Understanding the individual in personal initiative action-based entrepreneurial interventions: a realist evaluation

by

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ABSTRACT

Entrepreneurship is an important driving force for economic development in emerging economies traditionally driven by ineffective top-down approaches. More recently, a bottom-up individual-level approach has offered a more sustainable way to stimulate African entrepreneurial growth. A psychological approach was introduced into action-based interventions by incorporating Personal Initiative (PI) in interventions, training entrepreneurs to become more entrepreneurially active to nurture the entrepreneurial mindset. The approach positively impacted entrepreneurial performance, producing increased business profits, employment, and business growth over time. How exactly these interventions work in a learning environment, for whom, and in what way remained unclear.

Therefore, a deduced programme theory was constructed and empirically evaluated to understand these interventions better. A multiple case study strategy cast in a realist evaluation design was used to investigate two interventions consisting of female entrepreneurs to produce qualitative data that were analysed inductively to make sense of change and the learning in these interventions.

The findings produced valuable insights visually presented in analytical frameworks that show adjustments to the Personal Initiative (PI) deduced programme theory. On an individual level, it showed how unique attitudes guides action-formation, situational, and transformational mechanisms that support patterns of outcome in context to ascertain what works for whom, in what circumstances, in what respects and how. The findings also extended the Action Regulation Theory (ART) by showing, with an analytical framework, how Individual attitudes play an active role in information seeking to impact the action sequence. From the results, five propositions were developed to be tested in future studies to continue the discussion about entrepreneurs and their learning behaviours to increase entrepreneurial action that nurtures the entrepreneurial mindset.

KEY WORDS

Personal Initiative interventions, Action Regulation Theory, entrepreneurial action, entrepreneurial mindset, experiential learning, realist evaluation

DECLARATION

I, André George van der Walt declare that the Doctor of Philosophy research proposal, which I hereby submit at the Gordon Institute of Business Science, University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

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1.1   Introduction

Entrepreneurship is an important driving force for economic development, especially in emerging economies which heavily rely on small and medium enterprises (Hill, et al., 2022; Van Stel et al., 2007). It, therefore, becomes essential to stimulate entrepreneurial development in these economies to enhance job creation and economic growth, which in most parts are driven by ineffective top-down approaches (Frese et al., 2016), and focus primarily on developing the so-called entrepreneurial ecosystem (Spigel, 2017). More recently, a bottom-up individual-level approach was introduced, offering a more sustainable way to stimulate entrepreneurial development (Frese et al., 2016; Mensmann & Frese, 2019).

Frese and colleagues initiated training interventions across the African continent, taking a psychological approach to increase entrepreneurial action (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013). They incorporated the concept of personal initiative (PI) in action-based interventions designed to stimulate the entrepreneurial mindset. In turn, this has been shown to positively impact entrepreneurial performance, which led to remarkable increases in business profits, employment, and business growth, as a positive consequence of developing the entrepreneurial mindset (Haynie et al., 2010; Kuratko et al., 2021). It was even suggested by Frese et al. (2016) that such a bottom-up approach could be one solution to alleviating poverty in Africa. How exactly these interventions work in a learning environment remains unclear.

It can then be argued if entrepreneurial performance can be increased through training entrepreneurs to be more proactive, future-oriented and persistent (PI), entrepreneurial action could be increased, which directly links to positive entrepreneurial development (Autio et al., 2013; Gielnik et al., 2015; Hikkerova et al., 2016; Van Gelderen et al., 2015; Wood & McKelvie, 2015).

Therefore, to understand these interventions better, the researcher has constructed a deduced programme theory from the literature using a realist evaluation approach to evaluate the theory using data from an empirical investigation in two personal initiative training interventions. In this way, the underlying mechanisms that support the outcomes in a given context could be made known to understand "what

works for whom, in what circumstances, in what respects and how", as Pawson et al. (2005, p. 21) have argued.

Next, the background of the problem will be discussed, and after that, the problem and purpose of the study will be outlined. Following this, the objective, scope and, lastly, the importance of the research will be discussed.

1.2 Background

1.2.1 Practical rationale

According to Hill et al. (2022), in support of Van Stel et al. (2005), poorer countries do not benefit from entrepreneurship as they should. They believe that poorer countries fall short of larger corporations which stimulate the economy to create the need for services that smaller new ventures can perform. It is a recurrent theme in Africa, but looking at the emerging economy of South Africa, a different picture emerges. Evidence has shown that the South African economy is driven by many large corporations, making it more favourable for ventures to form and grow (Schwab, 2017). In addition, South Africa also has shown competitive strengths when compared to the larger sub-Saharan Africa in business sophistication, market size, technology readiness, financial market development, goods market efficiency, and the capacity to innovate (Bowmaker-Falconer & Herrington, 2020; Harrington & Kew, 2018; Schwab, 2017). Such areas represent efficiency enhancers favourable for entrepreneurial development (Spigel, 2017).

However, the Global Entrepreneurship Monitor (GEM) report ranked South Africa among the lowest of the five African countries looking at new business ownership (Harrington & Kew, 2018). Total early-stage entrepreneurial activity (TEA) was a mere 10,8% against a 12,1% regional average in 2020, which increased to 17.5% in 2021 despite the negative impact of COVID-19 and civil unrests and riots in July 2022 (Bowmaker-Falconer & Herrington, 2020; Hill, et al., 2022). However, the increase could be attributed to the high unemployment figure of 34.9% and 44.4% when looking at the expanded definition, and 62.2% of households' income decreased because of the negative impact COVID-19 had on the economy in 2020-2021.

Bowmaker-Falconer and Herrington (2020) highlight entrepreneurial intentions against actual ventures formed. They report South Africa to have an 11,9% intention rate against a 40% rate in the rest of Africa which means only one in every eight South Africans will consider starting a business in the next three years. Moreover, continuous

political uncertainty and economic instability also contribute to many multinational corporations exiting South African markets, causing the economy to rely even more heavily on entrepreneurial activity (Bowmaker-Falconer & Herrington, 2020; Van Stel et al., 2005).

Therefore, although economic conditions favour entrepreneurial activity in South Africa, evidence continues to show a decline in venture formation and established businesses to endure in times of uncertainty (Harrington & Kew, 2018). Looking ahead, it remains essential to stimulate employment and improve global competitiveness to combat massive youth unemployment and mediocre economic growth (Bowmaker-Falconer & Herrington, 2020; Mahadea, 2012; Naudé, 2010; Schwab, 2017; StatsSA, 2017). Brixiova (2013) and Mahadea (2012) both believed that a possible answer lies in skill development and training individuals to become more entrepreneurial. However, Hill et al. (2022) warned that South Africa did not fare well against neighbouring economies in terms of effective Government Entrepreneurial development programmes. According to the latest Global Entrepreneurship Monitor (GEM) report, these development programmes lack the effectiveness to help entrepreneurs navigate challenges. Again, it emphasises the shortcomings of entrepreneurial development programmes in South Africa, making it essential to look at alternatives.

Fortunately, it has been shown that personal initiative training interventions strengthen entrepreneurial performance to produce higher business profits and increase employment, impacting positively on the entrepreneurial mindset (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Haynie et al., 2010; Kuratko et al., 2021; Solomon et al., 2013). The recent emergence of personal initiative action-based interventions aimed at training individuals to become more proactive, future-orientated and persistent in their pursuit to grow and develop their businesses have shown to be a good alternative.

After Michael Frese, who initially developed the concept of personal initiative (Frese et al., 1996; Frese et al., 1997) and first experimented with personal initiative in an action-based training intervention (Frese et al., 2007), Fay and Sonnentag (2010) began to suggest that personal initiative training should become more generic. They recommended such interventions should be applied to a wider variety of settings. Then later, Gielnik et al. (2015) and Rooks et al. (2016) suggest that a more generalised population should be included in the spread of benefits that these interventions offer. To build on these successes already shown (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013), the focus needs to shift to the individual in training to understand their experience and to uncover the nuances in these

PI interventions that could potentially increase the outcomes. One such avenue is to understand how these trainees learn, considering each trainee's learning style and how it influences the change in the intervention. For the entrepreneurial mindset to develop, change is needed, and learning happens differently for each trainee (Kolb, 1984; Kolb & Kolb, 2005; Pittaway & Cope, 2007).

Therefore, a better understanding of how these interventions work was needed to consider these suggestions. Then, secondly, and more specifically, as Pawson et al. (2005) argued, it is essential to understand "what works for whom, in what circumstances" (p. 21), and in what way to make this training more generic and spread the benefits to a wider variety of settings.

1.2.2 Academic justification

Turning to academia, looking particularly at South Africa (SA), it was shown that traditionally SA applied top-down approaches, using a macro perspective to stimulate venture formation and growth, making the environment more conducive for entrepreneurial development (Peter, 2021; Van Stel et al., 2007).

Frese et al. (2016), as stated earlier, suggest bottom-up approaches to stimulate entrepreneurial development by taking a micro perspective to focus on proactiveness in the individual actor instead. Their research, together with numerous other studies, was conducted in Africa to show an increase in entrepreneurial performance for existing small business owners and business students who were exposed to PI interventions (Campos et al., 2017; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013). Stated differently, they added personal initiative to these action-based training interventions, using a psychological approach to enhance the outcomes of these interventions.

Rightfully so, as Frese and Gielnik (2014) point out, a psychological approach to entrepreneurship works best during the early phases of the entrepreneurial process, where the individual is central. According to Brixy et al. (2012), these individuals represent nascent entrepreneurs, entrepreneurs who "have taken some action in the past year to create a new business and… expect to own or to share ownership of the firm" (p. 107). However, according to Harrington and Kew (2017), the early phases of entrepreneurial activity also include entrepreneurs who "were once nascent entrepreneurs and have put their start-up idea into action in the last three and a half years" (Brixy et al., 2012, p. 107). Therefore, it makes sense that these interventions centre on individuals who have started a business and are attempting to grow and scale it. How these interventions worked on an individual level to deliver the outcomes was unclear.

1.3   Problem statement

Poverty and unemployment remain synonymous with developing economies (Alvarez & Barney, 2014; Mahadea, 2012). South Africa, in particular, is battling with high youth unemployment, which is reaching critical levels (Hill et al., 2022; StatsSA, 2017). According to Alvarez and Barney (2014) and Peter (2021), entrepreneurship is one possible solution to alleviate some of these social issues. Alvarez and Barney (2014) suggest a more bottom-up approach should be taken. Frese et al. (2016) support this notion and add that traditional top-down approaches fail to stimulate entrepreneurial development sufficiently, which is still evident considering the latest GEM report (Hill et al., 2022).

Looking at bottom-up approaches, entrepreneurs, and more specifically, nascent entrepreneurs, must develop an entrepreneurial mindset to make psychological transitions and adapt to changing circumstances (Haynie et al., 2010). As Mitchell et al. (2000) point out, entrepreneurs are often not equipped to adjust psychologically to the ever-changing environmental demands. They continuously experience conflict between the goals envisioned and changing markets, as Mitchell and Shepherd (2010) also assert. Evidence from attitudinal surveys in the latest GEM report also states that the attitudes of entrepreneurs have a considerable impact on their success rates, which were not a focal point of earlier discussions, even though it impacts entrepreneurial performance immensely (Hill et al., 2022).

Because the study focuses on Nascent entrepreneurs who can be classified as opportunity, or necessity entrepreneurs (Williams & Williams, 2014), looking at entrepreneurial action as the primary outcome of these interventions, "to act on the possibility that one has identified an opportunity worth pursuing", the "behaviour in response to a judgemental decision under uncertainty about a possible opportunity for profit" (McMullen & Shepherd, 2006, p. 132 & 134), the researcher argue against the need to separate these two groups. Although the GEM report uses mainstream thinking when reporting entrepreneurial activity, another stream of thought is critiquing the "simplistic, dualistic typology to explain the motives underpinning decisions to start-up businesses" (Williams & Williams, 2014, p. 24).

According to Williams and Williams (2014), "the dichotomy generally privileges the opportunity entrepreneurs and denigrates necessity entrepreneurs". Their study has shown entrepreneurs express multiple motivations, and many, as they termed it possess "temporally fluid motivations" (p. 36), which means their motivations shift over time.

Coffman and Sunny (2021) support this argument in light of entrepreneurs' needs that change over time. Also, Leporati et al. (2021) found no significant differences between internal factors affecting senior entrepreneurs and other age groups regarding necessity or opportunity in a study to understand senior entrepreneurship. In other words, entrepreneurs could shift their motives from necessity-driven to opportunity-driven. In addition, they argue that "It is highly unlikely that the originating motivation is itself a causal condition" (p. 36). According to the outcome of their study, they claim that the "originating motivation is more a product of the social, economic and spatial context in which entrepreneurs find themselves and an outcome of the type of entrepreneurship available to them" (p. 36). As a result, entrepreneurs in deprived urban neighbourhoods are assumed to be necessity-driven entrepreneurs with the widespread "perception that it is perhaps not worthwhile developing such entrepreneurship" (p. 37), which the researcher argues against. The researcher, therefore, agrees with Coffman and Sunny (2021), Leporati et al. (2021), Martínez-Rodriguez et al. (2020) and Williams and Williams (2014) that both necessity and opportunity-driven entrepreneurship explains the behaviour of the total entrepreneurial activity.

Supporting a bottom-up approach which nurtures the entrepreneurial mindset, therefore, points to an effective way to stimulate transformation in support of entrepreneurial development (Astbury & Leeuw, 2010). Frese and colleagues (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013) have done just that by experimenting with a psychological approach in action-based training interventions; interventions which already have shown noteworthy successes in Africa. As highlighted, Frese et al. (2016) suggest it can be viewed as a solution to alleviate poverty in Africa.

In light of earlier suggestions that these interventions should become more generic to be applied to a wider variety of settings and a more generalised population (Fay & Sonnentag, 2010; Gielnik et al., 2015; Rooks et al., 2016), it becomes clear that an investigation was needed to uncover the mechanisms that are at play in these interventions to better understand how these outcomes were produced, on an individual level, in a specific context (Pawson & Tilley, 1997).

1.4 Purpose statement

The purpose of the research was to conduct a qualitative inquiry using a multiple case study strategy in a realist evaluation design to construct a deduced programme theory (Pawson & Tilley, 1997; Yin, 1994). The deduced programme theory was

evaluated with data from an empirical investigation involving two PI interventions retrieving data before, during and after the interventions. In this way, the underlying mechanisms that were hidden, sensitive to variations in context, that generate outcomes could be known (Astbury & Leeuw, 2010).

The outcomes from the evaluation were then used to confirm and refine the deduced programme theory, which produced analytic frameworks with accompanying propositions to be tested in later studies. This way, the research offered a theoretically based model to explain how these interventions work. More specifically, the research demonstrated how the intervention works for different individuals in different circumstances (Pawson et al., 2005, p. 21).

1.5   Research objectives

After reviewing the literature, the first objective was constructing a deduced programme theory. It made explicit what the literature implied happened in these interventions to produce the outcome patterns previously documented (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013). The deduced programme theory was constructed using Pawson and Tilley's (1997) realist evaluation approach. However, to make sense of the intervention, the study looked in detail at the key concepts in a realist evaluation: the context, the mechanisms, the outcome patterns, and then the configuration of these concepts.

Secondly, an empirical investigation was conducted in which two personal initiative interventions were evaluated to confirm and refine the deduced theory. Participants were selected for the intervention because they have "taken some action in the past year to create a new business and… expect to own or to share ownership of the firm" (Brixy et al., 2012, p. 107). This was in line with experiments conducted, which claimed to produce noteworthy successes with these interventions (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013). For the empirical investigation, several cases were selected, which became the focus of the inquiry (Yin, 1994).

Then thirdly, the data were analysed using relevant, appropriate, and quality instruments to establish "truthfulness, integrity, rigour, robustness, and aptness" (Leitch et al., 2010, p. 71) in the research. It was to produce what positivists would refer to as valid and reliable insights (Phillips & De Wet, 2017) to understand better how these interventions deliver the outcome patterns in a specific context to nurture the entrepreneurial mindset (Astbury & Leeuw, 2010).

Lastly, the study visually presents the programme theory in analytic frameworks, supported by the data, which also produced propositions for future research to test. It shows how these interventions work in a learning environment to deliver the outcome patterns and nurture the entrepreneurial mindset. In this way, the programme theory provides a foundation for future programme development to spread the benefits of these interventions to a wider variety of settings, and a more generalised population, as Fay and Sonnentag (2010), Gielnik et al. (2015) and Rooks et al. (2016), suggest.

1.6   Scope and definitions

Although the research was about interventions executed in South Africa and elsewhere in Africa, the empirical investigation for this study was conducted in South Africa. The reason is that South Africa offers favourable conditions for entrepreneurial development (Harrington & Kew, 2017; Schwab, 2017). The country, however, does not exploit these opportunities fully to improve employment or the economic conditions of the country and rates of entrepreneurship are consequently low (Harrington & Kew, 2017; Naudé, 2010). And so, South Africa presents a valuable context in which to conduct the intervention.

Since entrepreneurship is viewed as an answer to lower unemployment and increase economic growth using skills development (Brixiova, 2013; Mahadea, 2012; Naudé, 2010), the recent intervention successes using a psychological approach can then contribute to the development of South African business individuals. More specifically, as this study focussed on nascent entrepreneurs in the early stages of entrepreneurial activity, it can help to nurture willing individuals to become more entrepreneurial, which was shown to be crucial for an emerging context such as South Africa (Harrington & Kew, 2017; Hill et al., 2022; Mahadea, 2012; Naudé, 2010; Schwab, 2017; StatsSa, 2017). It will then help nascent entrepreneurs exploit existing opportunities better and create new ones (Alvarez & Barney, 2014).

Having a better understanding of these interventions can then theoretically support similar training interventions for other African countries with a similar context (Yin, 1984), allowing the spread of these benefits to a wider variety of settings and a more generalised population (Fay & Sonnentag, 2010; Gielnik et al., 2015; Rooks et al., 2016).

Next, Table 1 shows all the significant concepts with definitions relevant and applicable to these interventions using a psychological approach. Table 2 centres on the

concepts and definitions pertinent to a realist evaluation, the approach used in the study to construct a deduced programme theory (Pawson & Tilley, 1997).

Table 1: Definitions of all major concepts in a PI intervention

Concept	Definition
Action principles	"rules of thumb that have a scientific basis and are teachable, understandable, improvable through practise, and adjustable to circumstances" (Glaub et al. 2014, p. 335).
Action Regulation Theory (ART)	Assumes active behaviour and feedback were prerequisites for learning. The theory was developed to explain the knowing-doing gap and to regulate the activity process (Glaub et al., 2014).
Entrepreneurial action (EA)	"to act on the possibility that one has identified an opportunity worth pursuing" (McMullen & Shepherd, 2006, p. 132). It is about the "behaviour in response to a judgemental decision under uncertainty about a possible opportunity for profit" (McMullen & Shepherd, 2006, p. 134).
Entrepreneurial mindset	The ability "to adapt the thinking process to a changing context and task demands" (Haynie & Shepherd, 2007, p. 9).
Experiential learning	"the process whereby knowledge is created through the transformation of experience" (Kolb & Kolb, 2005, p. 194).
Nascent entrepreneur	An individual who "has taken some action in the past year to create a new business and…expects to own or to share ownership of the firm" (Brixy et al., 2012, p. 107). As Dimov (2010) states, "someone in the process of establishing a business venture." (p. 1 126)
Personal initiative (PI)	Individual that shows personal initiative when he/she reflects self-starting, goal-directed, action-oriented and persistent behaviour (Frese et al., 1997).

Table 2: Definitions of all major concepts in a realist evaluation

Concept	Definition
Programme context	"those features of the conditions in which programmes are introduced" (Pawson & Tilley, 2004, p. 7).
Mechanisms	"mechanisms are underlying entities, processes, or structures which operate in particular contexts to generate outcomes of interest" (Pawson & Tilley, 1997, p. 368).
Outcome patterns	"the intended and unintended consequences of programmes, resulting from the activation of different mechanisms in different contexts" (Pawson & Tilley, 2004, p. 8).

1.7   Importance and benefits of the proposed study

1.7.1   Theoretical contribution

The research extended existing theory, firstly by showing how a personal initiative intervention works. The deduced programme theory was evaluated with data from the empirical investigation, which produced analytic frameworks to show how the interventions worked differently for different individuals. Using the insights gained on three types of mechanisms in context, an adjusted programme theory was developed that shows how 'attitudinal change' is required first before any learning in the intervention can be increased. Propositions accompanied the adjusted programme theory to be tested in future studies. Therefore, the first significant contribution is the delivery of a programme theory to explain, on an individual level, how a personal initiative training intervention works in a learning environment (Astbury & Leeuw, 2010; Kolb, 1984; Pawson et al., 2005). In this way, the benefits of these interventions can be spread to a wider variety of settings and a more generalised population (Fay & Sonnentag, 2010; Gielnik et al., 2015; Rooks et al., 2016).

Secondly, the study contributed to the Action-Regulation Theory (ART) in terms of one element in the action sequence, 'information seeking. It was shown that individuals might get stuck in the process or advance differently from it, depending on their attitude and world views. It impacts them in terms of why, what, and how information is sourced for planning purposes. In other words, taking an individual approach, entrepreneurs move through the training sequence differently depending on why what, and how they source information. The ART was developed to explain the thinking-doing link that ground these personal initiative training interventions (Glaub et al., 2014). The study made it clear that 'attitudinal change', or a better attitudinal understanding on an individual level, is needed to increase the outcome patterns for these interventions and nurture the entrepreneurial mindset (Haynie & Shepherd, 2007; Kuratko et al., 2021).

1.7.2   Practical contribution

The research contributed to practice by making these insights available for subsequent entrepreneurial programme development (Brixiova, 2013; Mahadea, 2012). Understanding the underlying mechanisms of these interventions and, more importantly, the type of mechanisms in relation to the programme context can be fundamental in making subsequent interventions more generic so they can be applied to a wider variety of settings (Fay & Sonnentag, 2010; Gielnik et al., 2015; Rooks et al., 2016). It allows content developers of the intervention to adjust the content to fit their audience better

and allows the trainers to be coached in training different groups of individuals according to how susceptible they are to new knowledge.

Trainees could be profiled before the PI training intervention to group trainees according to their learning style and how open they are to change. It means adding a pre-screening session to the intervention to understand each trainee's state of mind and preference for learning. Before the intervention, they could complete a PI questionnaire and a learning style inventory. The outcomes of these screening tools can then be used to group the trainees according to the mechanism that drives their behaviour: action-formation, situational, and transformational. Accordingly, the content for PI interventions must be grouped and slightly adjusted if needed to support change for each training group that must align with the three types of mechanisms. In this way, the outcome patterns could be increased by taking a more individual approach and delivering the programme content in different ways to equip entrepreneurs better to adjust to changes in the business environment (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Mahadea, 2012; Solomon et al., 2013).

Moreover, during the interventions, more care must be given to trainees' planning and goal formulation. Firstly, trainers must be sure that trainees fully understand the meaning of goal formulation and how it links to planning. And secondly, provide more assistance to trainees during 'information search', which is one element in the action sequence that could potentially steer the trainee on a less productive planning journey if not managed attentively (Glaub et al., 2014). In this way, trainees will better understand why they must search for information about their business and the business environment, what type of information they must source, and how they must use the information in their planning to formulate more realistic, current, and impactful goals. Therefore, it strengthened entrepreneurial performance to produce even higher business profits and increase employment (Harrington & Kew, 2017; Mahadea, 2012; Naudé, 2010; Schwab, 2017; StatsSA, 2017).

1.7.3 Methodological contribution

The methodological contribution comes from the chosen design. A realist evaluation is an emerging method to evaluate programme development and interventions (Bergeron & Gaboury, 2020; Kovacs & Corrie, 2017) and is rarely used in entrepreneurial studies (Brentnall, et al., 2018; Steiner, et al., 2021). As Kovacs and Corrie (2016; 2017) have shown, it provides a methodological approach in which programme theory can be developed to expose the underlying mechanisms and explain how they relate to the programme context to produce outcomes; in other words,

discerning "what works for whom, in what circumstances, in what respects and how" (Pawson et al., 2005, p. 21). Making it a practical method, especially when the study is about understanding how the programme works for different individuals in different circumstances. Thereby contributing to the broader domain of entrepreneurial development at the individual level of analysis (Fisher, et al., 2016; Koe, 2016).

In addition, this study contributed methodologically by applying an integrated approach to validate the data, produce trustworthy findings, and deliver quality research (Leitch et al., 2010; Lincoln & Guba, 1985; Morse et al., 2002). Not only has the verification strategies by Morse et al. (2002) been used to monitor the researcher's responsiveness during the research process, but it also conducted a post-analysis quality assessment using the four criteria in Lincoln and Guba's (1985) qualitative research framework. Furthermore, the approach of Leitch et al. (2010) to quality research was used to link it all in an integrated system. It allowed the researcher to reflect on their own ethical and substantive validations, document their transformation during the research process, and anticipate any foreseen challenges in the entire research process.

Therefore, to summarise, this study's methodological contribution was to apply a realist evaluation research design to a phenomenon linked to entrepreneurship. Secondly, to have used a multiple validation system to validate data, produce trustworthy findings, and deliver quality research.

1.8   Conclusion

Entrepreneurship is an important driving force in economic development, especially for emerging economies. Entrepreneurial development was the singular focus of these action-based training interventions, which used a psychological approach to increase self-starting, proactive, and persistent behaviour for entrepreneurs in the early stages of venture formation. These interventions produced noteworthy successes, ranging from increased entrepreneurial performance, business profits, and employment. It was also claimed that the interventions nurtured the entrepreneurial mindset and thus had the potential to become a bottom-up solution to poverty in Africa.

However, although numerous experiments were conducted with these interventions across Africa, which produced sufficient data to support the beneficial impact overwhelmingly, exactly how these interventions worked remained unclear. These experiments also neglected to show how this happens in a learning environment. And as a result, the theoretical and practical contributions in this study added to our understanding and have shown ways to improve the outcome of PI interventions.

Therefore, a deduced programme theory was constructed from literature firstly to make sense of what is already known about these interventions. Secondly, an empirical investigation was conducted on two PI interventions to evaluate the deduced programme theory on an individual level to make adjustments to improve the outcomes for future PI interventions on the African continent.

2 LITERATURE REVIEW

2.1 Introduction

Pushing boundaries to increase entrepreneurial action and nurture the entrepreneurial mindset has been an enduring theme in entrepreneurship literature. It has been shown by Song and Guo (2020), who investigated the effect of entrepreneurial satisfaction on personal initiative, and Frese et al. (2016), who advocated psychological training for entrepreneurs to increase action. Numerous authors started to conduct action-based training interventions with an infused concept of personal initiative. By taking a psychological approach towards action, they have demonstrated noteworthy success in Africa (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013). It was even suggested that this approach should be viewed as a bottom-up solution to poverty in Africa (Frese et al., 2016). Literature pointed to the learning that took place, which nurtured the entrepreneurial mindset; how this happens within these training interventions on an individual level, however, remains unclear.

Figure 1 represents the over-arching framework for the psychology of entrepreneurship, extracted from Frese and Gielnik (2014), which shows the action characteristics this investigation will focus on.

Figure 1: The framework for the psychology of entrepreneurship (Frese & Gielnik, 2014)
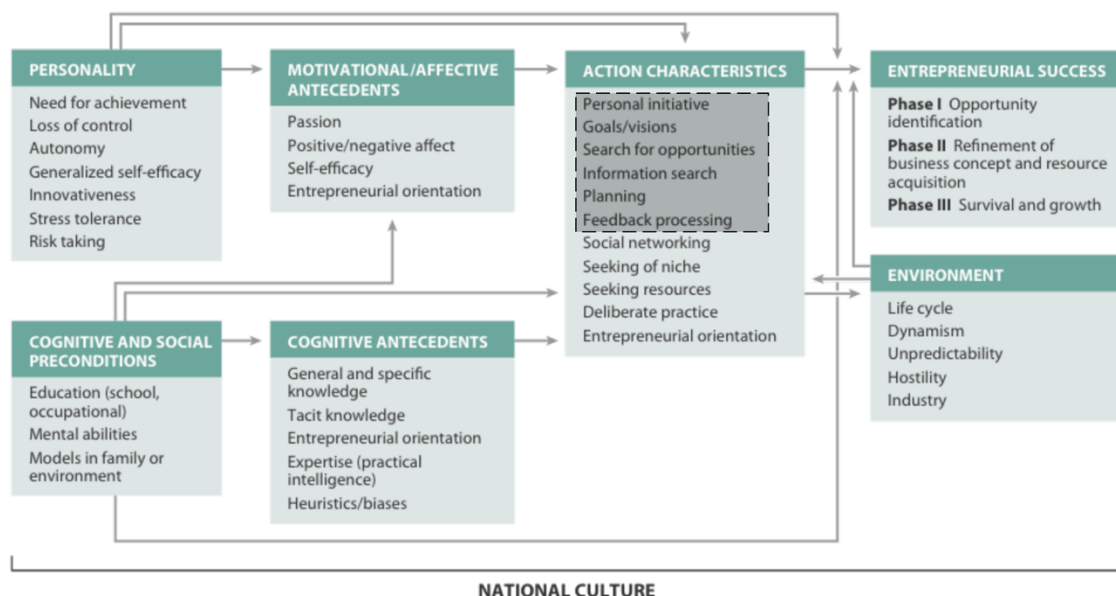
In addition, Figure 2 below shows the conceptual map of the literature, which is positioned within the selected action characteristics in the framework for the psychology

of entrepreneurship, as shown in Figure 1 above. The first part of the discussion focuses on crucial personal initiative interventions conducted in Africa and outlines the theory in which they were grounded. The investigation will then look at the building blocks fundamental to these interventions: the planning process, the concept of personal initiative, action principles, and then entrepreneurial action.

Figure 2: Conceptual map of the literature review (Authors own)
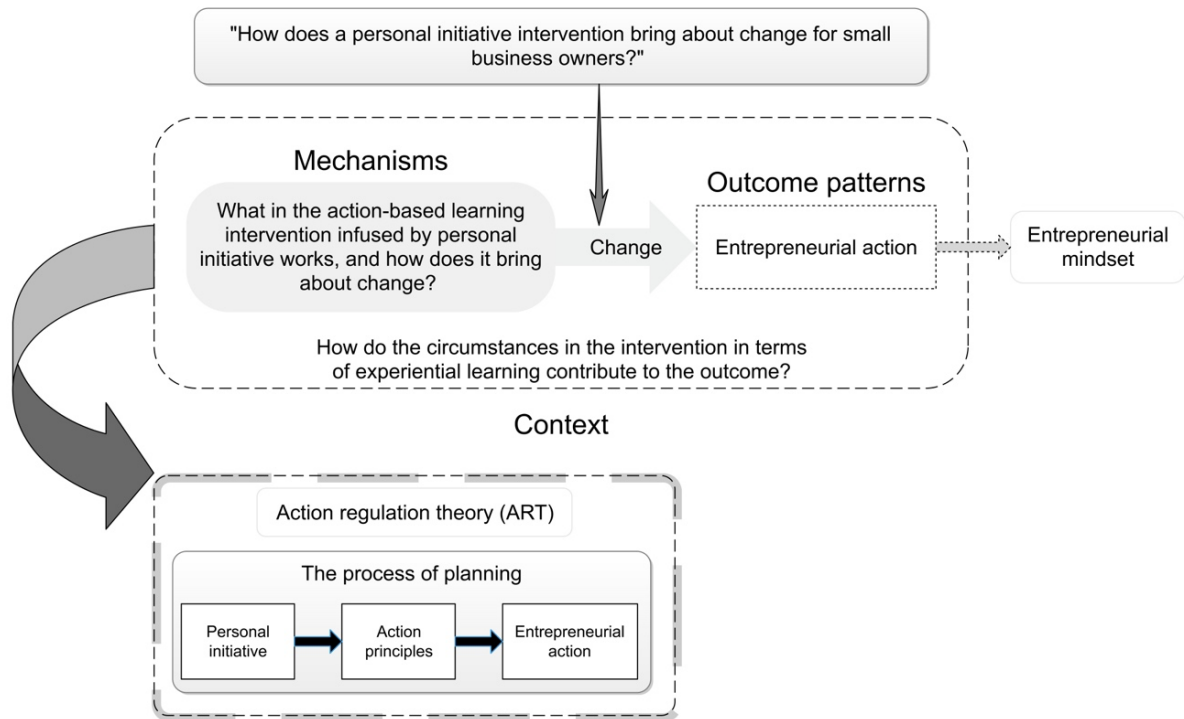
The discussion will then shift to developing a deduced programme theory using a realist evaluation approach and looking specifically at the programme context, mechanisms, and outcome patterns that form the context-mechanisms-outcome pattern configuration for the programme (Pawson & Tilley, 2004). A deduced programme theory was produced that was evaluated by an empirical investigation of two personal initiative training interventions. In this way, the study determined "what works for whom, in what circumstances, in what respects and how" (Pawson et al., 2005, p. 21) to better understand the learning that took place on an individual level that nurtures the entrepreneurial mindset.

2.2 Personal initiative (PI) training interventions

2.2.1 Personal initiative (PI) interventions across Africa

Frese et al. (2007) were the first to experiment with proactive planning interventions in three African countries (Namibia, South Africa & Zimbabwe). They have shown that mental simulations, focusing on the process of planning and the steps towards reaching a goal, act as a partial mediator between motivational and cognitive resources. In addition, they have also shown that the process of planning and the steps towards reaching a goal can be trained.

Continuing and adding to the foundational work of Frese et al. (2007), Solomon et al. (2013) experimented with personal initiative and action principles to formulate an intervention based on action training. They took an experiential approach to show increases in small business effectiveness in South Africa. They used personal initiative training to (1) develop new routines with newly required behaviours through action principles; (2) learn by doing; (3) motivate by experience; (4) place emphasis on feedback for learning; and (5) support the transfer of capabilities. Their findings have shown increases in small business effectiveness.

The year after, Glaub et al. (2014) used a similar training intervention to conduct a field experiment in Uganda. They used personal initiative to translate scientific knowledge into action principles. They applied the facets model, derived action principles from a theory of action regulation, and combined it with sequential steps, as shown in Figure 3. These steps linked well with the action characteristics highlighted in Figure 1, representing the framework for the psychology of entrepreneurship. These steps were: goal formulation, information seeking, planning, monitoring and feedback.

Figure 3: The action sequence (Glaub et al., 2014)
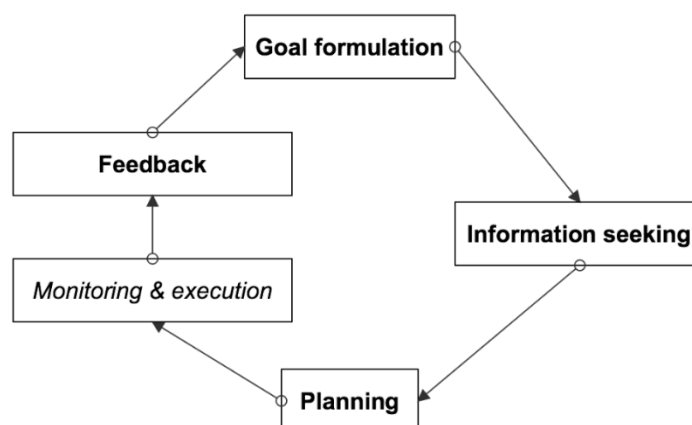
Goal formulation was based on wishes and values about an opportunity for profit, whereas information seeking had to do with actively seeking information about whether the opportunity was feasible within the environment that was discovered or created (Alvarez & Barney, 2014). According to Gielnik et al. (2014, p. 374), "active information search compensates for a lack of experience" in entrepreneurs. It implies that the information search process would be different for individuals with varying experience levels.

An action plan was then developed, after which action was taken to pursue the opportunity. Feedback then became central to the action process, as it allowed the action process to be adapted according to feedback, which improved the outcome. The findings of Glaub et al. (2014) have shown that an increase in personal initiative behaviour positively impacts the performances of small business owners and managers. More importantly, this cemented that personal initiative can be trained through action principles. Solomon et al. (2013) and later Frese et al. (2016) support this notion with their pre-test/post-test design studies, which also applied the same sequential steps.

Another intervention, also in Uganda, looked at entrepreneurial student training. This study has confirmed that action regulation mechanisms also play an essential role during students' action-based training and business formation (Gielnik et al., 2015). The study followed a sequential process in which action-regulation factors were hierarchically regulated, meaning that when there was a goal intention, an action plan and action knowledge transformed the intention into action. Self-efficacy, however, influences the goal choice, the commitment to the goal, and how persistently the individual pursues the goal (Gielnik et al., 2015). Therefore, this process demonstrates that goal intentions, action planning, action knowledge, and self-efficacy should be considered antecedents to action.

Frese et al. (2016) then conducted a study across five African countries (Kenya, Liberia, Rwanda, Tanzania & Uganda,) using two different training interventions. They advocated a bottom-up solution to poverty, centred on self-regulation and active behaviour to support entrepreneurship. The first personal initiative intervention was focused on existing entrepreneurs in the early stage of venture formation and was similarly grounded by the action-regulation theory (Glaub et al., 2014). They combined the facets of the action-regulatory theory with personal initiative and then developed action principles to guide entrepreneurs through the entrepreneurial action process. However, the second intervention was centred on students to promote the entrepreneurial mindset, converging self and action regulation (Bandura, 2001; Gielnik

et al., 2015). Findings in both interventions have shown positive cycles of agentic activity, securing entrepreneurial successes by improving the quality of entrepreneurs in emerging countries (Frese et al., 2016; Glaub et al., 2014).

Then, more recently, a personal initiative intervention conducted in Togo took a longitudinal approach and focused exclusively on 1 500 small business owners in the early stage of venture formation (Campos et al., 2017). The study looked at the impact of personal initiative training on one group of 500 participants, compared to another group of 500 participants who were exposed to a leading managerial training programme. The other 500 participants were used as a control group. The findings showed remarkable growth over two years for the businesses whose owners received personal initiative training. This group showed a 30% increase in business profits over a mere 11% for those who received managerial training. Increases in employment were also higher for the personal initiative training group.

Literature has therefore shown that using a psychologically active approach, such as personal initiative in interventions, can stimulate critical behaviours associated with the entrepreneurial mindset (Campos et al., 2017; Frese et al., 2016; Glaub et al., 2014). However, considering human variations and differing motivational levels (Gielnik et al., 2015), an essential question about these interventions should then be: "what works for whom, in what circumstances, in what respects and how" (Pawson et al., 2005, p. 21).

Therefore, to make sense of these interventions, an investigation must consider firstly the theory that grounds it and then the process of the intervention. In this way, a better understanding can be gained about what the literature proposes happens during these interventions.

2.2.2 Grounding personal initiative interventions

Considering the personal initiative interventions conducted across Africa and the successes shown, the evidence reflects notable commonalities that were enduring in all interventions. These were centred around the action (doing), the process of planning for action (knowing), and the learning that took place (Glaub et al., 2014). The supporting theory, therefore, needed to explain the link between the process of planning and the action itself to enable learning to happen.

The action-regulation theory (ART) was applied, which assumed that active behaviour and feedback were prerequisites for learning. The action-regulation theory resonated from self-regulation to produce a hierarchical-sequential structured model with action steps (Bandura, 1989). Bandura (1989) asserted that "goals operate through self-

referent processes…providing links between goals and action" (p. 1 180). Thus, self-regulation is about regulating what an individual chooses among alternatives and how they go about it. Bandura (1989) furthermore indicated that, for cognition to convert into action, it must go through a "conception-matching process" (p. 1 181) involving cognitive guidance and "habitual ways of doing things" (p. 1 181).

Looking at the self-regulation of motivation and action, Bandura (1991) suggests that behaviour drives activity regulated by forethought, meaning that people have desires and formulate goals to attain them. People also hold beliefs about what capabilities they possess. In planning to reach these goals, an individual must anticipate the outcome, namely the future imagined state. Using forethought, individuals thus motivate themselves towards the attainment of the goal. Bandura (1991), therefore, states that self-regulation is a multifaceted phenomenon and that the "cognitive regulation of motivation and action relies extensively on an anticipatory, proactive system rather than simply on a negative feedback system" (p. 282), such as trial and error.

According to Glaub et al. (2014), the Action Regulation Theory was developed initially to explain the knowing-doing gap and regulate the activity process. They posited that abstract knowledge does not directly translate into action; it first needs to become operational. They used Action Regulation Theory to argue that for an action to become operational, it must go through a sequential hierarchical process. According to Frese and Gielnik (2014), this means that one needs to consider the sequence (how actions unfold), the structure (the level of regulation), and the focus (the task at hand).

In considering a sequential hierarchical process, Glaub et al. (2014) further showed that higher levels of activity were regulated through awareness and self-reflection. In contrast, lower levels, such as operational acts, were regulated without awareness. Therefore, when higher levels of abstract cognitions did not have regulatory power, a gap formed, directly resulting from a lack of support from lower operational control. They, therefore, posit that "cognitions regulate actions only when prior connections between these levels of regulation have been established" (p. 357). They then suggest a learning-by-doing approach using action principles and repetition to establish such connections.

