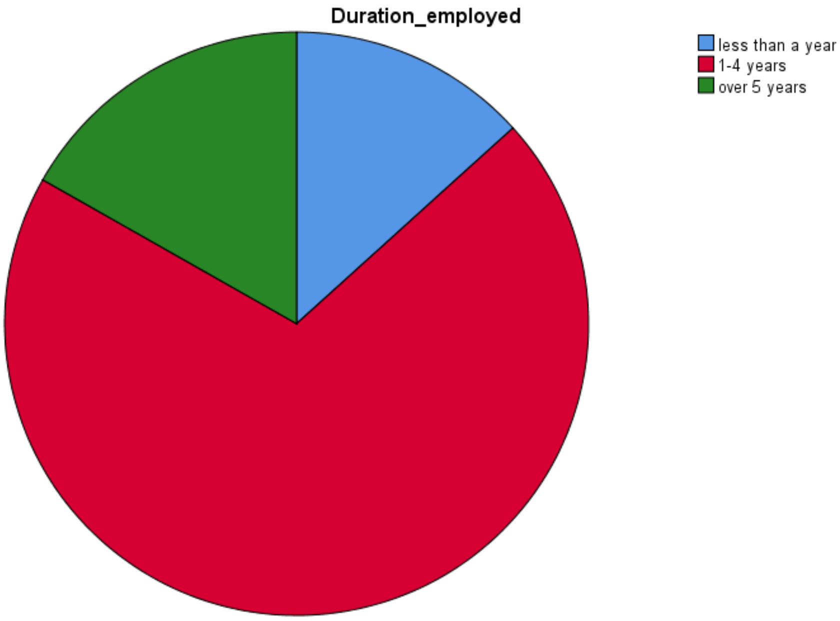


Figure 11: Duration employed results

4.3 Results pertaining to correlation

Table 10: Correlation			
		Knowledge Transfer	Observed Behaviour
Knowledge Transfer	Pearson Correlation	1	0.863
	Sig. (2-tailed)		0.000
Observed Behaviour	Pearson Correlation	0.863	1
	Sig. (2-tailed)	0.000	

For the context of this study, there is a positive strong linear relationship between knowledge transfer and observed behaviour, indicating that the two variables are linearly related and the relationship is significant at 5%.

4.4 Results pertaining to hypotheses

Regression analysis (Anova)

Relationship between knowledge transfer and employee resilience

H_o: There is no positive relationship between knowledge transfer and employee resilience in corporate entrepreneurial mentorship

H_a: There is a relationship between knowledge transfer and employee resilience in corporate entrepreneurial mentorship

Table 11: Coefficients

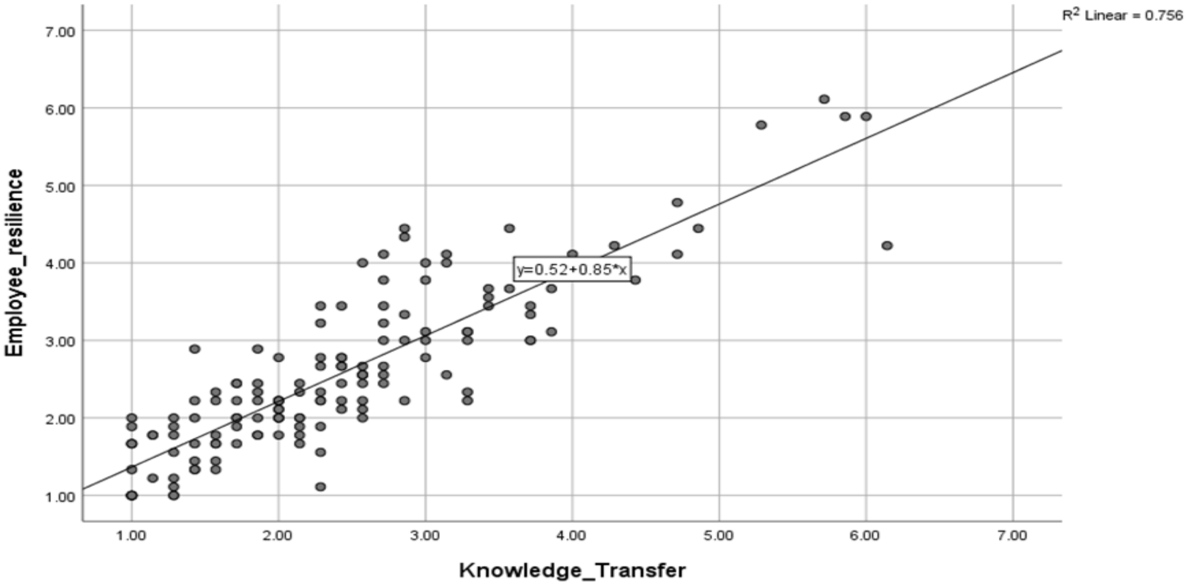
Model	B	Standard Error	Beta	T	Significance
Constant	0.516	0.108		4.803	0.000
Knowledge Transfer	0.848	0.041	0.869	20.880	0.000