Furthermore, to enhance entrepreneurial action through training, like personal initiative interventions, Action Regulation Theory also suggests that training should positively improve action-regulation factors (Gielnik et al., 2015). These factors were goal intentions, action planning, entrepreneurial self-efficacy, and action knowledge, as shown above. These were not actions in themselves as they were rooted in cognition;

however, they were viewed as antecedents to action. These action regulation factors should be considered when conducting a training intervention to enhance entrepreneurial activity.

Therefore, considering Bandura's (1991) notion of forethought and the action-regulation factors proposed by Gielnik et al. (2015) as antecedents to action, action-regulation theory suggests a sequential process. Such a process was well illustrated in the study of Glaub et al. (2014), which closely mirrored research by Solomon et al. (2013) and in a later study by Frese et al. (2016). Firstly, action principles were developed, and then these action principles were used in a sequential manner (planning) to support entrepreneurial action. After that, they applied a learning-by-doing approach and, lastly, provided feedback to strengthen new behaviours that were formed. In this way, they established prior connections while considering the sequence, the structure and the focus (Frese & Gielnik, 2014).

2.2.3 The process of personal initiative in action-based interventions

Figure 4 shows the area on which the discussion will focus next, stating firstly what a process is and then talking more about the process of planning which was central in these personal initiative training interventions. After that, the discussion will clarify the concepts shown to be fundamental in these interventions.

Figure 4: Visual representation of the intervention process (Authors own)
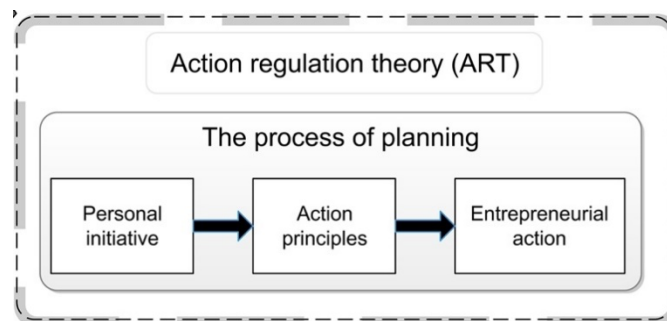
A process may be defined as "how change…unfolds over time…address[es] questions about how and why things emerge, develop, grow, or terminate over time" (Langley et al., 2013, p. 1). Process theory, in other words, focuses empirically on phenomena that evolve. In entrepreneurship, McMullen and Dimov (2013) support this view and point out that a process is a sequence of activities that bring about change over time. Looking at the characteristics of personal initiative training interventions, an action sequence was followed to initiate change, reflecting a process (Glaub et al., 2014).

Moreover, in light of Van de Ven and Poole's (2005) statement about a process theory that "needs to go beyond a surface description, to penetrate the logic behind observed temporal progressions" (p. 1 385), the mechanisms that underlie these observed events and the particular circumstances they occur in, become vital. Shifting from surface observations to a process theory implies a shift from description to explanation. Langley et al. (2013) later stated that a process theory "incorporate[s] understandings of causality as constituted through chains of events rather than through abstract correlations" (p. 10), which are used in variance theories.

Therefore, a process view goes beyond surface descriptions to explain "what works for whom, in what circumstances, in what respects and how" (Pawson et al., 2005, p. 21). The subsequent discussion will examine the planning process and the three constructs fundamental to these personal initiative interventions.

2.2.3.1 The process of planning

In following the debate about business planning, numerous arguments for (Ansoff, 1991; Brinckmann et al., 2010; Gruber, 2007) and against planning (Allinson et al., 2000; Bird & Jelinek, 1988; Carter et al., 1996) echoed the literature. Bird and Jelinek (1988) are of the view that uncertainty is inevitable during business emergence, stating that uncertainty undermines business planning. Carter et al. (1996) believe planning is time-consuming, whereas Allinson et al. (2000) argue that relying on intuition holds more benefits than planning. These critics are unconvinced that planning is a worthwhile activity.

Advocating planning to produce benefits to the entrepreneur, Ansoff (1991) argues in line with the organisation theory that planning precedes action and yields many benefits. Gruber (2007) supports this argument by stating that the value of planning is contingent on what the entrepreneur knows or has learned in the process of venture emergence. Frese et al. (2007) advocate informal mental planning to help with the flexibility many critics argue for.

Brinckmann et al. (2010) conducted a meta-analysis after Karlsson and Honig (2009) concluded that the literature for and against planning was inconclusive regarding emerging venture benefits. Their meta-analysis has shown two distinct schools of thought regarding business planning. One school advocates planning outcomes which used predictive logic and was mainly concerned with strategy and legitimising the venture. In contrast, the other was more concerned with the process of planning, advocating flexibility and the learning that takes place during planning. As such, they suggest a "concomitant and dynamic approach of planning, learning and doing" (p. 25).

They believe that entrepreneurship should not follow a rigid process of planning followed by execution but rather that planning and doing should run parallel to each other.

This paved the way for action interventions which used planning at their core and followed a learning-by-doing approach (Pittaway & Cope, 2007; Pittaway & Thorpe, 2012). These scholars argue that entrepreneurs learn through experience and discovery if they display an action orientation (Pittaway & Cope, 2007) and are reflective about it (Pittaway & Thorpe, 2012).

Frese and colleagues (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013) use this approach; however, as shown, they add a psychological perspective to it. They infuse the concept of personal initiative in their training interventions to enhance the outcomes (Frese et al., 1997).

The concept of personal initiative (PI):

Since the origin of personal initiative in the 1990s, Michael Frese has been interested in organisational performance. He was especially interested in the differences in performance between East and West Germany at the time (Frese et al., 1996). Trying to understand why West Germany outperformed the East, he looked at proactivity – an organisational concept that Parker et al. (2010) more recently have shown to emphasise self-starting behaviour that was change-oriented and future-focused. Frese then used proactivity to conclude that a lack of personal initiative was the fundamental cause for the low organisational performance in East Germany (Frese et al., 1997).

Subsequently, Frese et al. (1997) conceptualise personal initiative from proactivity to focus on individual proactive behaviour. These scholars claim that individuals show initiative when they reflect self-starting, proactive, and persistent behaviour. They, therefore, begin to advocate individual proactive behaviour with planning at its core.

Later, as personal initiative was found to be "a function of motivation and cognitive ability" (Fay & Frese, 2001, p.112), Frese et al. (2007) started to experiment with proactive planning interventions in three African countries (Namibia, South Africa & Zimbabwe). These studies have shown that mental simulations, focusing on the process of planning and the steps towards reaching a goal, tap into conscious and effortful cognitive functions. Researchers conclude that planning can be flexible and adaptive for small businesses, depending on the environmental circumstances at the time.

Later, Fay and Sonnentag (2010) showed in a meta-analysis that personal initiative is a suitable concept for deriving self-management principles. They pose the

question: "what self-regulation skills underlie those proactive behaviours so that they can be performed effectively?" (p. 10). With their question, they conclude that an action-regulation theory and self-management principles can be used in training to enhance self-management behaviour (Frese & Zapf, 1994).

Parker et al. (2010), however, signify that proactive motivation and goal processes are regulated through two distinct phases: goal generation (envisioning a future state and generating a plan to reach it) and goal striving (enacting the plan and reflecting on the action). They further postulated that this happens during three motivational states: "can do, reason to and energised to" (p. 827) when attempting to change the situation or change the aspects of oneself to fit the situation. In other words, self-efficacy – a concept central to self-regulation (Bandura, 2001) – includes whether one believes one can do it, whether one has a compelling reason to do it, and whether there is sufficient energy to take the initiative (Hong et al., 2016).

Thus, Frese et al. (2016) demonstrated that personal initiative needs to be enhanced to increase skill and motivation to boost start-up rates. In this way, as has been shown by Frese and Zapf (1994) before, self-management behaviour can help entrepreneurs to self-start, be goal and action-oriented, and persist in their pursuits. They advocate this as a bottom-up approach to poverty alleviation and support earlier personal initiative interventions which emphasise action regulation and the use of action principles to develop new pathways in support of new habit formation for entrepreneurial betterment.

Action principles:

According to Glaub et al. (2014), action principles are "rules of thumb that have a scientific basis and are teachable, understandable, improvable through practice, and adjustable to circumstances" (p. 335). They postulate that action principles link knowing with doing and further assert that when action principles are used in a training environment, they support and boost behavioural change. According to them, action principles help to translate theory into action-based interventions, changing the actions of entrepreneurs.

Frese et al. (2016) support Glaub et al.'s (2014) definition of action principles and add that action principles help strip away non-essential knowledge in learning. Personal initiative interventions, for example, use action principles to heighten initiative by encouraging participants to enact these principles in recurrent exercises and then to apply them in real time to their ventures.

Action principles, therefore, as Glaub et al. (2014) state, "serve as epistemological tools to get from science to evidence-based action and in general from cognition to action" (p. 356) since action is the driving force behind personal initiative interventions, and since action in the context of entrepreneurship is viewed as entrepreneurial action (McMullen & Shepherd, 2006). Entrepreneurial action will be discussed next.

Entrepreneurial action (EA):

According to McMullen and Shepherd (2006), entrepreneurial action is "to act on the possibility that one has identified an opportunity worth pursuing" (p. 132). In other words, it is about the "behaviour in response to a judgemental decision under uncertainty about a possible opportunity for profit" (McMullen & Shepherd, 2006, p. 134). Entrepreneurial action, therefore, was preceded by cognitive forethought about an opportunity for profit (Bandura, 1991). McMullen and Shepherd (2006) further posit that entrepreneurial action starts with an entrepreneurial idea. The idea then develops into an intention, "a representation of a future course of action to be performed" (Bandura, 2001, p. 6), through a belief/desire configuration supported by motivating factors and prior knowledge. An evaluation process follows in which the opportunity is rationalised by applying cognitive mechanisms. The outcomes of such an evaluation process determine whether the intention progresses into behaviour, the decision to act (McMullen & Shepherd, 2006).

The literature includes numerous attempts to understand entrepreneurial action. Autio et al. (2013) have shown that entrepreneurial activity is triggered when response uncertainty is reduced. They used information exposure to show how uncertainty can be reduced during entrepreneurial action, whereas Gielnik et al. (2015) look at temporal dynamics during entrepreneurial activity with research conducted in Africa. They used goal intentions and action planning to show how time influences action regulatory factors during new venture creation. They emphasised goal intention as a motivational driver towards entrepreneurial action and action planning to explain how efforts are directed and maintained over time. They believe action planning fills the gap between entrepreneurial intentions and action.

Van Gelderen et al. (2015) further contributed by focusing on the conditions under which an intention moves to action. They used the Rubicon model of action phases to determine where the lack of action lies (Heckhausen & Gollwitzer, 1987). Their findings suggest that incomplete information during intention formation is responsible for the lack of action. Their findings also indicate that the implementation phase provides

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another opportunity to rectify the shortage of information and therefore emphasises self-discipline and commitment as probable factors to explain entrepreneurial action. This finding is similar to what Frese et al. (1996) realised about the differences in performance between East and West German workers.

Wood and McKelvie (2015) then started to focus on how an opportunity is evaluated and centred on entrepreneurial cognition, the "knowledge structures that people use to make assessments, judgements, or decisions involving opportunity evaluation, venture creation, and growth" (Mitchell et al., 2002, p. 97). They agree with McMullen and Shepherd (2006) that motivation is necessary for action to sustain persistence with a goal. They also posit that entrepreneurial learning is essential to judge an opportunity better.

In further attempts to understand the path to entrepreneurial action, Hikkerova et al. (2016) looked at the action phases and focused on volitional skills within each step (Gollwitzer et al., 1990; Heckhausen & Gollwitzer, 1987). They suggest, with their hierarchy model of volition, that volitional skill, "the capacity of the individual to use his or her psychological functions" (p. 1 870), guides an actor's movement during different action phases (Heckhausen & Gollwitzer, 1987). Taking cognisance of volitional skill and self-regulation, they found that self-pursued goals were influenced more by personal dispositions than economic or environmental determinants. Therefore, this study supports the view that initiative is more robust when it originates from self-efficacy, intrinsic motivation, and positive effect (Hong et al., 2016).

In another study, McMullen and Kier (2016) used self-regulation as a lens to challenge two vital theoretical mechanisms, implementation intentions and regulatory fit. Their argument is based on the notion that when an environment changes, the feasibility of the opportunity can be compromised. In such a situation, goal abandonment would have been the obvious choice; conversely, their research has shown that escalation of commitment overwhelmed the actors' cognitive judgement, indicating that actors were often blinded to contextual changes and that cognitively, these actors should have adapted their approach.

Evidence from literature, therefore, suggests that entrepreneurial action is driven by motivation and knowledge, a belief/desire configuration (McMullen & Shepherd, 2006). Such a configuration is supported by cognitive forethought, which leads to the formation of goal intentions (Bandura, 1991). Action planning then links the intention with the actions needed to pursue the goal (Gielnik et al., 2015); however, McMullen and Kier (2016) have shown that the context must not be ignored, as changes in the context could

require a different approach. Looking at the entire process and taking stock of what has been done in the past, every part points to self-regulation of action, which proactively and reactively controls "self-motivation…and self-directedness" (Bandura, 1989, pp. 1 179-1 180).

Therefore, bearing in mind the process of a personal initiative training intervention and the fundamental constructs relevant, a deduced programme theory will be developed next to show how these interventions work in a training environment. Consideration will be given to the programme context, the mechanisms, and the outcome patterns and then combining these in a context-mechanism-outcome pattern configuration to set out "what works for whom, in what circumstances, in what respects and how" (Pawson et al., 2005, p. 21).

2.3 Developing the deduced programme theory

After examining various successful personal initiative interventions conducted across Africa, it is clear that the process of planning underpins them, and there are fundamental constructs that regulate these action-based interventions. To fully understand the learning processes of individuals, individuality must therefore be recognised. According to Nielsen and Miraglia (2017), the individual realises that change is needed, believes the programme or intervention will bring about change and is motivated to make the behavioural shift.

Therefore, taking cognisance of human variations and differing motivational levels to answer questions about "what works for whom, in what circumstances, in what respects and how" (Pawson et al., 2005, p. 21), the programme theory which underlies these training interventions should be made clear. Due to the absence of an explicit programme theory for personal initiative training interventions in literature, a deduced programme theory will be constructed using a realist evaluation approach. In this way, some clarity can be gained on how a personal initiative training intervention works in a training environment to nurture the entrepreneurial mindset.

2.3.1 A realist evaluation approach

According to Pawson and Tilley (2004), a realist evaluation does not ask, "'What works?' or, 'Does this programme work?' but asks instead, 'What works for whom in what circumstances and in what respects, and how?'" (p. 22). They believe that research about evaluating programmes seeks to understand how "interventions bring about change" (p. 3).

As shown by Kovacs and Corrie (2016), a "realist evaluation is informed by four key suppositions" (p. 60-61), which were identified by Pawson and Tilley (2004) to be that: interventions "are 'theories', they are 'embedded', they are 'active', and they are part of 'open systems'" (p. 3). Theories provide an understanding of what gives rise to the "changes in patterns of behaviour, events or conditions" (p. 3) that produce the outcomes in interventions, whereas "embedded" refers to social reality, meaning that a realist paradigm recognises multiple realities, and that "different layers of social reality" (p. 4) are at play during interventions. In attempts to alter thinking and therefore change behaviour patterns, interventions require individuals to engage in the process actively. At the same time, Pawson and Tilley (2004) hold the belief that "externalities always impact on the delivery of a programme" (p. 5), supporting the notion that interventions are part of open systems. In realist terms, a successful intervention itself is "self-transformational" as it can "change the conditions that made them work in the first place" (p. 5).

Being attentive to these key suppositions, Pawson and Tilley (2004) further claim that to explain and fully understand interventions, an evaluator should focus on key concepts: the mechanisms, programme context, outcome pattern, and the context-mechanism-outcome pattern configuration. They indicate in their book (1997) that "programmes work (have successful ''outcomes') only in so far as they introduce appropriate ideas and opportunities ('mechanisms') to groups in the appropriate social and cultural conditions ('contexts')" (p. 57). Figure 5 shows the connection between the conceptual model for the proposed study and the key concepts in a realist evaluation approach, which was introduced by Pawson and Tilley (1997).

Figure 5: A Generic model for a programme theory in a realist evaluation (Pawson & Tilley, 1997, p. 58).

. . . its outcome is triggered by a mechanism acting in context
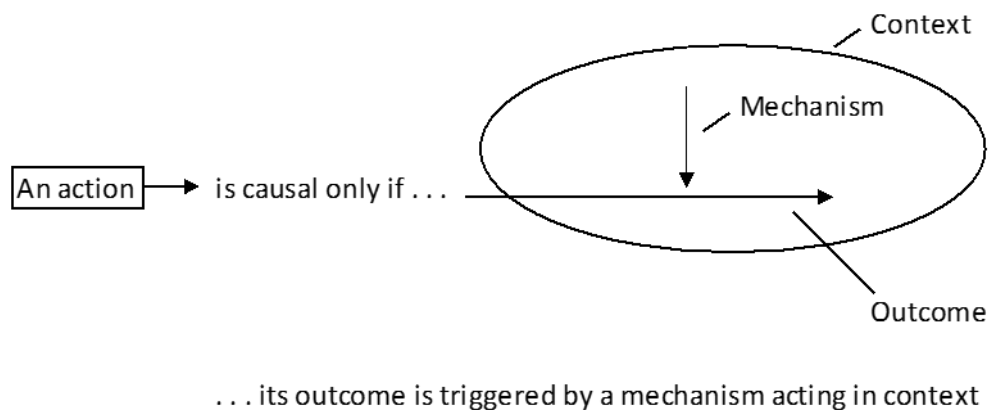
Next, the discussion will focus on each concept individually, starting with the programme context, mechanisms, outcome patterns, and context-mechanism-outcome pattern configuration (CMOC). The CMOC explains the concepts' connections and interrelatedness with each other, which will ultimately sustain the programme or intervention (Pawson & Tilley, 2004).

2.3.2 The programme context

Pawson and Tilley (2004) describe the programme context as "those features of the conditions in which programmes are introduced" (p. 7). They believe that "realism utilises contextual thinking to address the issues of 'for whom' and 'in what circumstances' a programme will work" (p. 7). This indicates, therefore, that context matters and that variations in the context can alter the working of a mechanism (Astbury & Leeuw, 2010). Knowing that knowledge of the programme context is a crucial element for programme development, Pawson and Tilley (2004) warn that "context must not be confused with locality" (p. 8). As much as context is about the place, context is also about the circumstances that form the setting for an event. Personal initiative training interventions held in various African countries have shown that a learning-by-doing approach was taken to promote action. This means that to fully appreciate the programme context, the circumstances surrounding the learning approach embedded in the intervention should also form part of the investigation.

Therefore, the next section will first look at the programme context in light of the setting and then consider the learning conditions during these interventions that support the learning-by-doing approach.

2.3.2.1 *The setting for the intervention*

Considering the immediate setting for learning, the learning space, as Kolb and Kolb (2005) term it constitutes a space where "individual disposition and characteristics of the learning environment" (p. 200) interact to produce a "microsystem" (p. 199). According to them, some conditions should be acknowledged to create a learning space that enhances experiential learning and stimulates a "growth-producing experience" (p. 205). These conditions include:

(1) Respect for each learner and their respective experiences. In other words, each learner forms part of the microsystem, and the quality of learning is mainly dependent on the quality of the relationships in this system.

(2) To learn experientially, individuals have to "own and value their experiences" (p. 207), meaning that prior knowledge is used to make sense of new knowledge, which should not be restricted to only certain levels of experience.

(3) To learn, individuals must acknowledge and embrace differences in skill, status, life experience, or ideas and beliefs. In recognising such differences, a conducive learning space should simultaneously challenge and offer support to individuals.

(4) Also, it is required that conversations happen. They have to talk about their experience in a learning environment to make sense of it. It has been shown that conversations will happen more freely when learning spaces "integrate thinking and feeling, talking and listening, leadership and solidarity, recognition of individuality and relatedness, and discursive and recursive processes" (p. 208).

Individuals should therefore be given the space in a training environment to develop their expertise, act and reflect on their actions, embrace thinking and feeling, and promote inside-out learning. As such, personal initiative interventions have been shown to endorse such a setting that embraces change through action-based training.

2.3.2.2 The learning conditions that are embedded in the intervention

According to Pittaway and Cope (2007), entrepreneurial learning can be defined as "learning that occurs during the new venture creation process" (p. 212). Although this definition is extensive, it stresses learning during the early stages of entrepreneurial activity. This definition supports what Smilor (1997) stated much earlier about how entrepreneurs learn, namely, "They learn from experience. They learn by doing. They learn from what works and, more importantly, from what doesn't work" (p. 344). It means that learning happens when entrepreneurs experience the process of venture creation, in the sense that entrepreneurs in general and in no particular order act, conceptualise, and reflect on the learning that takes place.

Thus, when simulating a context for entrepreneurial learning, Pittaway and Cope (2007) have indicated that "a project-based activity that is hands-on and experiential, requiring proactive behaviour" (p. 213-214) works well, especially when the literature on action orientation and experiential-based learning is considered. They are of the view that when the context is simulated, entrepreneurs have the opportunity to "directly experience this entrepreneurial activity by practising it for themselves in a facilitative and safe environment" (p. 229). However, they also pointed out that it is not only about doing; individuals should also "reflect on their actions in order to learn" (p. 214), making reflections a needed condition for learning.

Therefore, Pittaway and Cope (2007) suggested that for entrepreneurs to learn in a simulated environment, the learning environment should also incorporate some other critical features in the design. This allowed some uncertainty and ambiguity in the design to force individuals "to step outside normal educational processes" (p. 214) and heighten their emotional responses when unfamiliar activities were introduced. Apart from reflections, features such as the introduction of regular milestones also helped to put pressure on individuals to set objectives. In addition, using self-selected venture teams helped with group performance, while applying established knowledge to foreseen problems helped individuals draw from their own experiences. These features, according to Pittaway and Cope (2007) therefore intensified a programme which then stimulated individuals "to take on an entrepreneurial persona and become enveloped in the 'reality' of starting a small business" (p. 229).

It could then be argued that the entire learning process needs to be considered to understand how entrepreneurs experience a personal initiative intervention in a learning environment that supports a learning-by-doing approach. Advocating experiential learning, Kolb and Kolb (2005) have shown learning, in essence, is about "a holistic process of adaptation to the world" (p. 194).

Experiential learning:

Experiential learning is defined by Kolb and Kolb (2005) as "the process whereby knowledge is created through the transformation of experience" (p. 194). Pittaway and Cope (2007) support this definition and further state that experiential learning encompasses "conceptualisation, experimentation, experience and reflection" (p. 216), meaning that when an entrepreneur experiments with an opportunity by taking action, they conceptualise the experience in an attempt to make sense of it and then uses feedback about the action to reflect on it.

Taylor and Thorpe (2004) took a social perspective and described experiential learning as a "process of co-participation" and that learning encompasses "reflecting, theorising, experiencing and action" (p. 204). However, they have shown that when entrepreneurs reflect and theorise about their experience, their thoughts have a social character. It can then be argued that when a context is simulated for entrepreneurial learning, a group format will support the social perspective of Taylor and Thorpe (2004) to enhance reflections and theorising about the experience. It allows conversations to develop, improving learning by enabling individuals to make sense of their experiences through dialogue (Kolb & Kolb, 2005).

In addition, Yamazaki and Kayes (2004) view experience as the foundation for four modes of learning "feeling, reflecting, thinking, and acting" (p. 263), whereas Corbett (2005) also describes the process of experiential learning as involving "experience, reflection, thought, and experimentation" (p. 479). Taken together, Corbett (2005), Pittaway and Cope (2007), Taylor and Thorpe (2004) and Yamazaki and Kayes (2004), all express the process of experiential learning which Kolb (1984) captures in his model about four learning modes.

The following section will describe the relevance of the experiential learning model (ELM) developed by Kolb (1984) and then direct the discussion towards Kolb's learning styles which emanated from this model. These learning styles provide evidence that individuals favour different learning methods, which should be considered when the conditions for learning become relevant in an investigation.

The experiential learning model:

The experiential learning model of Kolb (1984) is an integrative model of learning which is viewed by many as influential in several professions (Armstrong & Mahmud, 2008; Corbett, 2005; Yamazaki & Kayes, 2004). The experiential learning model draws from the work of many prominent scholars such as John Dewey, Paulo Freire, William James, Carl Jung, Kurt Lewin, Jean Piaget, Carl Rogers and others (Armstrong & Mahmud, 2008; Yamazaki & Kayes, 2004).

Kolb's (1984) experiential learning model encompasses four learning modes combined into a learning cycle. Using Turesky and Gallagher's (2011) representation of Kolb's model (see Figure 6), these modes comprise (1) concrete experience – how one feels when the activity is experienced; (2) reflective observation – watching the situation to see what will be delivered; (3) abstract conceptualisation – thinking about the situation; and (4) active experimentation – doing something about the situation.

Figure 6: Turesky and Gallagher's (2011) representation of Kolb's (1984) experiential learning model
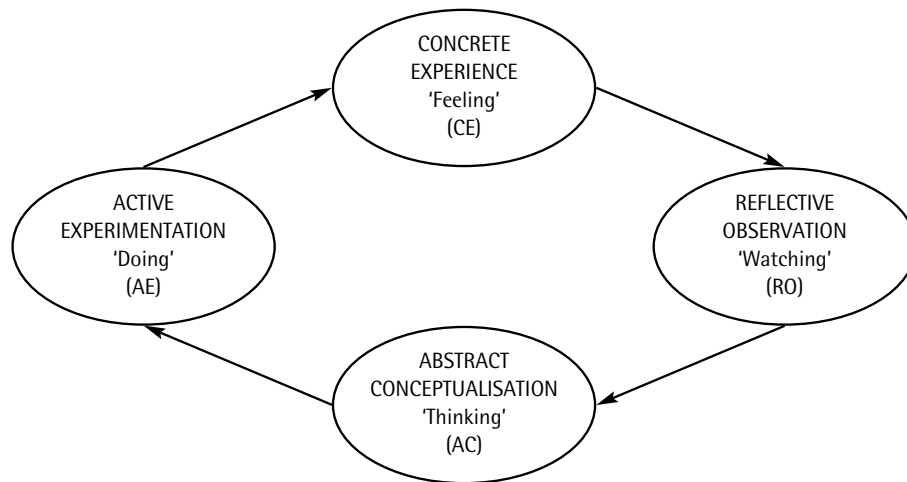
Therefore, as Armstrong and Mahmud (2008) explain, the cycle starts with an entrepreneur's concrete experience, leading to reflective observation and abstract conceptualisation as theory is developed to make sense of the situation. Then, active experimentation uses action to test the theory, leading to new concrete experiences. They further indicated that these four learning modes focus on two dimensions of polar extremes, as seen in Figure 7. The concrete-abstract dimension means how the entrepreneur perceives the experience, and the active-reflective dimension indicates how an entrepreneur prefers to process information to transform experience.

Figure 7: Armstrong and Mahmud's (2008) adapted model of Kolb's learning styles
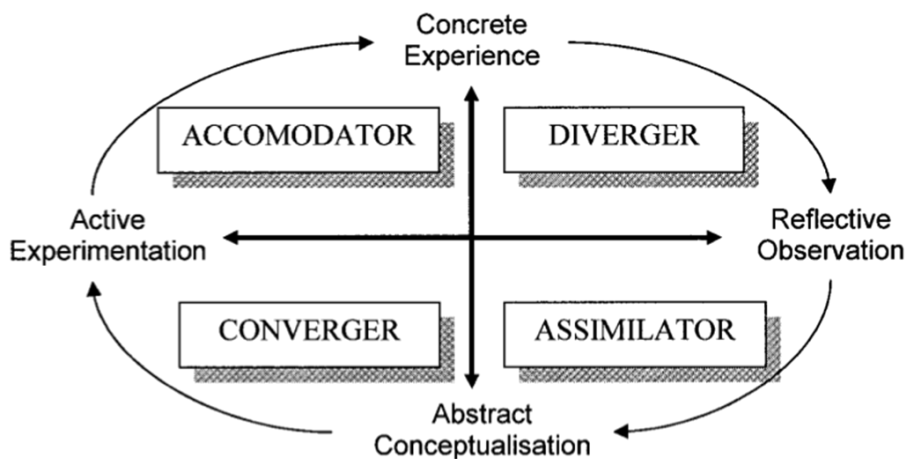
To effectively learn from experience, abilities in all four poles are needed, according to Armstrong and Mahmud (2008). However, as they, together with Corbett (2005) and Yamazaki and Kayes (2004), have indicated in support of Kolb's (1984)

model, individuals develop strengths in one or two of these modes. Considering that there are four modes of learning, Kolb then developed learning styles, which represent a pairing of two modes of learning which include one of each of the two polar dimensions. Four learning styles are therefore developed, which will be discussed next.

Experiential learning styles:

The model in Figure 7 represents a model which Armstrong and Mahmud (2008), with the permission of Kolb, adapted to show how the four learning styles are situated between the modes of learning and the polar opposite dimensions. A brief description of each of Kolb's (1984) four learning styles will follow to provide an overview of the circumstances that will favour one type more than the other.

Entrepreneurs with a *diverger* learning style will typically view situations from many angles, have an open mind to different views, be imaginative, and be "feeling" oriented (Armstrong & Mahmud, 2008). Also, according to Yamazaki and Kayes (2004), they value interpersonal relations and perform well in ambiguous situations.

Armstrong and Mahmud (2008) further postulate that entrepreneurs who favour the *assimilator* learning style are more comfortable with developing theoretical models and abstract ideas and less focused on people. Assimilators are comfortable with content and large amounts of information. They can make logical sense of it.

Continuing the discussion, Armstrong and Mahmud (2008) further posit that entrepreneurs who favour the *converger* learning style show strengths in decision-making, problem-solving and applying theories. Convergers are more comfortable with specific tasks and predominantly the technical aspects of functions.

And finally, entrepreneurs who favour the *accommodator* learning style are more accustomed to doing things. They tend to thrive on new experiences and rely heavily on their intuition to make decisions. According to Armstrong and Mahmud (2008), the accommodator learning style is generally favoured by most entrepreneurs. This style is geared towards action, and individuals who prefer this mode of learning adapt quicker and with less effort to changing circumstances in the environment.

Corbett (2005) nevertheless indicates that individuals learn best by cycling through all four forms of learning. This means, as Yamazaki and Kayes (2004) have shown, that individuals first feel by experiencing a situation, then reflect by watching it, and thirdly, they think about the situation to make sense of it, after which they will act to bring about change. Corbett (2005) adds that it is about transforming the experience, meaning that cognitive properties transform the situated experience into new knowledge.

However, Yamazaki and Kayes (2004) have pointed out that individuals are influenced by "social, cultural, and environmental forces" (p. 364). This suggests that the context cannot be ignored and that individuals still tend to develop a preference for one style over others to manage contextual conditions while learning and acquiring knowledge.

Adding to these arguments, Armstrong and Mahmud (2008) indicate that "matching learning context and learning style will lead to enhanced learning performance" (p. 193). In other words, when the preferred learning style of an individual is aligned with the learning environment, the learning that could happen will be amplified.

Therefore, considering Corbett's (2005) argument about the importance of all four learning forms to transform the experience into knowledge and Yamazaki and Kayes' (2004) view that individuals tend to develop a preference towards a dominant learning style. It can then be argued that a specific learning context with elements that address all four learning forms would mean that individuals with different learning styles can be accommodated in a single event. Although certain facets in such a learning environment will be more appealing to some individuals at various times, it will be contingent on the preferred learning style. Knowing the preferred learning styles of individuals in advance of a particular programme can then mean that the learning context could be personalised to maximise learning.

The personal initiative training interventions did not explicitly state these learning methods and learning styles. Still, following a learning-by-doing approach, it should be assumed that it was entrenched in the setting and contextual conditions representing the context. Next, the mechanisms that generate the outcomes contingent on these contextual conditions will be discussed.

2.3.3   The mechanisms

According to Pawson and Tilley (1997), "mechanisms are underlying entities, processes, or structures which operate in particular contexts to generate outcomes of interest" (p. 368). Astbury and Leeuw (2010) have indicated that mechanisms are often confused with activity or variables such as mediators or moderators. They also view mechanisms through a realist lens and state that "mechanisms are usually hidden, mechanisms are sensitive to variations in context, and mechanisms generate outcomes" (p. 368), meaning that mechanisms, as Anderson et al. (2006) point out, represent the "bigger picture of action in its entirety" (p. 103), a level of abstraction above variables. They view mechanisms as the "process that explains an observed relationship" (p. 103), not the variables themselves, but rather why they are related.

A personal initiative intervention starts with personal initiative, which supports self-starting, proactive and persistent behaviour. Then, it was followed by action principles, which were shown to offer an essential bridge between thinking and doing; and lastly, entrepreneurial action, which relies on prior knowledge and motivation to produce action. It is, therefore, apparent that some underlying mechanisms are at work in these interventions, producing the outcomes that promote change and, thus, learning.

Focusing on mechanisms, however, an investigation should also be clear on the type of mechanisms that support these actions. It has been shown by Astbury and Leeuw (2010) that several types of mechanisms can be at play at different levels. These are action-formation, situational, and transformational mechanisms.

2.3.3.1 Action-formation

Action-formation mechanisms look at "how individual choices and actions are influenced by a specific combination of desires, beliefs, and opportunities" (p. 371) and were grouped as micro-to-micro level mechanisms.

2.3.3.2 Situational mechanisms

Situational mechanisms show "how specific social situations or events shape the beliefs, desires and opportunities of individual actors" (p. 371), which were grouped as macro-to-micro level mechanisms.

2.3.3.3 Transformational mechanisms

Transformational mechanisms show "how a number of individuals, through their actions and interactions, generate macro-level outcomes" (P. 371), which were grouped as micro-to-macro-level mechanisms.

Considering personal initiative training interventions and how the learning that took place contributed to the development of the entrepreneurial mindset, it has been hinted in these interventions that action-formation mechanisms were central. However, situational mechanisms could have also exerted an influence which cannot be ignored. On the other hand, transformational mechanisms might also need to be considered. As shown in longitudinal studies, this type of mechanism produced economic and social benefits to a wider audience, making it relevant on a macro level (Campos et al., 2017).

Since the mechanisms at play in these personal initiative interventions are not yet known, this investigation had to consider all three types of mechanisms (situational, action-formation, or transformational mechanisms) at the pre-empirical stage to ensure

the inquiry relies on the data to point to the kind of mechanisms at play in a particular situation while considering the context.

The discussion will now deliberate more on the outcome patterns. It was stated that these interventions contributed to the development of the entrepreneurial mindset (Campos et al., 2017; Frese et al., 2016; Glaub et al., 2014), which will then be considered an outcome pattern of interest

2.3.4   The outcome patterns

Outcome patterns start to emerge, which Pawson and Tilley (2004) define as "the intended and unintended consequences of programmes, resulting from the activation of different mechanisms in different contexts" (p. 8). Astbury and Leeuw (2010) view outcome patterns not only as the observable inputs, activities, and outcomes but state that it is also about "what accounts for what we observe" (p. 371), pointing to the interactions between the underlying mechanisms and the context.

These personal initiative interventions had an impact across Africa, such as increases in small businesses' effectiveness (Solomon et al., 2013), improved entrepreneurial performance, and increased employment (Glaub et al., 2014). Glaub et al. (2014), later Frese et al. (2016), and then Campos et al. (2017) all assert at a higher level of abstraction, that personal initiative interventions nurture the entrepreneurial mindset, therefore making the entrepreneurial mindset an interesting and essential outcome pattern to focus on while investigating personal initiative training interventions.

2.3.4.1   *Entrepreneurial action*

As has been shown in section 2.2.3.1, planning and entrepreneurial action are driven by motivation and knowledge, a belief/desire configuration (McMullen & Shepherd, 2006). A configuration supported by cognitive forethought, leading to goal intentions (Bandura, 1991). Action planning links the intention with the steps needed to pursue the goal (Gielnik et al., 2015); however, the context cannot be ignored (McMullen & Kier, 2016). The process, therefore, points to self-regulation of action, which proactively and reactively controls "self-motivation…and self-directedness" (Bandura, 1989, pp. 1 179-1 180).

Furthermore, if entrepreneurial action is increased by stimulating personal initiative within entrepreneurs, it can undoubtedly assist in developing the entrepreneurial mindset.

2.3.4.2 *The entrepreneurial mindset:*

As has been shown, personal initiative training with an active approach helped to nurture the entrepreneurial mindset (Frese et al., 2016; Glaub et al., 2014), providing a readiness to act, which according to Campos et al. (2017) was the result of cognitive, affective, and motivational orientation. They posited that it was necessary to learn best business practices from successful entrepreneurs and develop an entrepreneurial mindset. In support, Naumann (2017) also hinted at the importance of understanding the driving forces behind developing the entrepreneurial mindset. According to him, such awareness was integral to entrepreneurial training. Verzat et al. (2017) support training entrepreneurs to build an entrepreneurial mindset but suggest that more proactive approaches are needed. Kuratko et al. (2021) highlight three distinct aspects of the entrepreneurial mindset. According to them, the cognitive, behavioural, and emotional elements are three streams. In other words, the entrepreneurial mindset must be understood as a function of cognition, the behaviour that follows, and the emotions that motivate and sustain the behaviour.

Venturing back, Haynie and Shepherd (2007) posit that the entrepreneurial mindset is about the "ability to adapt a thinking process to a changing context and task demands" (p. 9). Their definition adds adaptability, which Haynie et al. (2010) show is essential when developing an entrepreneurial mindset. Cognitive adaptability was about having the "ability to be dynamic, flexible, and self-regulating in one's cognitions given dynamic and uncertain task environments" (p. 218), pointing to a meta-cognitive process, "thinking about thinking" (p. 218), a learned response which can be enhanced through experience and training.

Shepherd et al. (2010) later adapted their definition to align more with what entrepreneurial action is all about, namely "behaviour in response to a judgemental decision under uncertainty about a possible opportunity for profit" (McMullen & Shepherd, 2006, p. 134), therefore, showing that the entrepreneurial mindset is not only about cognitive adaptation, but also about how thinking translates into action. They then defined the entrepreneurial mindset as "the ability and willingness of individuals to rapidly sense, act, and mobilise in response to a judgmental decision under uncertainty about a possible opportunity for gain" (p. 62). This notion is supported by Kuratko et al. (2021) during their investigation of the three aspects that drive entrepreneurial mindset development, suggesting that cognition must be followed by action motivated by emotional attachment.

As cognitive adaptability and action surfaced as essential components in developing the entrepreneurial mindset, Haynie et al. (2010) further highlighted the importance of motivation. Shepherd et al. (2007) demonstrate that different motivational states can trigger different cognitive interpretations of an opportunity. Parker et al. (2010) support this notion when they showed that proactive motivation and goal processes are regulated through goal generation and goal striving in three motivational states: "can do, reason to, and energised to" (p. 827) when attempts were made to change the situation or change aspects of the self to fit the situation. Haynie et al. (2010) further stress motivation by showing that it directs attention to environmental cues, influencing the entrepreneur's focus.

Considering cognitive adaptability, action, and motivation, the affective state in which this happens cannot be ignored. When self-regulation is at play, Hong et al. (2016) argue that emotions are infused in decisions and choices. They have found that when goals are pursued by will and are more influenced by personal dispositions than economic or environmental determinants, initiative is more substantial when derived from self-efficacy, intrinsic motivation, and positive affect, as shown.

Therefore, the outcome patterns to consider will be the ones that emanate from proactiveness, in line with the elements that were shown to nurture the entrepreneurial mindset, supporting Haynie and Shepherd's (2007) original definition. It also supports Shepherd et al.'s (2010) adapted definition to include cognitive adaptability and action, Haynie et al.'s (2010) motivation, and Hong et al.'s (2016) affective state, which is also supported by Kuratko et al. (2021) in their attempt to unravel the entrepreneurial mindset concept. As such, in line with the discussion thus far, an investigation should uncover the underlying mechanisms that propel these outcomes while considering the significance of the programme context. In this way, a better understanding can be gained of the interplay between these concepts – a configuration of the context, the mechanisms, and the outcome patterns which produce change (Pawson et al., 2005).

2.3.5 The context-mechanism-outcome pattern configuration

Looking at the context-mechanism-outcome pattern configuration the CMOC as Pawson and Tilley (2004) refer to them indicates "how programmes activate mechanisms amongst whom and in what conditions, to bring about alterations in behavioural or event or state regularities" (p. 9). They refer to CMOCs as propositions that predict and explain the "mechanism-variations", together with the "context-variations" to produce the patterns of "outcome-variations" (p. 9); therefore, the findings

of a realist evaluation should pinpoint the CMOC of a programme or intervention which is needed to sustain the programme or intervention.