$$\boldsymbol{Y = \beta_0 + \beta_1 X_1}$$

$$\boldsymbol{Y = 0.516 + 0.848 X_1}$$

It can be seen from the coefficient table above that the significance values for the constant and knowledge transfer variable are equal to zero. Therefore, Ho is rejected. The conclusion is made that at 5% level of significance, there is a significant relationship between knowledge transfer and employee resilience in corporate entrepreneurial mentorship.

Figure 12: Regression analysis_knowledge transfer



From the above diagram, a positive linear relationship is observed. Also, the R^2 of 75.6% indicates that this is a good model.

Relationship between observed behaviour and employee resilience

H_o: There is no positive relationship between observed behaviour and employee resilience in corporate entrepreneurial mentorship

H_a: There is a relationship between observed behaviour and employee resilience in corporate entrepreneurial mentorship

Table 12: Observed behaviour coefficients

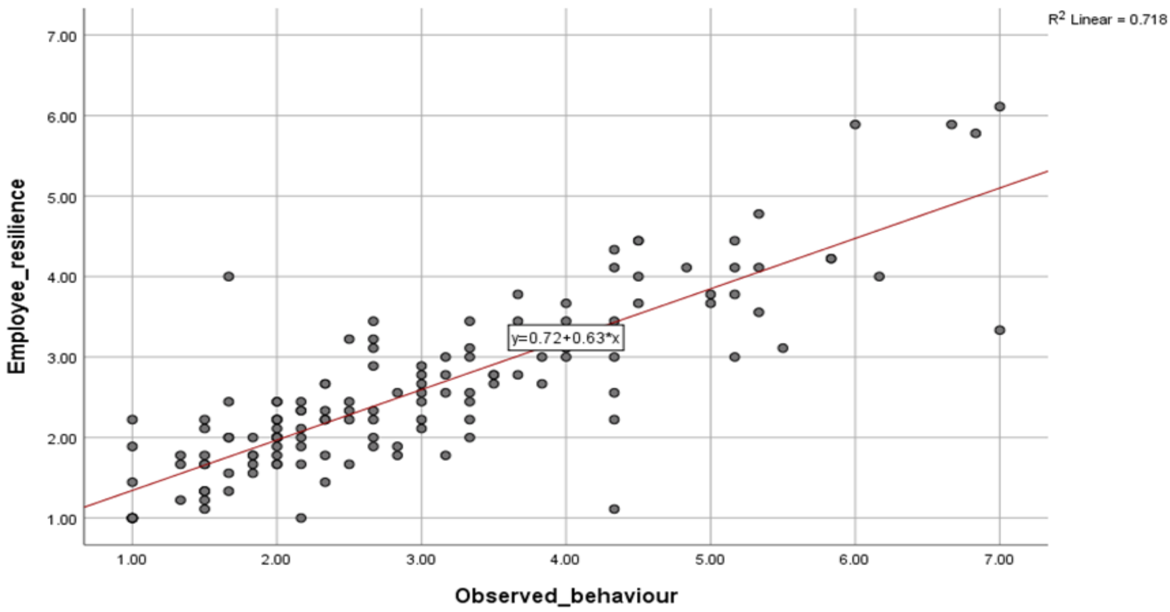
Model	**B**	**Standard Error**	**Beta**	**T**	**Significance**
Constant	0.717	0.108		6.620	0.000
Observed Behaviour	0.626	0.033	0.847	18.958	0.000

$$\boldsymbol{Y = \beta_0 + \beta_1 X_1}$$

$$\boldsymbol{Y = 0.717 + 0.626 X_2}$$

It can be seen from the coefficient table above that the significance values for the constant and observed behaviour variable are equal to zero. Therefore, Ho is rejected. The conclusion is made that at 5% level of significance, there is a significant relationship between observed behaviour and employee resilience in corporate entrepreneurial mentorship.

Figure 13: Regression analysis_observed behaviour



From the above diagram, a positive linear relationship is observed. Also, the R^2 of 71.8% indicates that this is a good model.

The overall relationship between Knowledge Transfer, Observed Behaviour and Employee Resilience

H_o: There is no positive relationship between knowledge transfer, observed behaviour and employee resilience in corporate entrepreneurial mentorship

H_a: There is a relationship between knowledge transfer, observed behaviour and employee resilience in corporate entrepreneurial mentorship

Table 13: Knowledge transfer, observed behaviour and employee resilience coefficients					
Model	**B**	**Standard Error**	**Beta**	**T**	**Significance**
Constant	0.460	0.100		4.603	0.000
Knowledge Transfer	0.527	0.074	0.540	7.104	0.000
Observed Behaviour	0.282	0.056	0.382	5.019	0.000

$$\boldsymbol{Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2}$$

$$\boldsymbol{Y = 0.460 + 0.527X_1 + 0.282X_2}$$

It can be seen from the coefficient table above that the significance values for the constant variable and independent variables (knowledge transfer and observed behaviour) are equal to zero. Therefore, Ho is rejected. The conclusion is made that at 5% level of significance, there is a significant relationship between observed behaviour, knowledge transfer and employee resilience in corporate entrepreneurial mentorship.

Ho: There is no significant difference among the groups

Ha: There is a significant difference among the groups

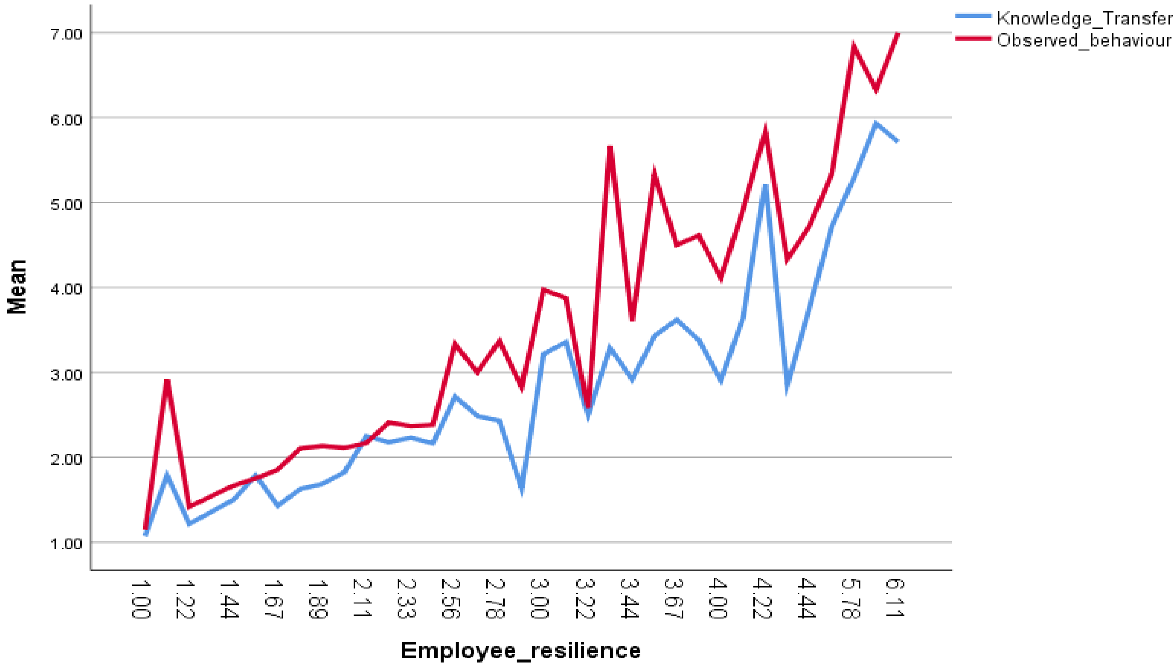
Table 14: ANOVA Table					
MODEL	**SUM OF SQUARES**	**DF**	**MEAN SQUARE**	**F**	**SIGNIFICANCE**
REGRESSION	127.581	2	63.790	267.992	0.000
RESIDUAL	33.324	140	0.238		
TOTAL	160.905	142			