According to Nielson and Miraglia (2017), evaluators generate such configurations to test a theory and to revise it if necessary. They state that a realist evaluation "offers a way to conduct rigorous, theory-based analyses of what works for whom in which circumstances" (p. 42). This can offer valuable insights to help improve or widen an intervention's scope, as this study aims to do.

Therefore, to evaluate theory, a deduced programme theory was laid out, which is visually presented in Figure 8. The theory was constructed from the literature on personal initiative training interventions in Africa and the processes of self-regulation for action, particularly on planning and learning from it. A realist evaluation approach was then applied to understand the literature within the framework of the key concepts (Pawson & Tilley, 1997).

2.3.6   The deduced programme theory

Figure 8: The framework for the deduced programme theory from literature (Authors own)
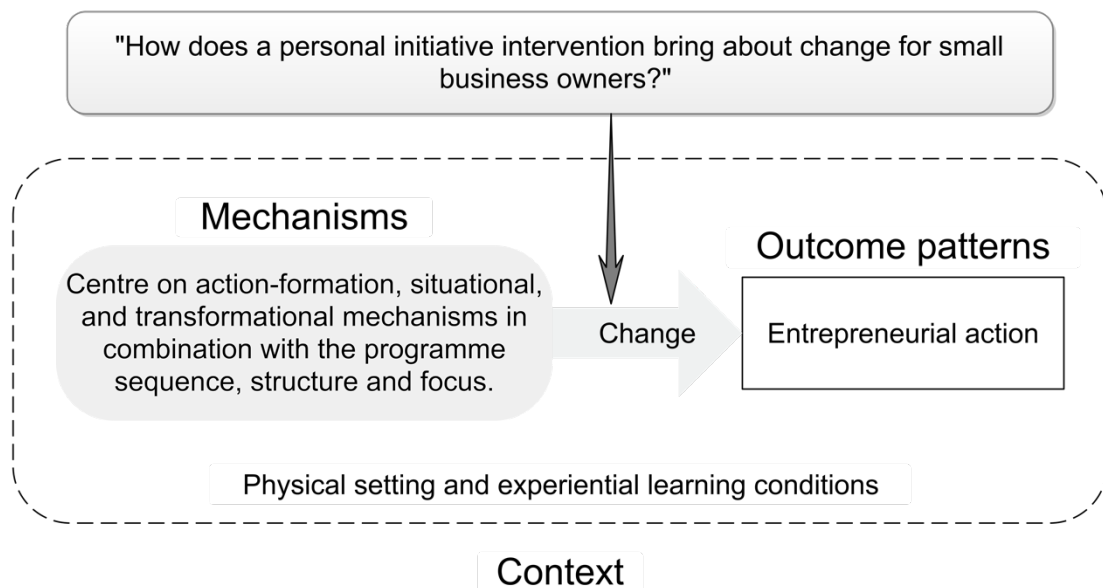
The framework in Figure 8 is a visual representation of the deduced programme theory, which will also become fundamental during the data-collection process, centred on the key concepts in a realist evaluation (Pawson & Tilley, 1997; 2004).

The programme context for the deduced programme theory was made up of the physical setting and the learning conditions, which were propelled by Kolb's (1984) experiential learning model and the learning styles which emerged from it. The

mechanisms comprised three types: action-formation, situational, and transformational (Astbury & Leeuw, 2010). Each type of mechanism can deliver impact on a different level, meaning that the mechanisms at play during personal initiative interventions can have a multilevel effect. The outcome patterns for the deduced programme theory were shown to be connected to cognitive adaptability, entrepreneurial action, motivational orientation, and affective states (Campos et al., 2017). Taken together, they represented the elements associated with the entrepreneurial mindset.

Considering the CMOC for personal initiative training interventions, looking at Figure 8, how do these concepts interrelate? The CMOC for personal initiative training interventions has not been explicitly stated, and therefore through literature, a deduced theory was developed to enable an empirical investigation to evaluate the theory. This will establish "what works for whom, in what circumstances, in what respects and how" (Pawson et al., 2005, p. 21).

2.4   Conclusion and research questions

Literature has demonstrated that personal initiative is a suitable construct, with planning at its core, to support proactive behaviour in action-based interventions. It also has shown that action principles can be applied with a learning-by-doing approach to formulating new, more conducive pathways to nurture the entrepreneurial mindset. Individuals exposed to these training interventions are showing improvements in entrepreneurial performance, which includes rising profits and higher employment opportunities. Therefore, providing ample support to Frese et al.'s (2016) suggestion that this approach should be viewed as a bottom-up solution to poverty in Africa.

What the literature does not demonstrate is the "dispositional factors for proactive behaviour training" (p. 34) and how these factors influence the mechanisms that are triggered to deliver the outcomes within a given context for a PI intervention (Mensmann & Frese, 2019). Studies have not indicated what mechanisms are at play at various levels during these training interventions and how the programme context becomes an essential navigator in how these mechanisms transpire. Also, it is not known how these newly acquired actions in these training interventions become transformational in the mind of the individual entrepreneur (Campos et al., 2017; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013).

Therefore, this study investigates these interventions to understand better the change that takes place to increase entrepreneurial action and nurture the entrepreneurial mindset. In other words, to gain insights into "what works for whom, in what circumstances, in what respects and how" (Pawson et al., 2005, p. 21). The

deduced programme theory proposes the mechanisms at play; however, an empirical investigation was required to understand how these mechanisms function within the programme context to deliver specific outcomes on an individual level. In this way, the inquiry produced insights into what is not known to advance theory by answering the overarching research question: *How does a personal initiative training intervention bring about change for small business owners?*

Furthermore, the overarching research question was supported by more targeted and specific questions to produce valuable insights. These sub-questions allow the investigation to be focused, and therefore ask:

(1) *"How does the context of the intervention in terms of experiential learning contribute to the outcome of each case, focusing on the setting and the learning conditions in the intervention?"*

(2) *"How do the mechanisms at play in the intervention contribute to the outcome of each case, considering situational, action-formation, and transformational mechanisms?"*

(3) *"How does a psychological perspective in the intervention contribute positively to entrepreneurial action?"*

(4) *"How does a personal initiative training intervention bring about change for different business owners, and how do these changes motivate action to develop the entrepreneurial mindset?"*

In addition, the study also looked at how these changes enhance entrepreneurial action in the selected cases to understand the development of the entrepreneurial mindset. The next chapter will introduce the philosophical underpinnings of the chosen research design, explain the research process, and show how the researcher ensured the quality and rigour of the study.

3   RESEARCH DESIGN AND METHODOLOGY

3.1   Introduction

In light of the research problem and the literature gaps that guide the overarching research question, this chapter presents the selected design and methodology. Although not used extensively in entrepreneurship research, the realist evaluation approach has shown to be an appropriate design for a study wanting to understand the inner workings of interventions or programme development (Bergeron & Gaboury, 2020; Nielson & Miraglia, 2017; Pawson & Tilley, 2004).

As all research is grounded in philosophical assumptions, articulating these assumptions will start the discussion. Then, the research design, the population and case selection, the unit and level of analysis, data collection, and the data analysis process will be discussed. The focus will then shift to ethics and the research quality in the study.

3.2   Research philosophy

When conducting a study, a researcher is guided by inherent philosophical assumptions encapsulated within the research design (Tsoukas & Chia, 2011). Therefore, a researcher must know and understand their inherent philosophical assumptions with those entrenched in the design. This study was based on the realist paradigm, which "holds that there is a real social world but that our knowledge of it is amassed and interpreted (sometimes partially and imperfectly) via our senses and brains, filtered through our language, culture and experience" (Greenhalgh et al., 2015, p. 3).

The underlying assumption, therefore, is that people from different social and cultural settings can respond differently to the same event. It means that individual differences should be recognised, that what works for one individual in a particular context might not work as well for another in the same context (Pawson & Tilley, 2004). Kovacs and Corrie (2017) have taken a realist stance. They have argued that the ontological and epistemological assumptions inherent in a realist evaluation were a good fit for a research question about programme evaluation. Programme evaluation has the aim to "influence social betterment in the long term" (Sridharan & Nakaima, 2011, p. 140), suggesting that the purpose of a programme evaluation is to understand programmes or interventions better (Pawson & Tilley, 2004). By understanding how an intervention works, the intervention can be tailored to be more generic and target a wider

audience which can increase the outcomes (Fay & Sonnentag, 2010; Gielnik et al., 2015; Rooks et al., 2016). In this way, society can benefit from these interventions in the long term. Next, a more detailed discussion will show how a realist evaluation research design was applied in this study to answer the research question.

3.3 Research design

Yin (1994) states that the research design of a study is about "the logic that links the data to be collected (and the conclusions to be drawn) to the initial questions of a study" (p. 18). It is like "an action plan getting from here to there" (p. 19), having a set of questions and then using the design as an action plan to show how these questions can produce some conclusions. The process to get from here to there, however, will entail dealing with: "what questions to study, what data are relevant, what data to collect, and how to analyse the results" (p. 20).

A multiple-case study strategy cast in a realist evaluation approach was used for this study. Firstly, the discussion explains how a multiple-case study strategy fits in a realist evaluation approach and then expands on the core concepts of a realist evaluation. Then the research process is outlined to provide a clear indication of the structure the researcher used for the study (Kovacs & Corrie, 2016; 2017).

3.3.1 Case study

Yin (1994) asserts that a case study is an empirical inquiry because a case study "investigates a contemporary phenomenon within a real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 13). According to him, "if the how and why question is being asked about a contemporary set of events over which the investigator has little or no control" (p. 9), the case study proofs to be an appropriate research strategy. As it stands, this study deliberately sets out to include context, as contextual conditions directly impact decisions and behaviour in an intervention (Dillman, 2013; Kovacs & Corrie, 2016; 2017). Considering the significance of context in an intervention, a case study strategy has a definite advantage over other designs.

Moreover, this study did not follow a sampling logic but pursued a replication logic. Yin (1994) states that case studies do not represent a sample because the goal is to "expand and generalise theories (analytic generalisation) and not to enumerate frequencies (statistical generalisation)" (p. 11). It means that the outcome of the case study is generalisable to theoretical propositions and not to a population (Yin, 1994).

However, because this study was interested in contrasting results between cases to evaluate the programme theory and to determine "what works for whom, in what circumstances, in what respects, and how" (Pawson et al., 2005, p. 21), this study selected a multiple-case study strategy.

In addition, Yin (1994) also stresses that a case study strategy allows using multiple data sources, such as documents, artefacts, interviews, and observations. In this way, data can be triangulated to provide a more comprehensive understanding of how the individual cases experience the phenomenon, meaning that triangulation was one method that the researcher used to validate the data during analysis (Hlady-Rispal & Jouison-Laffitte, 2014).

Concerning the use of a multiple-case study strategy cast in an evaluation study, Yin (1994) states that "case studies have a distinctive place in evaluation research" (p. 15). He believes that explanations of "causal links in real-life interventions…links programme implementation with programme effects" (p. 15). It confirmed the usefulness of the realist evaluation approach for this study.

3.3.2 Realist evaluation

The research question suggests an evaluative research approach, seeking meaning in the data (Sridharan & Nakaima, 2011). By attempting to identify the underlying mechanisms of a programme concerning the context to understand the outcomes, this inquiry emphasised the CMOC of the programme (Pawson et al., 2005). As has been shown, a realist evaluation does not ask, "'What works?' or, 'Does this programme work?' but asks instead, 'What works for whom in what circumstances and in what respects, and how?'" (Pawson & Tilley, 2004, p. 22). According to Pawson and Tilley (2004), studies that are interested in programme evaluation are seeking to understand how "interventions bring about change" (p. 3).

Therefore, to explain and fully understand interventions, the evaluator must focus on the key concepts relevant in a realist evaluation, as shown in Figure 9 (a repeat of Figure 5 in Chapter 2), which are the mechanisms, programme context, outcome pattern, and then the context-mechanism-outcome pattern configuration (Pawson & Tilley, 2004).

Figure 9: A Generic model for a programme theory in a realist evaluation (Pawson & Tilley, 1997, p. 58).

... its outcome is triggered by a mechanism acting in context
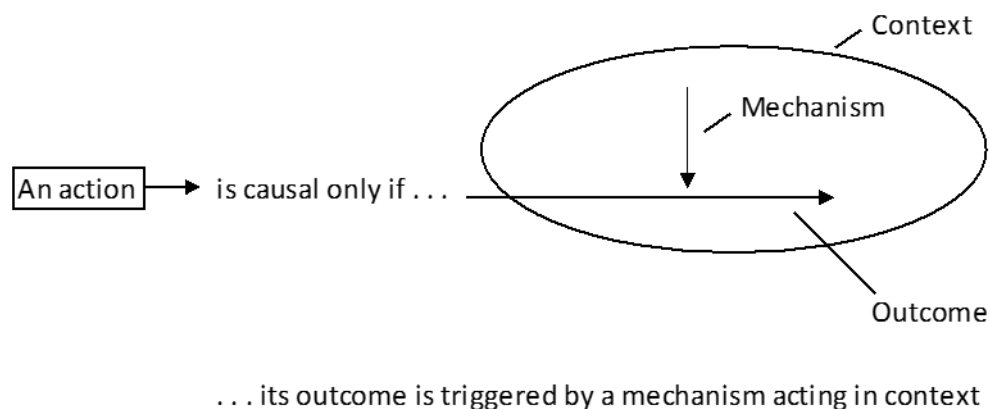
The mechanisms, as Anderson et al. (2006) point out, the "bigger picture of action in its entirety" (p. 103) was investigated by evaluating two personal initiative training interventions. According to Astbury and Leeuw (2010), context variations can alter a mechanism's workings, making the context very relevant in this respect. The programme context, therefore, includes the training intervention's physical setting and learning conditions. The outcome patterns, the "intended and unintended consequences of programmes" (Pawson & Tilley, 2004, p. 8), were then looked at with the elements pertinent to entrepreneurial action.

The context-mechanism-outcome pattern configuration was then determined to predict and explain the "mechanism-variations, together with the context-variations to produce the patterns of outcome-variations" (Pawson & Tilley, 2004, p. 9). In this way, the CMOC for the personal initiative training intervention, which sustains the intervention, was revealed. A realist evaluation, therefore, according to Nielson and Miraglia (2017), "offers a way to conduct rigorous, theory-based analyses of what works for whom in which circumstances" (p. 42).

3.3.3 The research process

Supporting the qualitative research tradition (Hlady-Rispal & Jouison-Laffitte 2014), a realist evaluation, as shown above, was used to produce data. Realist evaluation is an emerging research method appropriate when a theory-driven evaluation of an intervention or programme is required (Davis & Wright, 2004; Kovacs & Corrie, 2016; 2017). Kovacs and Corrie (2016; 2017) used a four-stage research cycle approach, initially suggested by Blamey and Mackenzie (2007). It involved an understanding of the context, a map of the programme theory, an outcome inquiry, and

an analysis and review of the data broadly. This study followed and adopted Blamey and Mackenzie's four-stage research cycle approach.

Firstly, the researcher opted to understand the programme context and how the context formed an integral part of the underlying mechanisms of the programme. According to Blamey and Mackenzie (2007), the context can enhance or weaken programme effectiveness, making the context a critical determinant when evaluating programme theory.

Secondly, the researcher opted to make sense of the deduced programme theory extracted from the literature (Yin, 1994). Frese and colleagues (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013) took a psychological perspective and used action regulation as the foundational theory in these personal initiative interventions. A typical sequence was followed, which focussed on proactive goal setting; actively searching for information to support the goal; developing an action plan with sequential steps to reach the goal; monitoring the process; and lastly, using feedback to review the outcomes to learn from it, and to realign the behaviour.

At the same time, action-regulation theory used factors such as entrepreneurial goal intentions, action planning, entrepreneurial self-efficacy, and action knowledge to develop action principles that boosted behaviour (Gielnik et al., 2015). According to Glaub et al. (2014), these action principles were central in these action training interventions, which were developed using three personal initiative facets for planning: self-starting, proactive, and overcoming barriers. Applying these action principles in a training environment mimicked an action training approach with the aim of remodelling behaviour. In other words, it allowed for the development of new routines, learning by doing, motivating by experience, providing feedback, and supporting transfer (Solomon et al., 2013).

Therefore, a typical action training intervention develops action principles to connect with the entrepreneurial goal intention first, then discuss positive and negative behaviours about these action principles. Participants learn how to apply these action principles with exercises before practically applying them to their business. After that, the trainer, peers, and participants provide feedback so that they can refine and adapt their approach to better fit the situational demands (Glaub et al., 2014).

Thirdly, looking at the outcome enquiry, the study produced empirical data by joining a well-established South African company in two of their personal initiative training interventions in Tzaneen and Polokwane, Limpopo province. According to the researcher, this company is the only company in South Africa that uses PI interventions.

The unique sequence of the intervention is based on the facets model of Glaub et al. (2014) (see Appendix F), which incorporates an action sequence with the three personal initiative facets for planning. The interventions were conducted over several days in a classroom format at two different locations conducive to learning by doing (Pittaway & Cope, 2007).

Lastly, the data were analysed using a systematic process to extract insights from the cases about the context-mechanism-outcome configuration of the intervention. Next, the discussion will look at how these cases were selected together with the level and unit of analysis. Then, the data collection instruments and methods that produced the data for analysis will be discussed.

3.4   Participant and case selection procedure

The participants for the intervention were individuals from South Africa who are entrepreneurial, defined as reflecting "characteristics that are associated with the discovery, evaluation and exploitation of opportunities to create future goods and services" (Shane & Venkataraman, 2000, p. 218). Participants were selected from two sets of interventions, one in Tzaneen and the other from a Polokwane intervention. They were all entrepreneurs who had already invested resources to exploit an opportunity in the last three and a half years, situating them in the entrepreneurial phase (Brixy et al., 2012).

Brixy et al. (2012) have indicated that when a study focuses on entrepreneurs, consideration should be given to gender differences, age ranges, and educational levels. Gender differences, according to Wagner (2007), are mainly caused by the differences in attitudes towards risk, making it a relevant category to consider when the outcome of these interventions increases the quality of entrepreneurial action.

Furthermore, according to Brixy et al. (2012), individuals belonging to different age ranges approach entrepreneurial action differently. The age range 25-34 shows a peak in new entrepreneurs willing to exploit an opportunity and grow a venture; they are more open to change. Whereas the group 35-44 are more financially stable, they are more risk-averse, which might mean that changing certain behaviours could be more challenging. Ages 45 and above have a different approach yet again towards risk. Because age is very often used as a proxy for experience, their willingness to change certain behaviours might be even more challenging than for younger entrepreneurs. All the selected cases form part of the latter age group, as seen in Table 3 below, except for one.

Table 3: Case age and educational level

Cases:	Age	Tertiary qualification
Mary	69	None
Joan	58	None
Emily	54	None
Beatrix	55	None
Bettie	57	None
Ana	47	None
Clelia	69	None
Margaret	61	None
Precious	49	None
Beauty	61	None
Regina	36	None
Princess	61	None

It is also the case with educational levels. According to Brixy et al. (2012), formal education may statistically be unimportant for exploiting an opportunity. However, it plays a role in choices, influencing their willingness to change certain behaviours. As the scope of the study entails entrepreneurial development, which has opportunity exploitation at its core, this study focused on female entrepreneurs with an age range above 45, except for one aged 36.

Each participant in the training intervention signed a consent form (see Appendix E) 24-48 hours before the intervention commenced to ensure full and proper consent was given. The consent form broadly sets out what the study was about, the process it followed, and the conditions for participating in the research.

Considering the purpose of the intervention and the methods to retrieve data, this investigation used purposive case selection (Guest, Bunce & Johnson, 2006; Yin, 1994). In addition, cases were categorised according to the four learning styles, as presented in Armstrong and Mahmud's (2008) adapted model of Kolb's learning styles. In this way, the analysis delivered more meaningful insights about how individuals with different learning styles learn differently to bring about change in these interventions, also how different parts of the intervention appeal more to some with a specific learning style than others. Each participant completed a learning style inventory (Kolb, 2005), which will be

explained later in the data-collection instrument section, to identify each participant's preferred learning style.

In light of the number of cases to select, looking specifically at Kovacs and Corrie's (2016; 2017) studies, both used 12 cases. These cases were examined individually and then cross-examined for emerging themes. Twelve cases were deemed reasonable, as Kovacs and Corrie (2017) stated that their study "seeks to assist the refinement of practice" (p. 87). In other words, by analysing and cross-examining the 12 cases, their analysis delivered valuable insights to overwhelmingly determine "what works for whom, in what circumstances, in what respects and how" (Pawson et al., 2005, p. 21). Taking cognisance of Kovacs and Corrie's (2016; 2017) studies, this study has considered 12 cases selected from two sets of interventions.

Unfortunately, due to the low attendance of the trainees in the intervention and some trainees not completing the entire five-day training programme, the researcher was limited in the selection possibilities. As these trainees operate their businesses independently, attending five full days for the intervention takes them away from their businesses which means no income for these days. Although 40-plus trainees were expected in the two interventions, only 13 completed the five-day intervention. One trainee could not attend due to business commitments and sent her son to complete the intervention in her absence. For this reason, the researcher chose to exclude this individual as a case as the data could be compromised in terms of him answering on behalf of his mother. The remainder of the 12 trainees were, therefore, selected as cases. Data saturation was demonstrable in 12 cases.

3.5   Level and unit of analysis

3.5.1   Level of analysis

This study was interested in entrepreneurs' cognitive, affective, and motivational behaviour during an intervention to understand the process of change. Williams and Wood (2015) highlight individuality and point out that variations in human behaviour cannot be ignored. Nielsen and Miraglia (2017) also put forward that the individual realises that change is needed, believes the programme or intervention will bring about change and is motivated to make the behavioural shift. Therefore, taking cognisance of human variations and differing motivational levels, an individual level of analysis was most appropriate for this study.

3.5.2   Unit of analysis

In addition, taking cognisance of the purpose of the study – to uncover the underlying mechanisms of the programme and to understand the programme outcomes within the context (Pawson et al., 2005, p. 21), participants' experiences with the programme were therefore considered when generating data. Accordingly, the individual and their experience were viewed as the unit of analysis. The research question determined the focus of the individual experience and, therefore, the kind of data that was collected (Leitch et al., 2010).

Yin (1994) is of the view that a case may be an individual and that "several such individuals or 'cases' might be included in a multiple-case study" (p. 21). Several cases will allow pattern identification during analysis, looking at contrasting results to determine theoretical replication, meaning that such data can reveal "what works for whom, in what circumstances, in what respects and how" (Pawson et al., 2005, p. 21).

3.6   Data-collection instruments

3.6.1   Profiling instruments:

3.6.1.1   *Personal initiative questionnaire pre- and post-intervention*

Firstly, each participant was profiled, with their consent (see Appendix E), before the intervention by way of administering a validated personal initiative questionnaire, which is in the public domain (see Appendix A), to establish each participant's stance on taking personal initiative (Frese et al., 1997). In other words, the personal initiative questionnaire provided a tool to evaluate each case's willingness to take initiative in scenarios given before and after the intervention. After the intervention, all the cases were profiled again to establish whether the intervention increased personal initiative.

The questionnaire provides seven statements about the self-reported initiative and seven statements about passivity in which the participants needed to answer "yes" or "no". A score out of 14, indicated in Table 4, was allocated to each participant in terms of their proactivity before and after the intervention.

Table 4: Score per case out of 14 for the personal initiative questionnaire

Cases:	Score before the intervention	Score after the intervention	
Mary	10	10	
Joan	14	14	
Emily	8	8	
Beatrix	9	9	
Bettie	10	10	
Ana	11	10	↓
Clelia	11	11	
Margaret	11	13	⇑
Precious	12	11	↓
Beauty	10	8	↓
Regina	12	12	
Princess	11	12	⇑

Although the purpose of the investigation was not to establish whether the intervention works, empirical evidence already exists to show that it does; the personal initiative questionnaire simply provided a tool to indicate whether the intervention brought about attitudinal change.

3.6.1.2 Learning style inventory pre-intervention

Honey and Mumford's (1989) learning style inventory was used as an alternative to Kolb's (2005) learning style inventory (KLSI 3.1), which all cases completed (see Appendix B). Their questionnaire has been used broadly to determine management trainees' and high school students learning styles with 40 more straightforward questions. According to Cockerton, Naz and Sheppard (2002), it originated from the same conceptual basis as Kolb's Learning Style Inventory to provide a more reliable and valid measure. It was administered before the intervention to identify the preferred learning style for each case. This inventory proved to help detect a particular learning preference based on the four learning modes in Kolb's experiential learning model (1984). It should be stressed that this inventory is not formally validated, and as such, it does not categorise an individual as belonging to one particular style of learning; it merely indicates a preference for one type over the others (Kolb, 2005). Therefore, the inventory

outcomes were used as an indicator of the learning style preference for each participant, which was used as a tool to categorise cases, not necessarily to generate data.

3.6.2 Observations during the intervention

Secondly, observations during the intervention process were documented by making descriptive and reflective notes. Recording "concrete surface observations", as Langley et al. (2013, p. 9) state, will happen by applying a semi-structured process. An observation template, shown in Appendix C, assisted the researcher in documenting any observations about the cognitive, affective, or motivational significance observed by concrete actions (Campos et al., 2017). Significant observations mean that it had to fall within the framework of the deduced programme theory and, therefore, had to relate to the programme context, the mechanisms, or the outcome patterns. These observations were documented in field notes. Busetto et al. (2020) stated the advantages of conducting observations include "minimising the distance between the researcher and the researched, the potential discovery of topics that the researcher did not realise were relevant and gaining deeper insights into the real-world dimensions of the research problem at hand" (p. 3). Field notes, together with the interview data, were systematically integrated to gain insights into the PI interventions (Busetto et al., 2020; Campos et al., 2017; Hughes, 2002; Langley et al., 2013). See the visual depiction in Figure 10 of the systematic integration of observation and interview data.

Figure 10: A visual illustration of Systematic data integration (Busetto et al., 2020).
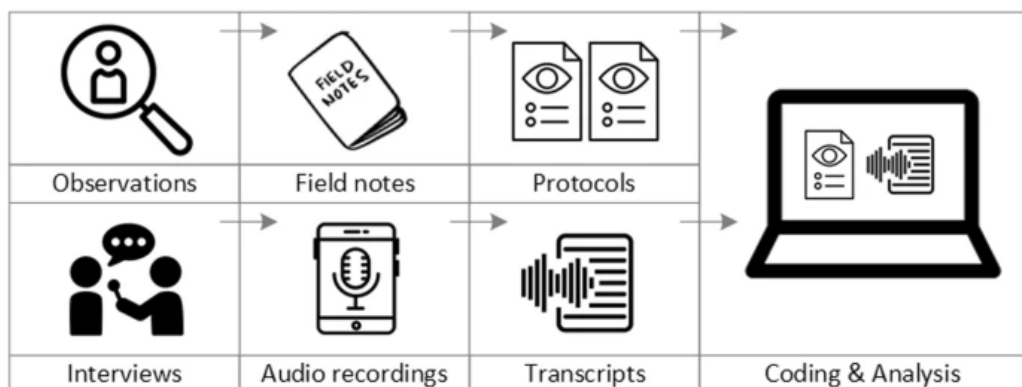
The researcher used a colour scheme in the field notes to keep track of direct observations (**O**); reflective observations (**O**); programme structure, sequence and focus (**O**); and the training conditions (context) (**O**) to developed protocols.

3.6.3   Interviews post-intervention

Thirdly, interviews were conducted using an interview schedule (see Appendix D) to provide structure to the interview process. Interview questions were generated using the literature and structured to allow a rich conversation during each interview. Proactive motivation and goal processes which are regulated through goal generation (envisioning a future state and generating a plan to reach it) and goal striving (enacting the plan and reflecting on it), were examined (Parker et al., 2010). As this happens during three motivational states: "can do, reason to, and energised to" (Parker et al., 2010, p. 827), interview questions focused on whether participants believed that they were able to do it, if there was a compelling reason for them to do it, and if they were energised to take initiative (Hong et al., 2016). Therefore, questions in the interview schedule addressed important themes that surfaced from the deduced programme theory that was constructed from the literature.

The first set of questions was developed to generate data on the outcome patterns, which identified the presence of personal initiative (Frese et al., 1996; 1997) and revealed the motivational state of each case during the intervention (Parker et al., 2010).

(1) How confident were you about reaching your venture goals before the programme, and how do you feel about it now?

(2) What is your opinion is the driving force behind you wanting to reach these goals for your venture?

(3) How do you continue towards your business goals when you are confronted with obstacles that slow your business growth?

The second set of questions was developed to generate data on the underlying mechanisms of how each case has experienced the action-based hierarchical sequence followed in the intervention process (Glaub et al., 2014).

(1) How did the intervention process help you to formulate a goal or goals for your venture?

(2) What about seeking information regarding your goal was most impactful to you?

(3) During the session on planning, what did you find most useful?

(4) How did you experience the section on feedback; in other words, what did it mean to you?

The third set of questions was also developed to generate data on the underlying mechanisms; however, these questions were centred on self-regulation (Bandura, 1989; 1991) and action-regulation factors which were shown to be antecedents to action (Gielnik et al., 2015).

(1) How do you keep yourself motivated in your business pursuits?

(2) What in the intervention has specifically helped you increase your knowledge base regarding taking action in your business?

The fourth and final set of questions was developed to generate data on the programme context by looking at the changed behaviours for each case and how experiential learning contributed towards entrepreneurial action (Haynie & Shepherd, 2007; Kolb, 1984; Kolb & Kolb, 2005).

(1) What have you learned in these five days that you did not know before?

(2) What methods of learning (activities) in the intervention were you more comfortable with?

(3) How will you use what you have learned in the intervention to pursue your business goal?

All interviews were recorded with each case's consent and stored in a secure and safe location.

3.7   Data collection methods

It should be noted that in light of the research process to conduct an outcome enquiry using a case study approach; multiple data collection methods were used to collect data (Kovacs & Corrie, 2016; 2017). Firstly, as shown in the data collection instruments, each participant completed a personal initiative questionnaire and a learning style inventory to determine their level of initiative and their preferred learning style before the intervention and the personal initiative questionnaire again after the intervention. Secondly, observations were documented by the researcher during the entire intervention process. And thirdly, interviews were conducted after the intervention with each case to better understand their experience with the intervention.

3.7.1   Observations

Observations were documented by making notes (Balogun et al., 2003). A non-participant observation method was followed in which the observer was present to

observe but remained an outsider to the group and did not participate in the intervention process (Balogun et al., 2003). The researcher, therefore, was present in the classroom during the five-day intervention to observe participant behaviour during their interaction with the material, the facilitator, and each other. The researcher used an observation template, discussed in the section above (see Appendix C), to allow a semi-structured way to document observations, allowing some structure to the comments without limiting it to distinct categories more familiar to a structured approach.

The intention was to capture experiential data, which according to Balogun et al. (2003), can be feelings, emotions, and participant reactions to activities, the facilitator, or other learners in the intervention. The data were helpful during triangulation and were documented by the researcher by observing changes in cognition, motivation, or affective states in participants (Campos et al., 2017). The nature of the observations was to quietly watch participants visually and listen to responses during activities in the intervention. It included observing participants in group exercises and how willing and comfortable participants were during the feedback sessions.

Before every intervention, the researcher introduced himself to the participants and explained the purpose of the observations and the process of making observations. The researcher positioned himself with the assistant trainer and interpreter at the back of the classroom to maximise the view of all participants and the facilitator with the least disruption and distraction to the trainees.

3.7.2   Interviews

The research project generated data through traditional access, conducting face-to-face semi-structured interviews using an interview schedule (see Appendix D) to guide the interview process and steer the conversation (Kovacs & Corrie, 2017; Leitch et al., 2010). All interviews were conducted at the locations where the interventions were conducted, which provided a safe space that was private and conducive to discussions (Cope, 2005).

Each interview lasted between 20 and 60 minutes. See Table 5 for a breakdown of the interview times per case. All interviews were audio recorded with the consent of participants (see Appendix E) and transcribed into verbatim text.

Table 5: Time of interviews per case

Cases:	Time of interview	Cases:	Time of interview
Mary	30 minutes	Clelia	45 minutes
Joan	25 minutes	Margaret	30 minutes
Emily	15 minutes	Precious	35 minutes
Beatrix	20 minutes	Beauty	35 minutes
Bettie	40 minutes	Regina	35 minutes
Ana	30 minutes	Princess	30 minutes

3.8   Data analysis

Broadly, this study followed a qualitative approach and used data displays in the form of explanatory effect matrixes to show outcome patterns for each case (Kovacs & Corrie, 2016; 2017). Mechanisms and context factors were then linked to these identified patterns of outcome. Then, patterns of outcomes were interpreted across all cases, allowing the underlying mechanisms for the intervention to surface (Kovacs & Corrie, 2017). The researcher used Atlas.ti to assist in the analysis process, which provided a single system to incorporate and secure all the data for the study.

Atlas.ti is a computer program that uniquely assists the researcher with qualitative data coding, categorising, and theme development throughout the analysis process (Friese, 2016; Hlady-Rispal & Jouison-Laffitte, 2014). Data were imported into Atlas.ti after translation and labelled accordingly to enable the researcher ease of access and provide a way to manage the data in a secure environment.

Following the example of Kovacs and Corrie (2016; 2017), each case was analysed to develop a description for each case concerning the programme context, mechanisms, and outcome patterns. Content analysis was used, which Hsieh and Shannon (2005) professed as a widely used qualitative technique to interpret text data. They define it as a "research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (p. 1 278). In other words, content analysis is about "the characteristics of language" (p. 1 278) and about being attentive to the spoken word and how it was used, meaning that the "contextual meaning of the text" (p. 1 278) should be included.

Hsieh and Shannon (2005) have shown three different approaches to content analysis and state that it is the "theoretical and substantive interests of the researcher and the problem being studied" (p. 1 277) that will determine the most appropriate

approach for a study. These approaches are conventional, directed, and summative. They showed that conventional content analysis was proper when the research design described a phenomenon when the literature and theory were minimal. Directed content analysis, on the other hand, is when literature and theory exist but are incomplete in explaining a particular phenomenon and require further description. Summative content analysis usually starts with "identifying and quantifying certain words" (p. 1 283) in the text. These words then guide the analysis process to more latent content analysis to deepen the researcher's understanding of the context. These word counts will then progress into a more interpretive process to "discover the underlying meanings of the words or the content" (p. 1 284).

Considering firstly, Hsieh and Shannon's (2005) explanations of the three approaches to content analysis, secondly, the "theoretical and substantive interests of the researcher" (p. 1 277), and thirdly, the research problem under investigation, this study used the conventional content analysis approach to analyse the data before, during, and after the empirical investigation. Then, a directed content analysis approach was used during the cross-case analyse.

Therefore, drawing from Maxton's (2016) methodological considerations, an inductive process, the conventional approach to content analysis, was applied to make sense of the data before, during and after the empirical investigation for the within-case analysis process. Then the directed approach to content analysis was used after the empirical investigation to analyse the data with a coding framework in the cross-case analysis. This coding framework was made up of categories within a context-mechanisms-outcome pattern format derived from the deduced programme theory. It meant the coding framework that emanated from the deduced programme theory provided the categories for the cross-case analysis (Hsieh & Shannon, 2005).

3.8.1   Within-case analysis

3.8.1.1   *Data analysis process*

According to Saldaña (2021, p.3), there are "32 coding methods profiles and their analytic possibilities", and the researcher would know what method to apply to best represent the data. Saldaña (2021, p.2) also maintains, that:

Coding is just *one* way of analyzing qualitative data, not *the* way. Be cautious of those who demonize the method outright. And be equally cautious of those who swear unyielding affinity to codes, or what has been colloquially labeled "coding fetishism." I prefer that you yourself, rather than some presumptive theorist or hardcore methodologist, determine whether coding is appropriate for your particular research project.

Below is a visual representation of the codes-to-theory framework used for the qualitative inquiry; see Figure 11.

Figure 11: A streamlined codes-to-theory model for qualitative inquiry (Saldaña, 2021, p. 13).
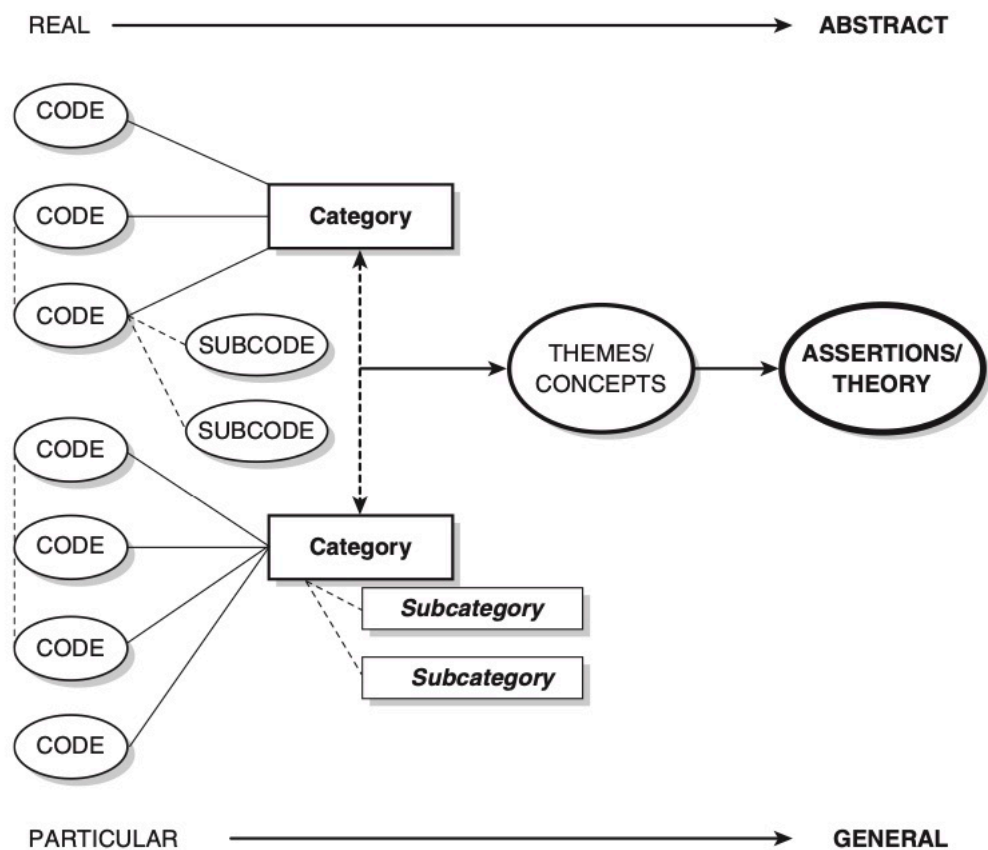
Firstly, the coding process of the within-case analysis was presented in table format in Chapter 5 up to code sub-categories to reveal the codes and categories, as illustrated in Table 6 below following the coding structure of Saldaña (2021).

Table 6: Example of the table used to show codes and Categories (Saldaña, 2021)

Codes	Categories	
Linked codes	Code categories	Sub-categories

Secondly, the information related to the pre-intervention, the PI questionnaire and learning style inventory, and the data for each case documented in the explanatory effects matrixes were shown in a table format; see an example of the summary of all cases in Table 7 below.

Table 7: Example of a summary of all cases table

Case visual	Pseudonym name & real age	Proactive behaviour scores out of 14	Preferred learning style	Programme Context	Mechanism	Outcome pattern

3.8.1.2 Within-case analysis for each case.

Then, all 12 cases were discussed in detail, starting with a brief section to introduce each case; then, the explanatory effects matrix for the case was presented before the discussion focused on the data before, during, and after the intervention.

Firstly, codes, code categories, and sub-categories that emerged across all types of data that provided insights on an individual level were documented in an explanatory effects matrix (see Table 8) for each case.

Table 8: Example of an explanatory effect matrix

Configuration component	Description
Programme Context(s)	
Mechanism	
Outcome pattern(s)	

It indicates how the data from the observations during the analysis and then the data from the interview transcriptions post-intervention related to the programme context, the mechanisms, and the outcome patterns for each case (Kovacs & Corrie, 2017).

According to Van de Ven and Poole (2005), "process research employs eclectic designs that identify or reconstruct the process through direct observation, archival analysis, or multiple case studies" (p. 1 384). They support Yin's (1984) argument about

theoretical replication in that a multiple case study "produces [s] contrary results but for predictable reasons" (p. 1 385). According to them, "process theory incorporates several different types of effects into their explanations" (p.1 384), which includes contextual influence, formative patterns, and causal factors. They support the notion that matrix displays and visual mapping can be used to summarise and display the meanings drawn from process theory data.

Therefore, documenting explanatory effects matrixes for each case allowed a description, on an individual level, as they experienced the intervention concerning the programme context, the mechanisms, and the outcome patterns. Then, as Kovacs and Corrie (2017) have shown, mechanisms that have the propensity to "cause those outcomes in the specific context" (p. 83) will be identified, allowing a context-mechanism-outcome (CMO) configuration for each case.