Reject Ho. The results of the overall model suggest that the model is significant since the p-value is less than 5%.

Table 15: Model Summary					
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Durbin-Watson
1	0.890	0.793	0.790	0.48788	1.996

According to the information in Table 15, the strength of the relationship between the model and the dependent variable is explained. The multiple correlation coefficient (R) of 89% indicates a strong relationship between the variables. The coefficient of determination (R-square) explains that 79.3% of the variation in time is explained by the model. The adjusted R-Square of 79% indicates a difference of 0.03% from the R-Square, meaning the model has been corrected by 0.03%. The Durbin-Watson value of 1.996 fits within a value range of 0 to less than 2, indicating a positive autocorrelation. For the context of this study, this indicates that the independent variables have a positive impact on the dependent variable.

Figure 14: Mean vs employee resilience



Looking at the diagram above, an upward increasing trend can be seen for observed behaviour. Meanwhile, an upward decreasing trend can be observed for knowledge transfer. The data suggests that, as the number of employee resilience increases, the data for knowledge transfer decreases but increases for observed behaviour.

Conclusion

The study conducted found that for Hypothesis 1 there is a positive linear relationship between knowledge transfer and employee resilience. This suggests that mentored individuals are more likely to remain in an organisation and improve the corporate entrepreneurial skills within the organisation. Under Hypothesis 2 there is also a positive linear relationship between observed behaviour and employee resilience.

Chapter 5 – Discussion of the results

5.1 Introduction

This chapter will focus on interpreting the data collected and the theory studied in the previous chapters. The chapter will also provide research recommendations based on analysed data. The study conducted was aimed at understanding the relationship between corporate entrepreneurial mentorship and employee resilience.

The background of the study covers the impact that corporate entrepreneurial mentorship programmes in organisations have on employee resilience. The research study conducted was quantitative and cross-sectional.

In determining the impact of entrepreneurial mentorship on employee resilience, the following constructs were studied: knowledge transfer and observed behaviour. Bandura's social learning theory was used to understand the literature at hand.

This chapter will discuss the findings from the hypotheses studied. The first hypothesis, (there is a positive relationship between knowledge transfer and employee resilience in corporate entrepreneurial mentorship) used Bandura's learning theory to prove the hypothesis (Bundura, 1971). The second hypothesis (there is a positive relationship between observed behaviour and employee resilience in corporate entrepreneurial mentorship) also made use of Bandura's learning theory to prove the findings from the literature.

Data was collected via an online self-administered questionnaire on the Qualtrics platform. Two hundred and sixty-four respondents participated in the study, while only one hundred and forty-two participants met the research study's validity questions and completed the survey.

Each of the possible relationships amongst the variable was tested separately.

5.2 Discussion pertaining to Hypothesis 1

The purpose of the hypothesis was to establish whether a relationship between knowledge transfer and employee resilience exists.

The hypothesis was tested through seven questions that aimed to determine how an individual perceives the knowledge transferred from their mentor to themselves at work. In order to ensure that the findings were reliable, a validity test was performed prior to further analysis. The knowledge transfer construct has a Cronbach's alpha of 0.897, while employee resilience has a Cronbach's alpha of 0.900 from a total of nine questions. Literature studied on knowledge in the previous chapter found that knowledge transfer aids in innovation. This ensures that corporate entrepreneurs make use of the different sources on knowledge from across the organisation and maximise employee experience and knowledge gained (Hayton & Kelley, 2006).

Kuratko & Montagno (1989) in a study on corporate entrepreneurial training (CET) found that at a micro-level CET will promote intrapreneurial awareness and understanding (knowledge) and develop their skills to become more creative within the organisation (Kuratko & Montagno, 1989). Through corporate mentorship, mentors perform entrepreneurial training to mentees by providing on-the-job training which develops their corporate knowledge and skills. According to Illeva-Koleva (2015), corporate mentoring helps develop and retain the best people while also increasing staff loyalty (Ilieva-Koleva, 2015).

The R-value of the relationship is greater than 0.7, implying that there is a strong positive relationship. With an R-value of 0.756 the findings of this research revealed that there is a positive correlation between knowledge transfer and employee resilience. Respondents found it beneficial to have a mentor as it increased their knowledge gained in the organisation. The practical finding that was determined through the hypothesis testing has proved that having a mentor within an organisation is more beneficial for the mentee from a knowledge transfer perspective. As suggested by Bandura's social learning theory, an individual learns from behavioural learning (Bundura, 1971). Knowledge transfer involves imparting information and skills acquired through education and experience which the assigned mentor provides to the mentee within the organisation.

Knowledge transfer variables within the instrument included the mentor's assistance towards the mentee through guidance, advice, assistance with allocated tasks and within the organisation. The study confirmed that many respondents have found it beneficial to have a mentor as they have imparted knowledge while being employed in the organisation. This has promoted the mentee's resilience to remain employed within the organisation and grow entrepreneurially.

The study has found that there is a positive relationship between knowledge transfer and employee resilience within corporate entrepreneurial mentorship in Gauteng. This proves Bandura's social learning theory.

5.4 Discussion pertaining to Hypothesis 2

The second hypothesis investigated was whether a positive relationship between observed behaviour and employee resilience in corporate entrepreneurial mentorship exists.

The hypothesis was tested through six questions that aimed to determine how an individual observed that behaviour towards their mentors impacted their resilience within the organisations. Reliability tests revealed an observed behaviour Cronbach's alpha of 0.93, while employee resilience has a Cronbach's alpha of 0.900 from a total of nine questions asked towards the construct.

This hypothesis aimed to prove whether observed behaviour of a mentor within corporate entrepreneurs. Bandura in his theory argued that observed behaviour is and can be learned by selectively observing and considering the observed (Harinie, Sudrio, Rahayu, & Fatchan, 2017). According to Slavin (2008), observation of one's surroundings has the ability to influence behaviour and cognitive thinking within the individuals (Slavin, 2008).

Furthermore, McLeod (2011) stated, Albert Bandura theory argues that observational learning is learned from the environment (McLeaod, 2011). Previous studies have shown that an individual's response to a model's behaviour arises from the mentor's behaviour in that environment. An individual's observation of the mentor allows that individual to cognitively process the mentor's behaviour, which may ignite an interest from the individual (Harinie, Sudrio, Rahayu, & Fatchan, 2017). According to Nabavi (2012), an individual has the ability to successfully acquire the behaviour model of someone else through attention, retention, reproduction and motivation (Nabavi, 2012).