Secondly, each case was profiled from information gained on the PI questionnaire and inventory pre-intervention and then the PI questionnaire again post-intervention. Although the purpose of the investigation is not to establish whether the intervention works, the personal initiative questionnaire still provided valuable information to show each case's initiative levels pre-intervention and then again post-intervention. The questionnaire consisted of 14 questions, and each case was given a score out of 14 before and then again after the intervention (See Table 4 in the previous section).

Honey and Mumford's (1989) learning style inventory was administered pre-intervention to identify the preferred learning style for each case. It merely indicated the preference for each case regarding a particular learning style (Kolb, 2005). Again, the information was valuable to categorise the cases according to their learning preference and to investigate whether there is a link between a particular learning style preference and the mechanisms at work in these interventions (Pawson & Tilley, 2004).

Thirdly, each case was discussed regarding the data from observations during the intervention. Documenting "concrete surface observations", as Langley et al. (2013, p. 9) have stated, happened by way of a semi-structured approach. The researcher documented observations that had cognitive, affective and motivational significance in the observed actions, either as a descriptive or reflective observation.

An observation template was used to guide observations for each day, an example of which has been shown in Appendix C. The information for each day was then imported into Atlas.ti. Broadly, the researcher applied an inductive conventional content

analysis approach to analyse the data collected from the observations for each day in each intervention (Hsieh & Shannon, 2005).

Initially, the researcher read and reread the text to get a sense of the data. The words in the text that, as Hsieh and Shannon (2005) state, "appear to capture key thoughts or concepts" (p. 1 279) were highlighted. Some analysis occurred as the researcher attempted to make sense of the critical thoughts. Coding these words and sections of the data directly from the text and the interview data, which will be discussed in the next section, created the coding scheme in Atlas.ti. Codes were initially developed from the text, which was then grouped into code categories and further subdivided into sub-categories at a more abstract level (Saldaña, 2021; Tierney, 2012). At this stage in the analysis process, Hsieh and Shannon (2005) suggest that "a tree diagram can be developed to help in organising these categories into a hierarchical structure" (p. 1 279) with definitions to identify each category and sub-category.

Lastly, each case was discussed regarding the data from interviews post-intervention. All interviews were audio recorded and transcribed, turning audio files into text. Additionally, hand-written interview notes were used to support all audio files. This way, non-verbal cues, which could not be captured in audio format, were included in the transcriptions. Because the interviews were conducted in Sepedi, the researcher used a translator to translate the audio files into Sepedi text first and then into English text for analysis purposes (Squires, 2009). All transcriptions were then imported into Atlas.ti software and analysed concurrently with the observational data.

As with the observations, the researcher read and reread the transcripts to get a sense of the data. Words or passages in the text that relate to codes already developed from the observational data were paired. The data that did not fit existing codes were identified and analysed further. All evidence, therefore, in the form of codes, descriptions of the codes, and related exemplars from the data contributed to the conclusion for each case, the explanatory effect matrixes.

Next, exemplars from the data were identified, such as information linked to high-frequency codes, code categories, and sub-categories (code clusters) for reporting purposes. The codes, code categories and sub-categories were then investigated holistically, discussed in detail below, to identify relationships that led to six emergent themes.

3.8.1.3 Summary of the within case analysis and emerging themes

Six aggregated themes emerged from the coding process presented in table format first; see Table 9 (Saldaña, 2021).

Table 9: Example of the table used to show the codes, categories, sub-categories with the emergent aggregate themes (Saldaña, 2021)

Codes	Categories		Aggregate themes
Linked codes	Code categories	Sub-categories	Theme

Dominant themes from the within-case analysis were proactive/reactive behaviour, self and attitudinal change, business behaviour and change, learning for change, the means to change, and positive deflection. Each theme was discussed, linking it to the data to lay the foundation for the cross-case analysis to surface any similarities and differences between the cases to understand how the intervention works.

3.8.2 Cross-case analysis

The cross-case analysis identifies outcome patterns across all the cases with the six emerging themes (Kovacs & Corrie, 2017). Eisenhardt (1989) states that in case analysis, the researcher looks for "within-group similarities coupled with intergroup differences" (p. 540). According to her, pairing cases and then relating these with each other forces the researcher to look at similarities and differences between the cases.

See the example in Table 10 that was used to summarise the similarities and differences first.

Table 10: Example of a summary of the cross-case analysis table

Case visual	Pseudonym name & real age	Proactive behaviour score	Preferred learning style	Programme Context	Mechanism	Outcome pattern	CMOC per case

The directed content analysis approach relies on existing literature and theory. Thus, the deduced programme theory provided appropriate categories defined according to the literature. These categories were grouped according to the programme context, the mechanisms, and the outcome patterns, which are relevant in a realist theory-based

evaluation. Categories are physical setting and learning conditions for the context; situational, action-formation, and transformational for mechanisms; and entrepreneurial action towards nurturing the entrepreneurial mindset for the outcome patterns.

Therefore, a cross-case analysis was conducted by grouping the cases according to the data using Atlas.ti. Each group was compared to determine which actions in the intervention were favoured. The cross-case analysis produced insights about the underlying mechanisms that were made known for each individual in the within-case analysis. In addition, it also revealed insights about the relationships between these categories to answer the research questions, which relate to the programme context (sub-question 1), the different types of mechanisms (sub-question 2), and the different outcome patterns (sub-question 3).

These patterns of outcome identified in the analysis and themes that emerge about possible mechanisms linked to certain contextual factors represented the CMOC for the intervention (sub-question 4) (Kovacs & Corrie, 2017). As the literature has shown, the CMOC explains the concept connections and interrelatedness that sustain the programme or intervention (Pawson & Tilley, 2004). The CMOC, in other words, confirmed the deduced programme theory posited and delivered insights to refine the theory to show "what works for whom, in what circumstances, in what respects and how" (Pawson et al., 2005, p. 21).

3.9   Quality assurance

3.9.1   The data collection process

To validate the collection methods, firstly, the researcher assured the intervention conducted by the well-established South African company is, in fact, a personal initiative intervention. Therefore, all training manuals and materials used in the intervention were examined before the intervention for authenticity.

Secondly, because the intervention was conducted in Sepedi, the researcher had to use the services of a translator to translate the learning style inventory, the personal initiative questionnaire, the letter of consent, and the interview schedule from English to Sepedi. Back-translations to English were done with all the documents in Sepedi if necessary for analysis purposes. The interpreter was also present before the training to explain the research process and the conditions for consent to the group, during the interventions for observations, and after the training for the interviews (Squires, 2009). In cross-language qualitative research, it is essential to ensure qualitative rigour by

focussing on the trustworthiness of the data, which is linked to the researcher's competence (Squires, 2009).

Therefore, to address the methodological issues and strengthen the data's trustworthiness, Squires (2009) proposes a systematic process "to address language barriers between qualitative researchers and their participants. They include maintaining conceptual equivalence, translator credentials, the translator or interpreter's role in the research process, and specific recommendations for different types of qualitative approaches" (p. 278).

Conceptual equivalence is about the technical and conceptual accurate translations of concepts spoken by participants. It means that "they translate not only the literal meaning of the word, but also how the word relates conceptually in the context" (Squires, 2009, p. 278). Conceptual equivalence, therefore, will be a fundamental methodological issue to mediate. As such, the researcher has recruited a translator and interpreter who have subject matter knowledge, together with local contextual knowledge, to increase the data's trustworthiness.

Furthermore, translator and interpreter credentials should be made known, as this can threaten the credibility and dependability of the cross-language qualitative study. The researcher sourced a translator and interpreter with sociolinguistic language competence affiliated with a professional translator's association to lessen the threat to the credibility and dependability of the study outcomes (Squires, 2009).

In addition, the translator and interpreter's role in the research process should also be clear. Using translators and interpreters affects "data collection, results, costs of research, and the degree of bias in the results" (Squires, 2009, p. 279). The researcher collected data during the interventions that were conducted in Sepedi. Therefore, the translator's role was translating written documents from English to Sepedi, including questionnaires, interview questions and consent forms. The audio recordings were transcribed in Sepedi and translated into English for analysis. The role of the interpreter for this study was to interpret the discussions during interviews, aid the researcher during observations, and address the group before the intervention to explain the research process and the conditions for consent.

Furthermore, to address the specific recommendations for different types of qualitative approaches, Squires (2009) recommends that when a case-study design is followed, the lead investigator should preferably have a "high-level sociocultural competence and significant background knowledge about the country or place of study" (p. 280). Looking at the recommendations, the researcher who was the lead investigator

was born in, and still lives in, South Africa and has 20-plus years of extensive experience working in cross-cultural communities.

Thirdly, concerning the interviews after the intervention, the interview schedule was introduced as a pilot test and was administered to one participant that was part of the intervention but not selected as a case. The outcome of the pilot interview was used, as Kovacs and Corrie (2017) have done, to refine the questions and the way the interview was approached to produce more flexibility and create more fluency in the interview process. Although the questions were not altered, the approach was slightly adapted to ensure each case was comfortable with the questions and why the questions were asked.

Looking at some foreseen challenges, a study by Forbes et al. (2006) has shown that respondents may attempt to reflect socially desirable behaviour during interviews, limiting what they will be willing to share. To eliminate such faulty connotations, a thorough explanation of the study's intent accompanied the initial recruitment of respondents. In this way, an awareness of the purpose of the research lessened the impact of faulty socially desirable behaviours.

Another challenge identified initially was the recall of information during the interviews with selected cases after the intervention had been completed, which stretched over several days. However, Balogun et al. (2003) showed that information constructed from the participant's thoughts would be easier to recall later. The researcher anticipated more accurate and rich responses from each case in light of these findings. To mitigate the recall of information, the researcher opted to conduct the interviews directly after the completion of the intervention.

3.9.2   The data analysis process

When looking at validating data, conventional positivistic criteria such as validity and reliability come to mind. Phillips and De Wet (2017) have recently shown that debates about adopting these terms in qualitative studies have been going on for decades, showing outright rejection of the words altogether on the one side and advocating a set of criteria unique to validating constructivist research data on the other.

Lincoln and Guba (1985) developed a framework between these opposing arguments. Their framework is based on the foundations of trustworthiness. They point to four criteria that parallel reliability and validity, support trustworthiness, and demonstrate qualitative rigour. Tobin and Begley (2004) portray qualitative rigour as "the

means by which we demonstrate integrity and competence" (p. 390) in the research process. These criteria were credibility, transferability, dependability, and confirmability.

Credibility assesses whether there is a fit between the participants' views and how the researcher represented this view, determining whether the description is credible. According to Tobin and Begley (2004) and later Phillips and De Wet (2017), credibility parallels internal validity in more positivistic terms. This criterion is also closely related to descriptive validity, which Maxwell (1992) in earlier literature advocates as a type of validity for qualitative studies. He asserts that descriptive validity is about what the researcher reports on what was seen or heard (p. 286), which should reflect what accounted for the act. Phillips and De Wet (2017) then suggest that triangulation and external review mechanisms could be helpful techniques to assess credibility.

Triangulation is a technique to verify data in a qualitative inquiry, which this study will use to produce credible data. Triangulation, which according to Seale (1999), "describes a set of techniques that arose initially within a crudely realist paradigm" (p. 472), enhances the quality of research projects and is characterised by "the use of several methods at once so that the biases of any one method might be cancelled out by those of others" (p. 473). Triangulation offers completeness and recognises multiple realities, providing a "deeper and more comprehensive picture" (Tobin & Begley, 2004, p. 393). Triangulation allowed the researcher to look at how the data from the learning style inventory, observations, and the interviews post-intervention interrelated. It produced a clearer and more concise understanding of the experiences that each case attached to the intervention before attempting to draw insights across experiences, thus using all forms of data collected to make sense of the combined patterns of outcome.

Transferability, next, is about the "fittingness" of the evaluation findings, conclusions and recommendations to other contexts or programmes of a similar nature" (Phillips & De Wet, 2017, p. 114). As transferability parallels external validity, Tobin and Begley (2004) were more concerned with a case-to-case transfer, as it was in this study, rather than generalising to a population with a positivistic orientation. The notion of transferability is also similar to generalisability for qualitative research, which Maxwell (1992) advocated in earlier literature. According to him, generalisability is "normally based on the assumption that the theory may be useful in making sense of similar persons or situations, rather than an explicit sampling process and the drawing of conclusions about a specific population through statistical inference" (p. 293). It means that transferability and generalisability, as Maxwell (1992) advocates for qualitative research, both support the view that findings are transferable only by case or persons, while the context of the study cannot be ignored. Phillips and De Wet (2017) propose

that a detailed description of the research context in a study is needed to help when transferability is considered, which will also be the case for this study.

Dependability is about the "consistency, coherence, logic and stability of the study process and data analysis over time and across researchers and methods" (Phillips & De Wet, 2017, p. 115). According to Tobin and Begley (2004), it is the inquirer's responsibility to document the entire research process. This way, applying appropriate techniques, such as an audit trail, as this study has done, changes can be recorded, and limitations can be shown, allowing the inquirer to demonstrate dependability (Phillips & De Wet, 2017).

Lastly, confirmability is about the data and interpretations derived from the findings (Tobin & Begley, 2004). It has to do with the correctness of these interpretations, making sure that, as Tobin and Begley (2004) rightfully state, they "are not figments of the inquirer's imagination" (p. 392). It can be assessed by making use of a confirmability audit, as this study has done, which includes "evidence of the use of a set of pre-defined and clearly specified criteria for evaluating the programme" (Phillips & De Wet, 2017, p. 116).

A fifth criterion, authenticity, was later added because of criticism about the four standards being constructed as a "response to positivist conceptualisations of research quality and rigour" (Phillips & De Wet, 2017, p. 105), making authenticity more responsive to actual constructivist concerns about multiple realities. Authenticity, therefore, was about the researcher's ability to show "a range of different realities (fairness), with depictions of their associated concerns, issues and underlying values" (Tobin & Begley, 2004, p. 392). It also entailed ontological, educative, catalytic, and tactical authenticity, which were related to "more sophisticated understandings of the phenomenon…, helped members appreciate the viewpoints of people other than themselves…, stimulated some form of action", and "empowered members to act" (Seale, 1999, p. 469). However, the fifth criterion provoked mixed reactions, and individuals such as Hammersley (1995) rejected the standard as a solution to such critiques. Seale (1999) further states that a softer version will oblige a researcher to simply offer their "readers a reflexive account of their politics and leaving it to the democratic process in wider society to resolve clashes of interest" (p. 469).

Even so, Lincoln and Guba's (1985) framework is still a valued framework to evaluate qualitative research, providing four-set criteria to validate the data in support of trustworthy findings. It can be argued that this framework can also be viewed as an

Table 11. Criteria for assessing rigorous research practices (Phillips & De Wet, 2017, p. 105) adapted from Lincoln and Guba (1985)

Positivist/conventional criteria	Lincoln and Guba (1985) parallel trustworthiness criteria
Internal validity (Truth value)	Credibility
External validity (Breath of applicability)	Transferability
Reliability (Consistency)	Dependability
Objectivity (Neutrality)	Confirmability

"evaluative framework to objects of study" (295) conforming to evaluative validity, as Maxwell (1992) termed it way back.

This study, therefore, used these four criteria as set out in Table 11 with supporting strategies, to offer a more qualitative approach to rigorous research, omitting the fifth criterion of authenticity. Instead, verification strategies to help rigour during the research process were included in retrospect to what Morse et al. (2002) have pointed out. According to them, the framework of Lincoln and Guba (1985) is a practical alternative approach to positivistic views on assessing validity and reliability in qualitative research. However, they claimed that this happens post-hoc. In addition, they encouraged rigour during the research process, entrenching strategies into the research design.

Therefore, Morse et al. (2002) have shown that to support a holistic approach to quality research; the researcher should also be aware of investigator responsiveness and verification strategies. According to them, verification in qualitative research "refers to the mechanisms used during the research process to incrementally contribute to ensuring reliability and validity and, thus, the rigour of a study" (p. 17). This means that:

> qualitative research is iterative rather than linear, so that a good qualitative researcher moves back and forth between design and implementation to ensure congruence among question formulation, literature, recruitment, data collection strategies, and analysis. Data are systematically checked, focus is maintained, and the fit of data and the conceptual work of analysis and interpretation are monitored and confirmed constantly. Verification strategies help the researcher identify when to continue, stop or modify the research process in order to achieve reliability and validity and ensure rigour (p. 17).

They viewed a lack of or poor responsiveness by the researcher at any stage during the research process as a massive threat to the trustworthiness of the findings. It can happen due to:

> a lack of knowledge, overly adhering to instructions rather than listening to data, the inability to abstract, synthesise or move beyond the technicalities of data coding, working deductively (implicitly or explicitly) from previously held assumptions or a theoretical framework, or following instructions in a rote fashion rather than using them strategically in decision making (p. 18).

To better manage such responsiveness predicaments, they proposed verification strategies to be employed throughout the research process. These are methodological coherence, sample or case appropriateness (Yin, 1994), collecting and analysing data concurrently, thinking theoretically, and theory development.

Table 12: Morse et al. (2002) verification strategies

Verification strategies	Actions required	The research process
Methodological coherence	Ensuring coherence between the research question, the appropriate methods employed to generate the right data, and the analytic procedures.	Research design, data collection, and analysis
Sample appropriateness	Selecting purposively the most suitability sample, a case, or cases that will allow "efficient and effective saturation of categories" (p.18)	Research design and data collection
Collecting and analysing data concurrently	Iteratively determining what are known, and what still needs to be known.	Data collection and analysis
Thinking theoretically	Checking and rechecking the data against emerging ideas means a solid theoretical foundation are build bit-by-bit.	Analysis and interpretation
Theory development	Developing a "macro conceptual/theoretical understanding" (p. 18), focussing on higher levels of abstraction.	Interpretation

Table 12 represents the verification strategies used during the study to avoid poor responsiveness by the researcher, as Morse et al. (2002) suggest. Next, a brief discussion will introduce each verification strategy.

Methodological coherence looks at the coherence between the research question, the appropriate methods employed to generate the correct data, and the analytic procedures. It should be kept in mind that with qualitative research, this process is not always linear, and numerous components in the process will be prone to change. Still, this study used this strategy to regularly assess the methods and analytic procedures against the research question to uphold methodological coherence.

Sample and case appropriateness is about selecting purposively the most suitable sample, a case, or cases that will allow "efficient and effective saturation of categories" (Morse et al., 2002, p. 18) with quality data. Saturation indicates that the generated data satisfies all aspects of the investigated phenomenon. Therefore, this study intended to purposively select the cases on maximum variation to provide case appropriateness and collect and analyse the data until saturation. Although saturation was achieved, all trainees in these two interventions had to be used due to the low attendance, except for one used as a pilot interviewee.

Collecting and analysing data concurrently iteratively remind the researcher about what is known and what still needs to be known. It often guides the collection process by following what the data reveals. In this study, observation data were analysed before the interviews, which made these analyses essential in guiding the interview approach.

Thinking theoretically means that as the data in the study was analysed, ideas started to emerge, which were verified with existing or new data. Checking and rechecking the data in this study, therefore, against emerging ideas, meant a solid theoretical foundation was built bit by bit. According to Morse et al. (2002), to think theoretically "requires macro-micro perspectives" (p. 18), asking the question, "what about abstract levels accounts for what happens on a micro level?" Maxwell (1992) states it clearly that "interpretive accounts are grounded in the language of… participants" and that qualitative researchers attempt to "comprehend phenomenon, not on the basis of the researcher's perspective and categories, but from those of the participants in the situations studied" (p. 289). It can be argued that when a qualitative researcher attempts to think theoretically, as stated by Morse et al. (2002), they also inadvertently conform to interpretive validity, as advocated by Maxwell (1992).

Theoretical development, on the other hand, the next verification strategy, requires a "macro conceptual/theoretical understanding" (p. 18), focussing on higher levels of abstraction. Theoretical development is closely related to what Maxwell (1992) calls theoretical validity for qualitative studies. According to him, this entails theoretical understanding, which "refers to an account's function as an explanation, as well as a description or interpretation, of the phenomenon" (p. 291). He holds that theoretical validity goes beyond concrete descriptions and depends on "the consensus within the community concerned with the research about the terms used to characterise the phenomena" (p. 292). As such, insights that emerged from the data in this study were related to existing literature, which will also need to be tested in later studies to confirm

consensus within the community concerned, as shown in the theoretical Chapter later in the report.

Therefore, in light of the study, the theoretical development looked at theory "as an outcome of the research process, rather than being adopted as a framework to move the analysis along" (p. 19). In doing this, Lincoln and Guba's (1985) framework for a post-doc assessment and Morse et al.'s (2002) verification strategies during the research process were used to provide a holistic approach to validating the data during and after the analysis process.

3.9.3   The role of the researcher

Leitch et al. (2010) view quality as "an umbrella term to encompass notions of truthfulness, integrity, rigour, robustness, and aptness" (p. 71) in their study about quality, validation, and trust in qualitative methodologies. Adopting this notion of quality, this study adopted the notion to firstly anticipate any foreseen challenges and secondly, to continue to assess the "truthfulness, integrity, rigour, robustness, and aptness" (Leitch et al., 2010, p. 71) of the research process with triangulation, fairness, and authenticity (Hlady-Rispal & Jouison-Laffitte, 2014); and thirdly, to reflect on one's prejudices and biases during the research process (Leitch et al., 2010).

In addition, Leitch et al. (2010) view the validation process as occurring in three domains: the research design and data collection, analysis, and interpretation. In each consecutive part, the researcher should ethically validate their own moral stance, reflect on the research's substance, and then on their quality.

Therefore, looking back at the validation process during data analysis, considering the framework of Lincoln and Guba (1985) and the verification strategies of Morse et al. (2002), it becomes evident that these do not only provide a means to validate data, it encompasses a holistic process in which the responsiveness of the researcher is also taken in consideration. With this in mind, looking at Table 13, the following section will show how the framework of Lincoln and Guba (1985), the verification strategies regarding researcher responsiveness of Morse et al. (2002), and Leitch et al. (2010) approach to quality research will be integrated—providing a holistic approach to data verification, managing researcher responsiveness to establish trustworthiness in the researcher, and to provide quality research.

Table 13: An integrated approach to validate the data (Leitch et al., 2010; Lincoln & Guba, 1985; Morse et al., 2002)

	Research design & data collection domain	Data analysis domain	Interpretation domain
Anticipate any foreseen challenges	Respondent bias & the recall of information by participants	Relying on the participants ability to reflect Differentiating mechanisms from context factors	Inexperience by the researcher
Continue to assess the "truthfulness, integrity, rigor, robustness, and aptness" (p. 71), during the research process. Applying Morse et al. (2002) verification strategies.	Methodological coherence Case appropriateness Collecting and analysing data concurrently	Methodological coherence Collecting and analysing data concurrently Thinking theoretically	 Thinking theoretically Theory development
Assessing the "truthfulness, integrity, rigor, robustness, and aptness" (p. 71), post-hog. Applying Lincoln and Guba (1985) framework.	Credibility (triangulation) Transferability (detailed description of the research context) Dependability (audit trial by documenting changes & show study limitations) Confirmability (confirmability audit)		
Researcher reflection adopted from Leitch et al. (2010) approach to quality research.	The researcher should ethically validate his or her own moral stance.	The researcher should substantively validate the analysis process by showing transparency.	The researcher can show research quality by recording his/her own transformation during the research process.

Firstly, to anticipate any foreseen challenges, the researcher looked at respondent bias and ways in which the researcher could soften the effects of poor information recall by participants during the data collection domain. During analysis, the researcher was attuned to participants' ability to reflect and to differentiate mechanisms from context factors. In the interpretation domain, foreseen challenges may come from

researcher inexperience. Being attentive to this fact and using supervisory services in the research process assisted in overcoming these challenges.

Secondly, to continue to assess the "truthfulness, integrity, rigour, robustness, and aptness" (Leitch et al., 2010, p. 71) of the research process, the researcher has drawn from Morse et al.'s (2002) verification strategies regarding researcher responsiveness. In the research design and data collection domain, methodological coherence, case appropriateness, and concurrently collecting and analysing the data have been applied. In the analysis domain, the researcher ensured methodological coherence by collecting and analysing the data coherently and using theoretical thinking, as the analysis was also about making sense of the data (Welch et al., 2011). In the interpretation domain, sense-making continued by applying theoretical thinking; however, in this domain, theoretical thinking became more abstract, moving towards theory development (Pawson & Tilley, 1997; 2004).

As these strategies have delivered continued attempts to ensure trustworthiness in the research process, post hoc assessments also made the researcher attentive to validation issues. For this, the researcher had drawn from the framework of Lincoln and Guba (1985) to look at credibility, transferability, dependability, and confirmability using various techniques, as shown in Table 11.

Lastly, to reflect on one's prejudices and biases during the research process, the researcher validated his ethical and moral stance early on during the research design. Then, during analysis and interpretation domains, he substantively validated the process by continuously taking notes in a research memo to show transparency about the research process and how the process was experienced (Starks & Brown Trinidad, 2007).

Therefore, in light of Table 13, combining the approach of Leitch et al. (2010), the framework of Lincoln and Guba (1985), and the verification strategies of Morse et al. (2002), this research adopted these strategies to produce quality research with valid data and to establish trustworthiness in the researcher. Research, however, must also be bounded by an ethical code. Ethical boundaries rely on a quality framework which will be discussed next.

3.10 Ethics

This research was conducted under strict ethical guidelines, which are regulated by an ethical board internally positioned in the institution of enrolment (IBRPR, 2016).

The Gordon Institute of Business Science (GIBS), affiliated with the University of Pretoria (UP) in South Africa, has a formal Research Quality Committee (RQC) that oversees all research proposals and reports. It evaluates all elements in the study to determine the ethical significance to make an informed decision on whether the study can continue in the proposal stage and then again after the study delivers a research report before the examination.

To uphold the ethical standards, formally signed consent forms were obtained before any data collection, and confidentiality was preserved by using pseudonyms. Also, permission was granted by all participants to use their visuals in the research report. Table 14 shows each respondent and their pseudonyms. Note that responded three (Responded 3) was excluded from the study but was used for the pilot test.

Table 14: Names in the data linked to pseudonyms

Pseudonym name:	Respondent information in the data:	Consent given to use visuals in the research report:
Mary	Respondent 1 (R1)	Yes
Joan	Respondent 2 (R2)	Yes
Emily	Respondent 4 (R4)	Yes
Beatrix	Respondent 5 (R5)	Yes
Bettie	Respondent 6 (R6)	Yes
Ana	Respondent 7 (R7)	Yes
Clelia	Respondent 8 (R8)	Yes
Margaret	Respondent 9 (R9)	Yes
Precious	Respondent 10 (R10)	Yes
Beauty	Respondent 11 (R11)	Yes
Regina	Respondent 12 (R12)	Yes
Princess	Respondent 13 (R13)	Yes

Furthermore, because of the language barriers between the trainees in the intervention (Sepedi) and the researcher (English), the assistance of an interpreter and translator who had sociolinguistic language competence and were affiliated with a professional association was contracted. The process followed was within the boundaries of the ethical conditions stipulated by the RQC.

3.11 Conclusion

The research problem in Chapter 1 and the literature pertinent to this area led to the research question in Chapter 2. Chapter 3 shows how the researcher generated quality data to answer the overarching research question and argued the appropriate research design and considerations for ethical appropriateness with identified challenges. Therefore, providing the foundation to generate credible data, deliver quality research, and contribute rigorously to knowledge.

4   WITHIN-CASE ANALYSIS

4.1   Introduction

According to Pawson and Tilley (2004), a realist evaluation does not ask, "'What works?' or, 'Does this programme work?' but asks instead, 'What works for whom in what circumstances and in what respects, and how?'" (p. 22)—wanting to understand how "interventions bring about change" (p. 3). They claimed interventions "are 'theories', they are 'embedded', they are 'active', and they are part of 'open systems'" (p. 3). They further claim that to explain and fully understand interventions, an evaluator should focus on key concepts: the mechanisms, programme context, outcome pattern, and context-mechanism-outcome pattern configuration. According to them, "programmes work (have successful ''outcomes') only in so far as they introduce appropriate ideas and opportunities ('mechanisms') to groups in the appropriate social and cultural conditions ('contexts;')" (p. 57).

Next, the data analysis process will be described, after which a summary of the 12 cases will be shown. Then, each case will be represented by showing the Context-mechanism-outcome (CMO) configuration for each case, followed by a discussion of the data pre, during, and after the intervention. Lastly, a summary of the within-case analysis coding structure that led to six emergent themes will be presented in a table format, after which the themes will be discussed in detail to lay the foundation for the cross-case analysis.

4.2   Within-case data analysis process:

Following the conventional analysis approach for data before, during and after the intervention, all data were analysed, and 492 codes were developed. These codes were grouped into 29 code categories with 23 sub-categories. Table 15 summarises the codes that connect to each code category and sub-category, which links to the description per case.

Table 15: Linked codes, code categories and sub-categories (Saldaña, 2021)

Codes	Categories	
Linked codes	**Code categories**	**Sub-categories**
33	Actions	Actions towards business (8)
		Actions in the training (25)

Codes		Categories
Linked codes	**Code categories**	**Sub-categories**
21	Attitudes	Attitude change (4)
		Negative attitudes (3)
		Positive attitudes (14)
4	Perception	
7	Ownership (independent)	
6	Outgroups	
6	Individualistic	
9	Change	
11	Cognitive	
10	Determination (motivation)	
4	Reflection	
11	Behaviour	
4	Awareness	
11	Emotive	
43	Business	Business activity (22)
		Business insights (7)
		Business marketing (2)
		Business opportunity (1)
14	Customers	
7	Employment	
13	Challenges (in business)	
8	Sharing	
45	Learning	Blended learning (6)
		Learning by doing (6)
		Learning through instruction (22)
		Learning through own experience (8)
		Learning through sharing (3)
14	Collective (social)	
30	Resources	Business means (8)
		Business needs (7)

Codes	Categories	
Linked codes	**Code categories**	**Sub-categories**
		Business offering (5)
		Business reward (10)
5	Context	
9	Trainers	
13	Informational (self-concept)	
2	Challenges (in the training)	
126	Training	Training activities (2)
		Training conditions (8)
		Training instructions (2)
		Training material (40)
		Training structure (34)
5	Expanding	
11	Forward thinking	
10	Monitoring	

In the next section, results for each case will be shown to better understand what works for whom, in what circumstance, in what way, and how. First, a summary of all 12 cases will be shown in Table 16. Secondly, an overview of each case will be provided, after which the data will be related to the explanatory effect matrix for each case and the predetermined coding framework from the deduced programme theory. Lastly, the data collected before, during, and after the empirical investigation will be described. To iterate what was shown in the methodology section, pseudonym names were used instead of the cases' actual names, and all cases gave consent to use their visuals in the study report.

Table 16: Summary of all 12 cases

Case visual	Pseudonym name & real age	Proactive behaviour scores out of 14	Preferred learning style	Programme Context	Mechanism	Outcome pattern
	1. Mary (69)	10 before 10 after	Reflective observation (watching) **Assimilator**	Mary prefers to be familiar with the context of her business and she chooses to be comfortable in it.	**Action formation:** Practical, cautious and reserved.	The outcome must be predicted correctly based on relevant, current, valid and reliable information.
	2. Joan (58)	14 before 14 after	Reflective observation & active experimentation (watching & doing) **Assimilator & accommodator**	Joan seems to be very comfortable with uncertainty. She adapts to the context and the contextual requirements.	**Situational:** A go-getter. Joan seems to be very adaptable to change.	Joan seems to believe that she controls the outcome and that it results from her choices and actions.
	3. Emily (54)	8 before 8 after	Reflective observation, abstract conceptualisation & active experimentation (watching, thinking & doing) **Assimilator, converger & accommodator**	Emily requires a more stable and known context. Little uncertainty.	**Action formation:** Emily relies on past experience to give her more control over a situation.	The more certainty, the more positive the outcome will be.
	4. Beatrix (55)	9 before 9 after	Concrete experience, reflective observation & active experimentation. (Feeling, watching & doing) **Diverger, assimilator & accommodator**	Beatrix is comfortable with uncertainty, although she wants to be more in control.	**Action formation:** Beatrix relies on her intuition and experience.	Practicality seems to be critical.

Case visual	Pseudonym name & real age	Proactive behaviour scores out of 14	Preferred learning style	Programme Context	Mechanism	Outcome pattern
	5. Bettie (57)	10 before 10 after	Active experimentation (doing) **Accommodator**	She resonated well with materials that resembled closely to her reality in her business environment.	**Action formation & situational:** Bettie believes in straightforwardness. Reality and practicality.	It must be practical and aligned to her customers.
	6. Ana (47)	11 before 10 after	Reflective observation (watching) **Assimilator**	Ana is comfortable in a known context, however, do not shy away from a challenge in times of uncertainty.	**Action formation:** Ana believes in growing the business for financial gain.	For Ana it is about the material outcome of the business. What can she learn to make more money?
	7. Clelia (69)	11 before 11 after	Reflective observation (watching) **Assimilator**	A more stable and familiar environment will work better for Clelia.	**Situational:** Clelia used the social setting of the intervention to make sense of things and relies heavily on her community for guidance.	Reality as she knows it and practicality.
	8. Margaret (61)	11 before 13 after	Reflective observation & abstract conceptualisation (watching & thinking) **Assimilator & converger**	Margaret seems very much in control and comfortable with uncertainty.	**Transformational:** What works for the collective?	It must benefit the community.

Case visual	Pseudonym name & real age	Proactive behaviour scores out of 14	Preferred learning style	Programme Context	Mechanism	Outcome pattern
	9. Precious (49)	12 before 11 after	Reflective observation & abstract conceptualisation (watching & thinking) **Assimilator & converger**	Precious is more comfortable in a context where she has control. She attempts to avoid uncertain situations.	**Situational:** More structure means more certainty. Also, she learns from her peers.	Certainty and control.
	10. Beauty (61)	10 before 8 after	Reflective observation (watching) **Assimilator**	Beauty seems to cope better in socially laden situations.	**Action formation & situational:** What works for the community will work for Beauty, but also her strong beliefs and convictions are a strong determinant for change.	What is good for the collective.
	11. Regina (36)	12 before 12 after	Reflective observation (watching) **Assimilator**	Control what you can and adapt to what you cannot control.	**Action formation:** Regina believes in her own capabilities.	If you work hard, you will reap the benefits.
	12. Princess (61)	11 before 12 after	Concrete experience & abstract conceptualisation (feeling & thinking) **Diverger & converger**	Very much family oriented. It is about the collective.	**Situational:** Princess is driven by what is good for the collective.	How will it benefit her family?

4.3 Case 1: Mary

4.3.1 About Mary

Mary is 69 years of age, lives in Moketsi near Tzaneen in the province of Limpopo, South Africa, and has always been a businesswoman. She has been selling bananas and other kinds of fruits for many years. She also sells food, like vetkoek[1], fish, eggs, and other food items, at a school. Mary now sells cold drinks, atchara[2], chips, airtime, and neckpieces. Mary proudly claims, *"I never worked for a white man"* (Tzaneen, 16 April 2019).

According to Mary, when you own a business, you work hard, but you have a good life and will not starve.

4.3.2 Explanatory effects matrix for Mary

Table 17 below shows the CMOC for Mary, and the discussion shows how the CMOC was developed by focussing on the programme context, the mechanism, and the outcome pattern considering the data before, during, and after the intervention.

Table 17: Explanatory effects matrix for Mary

Configuration component	Description
Programme Context(s)	Mary prefers to be familiar with the context of her business and she chooses to be comfortable in it.
Mechanism	Practical, cautious, and reserved that links to action-formation mechanisms (a macro-to-micro perspective).
Outcome pattern(s)	The outcome must be predicted correctly based on relevant, current, valid, and reliable information.

Programme context - With Mary, the context mattered. Mary connected with the training material if it was presented with elements that matched the context she was accustomed to, supporting a learning-by-doing approach. The physical setting did not play a significant part in Mary's transition, nor did it exert any observable influence on her learning or change that occurred before, during or after the training sessions in the intervention.

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[1] Vetkoek – A South African dish similar than a doughnut without the hole made with yeast dough.
[2] Atchara – Fermented pickled green papaya

Mechanisms - From the data before, during and after the intervention, it is clear that Mary's actions and choices are influenced by specific combinations of desires, beliefs and opportunities. She reacts when stimuli match her belief system, which connects to what she knows and is accustomed to. It points to micro-to-micro level mechanisms. It could be argued that Mary tolerates change only when there exists congruence between new information shared and the knowledge that shaped her belief system. It can, furthermore, be argued that Mary's age (68) may have contributed to her reluctance to change.

Outcome patterns(s) - Because the core focus of the study is to understand what works for whom, in what circumstance, in what respect and how, the outcome patterns still must be considered. Again, Mary has shown to connect to material things in the training that mimics her belief system. Therefore, it can be argued that the outcomes of the intervention, improving entrepreneurial action, could be increased if Mary's belief system is altered with relevant, current, valid, and reliable information in a familiar context.

4.3.3   Data before the intervention

4.3.3.1   Data collected from the PI questionnaire

In the section on the self-reported initiative, Mary indicated that she attacks problems actively. Whenever something goes wrong, she searches for a solution immediately. She is always willing to get involved and take initiative when others don't. She is good at realising her ideas and pursues available opportunities to attain her goals.

Mary also indicated that currently, it is helpful to make plans for the future and that it also means she has to manage her business plans. However, she did indicate that it is too early for her to make future business plans. She does not like to take a typical "let's wait and see" approach but instead wants to change her business to fit the current circumstances. Yet, she indicated that it is useless to implement plans in the present situation and that she only makes plans when she is confident of what will happen in the future. Mary scored ten before and ten after the intervention, indicating no change.

4.3.3.2   Data collected from the learning style inventory

Mary showed a preference for learning through reflection. She works things out rather than just jumping to conclusions. She prefers to think things through, having a lot of information to sift through to help her weigh her options first before she makes a decision or comes to a conclusion. Mary is clear that one cannot make a decision just

because it feels right; you have to consider all the facts. She prefers to look at an issue or activity from many angles before choosing one way to approach it. In the same sense she had shown in an example of writing a letter, she would prefer to try out several rough drafts before writing the final version. Therefore, Mary decided to consider all alternatives before she made up her mind. A "look before you leap" approach, listening more than talking.

Although Mary showed a strong preference for using reflection to learn, she is also efficient in her learning and eager to explore and understand things. To a lesser extent, Mary likes to be right about something and, therefore, prefers to take a step-by-step approach to solve problems rather than guessing. She does not want to take things for granted; she likes to check things out for herself. Stated differently; she does not like loose ends and prefers to fit things in a logical pattern. Although she does not like to stick to fixed routines or timetables, she surprisingly likes meetings or discussions to follow a pattern and keep to a timeline. She admitted that she is fussy about how she thinks and a bit of a perfectionist, which is why she finds it challenging to come up with wild ideas. She adds that careful logical thinking is the key to getting things done, probably because she likes to know how things work.

According to Mary, what matters most about learning is that it must be relevant and work in practice. She also judges others' ideas regarding how it works in practice. In discussions, she gets straight to the point and only puts forward theories that she knows will work. She, however, is eager to work out how to use new ideas in practical ways, avoiding wild ideas. According to her, it does not matter how you do something as long as it works. She will do whatever she needs to get the job done. Surprisingly, she showed that she prefers complicated over more superficial, more straightforward activities.

Yet, Mary's behaviour towards learning is still influenced by other subtle beliefs and attitudes. Although Mary does not like to take risks, she often just does things because she likes them, without thinking about them first. She is keen to seek out new things to do, even if it challenges her at times. For these reasons, she prefers to jump in and do stuff before planning. She claims to pitch many ideas during discussions and is not too bothered about rules and plans because it takes the fun out of things. According to to Mary, she is usually the life and soul of the party and does not mind if things get a bit out of hand. However, she still feels that she listens more than she talks.

4.3.4   Data during the intervention

The observations painted quite a different picture. Mary was very quiet on the first day of the training. The trainer had to engage her several times to motivate her to participate in the discussions. However, she listened actively as she kept up with the training activities and the conversations that resonated with them. Mary started to participate freely on the second training day from mid-day onwards. She connected well with an activity about assessing environmental changes to discover possible opportunities. On day three, the trainer prompted Mary to engage in the discussions.

On day four of the training, only Mary and Beatrix were present in the morning. The trainer, therefore, only started mid-day with the training when others arrived. Although Mary was present on day five for the training, she did not seem very interested in the conversations. On day six, Mary and Emily were the only two trainees present, and Mary stepped forward to pray before the training commenced.