Observed behaviour variables looked at how the mentee observed their mentor's behaviour towards the mentee's career. The study found that there is a positive correlation between observed behaviour and employee resilience. The study has shown that respondents are more likely to remain within their organisation as a result of observing their mentor's behaviour and motivation within the organisation, as well as their mentor's work ethic and interest in the mentee's career journey.

5.5 Further discussion

The study also found that an individual’s age, industry, educational background and duration of employment do not have a significant influence on employee resilience. As observed in chapter 4 gender has a significant influence on employee resilience, with a significance of 3.5% at a 5% level of confidence. Respondents are not influenced by the age, industry, educational background or duration of employment to determine their resilience within an organisation, however gender has shown that there is an influence.

5.6 Conclusion

The results and discussions noted in this chapter aim to offer an explanation of the hypotheses posed in the first chapter of the study.

The study has shown that having an assigned or voluntary mentor within a corporate organisation who is consciously involved and willing to assist a mentee’s growth within the organisation has a positive impact on the mentee’s resilience in the organisation. Organisations are more likely to retain appropriate employees who have acquired the knowledge and skills for their career in the organisation.

The study has shown that corporate entrepreneurial mentorship programmes within organisations have a positive impact on employee resilience.

Chapter 6 – Conclusion and recommendation

6.1 Introduction

This chapter concludes on the research conducted. Main findings, limitations of the study and recommendations for future research will be discussed.

6.2 Main finding of the research

The main finding identified in the research is that that mentored individuals in corporate organisations in Gauteng are more likely to be resilient within their organisations as a result of having involved mentors. Bandura's learning theory (1979) on knowledge transfer states that interaction and experience are a form of knowledge transfer (Bundura, 1971), while an individual's observation of the model allows that individual to cognitively process the model's behaviour which may ignite an interest from the individual (Harinie, Sudrio, Rahayu, & Fatchan, 2017).

6.3 Limitation of the study

This research rests on an individual's perception of leaning through mentoring relationships within their organisation. Data obtained from respondents cannot be verified 100% as the instrument was administered through a self-administered questionnaire. The research assumes that the responses relate to the most recent relationship they had with their mentors.

6.4 Recommendations for future research

The study focused on mentees and their perspective of the mentorship programmes within organisations. Future research could look into the mentor's perspective of mentorship programmes, and the impact of mentorship programmes across the country and not only in one province. The study focuses on corporate entrepreneurial mentorship, but studies on small and start-up entrepreneurs, particularly SMEs, may assist South Africa in improving unemployment rates and the economy.

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Appendices

Appendix A: Data collection instrument

Q1.1 Good day

I hope you are well.
My name is Moshibudi Molepo and I am a student at Wits Business School currently studying towards a Master's degree in Entrepreneurship and New Business Venture.
I am interested in understanding the impact that mentorship has on corporate entrepreneurs. I invite you to kindly participate by completing this questionnaire. Please be assured that your responses will be kept completely confidential.

The questionnaire takes approximately 8 minutes to complete. Your participation in this research is voluntary. You have the right to withdraw at any point during the study, for any reason, and without any prejudice. If you would like to contact the supervisor/lecturer on the study to discuss this research, please e-mail Prof Boris Urban at Boris.Urban@wits.ac.za.

By clicking the button below, you acknowledge that your participation in the study is voluntary, that you are 18 years of age or older, and that you are aware that you may choose to terminate your participation in the study at any time and for any reason.

Thank you.

Moshibudi Molepo

- I consent, begin the study.
- I do not consent, I do not wish to participate.

Validation question

Q1.2 Are you employed by a corporate company?

- Yes
- No

Q1.3 Do you have a mentor/counsellor or any other individual with a role more senior than yours, who has been assigned to you by the company or voluntarily chosen by you to assist you in your career advancement within the company?

- Yes
- No

Q1.4 Are you employed within Gauteng province?

- Yes
- No

Demographic Questions

Q2.1 What is your gender?

- Male
- Female

Q2.2 What is your age?

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 67-74

Q2.3 Highest level of education achieved?