4.3.5   Data after the intervention

When Mary was asked what she had learnt in the last couple of days, she was quick to reference the experience of a character in one of the case studies in training by replying:

> *I learnt about Thandi, a woman who was selling food next to other food businesses. She went to the other side of the town to advertise her business and started delivering food to customers there using a bicycle or motorbike. She inspired me and I learnt that I can make progress like her if I can check how other people are running their businesses (Tzaneen, 16 April 2019).*

To make it more specific, Mary was asked what in training she found most useful, something that she could use in her own business. Mary highlighted the usefulness of marketing tactics such as differentiation, which she seemed to understand well and value for its ability to enhance her business:

> *The advice on what to do when the business is not doing well. For example, if someone sells "sephatlo"[3] and you are also selling "sephatlo" check the ingredients they are using and use better ingredients than theirs to attract the*
> buyers. That is what they taught us, and we see that it is important (Tzaneen,   16 April 2019).

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[3] Sephatlo – A quarter bread with other food stuffed into it.

4.4 Case 2: Joan

4.4.1 About Joan

Joan is 58 years of age, lives in Moketsi near Tzaneen in the province of Limpopo, South Africa, and started her business because she was unemployed. She started selling tribe, then moved to chicken feet and pieces, trotters[4] and intestines with green vegetables, tomatoes and beans. Later she added Nik Naks, coke and sweets. She now runs a chicken business and wants to start farming.

4.4.2 Explanatory effects matrix for Joan

Table 18 shows the CMOC for Joan, and the discussion to follow shows how the CMOC was developed by focussing on the programme context, the mechanism, and the outcome pattern considering the data before, during, and after the intervention.

Table 18: Explanatory effects matrix for Joan

Configuration component	Description
Programme context(s)	Joan seems to be very comfortable with uncertainty. She adapts to the context and the contextual requirements.
Mechanism	A go-getter. Joan seems to be very adaptable to change which links to situational mechanisms (a macro-to-micro perspective).
Outcome pattern(s)	Joan seems to believe that she controls the outcome and that it results from her choices and actions.

Programme context – The intervention's physical setting did not significantly affect Joan's learning and propensity to change. Although the context matters in terms of the training material through the case studies and scenarios in the exercises, it did not have any notable influence on the physical location in which the intervention was presented, although it did support a learning-by-doing approach. Then again, Joan has shown to be versatile, and it can be argued that Joan is adaptable to change.

Mechanisms – Joan seems comfortable with change and has shown that specific situations, such as the intervention, can shape her beliefs, desires and

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[4] Trotters – A pig's foot used as food.

opportunities, which point to situational mechanisms. Joan is, therefore, more inclined to be influenced to change from macro-to-micro level mechanisms.

Outcome patterns(s) – Because Joan is open to change, she is more open to learning and changing her ways of thinking about certain situations. Joan favours growth and progress, and it can be argued that knowledge and the changes in thinking accompanying such learning could increase entrepreneurial action.

4.4.3   Data before the intervention

4.4.3.1   Data collected from the PI questionnaire

Joan has indicated on the self-reported initiative that she actively attacks problems. She searches for solutions immediately when something goes wrong. She actively wants to get involved with activities and take initiative when others do not want to. According to Joan, she grabs opportunities to attain her goals, even if it means doing more than she should. She views herself to be particularly good at realising her ideas.

Joan does think it is helpful to make plans and believes one should do it. She does not think it is too early to make plans and is against a 'let's wait and see approach. Joan does not think it is a good idea to change her business now but does see the value in implementing plans because she understands the future is uncertain. Joan scored 14 before and 14 after the intervention, indicating no change.

4.4.3.2   Data collected from the learning style inventory

The inventory indicates that Joan shows a strong preference for learning through reflection. She likes to take care in working things out, weighing all her options before making decisions or jumping to conclusions. She listens way more than she talks. During decision-making, Joan prefers to have a lot of information to base her decisions on facts instead of how it makes her feel. When dealing with problems, she likes to view them from many angles before selecting a probable solution. An example would be writing draft letters before finishing the final note. Therefore, she considers all her options before making up her mind, a look-before-you leap approach.

Joan also learns very well by being practical. She prefers simple, straightforward things rather than something too complicated. What matters most to her about what one learns is that it should work in practice. In the same sense, she indicated that she is eager to try new ideas, but only if it works in practice. During discussions, she likes to get straight to the point and will only put ideas forward that she knows will work. It means she dislikes wild ideas that are not practical do not work or cannot get the job done.

Although Joan had shown a preference to use reflection and to be practical about her learning, her behaviour towards learning is still influenced by some beliefs and attitudes from her past. Although Joan does not like to take risks, she often does things without thinking just because she feels like it. Sometimes she actively seeks things to do, even if it is new and challenging. She does not like to plan too much and often jumps into doing things as they come along. To a lesser degree, she sometimes does pitch in with ideas during a discussion. Now and again, she ignores the rules and plans to have some fun. Rightfully so, she sometimes feels that she is the 'life and soul' of the party and does not mind if things get a bit out of hand.

Because Joan likes to be correct, she prefers a step-by-step approach rather than guessing things. She does not want to stick to fixed routines or timetables and often takes things for granted. On the other hand, however, she prefers some structure and timelines when it comes to discussions. Joan does not like loose ends and looks for patterns in things. She can be fussy at times and find it challenging to produce wild ideas off the top of her head; however, she does think that careful logical thinking is essential for getting things done.

4.4.4   Data during the intervention

From the first day of the training, Joan connected with the other trainees and even helped Emily understand instructions from the trainer. She was, however, very active on her cell phone during the training sessions. She received numerous calls outside the training venue showing consideration for the other trainees. On the second training day, Joan connected well with Mary, Emily, and Beatrix during the activity about assessing environmental changes to discover possible opportunities. Joan, together with Mary, Emily and Beatrix, showed interest in the topic, which they seemed to enjoy.

On day three, Joan was asked by the trainer to think of a business idea and then share it with the class. A good discussion about it followed. The group responded very favourably towards her concept. It seemed that she was very humbled by the good responses from the other trainees. Joan participated very well during the next couple of activities about "creating an experiment" and then using the concept with their own business.

On day five, Joan still took phone calls during the training outside the training venue. The trainer asked the trainees, around midday, to put their phones on silent as it became a distraction for other trainees. It continued on day six, after which the trainer again had to ask Joan and some other trainees to put their phones on silent.

4.4.5   Data after the intervention

When Joan was asked what she had learned in the last couple of days, she was adamant she had learnt enough in training to follow through on her goals and start multiple businesses by the grace of God:

> *I can start a new business, different from the one I already have. I gained knowledge which will help me go somewhere with my business. I won't decline an invitation to business training because that is where I find knowledge. Should I want to start another business, I will reach that goal because I have grasped everything they taught us. May God help me reach my goals (Tzaneen, 16 April 2019).*

When Joan was asked how the training helped her with her farming idea, she continued to emphasise multiple businesses; it seems she was pretty surprised by the fact that a business owner can be responsible for various businesses:

> *I have grasped what they taught us. When I am alone, I think that I can start farming and I will succeed, but I won't stop selling stuff. I have learnt that I need more than one business, two, three or four. I can employ someone to sell my stuff at the market while I go around selling tomatoes, salt and meat. I have received good advice (Tzaneen, 16 April 2019).*

Joan answered very confidently when she was asked about her plans and how the section about planning in training has helped her. She shared her initial thinking and what she already had in place. She also showed a willingness to continue with her dreams:

> *I am farming, and I have collected quotations for plants because should I order them myself, they will be delivered after a long time. I already approached people running projects, and they agreed to sell me 200 plants at R50. I took their contact details to call them when I was ready to start the business. I have to nurture my dream if I want to realise it. We learnt to be self-employed in training (Tzaneen, 16 April 2019).*

Challenges in business are inevitable, and when Joan was asked about some of the challenges that she experienced in her business, she shared her story about customers buying on credit and then defaulting because of various circumstances:

> *Some customers take stuff and promise to pay later but never deliver. You cannot … (silence). Some of the people who owed me money have passed on, and I cannot claim money from their family members. It is God's will. It continued*

until I told my husband that we would lose our business because people died owing us money (Tzaneen, 16 April 2019).

4.5 Case 3: Emily

4.5.1 About Emily

Emily is 53 years of age and lives in Moketsi near Tzaneen in the province of Limpopo, South Africa. She owns a tuck shop from which she mainly sells chips. Emily seemed very shy or did not trust the interview process because she did not share many details during the interview.

4.5.2 Explanatory effects matrix for Emily

Table 19 shows the CMOC for Emily. The following discussion shows how the CMOC was developed by focussing on the programme context, the mechanism, and the outcome pattern considering the data before, during, and after the intervention.

Table 19: Explanatory effects matrix for Emily

Configuration component	Description
Programme context(s)	Emily requires a more stable and known context with little uncertainty.
Mechanism	Emily relies on past experience to give her more control over a situation which links to action-formation mechanisms (a micro-to-micro perspective).
Outcome pattern(s)	The more certainty, the more positive the outcome will be.

Programme context – Although the physical setting in the training environment did not seem to play any significant role in the intervention, Emily did seem to find comfort in fellow trainees being an older woman. It could be argued that this context helped her to be more open to change. The context of the training materials and the tools for learning, however, did make a significant difference in her connecting to the information, supporting a learning-by-doing approach.

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Mechanisms – It was apparent that Emily's thinking and openness to change were very reliant on her belief system and that her choices and actions were carefully anticipated. It, therefore, points to her being influenced by a combination of desires, beliefs, and opportunities regarding her reflections on a situation. Emily is more inclined to respond to micro-to-micro level mechanisms; therefore, change for her will happen through action-formation mechanisms.

Outcome patterns(s) – As seen above, Emily will increase entrepreneurial action if the change aligns with her belief system. Because Emily heavily relies on her reflection of situations, it will take Emily longer to change behaviours that align with the purpose of an intervention.

4.5.3   Data before the intervention

4.5.3.1   Data collected from the PI questionnaire

Emily indicated in the self-reported initiative section that she actively attacks problems. Whenever something goes wrong, she searches for an immediate solution and likes to get actively involved whenever there is an opportunity. According to Emily, she grabs opportunities quickly to attain her goals and takes initiative in situations when others don't. She indicated that she is particularly good at realising ideas and usually does more than what is expected of her.

Furthermore, Emily indicated that it is helpful to make plans and that she will not be able to manage without planning for the future. She does not seem very comfortable with a "let's wait and see" approach and thinks it is a good idea to change her current business actively. At the same time, however, she also indicated that it is too early for her to make plans and that she only really makes plans if she knows what will happen in the future. Emily scored eight before and eight after the intervention, indicating no change.

4.5.3.2   Data collected from the learning style inventory

Emily had shown a strong preference for learning through reflection. The inventory showed that she prefers to be cautious about working things out and not just jump into something. She weighs her options and considers all possibilities before deciding or coming to a conclusion. To do this, Emily prefers to have more information to sift through than too little. According to her, one cannot make a decision based on one's feelings; it has to be based on facts. When facing problems, Emily indicated that one needs to consider all options to approach the problem before selecting the one you

want to go with. It is like writing a letter; one first writes a couple of drafts before writing the final version, taking a "look before you leap" approach. Emily, therefore, prefers to listen more than what she talks.

Emily also, to a lesser degree, learns by theorising about things. The inventory indicated that Emily likes to be correct about something, so she prefers a step-by-step approach to solving problems instead of guessing. She prefers to be on top of things, sticks to a fixed routine and uses timetables. Emily does not seem to find it challenging to come up with wild ideas, although she does not like loose ends and prefers to see things fit into some sort of pattern, even in discussions. She did indicate that she is a bit fussy about how she does things and a bit of a perfectionist. Emily seems curious about something and believes that careful logical thinking is the key to getting things done.

Although Emily also learns by being pragmatic about things, it influences her to a lesser degree. Occasionally, she does prefer simple, straightforward things and is concerned about how they will work in practice. She likes to get straight to the point and tries new ideas; however, depending on how it will work in practice. She sometimes even thinks of more practical ways of doing something. In contrast, she likes wild ideas and does not think they always must work. However, she indicates that she will do whatever it takes to get the job done.

Emily seems to learn least by being an activist. Occasionally, she likes to take risks and do things just because she feels like it. She sometimes likes a challenge and tries something new and different. Although she likes to plan, she prefers to jump into something occasionally. It was the same with discussions; she was prepared to pitch many ideas at some events. Emily still indicated that she listens more than talks and prefers rules and plans, even though it often takes the fun out of things. She often feels, to a lesser degree, though, like she is the life and soul of a party and does not mind if things get a bit out of control.

4.5.4 Data during the intervention

From the observations in training, Emily, on day one, was very responsive in training. She said grace in the morning and helped explain some vague concepts to another trainee. On day two, Emily was quiet but engaged. On day three, she became more responsive, especially during an exercise where Joan had to talk about her business idea. She responded well to her business idea. She seemed to find it difficult to grasp some of the concepts herself. However, Joan, at times, reflected her understanding of these concepts, which she struggled with, which also helped the other trainees understand it better. For the remainder of the training days, days four, five and

six, Emily was quite late for the sessions due to commitments to her business, seeing it was the end of the month. When she was present, she actively listened to the trainer and joined in the conversations with the other trainees.

4.5.5 Data after the intervention

Emily did not speak a lot in the interview. As in training, she did not seem very responsive. At times when she did respond, it was straightforward and to the point. However, Emily indicated that she liked seeking information the most. When asked about reaching her goals, she responded she lacks confidence: "*I lacked confidence before, but now I am confident. I will be able to reach them*" (Tzaneen, 16 April 2019). Yet, when she was asked about what pushes her to reach her goals, she emphasised other people and how she must work with them: *"I have to work with other people, and I must make sure that they like and understand me"* (Tzaneen, 16 April 2019)*.*

Because Emily spoke very softly in the interview, most of her response to some of the questions was inaudible. In another response to a question about what motivates her to run her business, Emily emphasised her financial situation: "*My debts motivate me because I have to pay my debts every month*" (Tzaneen, 16 April 2019). And when she was asked about what in training has helped her most, she did not provide any specifics, instead responding quite generally: *"You are not supposed to relax; you must keep your eyes open"* (Tzaneen, 16 April 2019). Also, *"You have to feel free to ask people what they like and don't like"* (Tzaneen, 16 April 2019).

4.6 Case 4: Beatrix

4.6.1 About Beatrix

Beatrix is 55 years old and from Ga-Mmadimane near Tzaneen in Limpopo, South Africa. She started her business due to unemployment. She first sold tomatoes, green vegetables, and beer; then, she shifted to making dresses. Beatrix learnt from a confidant about a possible business loan she applied for, received the funds, and then used the funds to excel in her dress-making business. She seems to be proactive in her business and open to new opportunities, yet she is cautious when it comes to money.

4.6.2 Explanatory effects matrix for Beatrix

Table 20 shows the CMOC for Beatrix. The discussion shows how the CMOC was developed by focussing on the programme context, the mechanism, and the outcome pattern considering the data before, during, and after the intervention.

Table 20: Explanatory effects matrix for Beatrix

Configuration component	Description
Programme context(s)	Beatrix is comfortable with uncertainty, although she wants to be more in control.
Mechanism	Beatrix relies on her intuition and experience which links well with action-formation mechanisms (a micro-to-micro perspective).
Outcome pattern(s)	Practicality seems to be critical.

Programme context – Although Beatrix was not significantly influenced by the physical setting of the intervention, even with numerous disruptions, the learning conditions mattered. She connected well with the learning, especially the case studies and scenarios used in the exercises that mimicked the community setting she was accustomed to. It supported a learning-by-doing approach, especially in how the learning was sequenced, creating awareness and understanding, and applied to her business.

Mechanisms - Action-formation mechanisms were at the forefront for Beatrix. Her individual choices and actions are influenced by specific combinations of desires, beliefs, and opportunities. It points to micro-to-micro mechanisms. Although Beatrix is more comfortable with uncertainty, she still relies heavily on her intuition and draws extensively from experience. What she knows draws considerable weight in terms of her willingness to change.

Outcome patterns(s) – Beatrix is open to learning and changing if the information is based on facts and corresponds with her belief system. Again, the emphasis here is on the credibility of the learning material, the trainer in the intervention and how well the information convinces Beatrix of its benefits compared to the risk.

4.6.3 Data before the intervention

4.6.3.1 Data collected from the PI questionnaire

Considering the self-reported initiative, Beatrix showed a lot of proactiveness in taking initiative. She indicated she actively attacks problems and seeks solutions

immediately. She takes initiative when others do not and gets actively involved whenever she is offered the opportunity to do so. She is also eager to jump into opportunities if they can assist her in attaining her goals more quickly. She is prepared to do more than what is asked of her to realise the ideas she came up with.

Beatrix indicated that it is helpful to make plans; however, at the moment, she felt that it was too early and that it was not necessary to create business plans. She did not like to take a "let's wait and see" approach and has shown to be open to change. On the contrary, she seemed to think that it is useless to implement future business plans if one does not know what will happen. Beatrix scored nine before and nine after the intervention, indicating no change.

4.6.3.2 Data collected from the learning style inventory

Surprisingly, Beatrix preferred to learn through reflection, being pragmatic and being an activist. From the inventory, she seems great at working things out and does not like jumping to conclusions too quickly. She likes to make careful decisions and to think things through, having plenty of information at her disposal before making any decisions, relying more on the facts than her intuition. It is almost like having a couple of drafts before having the final letter. In other words, she likes to consider all the alternatives before making up her mind. A "look before you leap" approach. She also prefers to listen more than talking.

At the same time, however, Beatrix also likes to take risks, often just because she feels like it. She likes to seek out new things and challenges and pitch new ideas in discussions. She does not want to be bogged down by too many rules, and plans, feels like the life of the party and does not mind if things get a bit out of hand.

And yet, Beatrix also has shown a preference for being practical. She prefers simple, straightforward things that work in practice. She likes to get to the point in discussions and judges ideas on their practicality. She will only put forward thoughts, no wild ideas, that she knows will work. More often than not, Beatrix tries to figure out more practical ways of doing things and then does whatever she needs to get the job done.

To a lesser degree, Beatrix seems to learn by thinking theoretically. She chooses not to guess things; instead, she prefers a step-by-step approach to be correct about something. She is not very keen on fixed routines and does not like loose ends too much. Although she sometimes prefers to see how things work and fit into some type of pattern, she finds it challenging to come up with wild ideas at the top of her head.

4.6.4 Data during the intervention

From day one, Beatrix was very engaged in the discussions. She was very talkative, especially during the exercise on daily routines. On day two of the training, Beatrix and Mary, Joan and Emily seemed engaged with the training content and were very eager to participate in the activities. By day three of the training, the respondents became more comfortable with the training structure and one another. Even Beatrix responded more comfortably to statements from other trainees about the activity "making an experiment" in training.

Day four started quite late, around midday, with only Beatrix and Joan present. They both said an opening prayer. During the afternoon training session, Beatrix received a couple of phone calls. The trainer eventually approached her to put her phone on silent. Later in the afternoon, during the section about getting finance for your business, particularly bootstrapping, Beatrix seemed to grasp the concept very well. She was eager to participate in the remainder of the discussions on days five and six, although with some phone call disruptions in-between.

4.6.5 Data after the intervention

Beatrix made it clear from the beginning of the interview that she is cautious when it comes to money. She was intrigued by the budgeting section in training and continued to explain how she will go about calculating her profits on a daily, weekly and monthly basis, especially when employing someone in her business:

> *If I employ someone, we must calculate how much profit the business makes per day, weekly and monthly. I must know which day we made more profit, find out why I couldn't make the same amount on other days, and work on correcting the wrongs to make more profit (Tzaneen, 17 April 2019).*

Beatrix also seems to be proactive in her approach to business. During the interview, when she was asked how she started the dress-making business, she shared her experience with crèches: *"I went to the crèches to market it and show them samples of gowns"* (Tzaneen, 17 April 2019). She also showed that she is very open to suggestions for new opportunities, as can be seen when she explained about a chance to make gowns with a visit to one of the crèches: *"They suggested that we buy rolls of material and make gowns"* (Tzaneen, 17 April 2019). When Beatrix was asked about what she had learnt in the six days of the training, she focused on transparency about her business and how she needs to involve other people when communicating her plans:

I learnt about a hard-working woman who wanted to sell tables and went to check with store owners if she could come to sell them in their stores, and they allowed her; if I plan to sell something, I have to inform my neighbours about my plan and show them the products that I want to sell (Tzaneen, 17 April 2019).

Beatrix, furthermore, elaborated on her plans to build a room for her dressmaking and even to start giving dress-making classes when she was asked about her future goals: *"I am dreaming of building a room where I can offer dress-making training, and I want the building to be completed by December"* (Tzaneen, 17 April 2019). In response to a question about how the training will assist her in achieving her dreams, Beatrix named a couple of venues and events that she can use to market her products: *"If I want to sell something, I must spread the information at the kgoro[5], stokvels[6], weddings, radio stations and also sent out flyers and paste some on the walls in public places"* (Tzaneen, 17 April 2019).

In response to her view on planning in business, Beatrix has indicated that continuous planning is necessary: *"you don't just wake up and decide to start a business, you must plan maybe from January to December or from December to January"* (Tzaneen, 17 April 2019). She even included some responsibilities regarding her financial commitments and planned to settle her debt: *"I must still be able to pay back the money I owe the white people"* (Tzaneen, 17 April 2019).

Beatrix seemed very contemptuous of the PI training and shared her positive views about her attitude and emotional state before the training and after: *"I am encouraged by the fact that one day I will come across obstacles, and then I will know how to deal with them. Before the training I would give up when things start to go wrong"* (Tzaneen, 17 April 2019).

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[5] Kgoro – A group of huts build around a central area which serves as a meeting place.
[6] Stokvels – An informal savings pool or syndicate, usually among black people, in which funds are contributed in rotation, allowing participants lump sums for family needs etc.

4.7 Case 5: Bettie

4.7.1 About Bettie

Betty is 57 years of age and lives in Moketsi near Tzaneen in the province of Limpopo, South Africa. She used to work on the farms until she realised that she earned the same as someone that goes into business for themselves selling things. She then bought green bananas and sold them as they ripened at schools. She now owns her shop. She explains her journey briefly: *I started buying green bananas and waiting for them to be ripe before I sell them in crates to people who sell fruit at the schools. I used my profit to buy a truck, cut wood from a farm of some white guy, and sell them to people using a bakkie. I used the profit from wood to build a shop (Tzaneen, 17 April 2019).*

Bettie feels very contemptuous as she can do anything she wants because she profits from her business daily. She explains, *"it is good to be self-employed because I don't have to wait for month-end to get money like a person who works for someone"* (Tzaneen, 17 April 2019). She did point to one thing she does not like about the business: using the money she saved to boost her business when sales are down on personal matters such as her child's schooling.

4.7.2 Explanatory effects matrix for Bettie

Table 21 shows the CMOC for Bettie. The following discussion shows how the CMOC was developed by focussing on the programme context, the mechanism, and the outcome pattern considering the data before, during, and after the intervention.

Table 21: Explanatory effects matrix for Bettie

Configuration component	Description
Programme context(s)	She resonated well with materials that resembled closely with her reality in her business environment.
Mechanism	She beliefs in straightforwardness. Reality and practicality which links with both situational (macro-to-micro approach) and action-formation mechanisms (a micro-to-micro perspective).
Outcome pattern(s)	It must be practical and aligned to her customers.

Programme context – Although the physical setting in the intervention did not play a significant role in Bettie's learning, the learning conditions influenced her openness to learn and changed her previously obscured beliefs and notions of opportunity. Like many other cases, Bettie was drawn to case studies and scenarios in the training material that matched the context in which she grew up and learned to trust.

Mechanisms – Specific social situations and events influenced Bettie in shaping her beliefs, desires and opportunities that match the context she was accustomed. However, she was also open to individual choices and actions from specific combinations of desires, beliefs and options if it was based on facts and could be supported by what is known to her. She, therefore, favoured situational and action-formation mechanisms influenced by macro-to-micro and micro-to-micro level mechanisms.

Outcome patterns(s) – Bettie increased her entrepreneurial action by developing herself personally, spilling over into growing her business. She was willing to learn and change if it made practical sense and contributed to growth.

4.7.3 Data before the intervention

4.7.3.1 Data collected from the PI questionnaire

In light of the self-reported initiative, Bettie showed a lot of proactiveness in taking initiative. She indicated that she actively attacks problems and seeks solutions immediately. She takes initiative when others do not and gets actively involved whenever she is offered the opportunity. She is also eager to jump into opportunities if they can assist her in attaining her goals more quickly. She is prepared to do more than what is asked of her to realise the ideas she came up with.

Bettie responded quite differently when asked questions that were developed to surface passivity. Bettie indicated that she did not think making plans for the future was helpful. She seems to believe it is too early to make plans for the future and feels contemptuous with a "let's wait and see" approach. According to Bettie, she will start making plans when she knows more about what will happen. Bettie scored ten before and ten after the intervention, indicating no change.

4.7.3.2 Data collected from the learning style inventory

According to the inventory, Bettie prefers to learn best when exercises and activities emphasise practicality to practice. She indicated that she likes simple, straightforward things that work in practice. She prefers to try new ideas, not wild ones,

and work them out for herself. She also tends to judge thoughts based on how practical it works. She likes to get to the point in discussions and will only put ideas forward that she knows will work. According to the inventory, Bettie will do whatever it takes to get the job done.

To a lesser degree, Bettie also showed that she often learns through reflection, being an activist, and theorising about things. She takes care to work things out and makes decisions very carefully, thinking about things and getting the facts before jumping to conclusions. She prefers to look at something from many angles before deciding. She likes to take a "look before you leap" approach but does not want to take too long to get to the final decision. She likes to listen more than she talks.

On the other hand, she likes to seek things to do, even if it is just because she feels like it. Although she likes to do something challenging, she does not like to take risks. At times she is not bothered with rules and plans, wants to be the "life and soul" of the party and does not mind if it gets a bit out of hand.

But then, she also likes to be correct and prefers to solve problems using a step-by-step approach. This means she wants to be hands-on but does not always like to stick to routines and timetables. She does not like loose ends and finds it challenging to come up with wild ideas at the top of her head. At times, she seems to be a perfectionist and thinks that careful logical thinking is the key to getting things done. To a lesser extent, she also wants to know how things work.

4.7.4   Data during the intervention

On day one, Bettie joined in the activity about "daily routines"; unfortunately, she did not contribute too much to other discussions. Bettie only started to participate actively again on day three in the afternoon. The group did an exercise about feedback, and she responded well to feedback that was given to Joan about her business idea. The activity of "making an experiment" again triggered her attention, and Bettie responded well to statements made in the exercise. She even raised a concern with the self-rating questionnaire about "identifying an opportunity" and how their thinking has changed since the start of the training. On day four, Bettie only arrived 15 minutes after one o'clock in the afternoon for the training and did not contribute much on days four, five, or six.

4.7.5   Data after the intervention

Her response was two-fold when Bettie was asked about what she had learnt during the training. She first admitted that she was not aware of record keeping, and secondly, she also did not speak to people about her business: *"I didn't know that I must*

keep monthly records of what I sold. I have learnt to save money" (Tzaneen, 17 April 2019). She explained, *"I have learnt to run a business and to talk to people about my business"* (Tzaneen, 17 April 2019).

According to Bettie, what she liked most about the activities in training is that they allowed her to achieve her goals by being active about it: *"I no longer sit on the chair the whole day waiting for people to come to buy my products. I have learnt many things including that I must have more than one business"* (Tzaneen, 17 April 2019). Bettie shared how she is planning to do some research about egg layers to understand the feasibility of it in terms of needed equipment: *"I must sit down and think first. I want to sell egg layers, so I have to do my research before I start this business to check its feasibility"* (Tzaneen, 17 April 2019). She said, *"It's farming. Before I start farming, I must enquire about the tractors and seeds but not just rush to start farming"* (Tzaneen, 17 April 2019).

Bettie was particularly impressed with an exercise about Thandi in training, who was cooking food but had issues delivering her product. How she came up with a solution, like a bicycle which is cost-effectively amassed Bettie: *"I have learnt that I can come up with many food-delivery methods. I can look for many cars that are not expensive, like a bicycle, and deliver the food to schools for children and teachers"* (Tzaneen, 17 April 2019). Bettie seemed confident when she acknowledged that in business, one should not rush into making decisions, instead observing first: *"The training has taught me to check first but not do things in a rush or stifle myself with debt"* (Tzaneen, 17 April 2019).

When Bettie was asked about what in her business drives her to reach her goals, she emphasised her customers and how she battles to deliver excellent service to her customer due to resource constraints:

> *My customers drive me because I have discovered that people who like my products stay far, so I need transport to reach them. I think my business will grow. People call me from certain places in need of chickens for catering their events, but I don't have transport to deliver the chickens (Tzaneen, 17 April 2019).*

Even when the discussion turned to how Bettie gained information about her business environment, she replied confidently. She indicated that community meetings provide her with the opportunity to connect with potential customers and market her product: *"I get an opportunity to receive information at the community meetings. We ask each other questions about what we need. At the meetings, I also get a chance to market my business"* (Tzaneen, 17 April 2019).

Bettie did not hold back in the interview and was willing to share information about her business and how she goes about running her business using feedback from customers to improve her service. She went from selling just a few chickens cash to selling seven hundred chickens currently by giving credit to her customers:

When I think of a business idea, I talk to people about it, and when they respond positively, I become excited because I know I will have customers. I also told people about my idea of selling chickens. Then I bought a few and sold them. Now I buy seven hundred chickens. I make the customers happy because I give them stuff when they don't have money, and they will pay me at month-end (Tzaneen, 17 April 2019).

Bettie used feedback well in getting information from her customers about their perceptions of her product at various venues and events: *"I check with people if they like my products before I buy them. We also attend business meetings organized by our church on Wednesdays and we get valuable information there about business ownership"* (Tzaneen, 17 April 2019).

Bettie was very excited about her learning in training and responded positively to prompts from the interviewer. She is very focused on her customer and their experience with her product. She is very aware that a happy customer will be a returning customer and shows how she goes about ensuring her supply satisfy their demand:

I learnt that I could buy another cage for egg layers. It made me very excited. I must take care of business to avoid losing customers. I am not supposed to run out of stock because customers must always find what they want. If someone wants a Kota[7] with cheese or lettuce inside, they must find it. I am not supposed to let my customers down. The business venue must also be clean to attract customers, including the chicken cages (Tzaneen, 17 April 2019).

She also seems to be very forthcoming when it comes to feedback. When customers don't buy from her, she does not hesitate to ask them why: *"if the customers don't buy my products, I will ask them why and use their responses to better my service. I will also ask my customers to tell me what they like about my business"* (Tzaneen, 17 April 2019).

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[7] Kota – Sandwich

4.8 Case 6: Ana

4.8.1 About Ana

Ana is a 47-year-old businesswoman who started selling snacks and cool drinks from her house. She then used the profits to build a double garage, installing shelves and converting it into a spaza shop. She also claims to be a manager for a business that uses her space to store their goods for distribution later. Ana likes being an owner of a business as it allows her freedom of choice, although it sometimes gives her stress.

4.8.2 Explanatory effects matrix for Ana

Table 22 shows the CMOC for Ana. The discussion shows how the CMOC was developed by focussing on the programme context, the mechanism, and the outcome pattern considering the data before, during, and after the intervention.

Table 22: Explanatory effects matrix for Ana

Configuration component	Description
Programme context(s)	Ana is comfortable in a known context, however, does not shy away from a challenge in times of uncertainty.
Mechanism	She beliefs in growing the business for financial gain which links to action-formation mechanisms (a micro-to-micro perspective).
Outcome pattern(s)	For Ana it is about the material outcome of the business. What can she learn to make more money?

Programme context – The physical setting did not seem to influence Ana's ability to learn and change her thinking in the intervention. However, the learning conditions had a significant influence on her thinking and willingness to connect to the learnings. Ana seems to learn by doing, as she has previously, and relies heavily on past experiences and the information she is accustomed to. Although Ana is open to change and new ways of thinking, it must be associated with known elements.

Mechanisms – Because Ana viewed her business as a means to an end which was the money that originated from her business activities, she was influenced by action-

formation mechanisms that shaped her individual choices and actions according to her desires, beliefs and opportunities. A micro-to-micro level perspective, in other words, pursuing self-gain.

Outcome patterns(s) – Ana's actions and willingness to learn and change her behaviour depend on how it will increase her wealth. It can then be argued that entrepreneurial action will increase if Ana views the intervention as a tool to support her growth personally, which will help her business activities secure a better competitive position.

4.8.3 Data before the intervention

4.8.3.1 Data collected from the PI questionnaire

Looking at the self-reported initiative section, Ana has shown that she actively attacks problems if it arises and searches for solutions immediately when things go wrong. According to her, when she gets a chance to get involved in the community, she takes it. Furthermore, she likes to use her opportunities to get to her goals quicker, which often entails doing more than expected.

However, she thinks it is helpful to make plans and admits she can make these business plans, although she believes it is still too early for her to make such plans. She sometimes thinks it is better to take a "let's wait and see" approach without any active change to the current business. Ana insisted that she is willing to make plans only if she knows what will happen. Ana scored 11 before and ten after the intervention, indicating a drop.

4.8.3.2 Data collected from the learning style inventory

The inventory has clearly shown that Ana prefers reflection as her learning style. The inventory has indicated that she mostly takes excellent care of working things out and does not prefer to jump to conclusions too quickly. She likes to have too much information compared to too little. She prefers to think before she acts instead of acting on her feelings alone, taking a "look before you leap" approach. She is listening way more than talking. However, Ana also likes to be practical and often theorises about things. She prefers simple, straightforward actions that should work in practice. She does shy away from wild ideas but will support ideas that work and get the job done.

On the other hand, Ana also likes, to a lesser extent, to be correct about things. She prefers, at times, to take a step-by-step approach rather than guessing. Routines, timetables and looking for patterns keep her committed and interested.

Ana does like to actively seek out new things to do, although she does not like to take risks. At times she will just jump in and do things without planning them. Although she does sometimes like to be the life of the party and does not mind if things get out of hand, this occurs very rarely.

4.8.4 Data during the intervention

Ana was very talkative in the discussions from day one of the training. She provided ample examples from her community that helped the other respondents understand the conversations with their context. Just before mid-day on the fifth day of the training Ana started to add her views to a particular discussion regarding transport costs. It was after the group conducted an exercise on making an experiment. The trainer attempted to bring the conversation back to focus on the training when the debate became heated. Ana became adamant about voicing her concerns and extended the discussion to include licencing and fuel costs. However, the trainer managed to bring the conversation back to the focus of the training for those specific sections.

Nevertheless, Ana remained committed to the training and provided valuable input throughout the entire training programme.

4.8.5 Data after the intervention

According to Ana, she has learnt to set up a budget and to calculate her spending against her income. It previously seemed Ana did not do that, neither did know that in business it is an essential element to operate a business effectively: *"I didn't know how to separate my money, I didn't know how to draw a budget, anything was fine it was just my money. I would realise when I must buy stock that I don't have money"* (Polokwane, 29 May 2019, Line 76-78).

Ana also agreed that as a businesswoman, she also needs to communicate with other businesses to gain information on the conditions for business, which includes her competitors: *"I must compare businesses and talk with my competitors and ask how they run their businesses. They will give me advice"* (Polokwane, 29 May 2019, Line 83 & 84).

She also linked her business with the learnings and admitted that she would have to continue through tough times. If she has fewer customers, she has to go out and market her business by using business cards:

> *"I must think about what will happen in future and how I will act in that situation. I am not going to close the business because of someone. There are lots of people out there who need to buy. I will make business cards and advertise my business*

in schools because I live next to a school" (Polokwane, 29 May 2019, Line 126 & 129).

The training made her more aware of keeping a record of her transactions, as she has not done it before. She laughed and said, *"Before, I would take the money and buy electricity. Now I write everything down"* (Polokwane, 29 May 2019, Line 120 & 121). Later in the interview, Ana further claimed that she will, from now on, keep a record of everything, even her grocery shopping and money she spent on her children's school as a way to keep a record of expenses:

"Even if I buy groceries, I must write it down and keep receipts. Everything, including the money I spend on my children's school, I must write it down. This training has taught me to write down everything so that I can reach my goal" (Polokwane, 29 May 2019, Line 206-209).

4.9   Case 7: Clelia

4.9.1   About Clelia

Clelia is 50 years old and worked at an ultra-dry cleaner, washing clothes, until she started selling alcohol from her house illegally. She applied for a tavern licence which was registered in 2010. She has been self-employed ever since.

4.9.2   Explanatory effects matrix for Clelia

Table 23 shows the CMOC for Clelia. The following discussion shows how the CMOC was developed by focussing on the programme context, the mechanism, and the outcome pattern considering the data before, during, and after the intervention.

Table 23: Explanatory effects matrix for Clelia

Configuration component	Description
Programme context(s)	A more stable and familiar environment will work better for Clelia.

Mechanism	Clelia used the social setting of the intervention to make sense of things, and relies heavily on her community for guidance which links to situational-formation mechanisms (a macro-to-micro perspective)
Outcome pattern(s)	Reality as she knows it and practicality matters.

Programme context – Although the physical setting in the intervention at first did not seem to have any significant impact on Clelia's ability to learn and change, the social environment painted a different picture. Later in the intervention, Clelia seemed more relaxed because of the social support provided by other group members. All the trainees had commonalities about their businesses and the communities in which their businesses were situated, bringing comfort to Clelia. The learning conditions also played an essential role in context-relevant material, such as the case studies and scenarios used in the training exercises.

Mechanisms – Clelia draws from social situations or events to make sense of things and is therefore influenced by situational mechanisms. From a macro-to-micro perspective, she relies on specific social conditions or circumstances to shape her desires, beliefs, and opportunities.

Outcome patterns(s) – Clelia will increase her entrepreneurial action through new learnings and change if it aligns with her belief system and correlates with what the community or social group she belongs to views as acceptable. The change will, therefore, happen if the benefits are valued by the larger group, such as the community in which she operates her business.

4.9.3   Data before the intervention

4.9.3.1   Data collected from the PI questionnaire

Looking at the self-reported initiative section, Clelia has shown that she actively attacks problems if they arise and searches for solutions immediately when things go wrong. According to her, when she gets a chance to get involved in the community, she takes it. Furthermore, she likes to use her opportunities to get to her goals sooner, which often entails doing more than expected.

However, she thinks it is helpful to make plans and that she will be able to make business plans successfully in the future. However, she believes it is too early to make such plans. She sometimes thinks it is better to take a "let's wait and see" approach without any current active change to the business. Clelia insisted that she is willing to

make plans only if she knows what will happen. Clelia scored 11 before and 11 after the intervention, indicating no change.

4.9.3.2   *Data collected from the learning style inventory*

Clelia showed a preference for learning through reflection. She works things out rather than just jumping to conclusions. She prefers to think things through, having a lot of information to sift through to help her weigh her options before she decides or comes to a conclusion. Clelia is clear that one can choose not just because of intuition; you must consider all the facts. She prefers to look at an issue, or activity, from many angles before deciding one way to approach it. In the same sense, when she must write a letter, for instance, she would prefer to try out several rough drafts before writing the final version, indicating a cautious approach to making decisions. Clelia, therefore, chose to consider all alternatives before she made up her mind. She has a "look before you leap" approach, listening more than talking.

Although Clelia has shown a strong preference for using reflection to learn, she is also efficient about her learning and eager to explore and understand things. To a lesser extent, Clelia likes to be right about something and, therefore, prefers to take a step-by-step approach to solve problems rather than guessing. She does not want to take things for granted; she likes to check things out for herself. Stated differently; she does not like loose ends and prefers to fit things in a logical pattern. Although she does not like to stick to fixed routines or timetables, surprisingly, she like meetings or discussions to follow a pattern and to keep to a timeline. She admitted that she is fussy about how she approaches activities, a bit of a perfectionist, which is probably why she finds it challenging to come up with wild ideas off the top of her head. She adds that careful logical thinking is the key to getting things done, probably because she likes to know how things work.

According to Clelia, what matters most about learning is that it must be relevant for and work in practice. She also judges others' ideas regarding how it works in practice. In discussions, she gets straight to the point and only puts forward theories that she knows will work. She is, however, eager to understand how to use new ideas in practical ways, supporting wild ideas. According to her, it does not matter how you do something as long as it works. She will do whatever she needs to get the job done. Surprisingly, she has indicated a preference for more complicated endeavours over uncomplicated, straightforward activities.

Yet, Clelia's behaviour towards learning is still influenced by other subtle beliefs and attitudes. Although Clelia does not like to take risks, she refrains from doing things

without thinking about them first. She is keen to seek out new things to do, even if it challenges her at times. For these reasons, she prefers to jump into doing something instead of planning for it carefully in advance. She claims to pitch many ideas during discussions and is not too bothered about rules and plans because it takes the fun out of things. According to Clelia, she is usually the life and soul of the party and does not mind if things get a bit out of hand.

4.9.4   Data during the intervention

Although Clelia joined in the conversations and discussions during the training, she was very reserved. She did contribute more on day five of the training during the session about feedback. She even brought some ideas to the groups and used examples to clarify her understanding of some exercises. On day five of the training in the afternoon, when the class was divided into two groups, Clelia took the lead in one of the groups with a discussion about overcoming barriers and contributed substantially. Unfortunately, Clelia's voice was remarkably absent in most of the other conversations.

4.9.5   Data after the intervention

According to Clelia, in the intervention, she learnt that planning happens in steps and that specific initial steps such as saving must happen first to secure funds to materialise goals: *"You should plan your things according to phases. If I want to build a room, I must first save money" (Polokwane, 29 May 2019, Line 46 & 47).* She also acknowledged, "*We don't check the phases; we just listen because they are training us*" *(Polokwane, 29 May 2019, Lines 60 & 61).*

 However, Clelia indicated that she was in control when asked about her goals. Clelia realises that she must be motivated to attain her goals and never give up on her dreams: *"You need to be confident to achieve them; you have to motivate yourself and not wait for others to motivate you" (Polokwane, 29 May 2019, Line 68 & 69).* She also quoted later in the interview that *"when things don't go your way, don't give up" (Polokwane, 29 May 2019, Line 186).* Also*, "You can't start a business only to leave it along the way. That is impossible" (Polokwane, 29 May 2019, Line 196 & 197).*

She was intrigued by the training and has shown the willingness to think of possibilities to start another business within the one she is already operating. She highlighted the resources needed for the second business, which she already has available: *"I will start a small business inside the one I have because I don't have space as yet for a new one. I will sell salty stuff because that is what drinkers like, like fish, viennas and snacks" (Polokwane, 29 May 2019, Line 72-74).*

When Clelia was asked about seeking information in the community about their needs and wants, she was very forthcoming in her response. She highlighted the fact that customers should be asked what they need, showing her focus is on her customers' needs:

"It helped me, I asked people what is needed in the community, and they told me. We can agree as business owners on how to do that. Maybe if someone is sick, you tell them not to go to the clinic but buy from someone local" (Polokwane, 29 May 2019, Line 173-175).

4.10 Case 8: Margaret

4.10.1 About Margaret

Margaret is 58 years of age and started her first business selling nets to teachers early on while she was still at school. She used her knowledge gained from one of her subjects in school, needlework, to start her business and continued with it after she got married:

"I acquired this skill from needlework subject at school. I continued selling stuff even as a domestic worker in the suburbs. I started selling petty coats after getting married because I had to stay home, I couldn't go work for the white man again, then I started to buy things and sell them" (Polokwane, 29 May 2019, Line 12-4).

Currently, Margaret lives in Polokwane and specialises in T-shirts, aprons, and wedding outfits.

4.10.2 Explanatory effects matrix for Margaret

Table 24 shows the CMOC for Margaret. The following discussion shows how the CMOC was developed by focussing on the programme context, the mechanism, and the outcome pattern considering the data before, during, and after the intervention.

Table 24: Explanatory effects matrix for Margaret

Configuration component	Description
Programme context(s)	Margaret seems very much in control and comfortable with uncertainty.

Mechanism	What works for the collective which links to transformative mechanisms (a micro-to-macro perspective)?
Outcome pattern(s)	It must benefit the community.

Programme context – With Margaret, the physical setting of the intervention did not play a significant role in her learning or her propensity to accept change. The learning conditions, however, did contribute significantly as the training material share case studies and scenarios in a context familiar to her. In this way, Margaret understood the underlying learning better and was more able to connect the learnings to her own business.

Mechanisms – Margaret was mainly concerned about her business with her community. She has the bigger picture in mind, which points to her concern about how several individuals generate macro-level outcomes through their actions and interactions. In other words, how do her contribution and other business owners' contributions mutually support the community's prosperity? It points, therefore, to her being influenced by transformational mechanisms.

Outcome patterns(s) – Margaret, therefore, will be open to learning and change only if the increase in entrepreneurial action will carry some weight in uplifting the community. She, therefore, supports the bigger picture and, as such, will be influenced if communal benefits are imminent.

4.10.3 Data before the intervention

4.10.3.1 Data collected from the PI questionnaire

Looking at the self-reported initiative section, Margaret has shown that she actively attacks problems if they arise and searches for solutions immediately when things go wrong. According to her, when she gets a chance to get involved in the community, she takes it. Furthermore, she likes to use her opportunities to get to her goals quicker, which often entails doing more than what is asked of her. However, she thinks it is helpful to make plans and that it is relevant currently, but she believes she cannot make such business plans. She seems uncomfortable with a "let's wait and see" approach without any active change to the business. Margaret is willing to make plans even though she does not know what will happen. Margaret scored 11 before and 13 after the intervention, indicating a rise.

4.10.3.2 Data collected from the learning style inventory

Margaret has shown a strong preference for learning through reflection. The inventory has revealed that she prefers to be cautious about working things out and not just jump into something. She weighs her options and considers all possibilities before deciding or coming to a conclusion. To do this, Margaret prefers to have more information to sift through than too little. According to her, one cannot make a decision based on one's feelings; it has to be based on facts. When facing problems, Margaret indicated that one needs to consider all the options available to approach the problem before selecting the one you want to go with. It is like writing a letter; one first writes a couple of drafts before writing the final version, taking a "look before you leap" approach. Margaret, therefore, prefers to listen more than what she talks.

Margaret equally learns by theorising about things. The inventory indicated that Margaret likes to be correct about something, so she prefers a step-by-step approach to solving problems instead of guessing. She prefers to be on top of things, sticks to a fixed routine and uses timetables. Margaret finds it challenging to come up with wild ideas, and she does not like loose ends and prefers to see things fit into some sort of pattern, even in discussions. She did indicate that she is a bit fussy about how she does something and a bit of a perfectionist. Margaret seems curious about things and believes that careful logical thinking is the key to getting things done.

Although Margaret also learns by being pragmatic about things, it influences her to a lesser degree. Occasionally, she does prefer simple, straightforward things and is concerned about how they will work in practice. She likes to get straight to the point and try new ideas; however, depending on how relevant it is in practice. She sometimes even thinks of more practical ways of doing something. For Margaret, it is about getting things to work even though she does not always need to understand how it works. However, she indicates she will do whatever it takes to get the job done.

Margaret seems to learn least by being an activist. Occasionally, she likes to take risks. However, she will not do something before thinking about it first. She sometimes enjoys a challenge and trying something new and different; however, she prefers to plan. It's the same with discussions; on some occasions, she is prepared to pitch many ideas as long as it makes practical sense. Margaret still indicated that she listens more than talks and prefers rules and plans, even though it often takes the fun out of things. She seldom wants to be the life and soul of a party but does not mind if things get a bit out of control in situations like these.

4.10.4 Data during the intervention

Margaret did not engage in the discussions much at the beginning of the intervention. She was very reserved and only contributed and added to the talks when they made an impact, such as the parts where the trainees had to reflect on their learnings. However, she took the lead in starting the morning prayer on day six of the intervention.

4.10.5 Data after the intervention

What stood out for Margaret, mainly in training, was getting feedback from her customers. According to her, it was not something she was accustomed to, but it makes sense since she is catering for their needs: *"The most important thing I have learnt is to seek advice from other people about things I want to know. We didn't ask for advice from others before. You have taught us to seek advice and talk to our customers to know what they want" (Polokwane, 29 May 2019, Line 32-34).* From the activities, Margaret has learnt much about budgeting. Her discussion focused on her stock and how she needs to keep track of it while selling to ensure she is making an adequate profit: *"You have to know how much you are going to use to stock up and how much you are going to sell those things for, how much for food and what will your profit be" (Polokwane, 29 May 2019, Line 58-60).*

Margaret seemed to be well-connected in the community. When asked about funding her business, she quickly shared possible funders and groups she can approach for financial assistance: *"When you need money, you can ask for donations or loans from the church and society" (Polokwane, 29 May 2019, Lines 77 & 78).* Margaret also seemed very positive and recalled that she does not get demotivated when sales are down. She stated she would reach out to other communities, extending her customer base and lower her prices when her competitors lower their prices:

> *"If people in your neighbourhood may decide not to buy your stuff. If they don't buy from you, don't sit down, go and sell outside your neighbourhood" (Polokwane, 29 May 2019, Line 131 & 132).* Also*, "when they sell stuff at lower prices or the same prices as yours, but customers buy more from them. You must lower your prices to attract buyers" (Polokwane, 29 May 2019, Line 127 & 128).*

Margaret shows a great deal of independence and cares for her family. She realises that to look after herself, her health, and her family, she needs to have resources available. Her business allows her to have resources available for personal and family requirements:

"I realised that my children would not be able to go to school because there was no income in the family. Even though they are done with their schooling, I continue working. I have grandchildren; I will help them if they need money" (Polokwane, 29 May 2019, Line 134-136). Also, *"I can't leave the business because I want to live a good life. When I am sick, I must have money to see the doctor. I don't want to ask for money from my children when I need something. I want to live a good life"* (Polokwane, 29 May 2019, Line 138-140).

4.11 Case 9: Precious

4.11.1 About Precious

Precious is 49 years old and lives in Polokwane, South Africa. She is a very dedicated mother and businesswoman. She started her first business in 2001 when one of her neighbours told her about how she could loan money to start a business. Precious, therefore, began by selling apples and bananas. Later she used some of her profits to build two rooms at her house and started to rent them out to students. The profits from the rent she then used to add more rooms. Currently, she is renting twenty-five rooms to students.

4.11.2 Explanatory effects matrix for Precious

Table 25 shows the CMOC for Precious. The discussion to follow shows how the CMOC was developed by focusing on the programme context, the mechanism, and the outcome pattern considering the data before, during and after the intervention.

Table 25: Explanatory effects matrix for Precious

Configuration component	Description
Programme context(s)	Precious is more comfortable in a context where she has control. She attempts to avoid uncertain situations.
Mechanism	More structure means more certainty. Also, she learns from her peers, which link with situational mechanisms (a macro-to-micro perspective)
Outcome pattern(s)	Certainty and control.

Programme context – There was no indication that Precious was influenced in her learning ability by the physical setting of the intervention. However, the context also includes other trainees participating in the intervention, which positively influenced Precious' learning and acceptability of change. Therefore, as with the other cases, the learning conditions directly impacted Precious' understanding and openness to change.

Mechanisms – Precious relies heavily on the social situation and events to shape her desires, beliefs, and opportunity. It was evident in her accepting advice from her peers in the intervention. Precious, therefore, is influenced by situational mechanisms from a macro-to-micro level perspective.

Outcome patterns(s) – Precious's entrepreneurial action will increase if she accepts new knowledge in a safe environment. In other words, she heavily relies on the known and will be open to change and learning if the information is shared in an environment she relates to and trusts.

4.11.3 Data before the intervention

4.11.3.1 Data collected from the PI questionnaire

Looking at the self-reported initiative section, Precious has shown that she actively attacks problems when it arises and searches for solutions immediately when things go wrong. According to her, when she gets the chance to get involved in the community, she takes it. Furthermore, she likes to use her opportunities to get to her goals quicker, which often entails doing more than what is asked of her.

However, she does think it is helpful to make plans and that she will be able to make such business plans. However, she believes it is still too early to make these plans. She sometimes thinks it is better to take a "let's wait and see" approach without any active change to the business as it currently operates. Precious insisted she is willing to make plans only if she knows what will happen. Precious scored 12 before and 11 after the intervention, indicating a drop.

4.11.3.2 Data collected from the learning style inventory

Precious has shown a strong preference for learning through reflection. The inventory has revealed that she prefers to be cautious about working things out and not just jump into something too soon. She weighs her options and considers all possibilities before deciding or coming to a conclusion. To do this, Precious prefers to have more information to sift through than too little. According to her, one cannot make a decision based on one's feelings; it has to be based on facts. When facing problems, Precious

indicated that one needs to consider all the options available to approach the problem before selecting the one you want to go with—taking a "look before you leap" approach. Precious, therefore, prefers to listen more than what she talks.

Precious learns by theorising about things. The inventory indicated that Precious likes to be correct about something, so she prefers a step-by-step approach to solving problems instead of guessing. She prefers to be on top of things, sticks to a fixed routine and uses timetables. Precious finds it challenging to come up with wild ideas, and she does not like loose ends and prefers to see things fit into some sort of pattern, even in discussions. Although being curious about activities she does not understand, she indicated that she is a bit fussy about how she approaches these activities and believes that careful logical thinking is the key to getting things done. Although Precious also learns by being pragmatic about something, it influences her to a lesser degree. Occasionally, she does prefer simple, straightforward things and is concerned about how they will work in practice. She likes to get straight to the point and try new ideas; however, depending on how it will play out in her business and personal life. According to her, she constantly seeks more practical ways of doing something. For her, it is about getting things to work even though she does not always have to understand how it works. However, she indicated that she would do whatever it took to get the job done.

Precious seems to learn the least by being an activist. Sometimes, she likes a challenge and tries something new and different; however, she prefers to plan. With discussions, she is prepared to pitch ideas but prefers to listen more than talking. She likes rules and plans, too, even though it very often takes the fun out of things.

4.11.4 Data during the intervention

Precious was very quiet and reserved during the training days. On day four, the trainer placed her as the spokesperson in one of two groups during a case study exercise about financing "Thandiwe's business. The trainer created a little competition between the two groups and offered a banana as the price to the winning group. This exercise seemed to let Precious engage more with the other trainees. On day five of the training, Precious joined in a discussion about making an experiment. During an emotional debate with Ana, she also shared some information about transport costs. Although Precious took some phone calls outside the classroom, she always made it brief, trying not to disrupt the other trainees.

Precious contributed generously to the afternoon session on day five of the training in a discussion about overcoming barriers. She provided great examples to show

her understanding during day six when the trainees had to reflect on their learnings for the past few days.

4.11.5 Data after the intervention

According to Precious, what stood out most in training was learning to keep a record of the business income and expenditures and how to use money wisely. Precious seemed oblivious to separating income and expenses from calculating profit before the training. She did not know how to budget and measure whether her business is growing:

> *"I used to spend the profit that I made. I heard that a business owner must use money wisely. You don't buy things that are not in your budget because you will be unable to buy those you budgeted for" (Polokwane, 30 May 2019, Line 42-44).*

When Precious was asked how she would apply what she had learnt in training, she shared her daily routine and stated that after the training, she concluded that it needed to change. She realised that she could do more in her business, especially having a side business on top of her renting out rooms:

> *"I am moving forward, backward never; I will no longer look at the rooms business only. With my kind of business, I wake up, clean and sit down. I have learnt not to depend on one business. I will open a spaza shop and sell sephatlo because I will profit daily while the rooms bring in money only at month-end. I also want to do catering and decoration at events" (Polokwane, 30 May 2019, Line 59-63).*

Interestingly, Precious has indicated that she has learnt from some of the other trainees about what to do with her spare time. Apart from the training that happened, the intervention also provided an opportunity for the trainees to network and gain ideas from one another: *"When we were in the class, we shared ideas, and they advised me to use the time I spend sitting at home to do something, and that's when I thought about selling sephatlo" (Polokwane, 30 May 2019, Line 71-73).* She continued and stated, *"When they advised me about starting a spaza, I remembered that I used to sell sephatlo but lost interest. I started it for my boy and stopped doing it when he left for school. Now I am encouraged by the fact that I have the machine for that, so I better use it" (Polokwane, 30 May 2019, Line 75-77).*

She responded quickly when Precious was asked about sharing information and relying on feedback. She was very open to the idea of sharing information with other businesses and excepting input from them. It did not seem to be the case before the training, possibly due to closely-hold perceptions: *"I visited a business similar to mine*

and compared the two. If the owner succeeded more than I did, I would ask for advice about how to get there" (Polokwane, 30 May 2019, Line 119-120).

4.12 Case 10: Beauty

4.12.1 About Beauty

Beauty is 58 years of age and lives in Polokwane. She is self-employed and makes dresses for a living. She started her business by sewing items and selling them to local customers in and around her community. Beauty is very reserved and quiet.

4.12.2 Explanatory effects matrix for Beauty

Table 26 shows the CMOC for Beauty. The following discussion shows how the CMOC was developed by focussing on the programme context, the mechanism, and the outcome pattern considering the data before, during, and after the intervention.

Table 26: Explanatory effects matrix for Beauty

Configuration component	Description
Programme context(s)	Beauty seems to cope better in socially laden situations.
Mechanism	What works for the community will work for her which links to situational mechanisms (a macro-to-micro perspective), but her strong beliefs and convictions also link to action-formation mechanisms (a micro-to-micro perspective)
Outcome pattern(s)	What is good for the collective.

Programme context – The physical setting of the intervention did not seem to impact Beauty's learning or openness to change. The learning conditions, however, made a significant impact. How the training material was delivered supported a learning-by-doing approach which particularly helped Beauty. It allowed her to connect the newly acquired information to her business in a familiar context. Also, the contextualised case studies and scenarios in the exercises helped Beauty to make sense of some aspects

of the intervention with less difficulty. Beauty did draw significant support from the social context of the intervention.

Mechanisms – Although Beauty drew significantly from the intervention's social support and indicated a strong community connection, she was not entirely bound by it. How she interjected in emotional discussions reveals a strong sense of self and a solid connection to her belief system. Beauty, therefore, is influenced by action-formation mechanisms because specific situations and events shape her desires, beliefs and opportunities, a micro-to-micro level approach, but also by situational mechanisms in which specific social conditions or events shape Beauty's desires, beliefs and opportunities, a macro-to-micro level approach.

Outcome patterns(s) – Beauty will, therefore, increase her entrepreneurial actions through learning and change if it connects to her belief system and contributes to a more significant social cause, such as uplifting the community in which she operates her business.

4.12.3 Data before the intervention

4.12.3.1 Data collected from the PI questionnaire

Looking at the self-reported initiative section, Beauty has shown that she actively attacks problems if they arise and searches for solutions immediately when things go wrong. According to her, when she gets a chance to get involved in the community, she takes it. Furthermore, she likes to use her opportunities to get to her goals quicker, which often entails doing more than what is asked of her. Beauty stated she thinks it is useless to make plans, but then again has shown she will not be able to manage without making business plans. It can be argued that Beauty relies on business plans that seldom work out as she intended. She insisted, though, that she is willing to make plans even if she does not always know what will happen. She thinks it is better to take a "let's wait and see" approach but did indicate that an active change to the business is needed. Beauty scored ten before and eight after the intervention indicating a drop.

4.12.3.2 Data collected from the learning style inventory

The inventory has shown that Beauty prefers reflection as her learning style of choice. The inventory indicated that she mostly takes excellent care of working things out and does not prefer to jump to conclusions too quickly. She likes to have more information compared to too little. She wants to think before she acts instead of acting

on her feelings alone, taking a "look before you leap" approach. She listens way more than talking.

Although to a lesser degree, Beauty also learns by theorising about things. The inventory indicated that Beauty likes to be correct about something, which is why she prefers a step-by-step approach to solving problems instead of guessing. She prefers to be on top of things, sticks to a fixed routine and uses timetables. Beauty does not find it challenging to come up with wild ideas, but she does not like loose ends and prefers to see things fit into some sort of pattern, even in discussions. She indicated she is fussy about how she does things and seems very curious about something. She believes that careful logical thinking is the key to getting things done.

Beauty, however, also likes to be practical and often theorises about things, preferring simple, straightforward things that should work in practice. She does shy away from wild ideas but will support ideas that work and get the job done. On the other hand, Beauty also likes, to a lesser extent, to be correct about things. She prefers, at times, to take a step-by-step approach rather than guessing. Routines, timetables and looking for patterns keep her committed and interested.

Beauty does not like to actively seek out new things to do and to take occasional risks. She refrains from just jumping in and doing things without planning them. Furthermore, she does not like to be the life of the party but does not mind if things get out of hand occasionally.

4.12.4 Data during the intervention

Beauty provided some input in a discussion on day three of the training about making goals ambitious and realistic. Although, later in the day, it became clear that she was not too sure about either her goals or the concept of a goal. It became apparent during an exercise about setting SMART goals for your business. Although the trainer attempted several times to explain the idea of a goal to Beauty, she only seemed to grasp the concept after one of the other trainees explained it to her using different terms.

Furthermore, surprisingly Beauty joined a debate about transport costs on day five of the training when she tried to consolidate ideas uttered in a spirited discussion between Ana and the trainer. On day six of the training, Beauty provided insights about community, financial and business dynamics and explained her view and understanding of how these three concepts intersect.

4.12.5 Data after the intervention

According to Beauty, she has learned to budget and use timelines. According to her, this was not something she had done before, and she was not accustomed to it: *"I used to run my business without setting those things, using time frames, etc."* (*Polokwane, 30 May 2019, Line 62*). She did, however, admit she imitates other businesses that she deems successful, showing that she is aware of different businesses and the way they operate in her community: *"I talk to other business owners and hear how they use the opportunity so that I imitate them" (Polokwane, 30 May 2019, Line 76 & 77).* When Beauty was asked about her future goals, she spoke about starting a second business. It seems she was not aware of the fact that she can manage multiple businesses at the same time and indicated her willingness to do that: *"I want to expand my business and sell some sweets, materials, threads and not only focus on one thing. I will sell the threads to those who place orders for material only"* (*Polokwane, 30 May 2019, Line 80-82*).

When Beauty was asked about planning, she was pretty adamant about having financial resources available to buy stock, which she deemed critical, but what is as important is the timing of purchasing stock: *"Planning the business, one needs to know the amount of money you need for buying stock. I also like the setting of time frames in business" (Polokwane, 30 May 2019, Line 84-85).* However, Beauty also shared some challenges that she faces daily. She sells on credit, and from the discussion, it is clear that specific customers do not pay when it is due, causing additional pressure on Beauty to retrieve this dept, which has to be written off at times. It makes her very negative to use credit agreements again with these individuals:

> *"The customers who bought on credit were not paying me well, but I didn't sign a payment agreement with them. I would just remind them to pay. I will make them pay a deposit and agree on the date of payment of the balance. I will not allow those who gave me problems before to buy on credit again" (Polokwane, 30 May 2019, Line 107-110).*

Beauty is also not a stranger to feedback and gaining information from others. She responded to questions about feedback and stated that she shares news readily and uses any feedback she receives in return for improving her business: *"I exchange information with my competitors and my customers and apply the knowledge they share with me" (Polokwane, 30 May 2019, Line 112 & 113).*

4.13 Case 11: Regina

4.13.1 About Regina

Regina is 36 years of age and has been interested in business from an early age. Her parents are businesspeople too, managing taxis they own and a shop at their house. Regina started selling clothes at a nursing academy when she was a student, then went into cleaning products and cooked food to sell later:

"*I started a business while still a student at Thuto ke Bophelo Nursing Academy in Pretoria. I was selling clothes. After graduating from Thuto ke Bophelo Nursing Academy while waiting for the second course, I found a job in a factory in Elandsfontein, Jo'burg. While working there, because I love business, I continued to buy clothes and cleaning products and sold them. I took them home. I was born and raised in a Christian family that loves business. My parents were taxi owners, and they have a small shop at home. While working there, I took cleaning materials, Dettol, and other stuff to the shop, and they sold them. They terminated the contract in 2011/2012. I continued to sell the clothes and came back to Polokwane. In 2014 I started a catering job. I cooked food and sold it at different companies in Ladanna, Polokwane, and while still in Ladanna, Polokwane, I joined the business I am busy with now. I also joined Table Charm*" (Polokwane, 30 May 2019, Line 5-15). Regina was the youngest of the trainees in both interventions.*

4.13.2 Explanatory effects matrix for Regina

Table 27 shows the CMOC for Regina. The following discussion shows how the CMOC was developed by focussing on the programme context, the mechanism, and the outcome pattern considering the data before, during, and after the intervention.

Table 27: Explanatory effects matrix for Regina

Configuration component	Description
Programme context(s)	Control what you can and adapt to what you cannot control.
Mechanism	Believe in your own capabilities which points to action-formation mechanisms (a micro-to-micro perspective)
Outcome pattern(s)	If you work hard, you will reap the benefits.

Programme context – Again, the physical setting of the intervention did not seem to make a significant difference. Although the tools in the learning venue did help in terms of showing visually what was explained by word, the learning conditions had a considerable influence as experiential learning surfaced strongly in this case. The connections to the learning materials, such as the context-relevant case studies and scenarios in the exercises, also had an influence.

Mechanisms – Regina was very concerned with how individual choices and actions are influenced by specific combinations of desires, beliefs and opportunities, which points to action-formation mechanisms. Regina, therefore, was influenced more by micro-to-micro level mechanisms.

Outcome patterns(s) – Regina seemed very curious and interested in the learnings and has shown to be open to change. If the learnings and change help and assist her in growing her business or ideas, she will apply them to increase her entrepreneurial action.

4.13.3 Data before the intervention

4.13.3.1 Data collected from the PI questionnaire

Looking at the self-reported initiative section, Regina has shown that she actively attacks problems if they arise and searches for solutions immediately when things go wrong. According to her, when she gets a chance to get involved in the community, she takes it. Furthermore, she likes to use her opportunities to get to her goals quicker, which often entails doing more than what is asked of her. However, she thinks it is helpful to make plans, and she will be able to make business plans in the future. However, she believes it's still too early to make these plans. She sometimes thinks it's better to take a "let's wait and see" approach without any active change to the current business. Regina insisted that she make plans even if she did not know what would happen. Regina scored 12 before and 12 after the intervention, indicating no change.

4.13.3.2 Data collected from the learning style inventory.

Regina showed a preference for learning through reflection. She works things out rather than just jumping to conclusions. She prefers to think things through, having a lot of information to sift through to help her weigh her options before making a decision or coming to a conclusion. Regina clearly states that one cannot make a decision just because it feels right; you must consider all the facts first. She prefers to look at an issue, or activity, from many angles before choosing one way to approach it. In the same sense,

she has shown in an example of writing a letter she would prefer to try out several rough drafts before writing the final version. Therefore, Regina decided to consider all alternatives before making up her mind. A look before you leap approach, listening more than talking.

Although Regina has shown a strong preference for using reflection to learn, she is also very practical about her learning and eager to explore and understand things. To a lesser extent, Regina likes to be right about something and, therefore, prefers to take a step-by-step approach to solve problems rather than guessing. She does not want to take things for granted; she likes to check things out for herself. In other words, she does not like loose ends and prefers to fit things in a logical pattern. Although she does not like to stick to fixed routines or timetables, she surprisingly likes meetings or discussions to follow a pattern and keep to a set timeframe. She is fussy about how she does things and does not find it challenging to come up with wild ideas off the top of her head. Careful logical thinking is the key to getting things done for Regina.

According to Regina, what matters most about learning is that it has to be relevant and work in practice. In discussions, she gets straight to the point and only puts forward ideas that she knows will work. She is, however, eager to work out how to use new ideas in practical ways, supporting wild ideas. According to her, it does not matter how you do something as long as it works. She will do whatever she needs to get the job done.

Yet, Regina's behaviour towards learning is still influenced by other subtle beliefs and attitudes. Although Regina likes to take risks, she refrains from doing things without thinking about them first. She is keen to seek out new things to do or pitch new ideas during discussions, even if it sometimes challenges her. According to Regina, she is usually the life and soul of the party and does not mind if things get a bit out of hand.

4.13.4 Data during the intervention

Because Regina was way younger than the other trainees, so she did shy away from discussions in training. During the case study exercises, the class was divided into two groups. Regina took charge of one of these groups. She also became the spokesperson for the group on day four. On day five of the training, Regina started the song for the morning before all the trainees prayed together. She also responded first to a discussion about feedback later that same day. During the "make an experiment" activity, she provided good examples with explanations that intrigued the other trainees. Regina was also involved in the debate about transport costs between Ana and the trainer, which became quite emotional. During the exercise about overcoming barriers, she contributed very well. Regina was also accommodating in the classroom and, at one

stage, helped complete a flipchart exercise by writing answers on the chart the trainees provided. On day six of the training, Regina contributed to the discussion on reflection that continued from the previous day's session.

4.13.5 Data after the intervention

According to Regina, what she had learnt most in training was that one has to be a self-starter in business. She was very expressive about proper planning and linked different steps in the plan with the required resources. She showed to be much more knowledgeable about the steps needed to grow a business compared to the other trainees:

> *"If I want to sell food, I must first check if I have the resources, like a stove. If I don't have it, I must start looking for a stove and pots, and I must also know the measurements of those things and how much I will use in the business. If I have enough money for the business, I must do the planning. I will start looking for materials in the first week of June and make sure that at the end of June, my business is up and running" (Polokwane, 30 May 2019, Line 39-43).*

Regina reflected positively on business planning. She realised in the discussion that she was wasting time doing trivial things, which she could spend on more constructive things to improve her business. She has also shown to be positively influenced by the training that occurred and proposed ways to use her time more wisely in promoting her business:

> *"Before the training, maybe when I come to work and feel tired, I will think of something better, something that can help my business, and instead of writing it down, I will decide to watch TV, thinking I will feel better afterwards, but I have lost a lot there. For now, I make sure that everything I think of will improve my business, everything I hear from business meetings, from other companies, from other people I meet, and everything that can be useful in my business I am going to use. I will ensure I succeed" (Polokwane, 30 May 2019, Line 57-63).*

It seemed that Regina had big plans for her business. It does seem that Regina has a picture in her mind of what success looks like for her, and she is pursuing it as it seems. Although Regina comes across as an avid planner, her goal seems generalised. It lacks specifics to action appropriately: *"I want to see my business having a big shop in town where I will keep all my businesses, my products, everything there. I want to see myself as a well-known businesswoman who succeeded in everything I worked on" (Polokwane, 30 May 2019, Line 88-90).* She was adamant about what motivated her in

business and attributed it to the training. Although Regina seemed knowledgeable about business processes and adequate business planning, she reflected positively on the training. It seemed to impact her thinking and motivated her to take action to improve her business:

> *"What motivated me the most is the training because even when I am home, I think of what we did here and am busy revising what we did here. I think about it, and I know I can do this even if I am unsure, but now I am sure I will do what they taught me in the training and the way they taught me; nothing can stop me. I will use all the tools I got here, and I know I am going to do it; I am going to reach what I want" (Polokwane, 30 May 2019, Line 104-108).*

Regina responded positively when asked about employment before she started her business. It became clear that Regina grew up in a home where her parents were in business which positively spilt over to Regina. Regina was also in college, where she not only learnt but also used the opportunity to expand her business:

> *"Business started at home. My parents love business, they do catering and decoration, so I grew up in business, helping them even with selling at the shop. I had a love of business from home. When I went to college, I continued buying clothes and selling them. When they stopped me before I went to work at the factory, they stopped me for nine months, saying I would do the second course after eight months, so I went to the sewing school like these old ladies. I studied sewing programme for nine months and graduated and started sewing pillowcases and aprons because I love money and I am an independent woman; that is what I love" (Polokwane, 30 May 2019, Line 160-167).*

Later in the interview, Regina responded when she was asked about her long-term plans. She pointed to an opportunity she recognised about renting accommodation to individuals travelling regularly. It seemed to be in the idea phase, as no mention was made of operationalising the idea: *"I saw many places where there is no accommodation. People are travelling from villages or visitors going to villages driving from maybe KZN or Gauteng, and they feel tired and have no place to sleep. One day when my business has grown, I can start with a small accommodation; it will grow" (Polokwane, 30 May 2019, Line 175-178).* She also pointed to more short-term goals for her business and acquiring resources. It seems Regina is in a fortunate position where her parents can provide financial support to her if called upon when operating her business. Regina would instead borrow money from her parents than disappoint her customers by not having stock when they need her product:

"When I don't have enough money, I borrow money from my parents, even for petrol or stock and pay them at month-end. I make sure I don't disappoint my customers" (Polokwane, 30 May 2019, Line 228-231).

4.14 Case 12: Princess

4.14.1 About Princess

Princess is 61 years of age and used to work for an old mill for R1,20 per day. She soon realised that the job did not allow her to grow and decided to follow advice from a man, Malomolele, to start selling shirts and skirts. She then went on to source the supplier with information from her sister and started to buy and sell clothes as her own business. She managed to attain funds from her uncle to expand her product line. Still, unfortunately, due to selling on credit and customers defaulting on their debt, she was forced to sell something else, which in her case was tomatoes which were doing well at the time:

I learned that I was not making progress and decided to go to Hammanskraal, where I worked in a sports metal company packing steel wool in plastic bags, earning R70 a week. A man from Malomolele then asked me to sell his shirts and skirts at the factories. He used to give me the leftover skirts and shirts, but I would sell them to make myself money. My sister one day told me she saw where the man was buying those clothes, so I started buying there with the R70 I earned and used the money from the clothes I sold. The skirts were R5, the shirts R4. I would sell his clothes and mine. I went back home in 1985 and visited my uncle in Tembisa. He gave me R500, which I used to stock up on clothes and sell them. Some people would take clothes and not pay me, but some girls would pay upfront. I started selling leather jackets also. I couldn't progress because of people who took stuff on credit because they didn't pay for those things, and some died before they paid me. People owed me a lot of money. My brother's wife suggested that we go to Polokwane to sell tomatoes, so I stopped selling the clothes and off we went. The tomato business went well because I was selling it on credit. Many people didn't know me, so they wouldn't ask to buy on credit (Polokwane, 30 May 2019, Line 4-19).

4.14.2 Explanatory effects matrix for Princess

Table 28 shows the CMOC for Princess. The following discussion shows how the CMOC was developed by focussing on the programme context, the mechanism, and the outcome pattern considering the data before, during, and after the intervention.

Table 28: Explanatory effects matrix for Princess

Configuration component	Description
Programme context(s)	Very much family oriented. It is about the collective.
Mechanism	Collectively driven which links to situational mechanisms (a macro-to-micro perspective)
Outcome pattern(s)	How will it benefit her family?

Programme context – Although the physical setting of the intervention did not seem to have a significant influence on the learning and change for Princess, context-wise, the equipment helped to visually present some elements in the training which was difficult for Princess to grasp. On the other hand, the learning conditions made a significant impact in terms of assistance from fellow trainees and the contextualised training materials that reflected a known environment for Princess.

Mechanisms – Princess is very family oriented and places a lot of value in her business activities regarding how it will play out for her and her family. She also relied on other trainees' assistance in the training environment and has shown a strong sense of community. Princess, therefore, is influenced by specific social situations and events that shape her beliefs, desires and opportunities, pointing to situational mechanisms on a macro-to-micro level.

Outcome patterns(s) – If the learning fulfils a bigger purpose, such as family support or community upliftment, Princess will increase her entrepreneurial action by changing her behaviours.

4.14.3 Data before the intervention

4.14.3.1 Data collected from the PI questionnaire

Looking at the self-reported initiative section, Princess has shown that she actively attacks problems if they arise and searches for solutions immediately when things go wrong. According to her, when she gets a chance to get involved in the community, she takes it. Furthermore, she likes to use her opportunities to get to her goals quicker, which often entails doing more than what is asked of her. However, she

thinks it is helpful to make plans, and she will be able to make business plans if prompted. However, she believes it is too early to make such plans. She sometimes thinks it is better to take a "let's wait and see" approach without any active change to the business. Princess insists that she makes plans even if she does not know what will happen. Princess scored 11 before and 12 after the intervention, indicating a rise.

4.14.3.2 Data collected from the learning style inventory

Princess prefers to learn through being an activist. She likes to take risks and often does things just because she wants them. She likes to seek new challenges and pitch new ideas in discussions. She very often talks more than she listens. Princess often does not want to be bogged down by too many rules and plans and feels like the life of the party. She also does not mind if things get a bit out of hand.

Princess equally learns by theorising about things. The inventory indicated that Princess likes to be correct about something because she prefers a step-by-step approach to solving problems instead of guessing. She prefers to be on top of things, sticks to a fixed routine and uses timetables. Princess finds it challenging to come up with wild ideas, and she does not like loose ends and prefers to see things fit into some sort of pattern, even in discussions. She did indicate she is a bit fussy about how she does things, although she is very curious about something and believes that careful logical thinking is the key to getting things done.

To a lesser degree, Princess shows a preference to learn when exercises and activities emphasise practicality. She prefers to try new ideas, not wild ones and tends to judge them based on how they work in practice. She likes to get to the point in discussions and will only put ideas forward if she is confident they will work. According to the inventory, Princess will do whatever it takes to get the job done.

Surprisingly, Princess have also shown a preference to learn through reflection, however, to a lesser extent. From the inventory, she seems great at working things out and does not like jumping to conclusions too quickly. She likes to make careful decisions and to think things through, having plenty of information at her disposal before making any decisions, relying more on the facts than her intuition. In other words, she likes to consider all the alternatives before making up her mind. A "look before you leap" approach with a preference for listening more than talking.

4.14.4 Data during the intervention

Princess has been very reserved in the classroom. She did not participate too much during the discussions. On day three of the training, Princess only arrived for the training at 10:30 in the morning. Later in the day, it became apparent that Princess had stomach cramps. Numerous times during the training, she left the classroom. Princess looked way better on day five and contributed for the first time in a discussion. She even made jokes with the trainer. Later that day, she also contributed significantly to an exercise about feedback and different sources of feedback. She did, however, take numerous phone calls outside the classroom. At 13:00 on day five, Princess seemed to experience difficulties again. She did not contribute substantially to the discussions from that point on in training.

4.14.5 Data after the intervention

When Princess was asked what she liked about being a businesswoman, she replied confidently that she focused on her family and how she built three houses for her children as a businesswoman. It became clear that her business is used to support her family and that she intends to be a proper provider to her family:

> *I like business because I managed to build three houses for my children, two sons and a daughter. The sons are married, so they irritate and disrespect each other when they live with my daughter in the same house. I built a three-bedroomed house for my eldest son. The second son said he doesn't expect me to build him a house, so I should only build him a two-bedroomed house, and he will extend it when he gets a job. My only problem was the budget. The daughter left home without my permission to stay with a boyfriend and, after some time, returned with a child. I told her to go back because I didn't want other people's children in my house, so she left. She came back but went to live with her brother. They had problems because they couldn't live with her, and the son had a wife. Then I also built her a house (Polokwane, 30 May 2019, Line 27-36).*

Princess also indicated that she found the section in the training that deals with business planning quite fascinating. She reflected on how she went about her business planning before the training and how she will do it differently with her newly found knowledge from the training: *"I must know what I want to do, save money and keep records of what I buy. I was not keeping records before" (Polokwane, 30 May 2019, Line 71 & 72).* She added that she would use her newly found knowledge from the training to

do proper budgeting in her business, and make it part of her future goals, especially when it comes to record-keeping about her expenses:

> *"It's business planning, saving money and keeping records of what you buy. At Zebediela and where I used to buy, they were not giving us till slips. The white man they employed now issues till slips when we buy, so from now onwards I want to take my receipt book with when I go buy so that he fills it in as well"* *(Polokwane, 30 May 2019, Line 75 & 78).*

Princess also warned about feedback and that she, as a businesswoman, has to be selective about getting information. She seemed cautious about getting wrong information from other business owners that might have hidden agendas with giving fake news: *"It is important that you don't seek information from anybody but a fellow business owner; other people can give you the wrong information"* *(Polokwane, 30 May 2019, Line 155 & 156).*

4.15 Summary of the within case analysis and emerging themes

Dominant themes from the within-case analysis were proactive/reactive behaviour, self and attitudinal change, business behaviour and change, learning for change, the means to change, and positive deflection. See Table 29-34 below, which shows the coding and categories, and the six aggregated themes.

Table 29: Linked codes, code categories, sub-categories and the first aggregated theme

Codes	Categories		Aggregated theme
Linked codes	Code category	Sub-categories	
33	Actions	Actions towards business (8)	*Proactive/reactive behaviour*
		Actions in the training (25)	

Table 30: Linked codes, code categories, sub-categories and the second aggregated theme

Codes	Categories		Aggregated theme
Linked codes	Code categories	Sub-categories	
21	Attitudes	Attitude change (4)	*The self & attitudinal change*
		Negative attitudes (3)	

		Positive attitudes (14)	
4	Perception		
7	Ownership (independent)		
6	Outgroups		
6	Individualistic		
9	Change		
11	Cognitive		
10	Determination (motivation)		
4	Reflection		
11	Behaviour		

Table 31: Linked codes, code categories, sub-categories and the third aggregated theme

Codes	Categories		Aggregated theme
Linked codes	Code categories	Sub-categories	
4	Awareness		
11	Emotive		
43	Business	Business activity (22)	
		Business insights (7)	*Business behaviour & change*
		Business marketing (2)	
		Business opportunity (1)	
14	Customers		
7	Employment		
13	Challenges (in business)		

Table 32: Linked codes, code categories, sub-categories and the fourth aggregated theme

Codes	Categories		Aggregated theme
Linked codes	Code categories	Sub-categories	
8	Sharing		*Learning for change*
45	Learning	Blended learning (6)	

		Learning by doing (6)	
		Learning through instruction (22)	
		Learning through own experience (8)	
		Learning through sharing (3)	

Table 33: Linked codes, code categories, sub-categories and the fifth aggregated theme

Codes	Categories		Aggregated theme
Linked codes	Code categories	Sub-categories	
14	Collective (social)		*The means to change*
30	Resources	Business means (8)	
		Business needs (7)	
		Business offering (5)	
		Business reward (10)	

Table 34: Linked codes, code categories, sub-categories and the sixth aggregated theme

Codes	Categories		Aggregated theme
Linked codes	Code categories	Sub-categories	
5	Context		*Positive deflection* (the intervention)
9	Trainers		
13	Informational (self-concept)		
2	Challenges (in the training)		
126	Training	Training activities (2)	
		Training conditions (8)	
		Training instructions (2)	
		Training material (40)	

		Training structure (34)	
5	Expanding		
11	Forward thinking		
10	Monitoring		

4.15.1 Proactive/reactive behaviour

Proactive/reactive behaviour was first investigated with the personal initiative questionnaire to score each case's stance towards being proactive or more reactively inclined before and after the intervention; see Table 35 below. Then, observations were used to investigate the same phenomenon to understand their proactive/reactive responses in the training environment.