- High school graduate
- College certificate
- Bachelor’s degree
- Honours degree
- Master’s degree
- Doctorate degree

Q2.4 Which industry does your company operate in?

- Agriculture
- Mining
- Manufacturing
- Electricity, gas and water
- Construction
- Retail and motor and repair services
- Wholesale trade, commercial agent and allied services
- Catering and accommodation and other trades
- Transport, storage and communication
- Finance and business services
- Information technology (IT)
- Health
- Other

Q2.5 How long have you been employed by the company?

- Less than a year
- 1-4 years
- Over 5 years

<u>Construct questions</u>

<u>The questions below were asked on a 7-point Likert scale ranging from Strongly agree to Strongly disagree</u>

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree

Knowledge transfer

Q4.1 My mentor provides me with advice to the best of his/her ability.

Q4.2 My mentor is constantly finding better ways for me to improve within the company.

Q4.3 I have gained valuable knowledge while in the company.

Q4.4 My mentor has assisted me in increasing my network base within the company.

Q4.5 My mentor has assisted me in gaining new knowledge and skills in the company.

Q4.6 I believe I have the ability to achieve specific tasks given within the company.

Q4.7 I believe I have the ability to achieve specific tasks at work due to my mentor's assistance and guidance.

Observed behaviour

Q5.1 My mentor has assisted me in identifying career opportunities.

Q5.2 I have achieved more within the company due to my mentor's motivation.

Q5.3 My mentor is invested in my career journey within the company.

Q5.4 My mentor ensures that I complete/accomplish what I planned for my career growth in the company.

Q5.5 My mentor is aware/has set directions and advice for me in order to succeed in the company.

Q5.6 My mentor's work ethic motivates me to strive for more.

Employee resilience

Q6.1 My mentor has given me a greater sense of capability and motivation to strive for more in the company.

Q6.2 My mentor is readily available to discuss and assist me with any issues or ideas I have in the company.

Q6.3 Tasks assigned to me at work are aligned with my career advancement plans.

Q6.4 My mentor has assisted me in identifying my strengths and weakness.

Q6.5 My mentor motivates me to achieve more within the company.

Q6.6 My mentor makes time for me.

Q6.7 My mentor encourages me in my career journey within the company.

Q6.8 There are career growth opportunities within the company.

Q6.9 I believe I will achieve my career goals within the company

Appendix B: Consistency matrix

<table>
<tr><td colspan="7">The purpose of this study is to determine the impact that corporate entreprenurial mentorship has on employee resilience in Gauteng</td></tr>
<tr><th>Aims</th><th>Literature Review</th><th>Hypotheses</th><th>Variables(Independent & Dependent)</th><th>Source of data</th><th>Type of data</th><th>Analysis</th></tr>
<tr><td rowspan="2">Identify the impact of corproate entrepreneurial mentorship and knowledge transfer on individuals within organisations in Gauteng</td><td>Kunaka, C & Moos M, N (2019)</td><td rowspan="2">There is a positive relationship between knowledge transfer and employee resilience.</td><td>DV = Employee rescilience</td><td>Self-administered questionnaire</td><td rowspan="2">Primary data</td><td rowspan="2">Correlation and regression analysis</td></tr>
<tr><td>St-Jean,E & Audet, J (2009)</td><td>IV = Knowledge transfer</td><td></td></tr>
<tr><td rowspan="2">Identify the impact of corproate entrepreneurial mentorship and observed behaviour on individuals within organisations in Gauteng</td><td>Wayne & LaMorte, 2019</td><td rowspan="2">There is a positive relationship between observed behaviour and employee resilience.</td><td>DV = Employee rescilience</td><td>Self-administered questionnaire</td><td rowspan="2">Primary data</td><td rowspan="2">Correlation and regression analysis</td></tr>
<tr><td>(Harinie, Sudrio, Rahayu, & Fatchan, 2017</td><td>IV = Observed behaviour</td><td></td></tr>
</table>