Table 35: Proactive behaviour score for each case

Pseudonym name & real age	Proactive behaviour score
1. Mary (69)	No change
3. Emily (54)	No change
4. Beatrix (55)	No change
6. Ana (47)	Dropped ↓
11. Regina (36)	No change
2. Joan (58)	No change
7. Clelia (69)	No change
9. Precious (49)	Dropped ↓
12. Princess (61)	Increased ↑
5. Bettie (57)	No change
10. Beauty (61)	Dropped ↓
8. Margaret (61)	Increased ↑

Seven cases have shown no change when comparing the proactive behaviour score from the personal initiative questionnaire before and after the intervention. Three cases have shown a dropped in their scores from before the intervention to their score after the intervention, whereas only two have shown an increase in their scores.

According to the deduced programme theory developed from the literature, personal initiative interventions should increase proactive behaviour in participants. It

can be argued that these effects are longitudinal and only manifests during the implementation of the learnings in context (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013). However, the findings have shown a reluctance to adjust and change their behaviour due to solid and enduring attitudes shaped by their worldviews.

Considering the cases, an enduring theme emerged of being cautious about planning when the future is unknown (see Table 36). It is a significant finding since these interventions are developed to enhance proactivity. The new insight adds to the deduced programme theory and the literature.

Table 36: Cross-checking proactive/reactive behaviour

Cases	Proactive/reactive behaviour
Mary	Is very practical. She acts when circumstances require her to act but refrain from action if the information available is not sufficient to secure a positive outcome
Joan	Likes to be prepared and is comfortable with making plans if it focuses on medium and long-term plans.
Beauty	Prefers to tackle problems and issues head-on but takes a back seat when it comes to planning. She learns through observation, reflecting before she acts.
Regina, Princess, Beatrix, Bettie, Ana, Clelia & Precious	They believe planning is good but chooses to leave it for later when the future is more known. They are cautious and need certainties before they act.
Margaret	Is comfortable with planning for the future. She thinks planning will have a positive effect on the business.

Mary seems to be very practical when it comes to taking initiative. She acts when circumstances require her to but refrains from the action if the information is insufficient to secure a positive outcome. Joan likes to be prepared for the future, as she describes it as "uncertain". Joan is comfortable making plans; however, it seems to focus more on medium and long-term planning. Beauty seems proactive, as she prefers to tackle problems and issues head-on. However, as in many other cases, she takes a back seat when planning. She likes to approach planning with a "let's wait and see" attitude. Beauty learns more through observation. She prefers to reflect and then act, taking a more reserved approach. Regina and Princess like to attack problems head-on, although, together with Beatrix, Bettie, Ana, Clelia and Precious, they believe planning is good but choose to leave it for later when the future is more known. These cases are very cautious and need certainties before they act.

Margaret is the only case comfortable with planning for the future and, unlike most other cases, is keen on starting straightaway. She indicated that she thinks planning will positively affect the business now and in the future.

4.15.2 The self and attitudinal change

The self and attitudinal change were represented by the sub-categories attitudinal change, negative attitudes, and positive attitudes. The codes connected to these clusters represent a way of thinking and feeling about something. Because of the individual focus of this study which mainly relates to the respondents' outlook on life, their businesses, and their perceptions and expectations about the intervention, these attitudes can either be positive, negative or in a transition phase. The theme, however, is also influenced by each case's independence in ownership, their attitude towards outgroups such as foreign nationals in their respective communities and individualistic tendencies and preferences over social inclusion.

Furthermore, in terms of the relationship between each case and their irrespective businesses, behaviours were also influenced and changed due to cognitive dissonance, strong determination due to past injustices, and recurring reflections regarding current community dynamics and business circumstances.

Considering the cases (see Table 37), their attitudes play a vital role in how cases perceive stimuli in these learning interventions. It could be argued that an individual's attitude impacts their openness to change and, therefore, significantly affects learning, adding to the deduced programme theory and the literature.

Table 37: Cross checking the self and attitudinal change

Cases	The self and attitudinal change
Mary	Is very cautious, she uses experience to make decisions and draws from her extensive knowledge of the context. She does not like to take risks or being caught off guard.
Joan	Are conservative in her decisions and actions, choosing 'a look before you leap' approach.
Emily	Chooses to reflect and learn, making sense of things before change will happen.
Beatrix	Considers many possibilities and alternatives before deciding. She is pragmatic and slow in making decisions.
Bettie	Outspoken, confident, and adamant to get her point across even though the evidence was unanimously against her.
Clelia, Margaret, Regina & Princess	Cautious to making decisions as they desire more information to be more in control.

Precious	Cautious, and prefers to make decisions that are based on facts. She likes to be correct and prefers a step-by-step approach to solve problems.
Beauty	Although quiet and reserved, will not take a back seat when confronted with an issue that she is passionate about.

Mary seems to be very cautious when acting. She uses experience to make decisions and draws from her extensive knowledge of the context to gather information about choices. She does not like to take risks. Mary does not want to be caught off guard and, therefore, chooses to be informed of all options and their possible outcomes before she acts. Joan looks conservative in her decisions and actions. It supports a look-before-you-leap approach. Emily chooses to reflect and learn, making sense of things before the change happens. Beatrix wants to consider many possibilities and alternatives before making a decision. She is pragmatic in her decision making which keeps her from making instant decisions when the situation demands quick and decisive action. Bettie connected well with the learning that resembled her known context, whereas Ana was very outspoken in the intervention. She seemed very confident and adamant about getting her point across even though the evidence was unanimously against her. Clelia and Margaret are very cautious in their decision-making approach as they both desire more information to be more in control.

Precious, Regina and Princess also prefer to be cautious about working things out and not to jump into something. Precious likes to make decisions that are based on facts. She wants to be correct about things and prefers a step-by-step approach to solving problems instead of guessing. She is curious about things and believes that careful logical thinking is the key to getting things done. Although Beauty is quiet and reserved, too, she will not take a back seat when she is confronted with an issue that she is passionate about.

4.15.3 Business behaviour and change

Business behaviour and change were represented by the sub-categories business activity, business insights, business marketing and business opportunity. These categories are related or directly linked to each case's business. However, awareness created from context-relevant case studies and scenarios used in the intervention cannot be ignored. These learning tools evoked emotional responses in some cases that must be recognised as it plays a significant role in the change within the intervention.

Because most cases recognise operating a business as a form of employment, it creates numerous challenges. To run a business, they must rely heavily on customers to support their ventures, which the cases strongly emphasised, showing a need to learn to change and adapt to customers' needs in practice.

The theme emerged from the learning that happened in the intervention and supports the deduced programme theory (see Table 38). It relates to the learning material and how crucial it is that the context in the activities and exercises in the intervention mimics the actual context of the trainees in practice.

Table 38: Cross checking business behaviour and change

Cases	Business behaviour and change
Mary	She is drawn to context specific content she is familiar with. She is practical in her outlook and over rely on what is known.
Joan	Comfortable with change if the change is practical, she is a forward thinker. Although conservative in her actions, she does not stray away from new information that can potentially support and improve her business activities.
Emily	Committed to the learning if learning new behaviours will grow her business.
Beatrix	Conflicted in terms of long-term planning due to uncertainties, but agrees planning is important, she still hesitates when the future is uncertain.
Bettie	Heavily focussed on financial and marketing aspects of the business. She was not concerned about planning and having goals but was customer centric.
Ana	Financial aspects and marketing excited her. She admitted that goals and planning are missing from her business endeavours.
Clelia	Took her time to make sense of the information and to understand it in terms of her reality, dispositioning her learning.
Margaret & Precious	The training content reminded them of previous forgotten business ideas. Other trainees helped them to transform their ideas into probable business opportunities.
Beauty	Interactions with competitors and community members to attain and share information exited Beauty. She is comfortable in a social environment if she has control over the interaction.
Regina	Used reflection to relate information to her own business.
Princess	Interested in planning from a social perspective.

Mary was very drawn to the case studies and scenarios in the intervention. It was contextually aligned with her experience since she operates her business in a community

setting which requires mutual appreciation and support. In other words, for her, the case studies and scenarios made it real, and she could connect better with the information shared. Again, it points to her being practical in her outlook and over-reliance on what is known. Joan is very comfortable with change if the change is practical in terms of what is needed in her business. Although conservative in her actions, she does not stray away from new information that can potentially support and improve her business activities. Joan has shown to be forward thinking and even connected some of the learnings to her business plans which shows she can apply the teaching to her business situation. Emily has shown to be committed to education if learning new behaviours will grow her business. Beatrix seemed conflicted regarding long-term planning, and although she agrees that planning is essential, she still hesitates when the future is uncertain. It can be argued that Beatrix is conditioned to think ahead regarding short- and medium-term planning but finds it difficult to conceptualise long-term planning.

Bettie had indicated several new aspects she was unaware of before and can now apply in her business. She focussed heavily on the financial and marketing aspects of the business and highlighted specific case studies used in the training with which she resonated well. Bettie was not much concerned about planning and having goals, but the intervention has made her realise the importance of it, and she has indicated that she will use it in future. She was also very customer centric.

According to Ana, what benefitted her mainly in training was the financial aspects and marketing. She remembered some case studies that focussed on marketing your business. She also gained from the discussion on goals and planning for the future, which is missing from her business endeavours. Clelia took her time to make sense of the information and to understand it in terms of her reality. It might indicate some barrier to learning due to her reality or the way the trainer pitched the information. It can, therefore, be argued that the intervention is delivered at the same pace to all trainees and could be at a disposition to some trainees, depending on their educational level and or their different ways of making sense of new information.

Margaret and Precious indicated they were reminded of previous business ideas they had long forgotten. Other members helped them to transform their ideas into other probable business opportunities. Beauty responded well to the learnings about interactions with competitors and community members to attain and share information. She seems comfortable in a social environment if she controls the interaction. Regina has shown interest in the training intervention and even managed to relate some of the outcomes to exercises in the training to her own business. Princess was very family

oriented. She also showed an active interest in the sections about planning and feedback from the training intervention learning materials.

4.15.4 Learning for change

Learning for change was represented by the blended learning, learning by doing, learning through instruction, own experience and sharing. Apart from learning through sharing, sharing in terms of informational resources within the training environment also became evident as trainees used the intervention as a networking platform to empower them even more.

The theme relates to the learning in these interventions (see Table 39). Experiential learning focuses on a learning-by-doing approach. However, these learnings do not include simulations; the trainees merely relate the new information to their worldviews. Because their world views are challenged with new information in these interventions, resistance to change is eminent, therefore, contradicting the deduced programme theory and adding to the literature.

Table 39: Cross checking learning for change

Cases	Learning for change
Mary	Reserve and disengaged, was easily distracted, and prioritised phone calls over the training intervention.
Beatrix	Was active in the classroom and participated well but is sceptical in what she believes.
Bettie	Practical, do not take unnecessary risk and prefers to learn about things and change if it makes sense in her everyday life.
Ana, Clelia & Regina	Learn through reflection. They are cautious and relies on familiar information to make decisions.
Margaret	Reserved and quiet, although open for change needs considerable information to be convinced of the benefits associated with it.
Precious	Willing to learn if the information mimics the known.
Beauty	Could not understand simple concepts in the training, making learning difficult.
Princess	Curious and wants to understand things; however, she does not want to be bogged down by structure and prefers to make her own rules.

Mary was very reserved and disengaged in the training sessions. Although willing to participate in class discussions, Joan was easily distracted, and prioritised phone calls over the training intervention. Beatrix was very active in the classroom and participated sufficiently in the conversations. Although she is sceptical in what she believes, she is

nonetheless open to change and to learn new ways of thinking if supported with credible facts. For Bettie, it's about practicality. She views decisions considering what problem it will solve or what obstacle it can overcome. She, therefore, do not take unnecessary risk and prefers to learn about things and change if it makes sense in her everyday life. Business should be a means to an end; otherwise, it does not make practical sense. Ana and Clelia prefer to learn through reflection. It indicated that they might be overly cautious and relies on information to make decisions. They find it challenging to act spontaneously and, therefore, might procrastinate if the information fails to satisfy their need for control.

Margaret was very reserved and quiet throughout the training. She is open to change but needs considerable information to be convinced of its benefits. Although Precious was holding back in the first couple of days of the training intervention, she participated well in later sessions. These interactions were during discussions where she added value in terms of insights from her business and the community in which she operates her business. Beauty could not understand simple concepts in training. She only learnt as far as she could make sense of the concepts and learning tools in the intervention. Regina prefers to learn through reflection. She will take a backseat and observe, then try to make sense of it in the familiar context. Princess is curious and wants to understand things; however, she does not want to be bogged down by structure and prefers to make her own rules.

4.15.5 The means to change

The means to change was linked mainly to resources and sub-categories representing the need for business resources, business offerings and rewards reaped from business activities. It was explored from a social perspective regarding collective assistance and how each case contributes towards their community and how their community, in turn, supports their businesses. In other words, it provides an incentive for change.

The theme relates to the mechanisms that allow change (see Table 40). Due to the average age of participants, world views are enduring, and new information is validated using old knowledge. It, therefore, becomes challenging to change old habits and old behaviours. It has been shown that individual attitudes endure and, thus, contradict endogenous assumptions in the deduced programme theory and add to the literature.

Table 40: Cross checking the means to change

Cases	The means to change

Mary	Unresponsive and uninterested in the learning material. The content was foreign to her.
Joan	Use her experience and intuition to make decisions, comes across as open minded. Open to change if the change brings about improvement to her business or personal life in a practical sense.
Emily	Reserved with a clear direction of where she is going. Willing to change if the information aligns with her belief system or convinces her to adjust.
Beatrix	Familiar with her business and was comfortable with the content of the training.
Bettie & Ana	They are positive and open for change in a familiar context.
Clelia	Relies on reflection to learn. She needs time to integrate new information with the old.
Margaret	Grounded in her belief system and values her connections to the community.
Precious	Learn through reflection. Learning and change happen when there is a connection between the learning material and her known reality.
Beauty	Found it difficult to make sense of certain concepts, she is willing to learn and change but needs some added assistance and guidance to do that.
Regina	Headstrong, exposed to business processes from an early age making her more open to change.
Princess	Set in her ways being guided by her belief system.

Mary was very unresponsive and seemed uninterested in the learning material at times. She was very unfamiliar with the shared content and concepts, which created barriers to learning. Joan appears to use her experience and intuition to make decisions for her business and personal life. She does not seem to be bounded by her belief system. Joan seems open-minded, indicating that she is open to change if the change improves her business or personal life in a practical sense. Emily is reserved; she knows where she wants to go with the business in the future. Emily is willing to change if the information either aligns with her belief system or convinces her that her belief system requires adjustment.

Beatrix is familiar with her type of business and what it entails. She was very comfortable with the content of the training intervention. Bettie was optimistic and open to change; she even proposed changes she wanted to initiate because of the cases discussed in the training activities. Ana is open to change in terms of growing her business. However, she did portray some negativity in training regarding specific points that were not in context with her reality. Clelia relies heavily on reflection to learn.

Change, therefore, only resonates if Clelia has time to integrate new information with the old. In other words, she needs to understand newly acquired knowledge and how it differs from the known in terms of benefits and costs before accepting it and allowing change and learning to happen. Margaret seems to be grounded in her belief system and values her connections to her community. Because she needs considerable information to be convinced about the benefits of change, it can be argued that this limits her ability to acquire new information that does not fall within the confines of her comfort level.

Precious learns through reflection. She gathers information and then relates it to her experience and what is known. Learning and change will, therefore, happen when there is some connection between the learning material and her known reality. Although Beauty found making sense of certain concepts challenging, she is willing to learn and change but needs some added assistance and guidance. Regina seemed to be headstrong. She was exposed to business processes early, with her parents being small business owners. It can be argued that she will see value in learnings more quickly than others do and, therefore, be more open to change in terms of the learning that happens in the intervention. Princess was very set in her ways which pointed to her being guided by her belief system. Therefore, it can be argued that Princess will learn and change if the new learning is compatible with what she already knows and believes.

4.15.6 Positive deflection (the intervention)

Positive deflection (the intervention) was represented by the sub-categories' training activities, training conditions, training instructions, training material and straining structure. These categories also form the core tools in the intervention. Although the emphasis of this study is not exploring how the intervention works, it remains an essential element that should be included to understand what works for whom, in what circumstance, in what way, and how.

Apart from the intervention, this theme also takes cognisance of the context, which is linked to the role of the trainers in each intervention, the information shared, and the challenges experienced in each setting of the two interventions under investigation. Also, how the activities and training materials used in each intervention influenced and enhanced forward thinking, expanding possibilities regarding business ideas and opportunities. It could be argued that this intervention creates a positive deflection regarding each case's business outlook. It also includes monitoring their business activities better and controlling their cashflows more frequently, which are some of the statements that surfaced during the in-case analysis of the data.

The theme relates to the learning itself, the conditions, learning material, activities, the training sequence, structure, focus, and instructions given by the trainers (see Table 41). As depicted above, the contextualised training material significantly impacted the trust the trainees placed in the training intervention. The findings support the deduced programme theory and, therefore, support the literature.

Table 41: Cross checking positive deflection

Cases	Positive deflection
Mary	Reserved and cautious attitude, not open to change. She uses insights from her past business experience to help her choose between alternatives using a reactive approach to changes in her business environment. She responded well to elements and activities that mimicked her context, like marketing aspects.
Joan	Joan learned about flaws in her business. She had a positive outlook in terms of business growth. She was comfortable sharing business insights from her rich experience as a businesswoman. She was intrigued by planning ahead and formulating goals for her business.
Emily	The training material and the activities followed a specific sequence that stimulated Emily's way of thinking about her business to add value for her customers. She is very set in her ways of thinking, making it difficult for her to change her thinking if it is not supported by real world evidence shared in a context that she is familiar with.
Beatrix	She is more open for change and was intrigued by goal setting. She was comfortable with the training material and enjoyed the training activities. She liked the freedom to choose whether she agree, or not, with the learnings to change her attitude about it accordingly.
Bettie	She learned about budgeting, saving and ways to distribute her products which she connected well if activities used a context that is very similar to her familiar context.
Ana	Monitory returns of the business were important. Ana connected well with activities that emphasised budgeting. She was very surprised to learn that it is good practice to separate business income from personal spending, and by keeping track of income and documenting it can show whether the business is growing or not.
Clelia	Cautious in terms of her business activities and was reluctant to apply the new knowledge in her business.
Margaret	Intrigued by the activities about feedback and budgeting. She was surprised to learn that business owners should communicate with their customers more to ask what they want and need. Also, to get feedback on fulfilment of these wants and needs and whether they agree with the quality. She learned that business insights guide the owner to market the business better to create more business opportunities.
Precious	Connected with the material that was context specific.

Beauty	Was stuck in her ways of conducting her business and business activities, she did open herself to new ways of thinking.
Regina	Was comfortable with the material that was contextualised in a format that was familiar to her and opened more possibilities for her.
Princess	Was sceptic of the intentions of the intervention and, therefore, did not share much about her business activities. She was very taken by business planning and budgeting and viewed it as an important element to include in her daily business activities.

Mary has a reserved and cautious attitude, and she does not seem to be open to change. Mary is involved in business activities in her community but only pursues activities in which she can safely predict the outcomes. She uses her past business experience insights to help her choose between alternative business decisions. Although Mary follows a more cautious and reactive approach to changes in her business environment, she was intrigued by elements and activities in training directly related to the contexts she is accustomed to in her community. Mary connected with specific activities in training, such as marketing her business better, to increase her customer numbers. It could be argued that Mary has shown a higher willingness to change after she was exposed to the training material.

In the intervention, trainees had to confront their attitudinal stance and insecurities regarding their beliefs about a specific topic in training. The trainer then shares the theory that grounds the topic under discussion by linking it to examples specifically formulated to match the business context familiar to the trainees. The trainer then guided the trainees to apply the theory to real-life scenarios from their own experience or current situations to stimulate learning further. They were then directed back to their self-rating questionnaire to reflect on their initial responses and adjust if necessary. It can be said that Mary's attitudinal change was partially influenced by how the training material was structured and in the sequence, it was delivered.

The training intervention has impacted Joan's views positively. She wants to open more stores and set things in motion while the training intervention is ongoing. Joan also learned about her business's flaws and indicated ways to overcome them in the intervention. Overall, Joan has a positive outlook regarding her business and the change that accompanies growth. Joan connected well with other trainees and participated in group activities and discussions. She seemed comfortable sharing business insights from her rich experience as a businesswoman. She indicated after the intervention; she was intrigued by planning and formulating goals for her business.

The training activities helped Joan understand her point of view and beliefs about topics such as goal setting and planning. The self-rating questionnaire helped Joan to identify these attitudes and beliefs. Then the training material, coupled with instructions from the trainer, clarified the theory with linked exercises to instil new ways of thinking. Action principles were then used to crystallise or freeze these actions after returning to the self-rating questionnaire to infuse new thinking pathways. The training structure helped Joan to recognise her ways of thinking and, secondly, to provide new ways of thinking to stimulate improved proactive behaviour. Nonetheless, Joan is very much driven by her thinking and ways of maintaining control in an uncertain environment which impacts how she experiences new knowledge and, therefore, incorporates it into her everyday life.

The training material and the activities followed a specific sequence that stimulated Emily's way of thinking about her business to add value for her customers. The training structure played a significant role in these changes in Emily's view. However, Emily is very set in her ways of thinking, making it difficult to change her thinking if it is not supported by objective world evidence shared in a context familiar to her.

Beatrix was very positive during the entire intervention and came forth as a very open-minded individual who is open to change and verbal about her business activities. She shared insights but has also reflected insights that originated in the intervention. She was intrigued by goal setting and how it guides business decision-making to align with these dreams for the future. Beatrix was comfortable with the training material and enjoyed the training activities. Revisiting the self-rating questionnaire afterwards helped Beatrix to evaluate her attitude before the intervention on a specific topic with her new way of thinking after being exposed to the action principle and theory. In this way, she freely chooses to agree, or not to agree, with the learnings and to change her attitude about it accordingly.

Bettie connected more to certain activities than others. She learned about budgeting, saving and ways to distribute her products. She related well with activities that used a context very similar to the context in which she operates her business. The physical setting of the training did not play a significant role in the learning. However, the camaraderie between the trainees and the trainer in terms of instructions created a safe environment for Bettie to explore and share ideas. It can be argued that the training material and the structure of the training intervention guided positive thinking and stimulated new ways of seeing previous issues and problems.

To Ana, her business and the outcomes of her business are essential. Although it mostly seems to be about the monetary return of the business, it connects to the business activities. The training activities Ana associated well with were those activities that emphasised budgeting. She was stunned to learn that separating business income from personal spending is good practice. Also, keeping track of income and documenting it can show whether the business is growing. Like many other trainees, Ana's learning did not suffer due to the training conditions. It was clear, though, that Ana connected with the training activities only if the exercises and activities were shared in a familiar context. It can be argued that the training material and structure, the sequence and pace in which the content was shared, made sense to her. Furthermore, it can be argued that the context in which the content was shared affected the training material's impact on Ana.

It seems that Clelia is very cautious in terms of her business activities. Although the training made her more aware of some needed business activities, she still seems reluctant to apply them. She responded to the feedback discussion and was very interested in the activities in the training intervention concerning this topic. It can be argued that the topic intrigued her so much as it offered another channel of information. Such information provides insights into her business and helps to market her products better to create more opportunities for the business.

On the other hand, it could also be argued that Clelia viewed feedback as a business tool. One that gives her more control over her environment by preparing for change. Clelia was not influenced in any way by the training conditions. Again, the structure of the training, how it was sequenced, and how principles were introduced helped to stimulate Clelia's interest. It was true, mainly when the exercises and activities played out in a context like hers and that of her business.

Margaret was very intrigued by the training activities about feedback and budgeting. She was surprised to learn that business owners should communicate with their customers more to ask what they want and need. Also, to get feedback on fulfilling these wants and needs and whether they agree with the quality. Margaret also seemed oblivious to the benefits of budgeting, planning, and monitoring progress, which is crucial in any business. She learned that business insights guide the owner to market the business better to create more business opportunities. The training conditions did not impact the way Margaret learnt in the intervention. The way the activities and training material were contextualised was critical as it provided a means for Margaret to connect to the learnings. The trainer played a significant role, too, in giving unambiguous instructions. It could be argued that these instructions sometimes prompted some responses instead of resonating from changed attitudes.

Precious connected way better with the material that was context specific. In other words, the activities and examples contextualised in the context familiar to Precious had the most significant impact on the change in attitude. The training conditions had no significant effect on the change in her attitude or beliefs. Again, the difference could be attributed to the training structure and its specific sequential manner of delivery.

Although Beauty seemed to be stuck in her ways of conducting her business and business activities, she did open herself to new ways of thinking. According to Beauty, she will perform some business activities differently because of what she realised from the training activities in the intervention. Accordingly, it could be argued that the training activities and material guided Beauty to foresee different means of conducting her business. Once again, the training setting did not impact the change that Beauty experienced. It could be attributed to the training material's structure and delivery. Of course, the context matters. However, in this case, as with others, it is not dependent on the training environment but on developing the training content.

More than the training setting, the training materials and conditions impacted how Regina started to think about her business. Because the training material was contextualised in a format familiar to Regina, it opened more possibilities for her. Contextualisation of the training material is critical not only for Regina to connect with the material but also for her to view herself in that position. Therefore, the training material and training structure support attitudinal change. The delivery of it in terms of instruction and guidance, in this case, must coincide with the material to make it a well-rounded mechanism to instil positive change.

Princess started with scepticism of the intentions of the intervention. She, therefore, did not share much about her business activities. However, she began to relate to the training activities and exercises that were contextualised in very familiar ways. She was very taken by business planning and budgeting and viewed it as essential in her daily business activities. She indicated that, in this way, she could have more control over cash flow and create more opportunities for her business.

4.16 Conclusion

The within-case analysis allowed an in-depth investigation of the 12 cases to better understand their experience in the intervention. Also, this experience influenced their attitude to change and, therefore, their behaviour to anticipate better the learning that occurs in training according to the deduced programme theory. An overview of all

12 cases was presented to allow a holistic overview before each case was presented individually.

To understand each case with the realist evaluation approach, the explanatory effects matrix for each case was presented first to provide an overview of how each case experienced the programme context, what mechanisms influenced the outcome for each case more predominantly, and how the CMOC for each case developed in the intervention. After that, the data collected before, during, and after the empirical investigation were discussed, which supports the findings and provides a more in-depth understanding of each case experience before, during, and after the intervention.

Interestingly, considering the personal initiative questionnaire, most cases showed no change occurred, while three cases showed a dropped in initiative, and only two cases showed a slight increase. Because most cases were drawn to the same learning style, which was the assimilator learning style, they seemed to be stuck between reflective observation and abstract conceptualisation. The similarities in their way of learning could be attributed to their very similar context. All the cases, past and present, are encapsulated by a community setting with close ties to their family and friends.

Looking at the CMOC for every case, which differs between cases because of small nuances, the most dominating mechanisms shown to drive change were action-formation and situational mechanisms, with only one case driven by transformational mechanisms.

Six themes emerged: proactive/reactive behaviour, self and attitudinal change, business behaviour and change, learning for change, the means to change, and positive deflection that explains how PI interventions were experienced on an individual level to make sense of the programme context, mechanisms, and the outcome patterns that build towards the CMO configuration (CMOC) for the intervention. The six themes form the base for the cross-case analysis next, exploring similarities and differences between these cases.

5 CROSS-CASE ANALYSIS

5.1 Introduction

Considering all 12 cases and the CMOC for each case, I will now show similarities and differences between the cases grounded by the six themes in Chapter 4 to understand better the programme context, mechanisms, and outcome patterns of the intervention. First, a summary of the cross-case analysis is shared to show the findings holistically (see Table 42). Each section in Table 42 will be discussed separately to show how the results relate to the deduced programme theory.

Sub-question 1 relates to the context in a realist evaluation inquiry which focuses on the interventions' setting and the learning conditions, including experiential learning and learning styles. Sub-question 2 relates to the mechanisms of the intervention. Since the deduced programme theory has shown the mechanisms to fall within three categories, namely action-formation, situational and transformational mechanisms, the discussion will show how the insights gained from the within-case analysis relate to the different mechanisms that play a vital role in the outcome for each case. Sub-question 3 relates to the outcome patterns of the interventions, which is not the focal point of the inquiry; however, it still needs to be considered to fully understand the context-mechanism-outcome configuration (CMOC) for the personal initiative (PI) intervention. And lastly, Sub-question 4 is about change and motivation towards entrepreneurial action, which builds towards the entrepreneurial mindset.

5.2   Cross-case analysis towards the CMOC for PI interventions

Table 42: Cases grouped according to the mechanisms that inform change

Case visual	Pseudonym name & real age	Programme context	Preferred learning style	Mechanism	Outcome pattern	CMOC per case
	1. Mary (69)	Thrive in a familiar context	Assimilator	Action formation:	Certainty and control.	Certainty is key
	3. Emily (54)	Thrive in a familiar context	Converger & accommodator	Action formation:	Certainty and control.	Certainty is key
	4. Beatrix (55)	Thrive in a familiar context	Diverger & accommodator	Action formation:	Practicality seems to be critical.	Practicality is key
	6. Ana (47)	Thrive in a familiar context	Assimilator	Action formation:	Material outcome	Certainty is key
	11. Regina (36)	Can adapt to the context	Assimilator	Action formation:	If you work hard, you will reap the benefits.	Open mindedness is key

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Case visual	Pseudonym name & real age	Programme context	Preferred learning style	Mechanism	Outcome pattern	CMOC per case
	2. Joan (58)	Can adapt to the context	Assimilator & accommodator	Situational:	Controls the outcome	Open mindedness is key
	7. Clelia (69)	Thrive in a familiar context	Assimilator	Situational: .	Reality must be practical	Practicality in a social context is key
	9. Precious (49)	Thrive in a familiar context	Assimilator & converger	Situational:	Certainty and control.	Certainty in a social context is key
	12. Princess (61)	Thrive in a social context	Diverger & converger	Situational:	Family benefits	Social responsibility is key
	5. Bettie (57)	Thrive in a familiar context	Accommodator	Action formation & situational:	It must be practical	Practicality is key

Case visual	Pseudonym name & real age	Programme context	Preferred learning style	Mechanism	Outcome pattern	CMOC per case
	10. Beauty (61)	Thrive in a social context	Assimilator	Action formation & situational:	The collective good	Certainty in a social context is key
	8. Margaret (61)	Can adapt to the context	Assimilator & converger	Transformational:	Community benefits.	The bigger picture in terms of social responsibility is key

5.3   The programme context

Table 43: Context and preferred learning style for each case

Pseudonym name & real age	Context	Preferred learning style
1. Mary (69)	Thrive in a familiar context	Assimilator
3. Emily (54)	Thrive in a familiar context	Converger & accommodator
4. Beatrix (55)	Thrive in a familiar context	Diverger & accommodator
6. Ana (47)	Thrive in a familiar context	Assimilator
11. Regina (36)	Can adapt to the context	Assimilator
2. Joan (58)	Can adapt to the context	Assimilator & accommodator
7. Clelia (69)	Thrive in a familiar context	Assimilator
9. Precious (49)	Thrive in a familiar context	Assimilator & converger
12. Princess (61)	Thrive in a social context	Diverger & converger
5. Bettie (57)	Thrive in a familiar context	Accommodator
10. Beauty (61)	Thrive in a social context	Assimilator
8. Margaret (61)	Can adapt to the context	Assimilator & converger

5.3.1   Sub-research question 1

"How does the context of the intervention in terms of experiential learning contribute to the outcome of each case, focusing on the setting and the learning conditions in the intervention?"

5.3.2   The setting of the intervention

Following the deduced programme theory, it was expected that the learning space would characterise the setting of the intervention as Kolb and Kolb (2005) termed it, which constitutes a space where "individual disposition and characteristics of the learning environment" (p. 200) interact to produce a "microsystem" (p. 199). Accordingly, to the deuced programme theory, to create a learning space that enhances experiential learning and stimulates a "growth-producing experience" (p. 205), some conditions should be acknowledged, such as:

(1) Respect for each learner and their respective experiences. In other words, each learner forms part of the microsystem, and the quality of learning is largely dependent on the quality of the relationships in this system (Kolb & Kolb, 2005).

Considering both interventions, focussing on all 12 cases, respect for each other and the trainer was enduring, supported by the theme of positive deflection. Each learner was part of the microsystem, and the quality of learning largely depended on the quality of the relationships established in each system. Individuals (trainees) were very forthcoming in helping each other understand complex concepts or when they did not understand an exercise (Polokwane, 29 May 2019).

The trainers, however, also impacted the micro-system of the intervention. They ensured all trainees could participate and share their experiences about what they had learned in their communities. The trainers spend additional time on certain sections to ensure the trainees fully understand each topic.

It showed, therefore, that collaboration and support were present between the cases and the trainers in each intervention which support learning and change in a microsystem which aligns with the deduced programme theory and support the literature (Polokwane, 22 May 2022).

(2) To learn experientially, individuals must "own and value their experiences" (p. 207), meaning that prior knowledge is used to make sense of new knowledge, which should not be restricted to only certain levels of experience (Kolb & Kolb, 2005).

To learn experientially, participants used their prior knowledge to make sense of new knowledge, which was restricted in some cases to a certain level of experience. Participants continuously used personal and business-related context to make sense of new knowledge that was shared throughout the training intervention, supported by the themes of the self and attitudinal change and the means to change. Observing the trainees while keeping in mind their context in its totality, it became apparent that simple elements in business management that come naturally to some who are more educated and experienced in planning and goal setting are difficult for these cases to grasp.

Personal initiative training uses experiential learning to make the most simple and basic learning mechanisms known first and then use action principles to instil the knowledge. Exercises and iterations of the material, adding new themes bit-by-bit in small increments, making the learning more conducive for the trainees who internalise it better to make the learning more concrete.

The findings, therefore, align with the deduced programme theory and support the literature (Tzaneen, 16 April 2019).

(3) To learn, individuals must acknowledge and embrace differences in skill, status, life experience, or ideas and beliefs. In recognising such differences, a conducive

learning space should, therefore, simultaneously challenge and offer support to individuals (Kolb & Kolb, 2005).

Cases acknowledged differences between one another in terms of skill, status, life experience, ideas and beliefs. It allowed for a conducive learning space which offered support to trainees with few opportunities to challenge different viewpoints. Some respondents were open to learning from each other, while others were very set in their ways, supported by the themes of self and attitudinal change, proactive and reactive behaviour, and learning to change. At certain times in the intervention, the trainers found it challenging to explain some aspects of the training if it does not fall within the known frameworks of the trainees. There was resistance to information that challenged the trainees' worldview, showing a firm reliance on the known to make sense of new information (Polokwane, 30 May, 2019; Tzaneen, 16 April 2019).

Therefore, it can be argued that initial attitudes forged through experience must be unlearned first to enable an openness to change and accept new ways of thinking that are not part of the deduced programme theory, adding unique insight to the literature.

(4) Also, it is required that conversations happen. Individuals must talk about their experience in a learning environment to make sense of it. It has been shown that conversations will happen more freely when learning spaces "integrate thinking and feeling, talking and listening, leadership and solidarity, recognition of individuality and relatedness, and discursive and recursive processes" (Kolb & Kolb, 2005, p. 208).

All the trainees in both interventions had various conversations with the trainers, but more importantly, with one another to make sense of their experience in the learning environment. There existed a sense of community among the trainees who continuously reflected on what they had learnt among one another, supported by the themes of business behaviour and change and learning for change. Although the trainer played an essential role by continuously prompting participants to reflect on their learning and to verbalise it to one another, most reflection and sensemaking happened outside the physical learning environment. It was noticed in the observations each morning when trainees had a chance to share their understanding with fellow trainees after each day's training and with their families at home. It supports their reluctance to accept new information at face value and their need to confirm the latest information in their known context with fellow individuals also familiar with their context.

It supports the process of unlearning before new knowledge is internalised, which is not shown in the deduced programme theory, therefore, adding to the literature.

5.3.3 The learning conditions in the intervention

Mary, Beatrix, Emily, Ana, Clelia, Precious and Bettie thrive in a familiar context. For them, change, and therefore learning happens when new knowledge is introduced in the context of what they already know. It then makes sense to share new information in increments, taking special care of how it relates to the known. This calls for understanding the participants' reality and worldview regarding the topic under discussion.

PI interventions brought along novelty with a step-by-step approach to introduce new knowledge. Looking at the structure of the action-based intervention during the training, a specific sequence of actions stimulated learning in a scaffolding process supported by the theme of positive deflection. The introduction of regular milestones helped place pressure on the trainees to set objectives, and the use of reflection as a tool allowed trainees to self-reflect and acknowledge their perceptions about a particular topic concerning their businesses. It occurred before the topic was introduced through a self-rating questionnaire and then again after the theory was explained and linked to an action principle with several case studies as examples.

It means that learning happens when entrepreneurs experience the process of venture creation, in the sense that entrepreneurs in general, and in no particular order, act, conceptualise, and reflect on the learning that takes place, considering the entire learning process (Kolb & Kolb, 2005; Pittaway & Cope, 2007; Smilor, 1997). The findings, therefore, support the deduced programme theory and the literature.

5.3.3.1 *Experiential learning*

Observing the two PI (personal initiative) interventions, it was clear that the trainees drew from their own experience to make sense of the training (concrete experience) supported by the theme of positive deflection. Before an action principle (theory) is introduced, the trainees first do the self-rating questionnaire to make them aware of their worldview about a particular topic (reflective observation). Only then is the theory explained using case studies, and the action principle gets instilled by exercises (abstract conceptualisation). Then the action principle and theory are iterated as the trainees apply the knowledge to their businesses and personal situations. It allows the trainees to personalise the learning (aligns it with their world views) to enable them to use the newly acquired knowledge in various circumstances in their business context (active experimentation).

This approach, however, ignores individual trainees' resistance to change, as some aspects of these topics do not agree fundamentally with their worldviews, which is supported by the theme of the self and attitudinal change. And because some trainees are conservative by nature, they do not voice their disagreement nor open themselves up to debate the matter, which leaves a gap in what it seems they are learning compared to what they are learning (Polokwane, 30 May, 2019; Tzaneen, 16 April 2019).

When an entrepreneur experiments with an opportunity by taking action, they conceptualise the experience in an attempt to make sense of it and then uses feedback about the effort to reflect (Armstrong & Mahmud, 2008; Corbett, 2005; Kolb, 1984; Kolb & Kolb, 2005; Pittaway & Cope, 2007; Taylor & Thorpe, 2004; Yamazaki & Kayes, 2004).

To effectively learn from experience, some form of familiarity must be present to relate new information to the known. The findings, therefore, partially agree with the deduced programme theory and the literature. However, the results also add to the deduced programme theory and the literature by highlighting the importance of individual consideration in a training environment. Individuals hold different world views, shaped by experience in a specific community setting, developing an attitude that resists changing if it challenges current perceptions instead of supporting change in a more positive way to learn and adjust, as is currently assumed.

5.3.3.2 Experiential learning styles

Interestingly, from Table 42, only one case (Bettie) favoured the *accommodator* learning style associated with doing things. This learning style allows individuals to thrive on new experiences that heavily rely on their intuition to make decisions. There seems to be a disconnect in most cases between reflecting and thinking about a situation and then actually doing something about it, supported by the theme of proactive/reactive behaviour.

Five cases in the two interventions have shown a strong preference for reflective observation. Mary, Ana, Regina, Clelia, and Beauty are more comfortable developing theoretical models and abstract ideas and less focused on people. Assimilators are pleased with content and large amounts of information, watching the situation to see what will be delivered

Six cases were associated with two preferred learning styles: the assimilator and the accommodator. Emily favoured the converger and accommodator style equally, indicating a solid preference for active experimentation, which is geared mainly at taking informed actions. Beatrix preferred the diverger and accommodator style with a strong

focus on concrete experience. For her, it is about the activities and how these actions inform her current concrete experiences.

On the other hand, Joan favoured the assimilator and accommodator styles, which positioned her strengths in opposite dimensions. This could point to her being reflective about her experiences and then actioning ideas without fully understanding how or why she is doing it. The same scenario occurs with Princess, although in her case, she favours the diverger and converger learning style, also positioning her in the opposite dimensions. In her case, it is about reflecting on her experiences and making sense of them, although she might hold back in action. Lastly, Margaret fully emerged in the abstract conceptualisation phase of the learning process. She favours the assimilator and converger learning styles which point to her strengths in quickly making sense of new information about her worldview. The findings holistically have shown strong tendencies to feel, reflect and think about change, without the vital link to act on these learnings linking well with the themes of learning for change and the self and attitudinal change.

Most entrepreneurs, in general, favour the accommodator learning style. The style was geared towards action, and individuals who prefer this learning mode could adapt quickly and with less effort to changing circumstances in the environment. However, individuals learn best by cycling through all four forms of learning, which means the context cannot be ignored. Individuals tend to prefer one style over others to manage contextual conditions while learning and developing knowledge (Armstrong & Mahmud, 2008; Corbett, 2005; Yamazaki & Kayes, 2004). Yamazaki and Kayes (2004) specifically pointed out that individuals are influenced by "social, cultural, and environmental forces" (p. 364).

The findings, therefore, partially support the deduced programme theory and the literature and add to it by emphasising the importance of the context and how more understanding is needed about the trainees' world views—unlearning first needs to happen before new knowledge is accepted to make the change more sustainable.

5.4   The mechanism

Table 44: Mechanisms for each case

Pseudonym name & real age	Mechanism
1. Mary (69)	Action formation
3. Emily (54)	Action formation

Pseudonym name & real age	Mechanism
4. Beatrix (55)	Action formation
6. Ana (47)	Action formation
11. Regina (36)	Action formation
2. Joan (58)	Situational
7. Clelia (69)	Situational
9. Precious (49)	Situational
12. Princess (61)	Situational
5. Bettie (57)	Action formation & situational
10. Beauty (61)	Action formation & situational
8. Margaret (61)	Transformational

5.4.1 Sub-research question 2

"How do the mechanisms at play in the intervention contribute to the outcome of each case, considering situational, action-formation, and transformational mechanisms?"

The process of a personal initiative intervention starts with personal initiative, which supports self-starting, proactive and persistent behaviour. Then it is followed by action principles, which were shown to offer an essential bridge between thinking and doing. Lastly, entrepreneurial action takes place, which relies on prior knowledge and motivation to produce action, which was not evident in the two interventions. Because the structure of the training intervention plays a pivotal role in the outcome patterns, the underlying mechanisms in these interventions must support learning and therefore change, which is supported by the themes of proactive/reactive behaviour and positive deflection.

Focusing on mechanisms, however, an investigation should also be transparent on the type of mechanisms that supports change. It has been shown by Astbury and Leeuw (2010) that several types of mechanisms can be at play at different levels. These are action-formation, situational and transformational mechanisms which will be discussed next concerning the findings in the within-case analysis.

5.4.2 Action-formation mechanisms

Mary, Emily, Beatrix, Ana and Regina were influenced by action-formation, micro-to-micro mechanisms (see Table 44 above) to support change in the learning in the intervention. Although Bettie and Beauty are also affected by action-formation mechanisms, they are equally influenced by situational, macro-to-micro mechanisms. In other words, individual and social situations similarly influence their beliefs and desires.

Mary claimed she had never worked for a white man (Polokwane, 29 May 2019). Emily is inspired by her work and the support from the people she works with (Tzaneen, 17 April 2019). Beatrix started selling bananas, used the profits to buy a truck to sell wood in the community, and then used the profits to build a shop (Tzaneen, 17 April 2019). Beauty is not dependent on anyone for support (Polokwane, 30 May 2019). Ana seemed driven by being in control of her livelihood (Tzaneen, 29 May 2019). Regina started by selling clothes to students while studying, identified a gap in the cleaning industry, and then went into the catering business cooking food (Polokwane, 30 May 2019).

These "individual choices and actions are influenced by a specific combination of desires, beliefs and opportunities" (Astbury & Leeuw, 2010, p. 371). However, they are all influenced by their known context, which creates boundaries in allowing new knowledge to add value as intended. Certainty in a familiar context supports change, which adds to the deduced programme theory and the literature.

5.4.3 Situational mechanisms

In terms of the two interventions, situational mechanisms played a substantial role in shaping case outcomes. Looking at the strong impact that the community have on individual decision-making and how community dynamics influence individual behaviour, macro-to-micro level mechanisms influence thinking and shape behaviour in this context. Joan, Clelia, Precious, Princess, Bettie and Beauty (see Table 44 above) were influenced by situational mechanisms to support change in terms of learning in the intervention. As stated above, Bettie and Beauty were also influenced by action-formation mechanisms.

Joan quickly asked her customers for feedback about her products, relying on the community to take her closer to her business goals (Tzaneen 16 April 2019). Clelia showed a strong attachment and reliance on her family and community (Polokwane, 29 May 2019). Precious, Princess, Bettie and Beauty rely on their social networks to create opportunities (Polokwane, 30 May 2019).

Situational mechanisms show "how specific social situations or events shape the beliefs, desires and opportunities of individual actors" (Astbury & Leeuw, 2010, p. 371), which were grouped as macro-to-micro level mechanisms. These cases rely very much on their families, and their communities significantly impact their decisions. Not only does the context influence their choices in how it benefits them, but a significant part is how it reflects positively back to their families and the community.

The findings, therefore, have shown that these cases will be more comfortable with uncertainty and more open to change if their actions benefit their families and community at large, adding to the deduced programme theory and the literature.

5.4.4 Transformational mechanisms

Only one case, Margaret, has shown to be influenced by micro-to-macro level mechanisms (see Table 44 above). To Margaret, any change from the intervention must serve a bigger purpose. She, therefore, will increase her entrepreneurial action only if it has relevance and sustenance in terms of helping her community, family, friends, and society at large, adding to the deduced programme theory (Polokwane, 29 May 2019).

Transformational mechanisms show "how a number of individuals, through their actions and interactions, generate macro-level outcomes" (Astbury & Leeuw, 2010, p. 371), grouped as micro-to-macro level mechanisms.

Considering the different mechanisms supporting change in these interventions, which lead to the outcome patterns, it becomes apparent that other mechanisms must be considered when developing programmes. Learning occurs when change is embraced, and because change happens differently for different individuals through different levels of mechanisms, training content needs to be structured constructively, focussing on all three types of mechanisms. Literature has shown the distinction between these mechanisms (Astbury & Leeuw, 2010). The findings support the deduced programme theory and the literature and added insights by looking more closely at individual differences.

5.5 The outcome patterns

Table 45: Outcome patterns for each case

Pseudonym name & real age	Outcome pattern
1. Mary (69)	Certainty and control.
3. Emily (54)	Certainty and control.

Pseudonym name & real age	Outcome pattern
4. Beatrix (55)	Practicality seems to be critical.
6. Ana (47)	Material outcome
11. Regina (36)	If you work hard, you will reap the benefits.
2. Joan (58)	Controls the outcome
7. Clelia (69)	Reality must be practical
9. Precious (49)	Certainty and control.
12. Princess (61)	Family benefits
5. Bettie (57)	It must be practical
10. Beauty (61)	The collective good
8. Margaret (61)	Community benefits.

5.5.1 Sub-research question 3

"How does a psychological perspective in the intervention contribute positively to entrepreneurial action?"

Because this study focused on the interventions themselves and not the longitudinal effects after considerable time has passed, the premise resides in how these interventions were structured and delivered to elicit longitudinal effects. Still, action seems to be the driving force behind it, and the emphasis is on changing behaviours in the now to produce favourable outcomes for the future.

Considering the impact of these personal initiative interventions across Africa, such as increases in small business effectiveness (Solomon et al., 2013), improved entrepreneurial performance and increased employment (Glaub et al., 2014). Both Glaub et al. (2014), later Frese et al. (2016), and then Campos et al. (2017) all assert, at a higher level of abstraction, that personal initiative interventions nurture entrepreneurial action and, therefore, the entrepreneurial mindset.

5.5.2 Entrepreneurial action (EA)

Depicted from the cases, these interventions at a higher level of abstraction promoted foresight and motivation to these businesswomen to convert their business ideas, through action, into feasible business opportunities. An evaluation process follows in which the prospect is rationalised by applying cognitive mechanisms. The outcomes

of these evaluation processes then determine whether the intention progresses into behaviour, the decision to act supported by the theme of learning to change.

According to the findings, commitment could only be attained if the individuals in the intervention are convinced of the value of the new knowledge shared in these interventions. Commitment, therefore, is dependent on a buy-in which only occurs if the value of the latest information is trusted and understood within the context of their tightly held beliefs shaped by their experience. It, therefore, emphasises understanding the antecedents to these tightly held beliefs first to find ways to eradicate wrong assumptions and create an openness to change and learning, supporting a more probable commitment to action, which is also supported by the theme of the self and attitudinal change.

Considering that the PI action-based interventions are focused on stimulating personal growth within the individual entrepreneur, they provide the necessary tools to develop an entrepreneur's entrepreneurial perspective and boost their personal development (Tzaneen, 16 April 2019).

Although the findings agree with this statement, it also has shown, taking an individual approach, that some trainees did not understand the concept of a goal. In the training intervention, the assumption is that a goal as a concept should be understood and that the planning process towards reaching a goal should be the focus. Observations in these interventions have shown that reaching for a goal becomes secondary if the concept of a goal is not understood first. As this illuminates merely one topic in the intervention, many more could exist, making an individual approach to a realist inquiry valuable. It allows one to identify these subtle differences, which could potentially when identified and eradicated, increase the outcomes for these interventions building a more enduring entrepreneurial mindset for these entrepreneurs.

For Mary, Emily and Precious, certainty and control lead to positive outcome patterns. Beatrix, Clilia and Bettie prefer the practical aspect of it, whereas, for Ana, it is more about the monetary rewards. Regina believes that if you work hard, you will reap the benefits, and Joan wants to have control over potential rewards. Princess Beauty and Margaret value an outcome pattern that links to positive results for their families and communities. The findings, therefore, showed that a singular approach to goal setting could not work as the motivations for desirable outcome patterns differ.

Entrepreneurial action, a behavioural response, was preceded by cognitive forethought about an opportunity for profit. Therefore, it becomes imperative to generate the correct stimulus in the intervention, to allow the right kind of actions to manifest in

the future that is driven by a belief/desire configuration and supported by motivating factors and prior knowledge (Bandura, 1991; McMullen & Shepherd, 2006). Although entrepreneurial action starts with an intention, planning is required to bridge the gap between these two concepts (Gielnik et al., 2015; Van Gelderen et al., 2015). Planning becomes the driving force for sustainable entrepreneurial action; however, motivation is also a necessary condition for action to sustain the persistence with a goal and to self-regulate action while taking cognisance of the context (Bandura, 1989; McMullen & Kier 2016, McMullen & Shepherd, 2006; Mitchell et al., 2002; Wood & McKelvie, 2015).

Relating the findings of this study with the results from previous studies conducted to measure the outcome patterns of PI interventions (Campos et al., 2017; Frese et al., 2016; Glaub et al., 2014; Solomon et al., 2013), a muti-sided approach to delivering these interventions could potentially increase the outcomes and make the learning more enduring.

To enhance the outcome patterns for PI interventions, entrepreneurial action must be increased. Suppose planning forms the significant link between an entrepreneurial intention and the behaviour that follows. In that case, it is imperative to ensure planning and goal setting is understood and internalised during PI interventions. It cannot be achieved if the concept of planning and goal setting remains foreign and gaol setting ignores different motivational aspects of outcome patterns. The findings, therefore, add to the deduced programme theory and the literature.

5.5.3   The entrepreneurial mindset

Beatrix from Tzaneen showed cognitive adaptability in her business undertakings when she started to sell bananas, used the profits to buy a truck to sell wood in the community, and then used the profits to build a shop (Tzaneen, 17 April 2019). In her case, it would make sense to build in a training intervention on her past successes; however, taking an individual approach, it is evident that this was not the case for all the trainees in the intervention making a one-sided approach not very conducive for all to grow their entrepreneurial mindset.

Although the entrepreneurial mindset is a state that develops over time, PI action-based interventions support the notion of cognitive adaptability to promote action. It also motivates entrepreneurs to perform economically by developing personally (Tzaneen, 30 May 2019). It can be argued that the entrepreneurial mindset as a concept becomes instilled in entrepreneurs through a series of actions that fosters cognitive adaptability, self-motivation, and an affective state that supports them in pursuing an opportunity.

It should be emphasised that this could only happen when trainees in the intervention are open to change to learn new behaviours. Looking at trainees individually in these interventions, evidence points to them not being open to change due to their attitudes shaped by past experiences filled with misplaced assumptions not conducive to growing the entrepreneurial mindset.

It is crucial to understand the driving forces behind the development of the entrepreneurial mindset. Personal initiative training with an active approach helped nurture the entrepreneurial mindset, providing a readiness to act, resulting from cognitive, affective, and motivational orientation. It constitutes a learnt response to adapt thinking processes which can be enhanced through experience and training (Campos et al., 2017; Frese et al., 2016; Glaub et al., 2014; Haynie & Shepherd, 2007; Naumann, 2017).

However, for an entrepreneur to be cognitively adaptable, to rapidly sense, act, and mobilise a response to an opportunity, they must be knowledgeable about the validity and feasibility of the opportunity and be motivated to pursue it. Different motivational states can trigger different cognitive interpretations of an opportunity. Simple questions are asked when attempts are made to change the situation or aspects of the self to fit the situation, such as: can I pursue the opportunity? Do I have a reason to pursue the opportunity? Am I energised to pursue the opportunity? (Haynie et al., 2010; Parker et al., 2010; Shepherd et al., 2007; Shepherd, Patzelt & Haynie, 2010).

Hong et al. (2016) argue that emotions are infused in decisions and choices. They found that when goals were pursued by will and were more influenced by personal dispositions than economic or environmental determinants, the initiative was more robust when derived from self-efficacy, intrinsic motivation, and positive affect.

Although the literature provides sufficient information to understand the importance of cognitive adaptability to nurture the entrepreneurial mindset, trainees must also be motivated to pursue an opportunity. It is difficult to become motivated about a situation one knows very little about. The findings overwhelmingly point to trainees not being open to change, meaning very little learning takes place, making it difficult to develop cognitive adaptability. The results add to the deduced programme theory and the literature.

5.6   Context-mechanism-outcome (CMO) configuration

Table 46: CMOC for each case

Pseudonym name & real age	CMOC per case
1. Mary (69)	Certainty is key
3. Emily (54)	Certainty is key
4. Beatrix (55)	Practicality is key
6. Ana (47)	Certainty is key
11. Regina (36)	Open mindedness is key
2. Joan (58)	Open mindedness is key
7. Clelia (69)	Practicality in a social context is key
9. Precious (49)	Certainty in a social context is key
12. Princess (61)	Social responsibility is key
5. Bettie (57)	Practicality is key
10. Beauty (61)	Certainty in a social context is key
8. Margaret (61)	The bigger picture in terms of social responsibility is key

5.6.1   Sub-research question 4

"How does a personal initiative training intervention bring about change for different business owners, and how do these changes motivate action to develop the entrepreneurial mindset?"

In this section, all six themes, proactive/reactive behaviour, the self and attitudinal change, business behaviour and change, learning for change, the means to change, and positive deflection, support the CMOC for each case and, therefore, the PI intervention itself.

Looking at the context-mechanism-outcome pattern configurations, the CMOCs per case depicted in Table 46 above, certainty is vital for Mary, Emily, and Ana. They find it challenging to manage uncertainty and prefer to know more about the future. They would benefit most when new knowledge is introduced incrementally to allow them time to relate it with their known worldviews and, through reflection, adjust their worldviews accordingly to enhance their actions positively. Benefits for them are more focused on "me". How will it benefit me personally and my business? For Precious and Beauty, certainty is also vital but in a more social context. They also would benefit when new knowledge is introduced incrementally to allow them time to relate it with their known

worldviews. However, benefits for them are more focused on "us". How will it benefit my community, family, and friends, and how will improving my business positively impact them?

For Beatrix and Bettie, practicality matters. They would benefit most when the new knowledge introduced explicitly shows its practical benefits and how these could positively impact them individually and their business. They will be more open to changing their behaviour if it makes practical sense. For Clelia, practicality also matters, but in her situation, it needs to be helpful in a social context. In other words, "if I change my behaviour, would it make practical sense and allow benefits for my community, family, and friends".

For Regina and Joan, open-mindedness is essential. They have shown to be more open to change than the other cases. They view the learning as beneficial and are willing to adjust their world views through accepting new knowledge if the perceived benefits extend to them personally and for Joan, her community, family, and friends. It could be argued that Regina and Joan would be the only two cases to adjust generally in a more traditional learning environment where all learners receive the same stimuli.

For Princess and Margaret, it is about being socially responsible. They will be more open to change and accept new knowledge if the information is shared to emphasise its social benefits. In other words, if they allow their worldviews to be adjusted because of new knowledge, how will their communities, family and friends benefit? Margaret is also concerned about how the benefits will further extend positively to society. In other words, how will my changed behaviours eventually impact society positively?

Since a deduced programme theory was constructed from the literature on personal initiative training interventions initially, from the findings, taking an individual approach, it became clear that change is dependent on the attitudes of each trainee, which creates the foundation for change and learning in these interventions.

5.7   Conclusion

The within-case analysis provided valuable insights into each case to help understand what works for whom, in what way, and how, ending with a CMOC for each case. The cross-case analysis highlight similarities and differences to provide insights into the programme context, the mechanisms and the outcome patterns as suggested in a realist evaluation building towards the CMOC for the PI intervention as shown above.

The context is essential, and the evidence points to similarities and differences between the cases. It was found that the setting of the intervention does not matter, although the world views of each case do, which initially set the tone in terms of how each case experiences new knowledge. The findings partially support the deduced programme theory and added insights about unlearning and the cases' openness to change. The learning conditions of the intervention played a significant role in experiential learning and the preferred learning style of all the cases that influence the learning that happens in PI interventions. Again, the findings partially supported the deduced programme theory and added insights about how cases' different world views affect their openness to change.

The mechanisms, the driving force behind the outcome patterns, were categorised according to action-formation, situational, and transformational mechanisms suggested by the deduced programme theory. The findings have shown cases whose behaviour is driven by action-formation mechanisms rely on certainties in a familiar context which supports change, adding to the deduced programme theory. The cases driven by situational mechanisms are more comfortable with uncertainty and more open to change if their actions benefit their families and community, adding to the deduced programme theory. Only one case has been identified whose behaviours are driven by transformational mechanisms. Her willingness to change depends on how it serves a bigger purpose, adding to the deduced programme theory.

To enhance the outcome patterns for PI interventions, entrepreneurial action must be increased to nurture the entrepreneurial mindset. Planning forms the significant link between entrepreneurial intentions and the behaviours that follow. As shown in the analysis, it isn't easy to increase entrepreneurial action if planning and goal setting are foreign. Also, if gaol setting ignores different motivational aspects, it limits cognitive adaptability, which weakens the outcome patterns. These findings, therefore, add to the deduced programme theory.

For change to happen, the individual must first foresee the value in changing their behaviour, which could be weak depending on their current attitude towards change. Reflecting on the initial deduced programme theory, the findings supported the literature in many ways. Still, it also adds valuable insights that will be incorporated into a new adjusted programme theory next.

6   THEORETICAL CONTRIBUTION

6.1   Introduction

Considering the insights gained from the within-case and cross-case analysis, this chapter will first focus on the contribution to theory in terms of theory development. The focus will then shift to the two significant contributions to theory, namely the adjusted Personal Initiative (PI) programme theory that resolves around the mechanisms and how it relates to the context to deliver propositions to be tested in future studies; and the Action Regulation Theory (ART) which follows a learning by doing approach. Because this study does not focus on the outcome patterns in a realist evaluation enquiry, the mechanisms in context will be discussed to show how the outcome patterns are achieved and provide insights to potentially increase future intervention outcomes.

6.2   Contributing to theory (theory development)

Qualitative studies provide the means to investigate phenomena of interest that elicit questions for which the answers are not yet evident in the literature or to explore phenomena of interest for which very little literature exists. For these reasons, qualitative studies provide rich data to develop a theory where little-known explanations exist (Shepherd & Suddaby, 2017). According to Van Burg et al. (2022, p. 13):

> Qualitative research has been of tremendous value for developing some of the most foundational theories in entrepreneurship research. Not only is qualitative research important to build, elaborate, and qualify entrepreneurship theories, it also is an important way to build further understanding of the unique, heterogeneous, volatile as well as mundane characteristics that define the field of entrepreneurship.

To this end, theory development should be seen as a step in understanding phenomena better, the starting point for conversations, highlighting concerns, and opening the field for further investigations (Corley & Gioia, 2011).

Effective theory building, therefore, according to Shepherd and Suddaby (2017), starts with a theorising trigger, "identifying a tension that will motivate the rest of the theorizing process…, constructing the context or setting…, then build the narrative arc of a theory" (p.80). However, PI interventions showed several successes in the outcome patterns; it was unclear how these outcomes were generated through the mechanisms in context for these interventions, which presented the theorising trigger. Therefore, a deduced programme theory was constructed with what is known about these

interventions, the context, and the setting. The deduced programme theory was then evaluated using empirical data, building the narrative arc, to adjust the deduced programme theory with what was not known to deliver a revised PI intervention programme theory.

With this in mind, the following sections will show the theoretical contributions supported by the findings in the empirical investigation.

6.3 The adjusted programme theory for PI interventions

Figure 12: Analytical framework for the programme theory (Author's own)
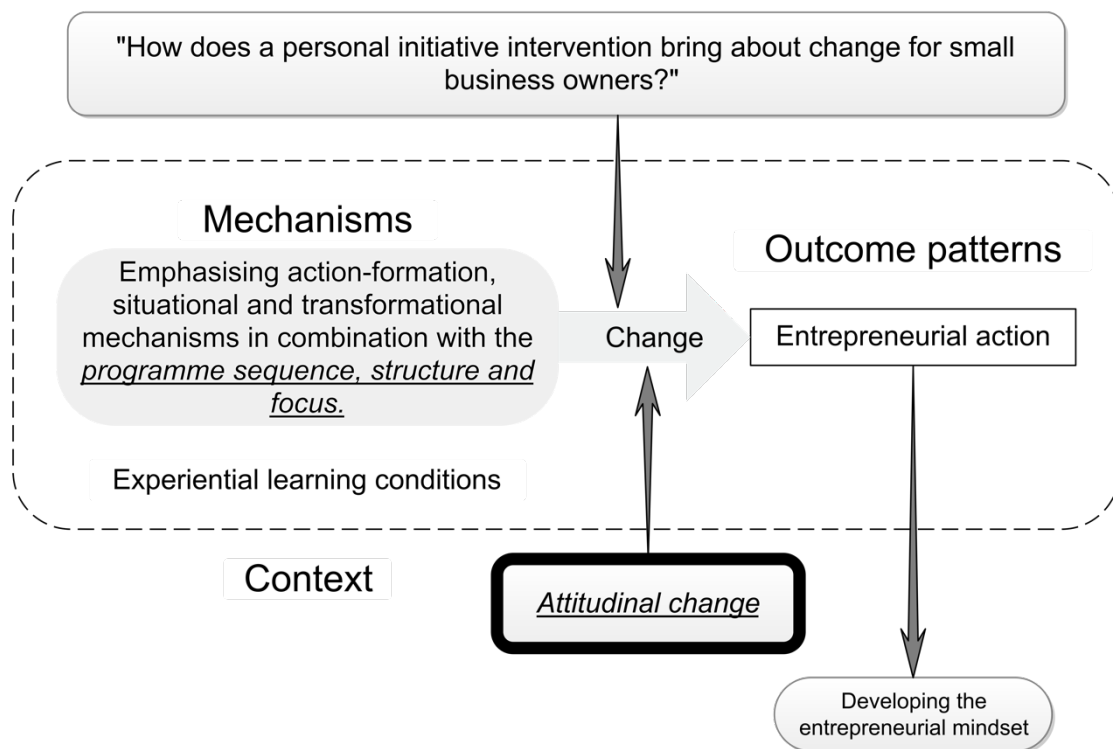
In Figure 12, attitudinal change has been identified as the primary contributor to elicit change in PI interventions. Evidence convincingly pointed to the attitudes of the trainees entering the intervention, pre-conceived world views shaped by individual, real-life experiences, personally and in their businesses, to form the foundation they use to judge all new knowledge. According to Zahra (2007, p. 9), entrepreneurs' decisions "delve deeply into the psyche, mental models and inner souls of entrepreneurs" and suggest scholars must recognise and understand the context as we theorise causes, structures, and effects. Weick (1995) even stated earlier that "the key lies in the context—what came before, what comes next" (p. 389). It, therefore, directly impacts the trainee's openness and willingness to change, which affects how they internalise

learning in a training intervention that directly impacts the outcome patterns for a PI intervention.

The training intervention process, more specifically, the programme sequence, structure, and the programme's emphasis on reflection, through its self-rating questionnaire, helped to elicit action formation and situational and transformational mechanisms.

Learning occurs if the context is conducive to experiential learning, such as the environment created by the trainers in these interventions, considering the learning conditions and setting of these interventions. However, for change to take effect, the trainees must undergo an attitudinal change by being cognisant of their own bias instilled through experience and historical perceptions about future outcomes and their world views. In this way, entrepreneurial action is internalised. These actions develop from an inherent belief that they will make a positive difference in their business and personal lives, which will spill over as community contributions. In other words, entrepreneurial action is linked to the business context's development and personal development that is linked to community development in some way.

The outcome patterns in the form of entrepreneurial action, therefore, in the long run, as the literature suggests, lead to the continuous development of the entrepreneurial mindset. Developing businesswomen, consequently, who had been marginalised to grow their businesses without sacrificing instilled values and beliefs on a personal level.

Therefore, the findings of a realist evaluation pinpoint the CMOC of a programme or intervention needed to sustain the programme or intervention. In this study, however, due to the individual focus and approaching the CMOC from an individual perspective, the CMOC was firstly shown individually per case in the within-case analysis, and the cross-case analysis highlighted the similarities and differences across all the cases.

The literature shows that "programmes activate mechanisms amongst whom and in what conditions, to bring about alterations in behavioural or event or state regularities" (Pawson & Tilley, 2004, p. 9). The CMOCs act, therefore, as propositions to predict and explain the "mechanism-variations" together with the "context-variations" to produce the patterns of "outcome-variations" (p. 9).

Therefore, considering the deduced programme theory initially developed from the literature, the revised programme theory includes attitudinal change as an essential determinant for learning to occur in these interventions on an individual level, adding to the literature. Since change is central to any intervention, the findings show that an individual's attitude, shaped by past and present experiences, influences the change

anticipated by the programme developer. It points to the trainer understanding everyone's departure point in the intervention and using these insights to deliver the learning content to fit their audience better, which is a significant finding to increase the outcomes. Colquitt and Zapata-Phelan (2007, p. 1283) taxonomy of theoretical contributions for empirical studies evaluates contributions on a scale. One indicates a low contribution, and five indicates a high contribution. Because this study investigated a previously unexplained process, it is positioned at four, showing a high contribution.

Considering the CMOC of PI interventions, the context and mechanisms driving the outcome patterns also need to be considered, which will be discussed next.

6.3.1 The programme context

The cases found a space in the training environment to develop their expertise, act and reflect on their actions, embrace thinking and feeling, and promote inside-out learning. As such, these personal initiative interventions have shown to endorse a setting in attempts to embrace change through action-based training. However, change is supported by more than the content of the programme. The context must be considered in three domains: the larger context in which the training intervention is delivered, the learning environment, and the context in the training content.

6.3.1.1 Larger context in which the training intervention is delivered

Because these interventions originated in Europe and were brought to Africa, one must consider the different dynamics in these two vastly different contexts. Although previous research was conducted across the African continent using personal initiative interventions to test outcome patterns, supporting positive impact after two years, one still needs to acknowledge attitudinal influences on an individual level if the outcome patterns want to be increased.

According to Pawson and Tilley's (2004), context is "those features of the conditions in which programmes are introduced" (p. 7). Context matters, and context variations can alter a mechanism's working (Astbury & Leeuw, 2010). As much as context is about the place, context is also about the circumstances that form the setting for the event.

Therefore, the larger context and how it influences individuals' openness to change must be considered. Usually, the larger context can be understood by investigating the National culture of a country, in the case of South Africa; however, having multiple cultures, careful consideration must be given to these pivotal differences. Although the investigation focused on the programme context, the larger context must

still be considered as it influences individuals' willingness to change. It, therefore, makes sense for the trainer to understand the larger context and how it impacts the attitude of individual trainees and their openness to change.

6.3.1.2 Context in terms of the learning environment

Context, however, was also about the classroom environment. Interestingly, from the observations in the interventions, it did not play a significant role in the change that occurred during learning. Another influencing factor in terms of change in the learning environment was the trainers. Although both trainers in both interventions added significant value to the classroom activities, they also acted as facilitators in the interventions. They acted as guides, guiding the trainees through the learning content, especially when it seemed foreign; they used analogies to help trainees better understand the content.

Therefore, physical space in and around the classroom, even with numerous distractions, did not significantly affect the learning and change that happened in the intervention. Interestingly, the human factor was crucial. The trainers made a significant impact in terms of the cases' openness to change and willingness to learn, an aspect that require further investigation.

Considering the learning styles of each case, it was fascinating to find the relationship between each cess preferred learning style and how it relates to how they interacted with the learning content. Most cases favoured the assimilator learning style, which points to them being more reflective learners, while only one case demonstrated the preferred entrepreneurial learning style geared towards action. Individuals tend to favour one type over others to manage contextual conditions while learning and developing knowledge (Armstrong & Mahmud, 2008; Corbett, 2005; Yamazaki & Kayes, 2004). Yamazaki and Kayes (2004) specifically pointed out that individuals are influenced by "social, cultural, and environmental forces" (p. 364).

Proposition 1: Knowing the learning style of individual trainees before a personal initiative (PI) intervention will allow the trainer to group the trainees in the intervention firstly and, secondly, help each group according to their preferred way of learning.

6.3.1.3 Context in the training content

The content, the training material, must also be considered as it should mimic the context in which it is delivered. In the data after the interventions, when cases reflected on the content, those activities formulated using a context very similar to theirs were the

activities that were recalled easier and quicker. In some cases, the trainees imagined themselves in the scenario, replacing the character, to make the experience their own. In this way, they connected better with the learning material.

The context in the learning material, therefore, does matter and contribute to change in the learning environment; however, it was the sequence in which the training material was delivered that rendered the most change (see Figure 13).

Figure 13: The training intervention sequence, structure and focus (Author's own)
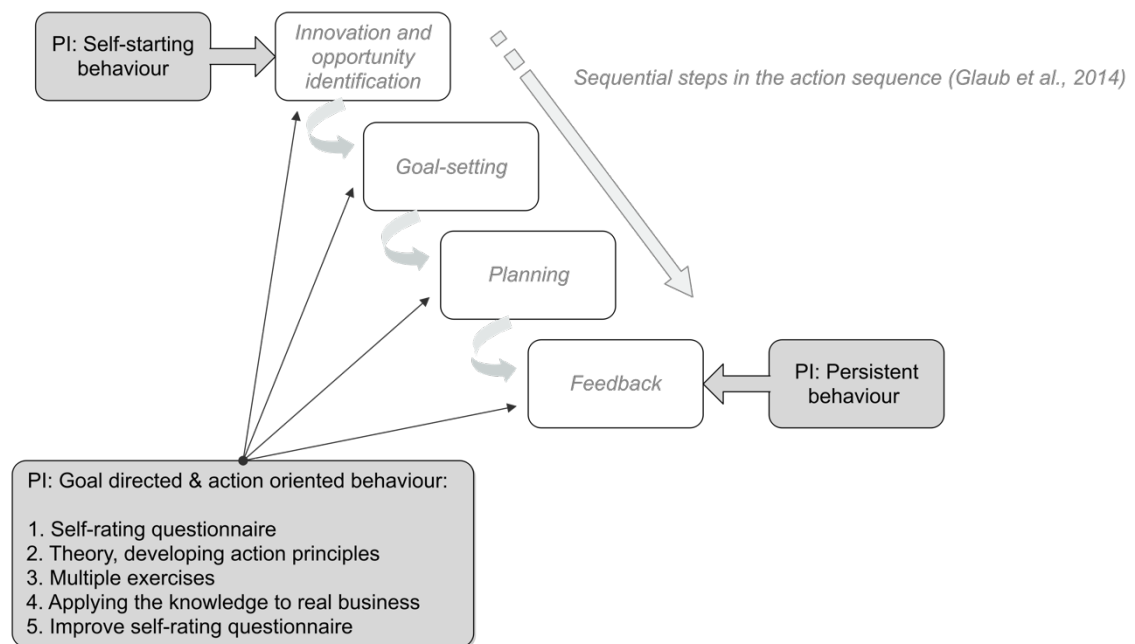
The learning content followed the process of entrepreneurship in that it first focussed on the initial idea that was evaluated in terms of its feasibility and viability. It used drivers of innovation to establish whether the idea was creative and unique, thinking outside the box. Then, goals were set using the SMART acronym with an action plan to help develop incremental steps for reaching these goals. From the findings, however, the cases were unclear about the meaning of goals posing a limitation in the process. As goals and planning form a crucial element in the success of these interventions, not understanding these concepts creates a weakness in the intervention.

Planning moves the trainee from the point of initial cognitive thought-stimulating intention towards action. Information seeking in the planning process of the Action Regulation Theory (see Figure 17 later in the Chapter) impacts individual attitudes regarding why information is sourced, the type of information source, and how the trainee uses this information. Not understanding why information is sourced, what appropriate

information entails, or how it is used will negatively influence the outcome patterns for the intervention.

Feedback was central to the success of the intervention. Feedback provided leverage in terms of aligning the opportunity with reality and gaining a better understanding of what works and does not.

While proceeding through the themes in entrepreneurship, personal initiative dimensions such as self-starting, goal-directed and action-oriented, and persistent behaviour were instilled. At the start of the intervention, self-starting behaviours are infused through a series of activities. Then, during the entrepreneurial process moving from the initial opportunity identification phase towards feedback, goal-directed and action-oriented behaviour were emphasised (Fay & Frese, 2001; Fay & Sonnentag, 2010; Frese et al., 1997). To do this, the trainees had to move through a series of steps, as seen in Figure 13.

Firstly, at the start of each theme, each trainee must complete a self-rating questionnaire developed to focus on the specific theme. The initiative is to make the trainee aware of their perceptions of it and to allow the trainee to later adapt their thinking in line with the learning that took place.

Secondly, the trainer shared the theory and combined it with a case study, or short case scenario, to help the trainees understand the theory in their context. These case studies or short scenarios were developed to fit the context in which the trainees' businesses are based. In this way, they relate the theory to their real-world experience. Then, the action principle was shared to embed the knowledge and to make it actionable (Frese et al., 2016; Glaub et al., 2014).

Then thirdly, the trainer shared a couple of exercises with the trainees, which they completed in a group or individual format. It allowed the trainees to align their thoughts to the learnings and allowed the trainer to monitor their understanding of specific concepts in the theme. Fourthly, trainees had to apply the theme to their businesses or business ideas. Another round of back-and-forth was pursued until the trainer was convinced that the trainees had improved their business ideas. Lastly, all trainees had to revisit their original self-rating questionnaire and make adjustments in terms of their earlier views and perceptions about the theme.

The structure and the sequence were geared to stimulate entrepreneurial action, which is significantly influenced by the trainees' attitude before the training intervention. The findings showed that if a trainee is not convinced that their worldview is incorrect

and does not internalise it on a personal level, change will not occur as intended and as PI interventions assume.

The entrepreneurial mindset becomes instilled in entrepreneurs through a series of actions that foster cognitive adaptability, self-motivation, and an affective state that supports the pursuit of an opportunity (Hong et al., 2016; Shepherd et al., 2007; Shepherd et al., 2010). Again, if entrepreneurial action is compromised, the entrepreneurial mindset will not develop as the literature suggests.

Therefore, the outcomes of this study agree with the deduced programme theory regarding the training intervention process, which entails the sequence, structure and focus of these interventions. The study, however, must stress the importance of conceptual understanding first before trainees apply any of these steps in the learning process to their businesses or personal lives. Furthermore, it has been shown in the data that the procedure followed in these interventions creates a conducive environment to stimulate change and, therefore, a favourable environment for learning to occur. Still, the amount of change and learning that happens on an individual level remains dependent on the individual cases' willingness to accept the change, be open to unlearn misconceived assumptions and learn new behaviour. These cases, therefore, had to be convinced firstly to change their attitude considering the discrepancies between their world beliefs and the latest knowledge, and secondly, be willing to accept the new knowledge to learn and grow.

6.3.2   The mechanisms

In terms of the two interventions, it became evident that all three levels of mechanisms played a role in shaping the outcomes for these cases. The dominant mechanisms were action-formation and situational mechanisms, with transformational mechanisms to a lesser extent. The findings show how community dynamics influence thinking and behaviour in context. In most cases, it is a matter of "what works for the community will work for me", a collective approach.

According to Pawson and Tilley (1997), "mechanisms are underlying entities, processes, or structures which operate in contexts to generate outcomes of interest" (p. 368), The "bigger picture of action in its entirety" (Anderson et al., 2006, p. 103). Several mechanisms can be at play at different levels (Astbury & Leeuw, 2010).

6.3.2.1 Action-formation mechanisms

Figure 14: Attitudinal change for individuals driven by action-formation mechanisms (Author's own)
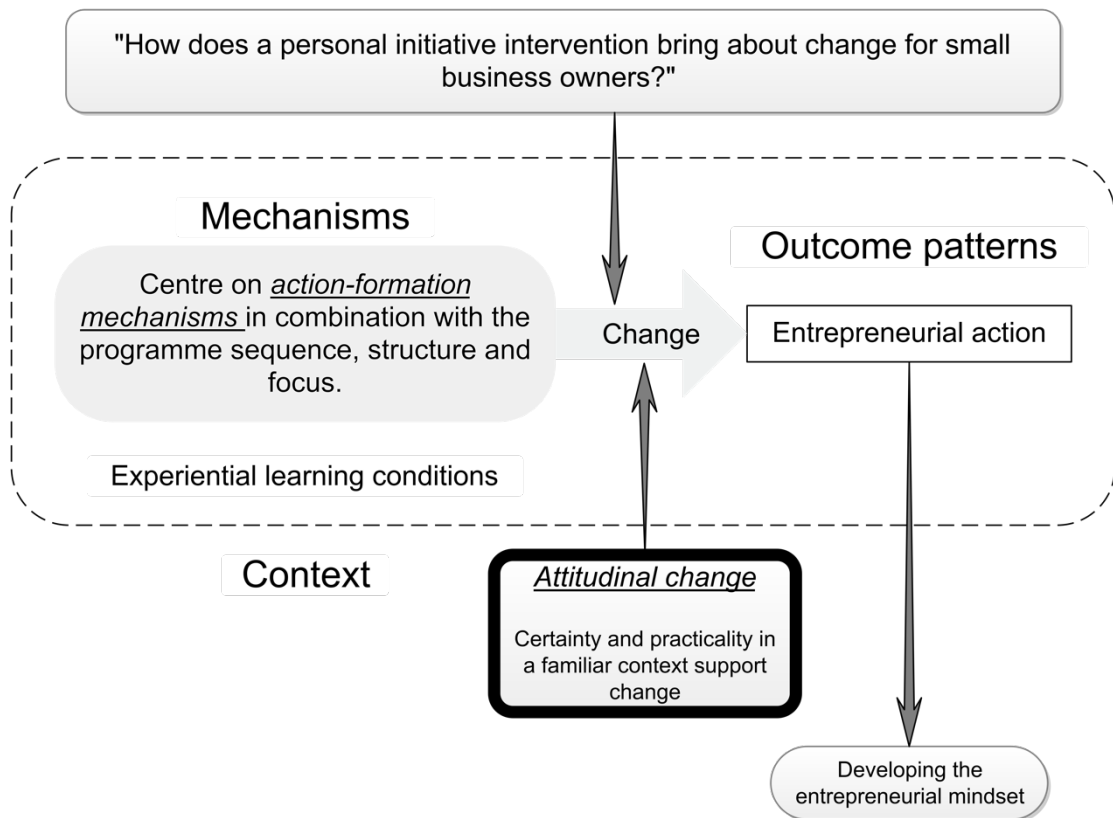
Because these cases prefer a more stable and familiar context and use what they know to make sense of new information, certainty, for these cases, is vital in terms of change and action (see Figure 14). They are open to change if there is a link between what they know, their experience, and what is presented in the form of new information. Furthermore, these cases want to predict outcomes accurately and seek out opportunities in which they have some degree of control.

Proposition 2: *Certainty and practicality drive action-formation mechanisms to positively stimulate individuals' openness to change in a personal initiative intervention. In other words, 'how will it benefit me?'.*

6.3.2.2   Situational mechanisms

Figure 15: Attitudinal change for individuals driven by situational mechanisms (Author's own)
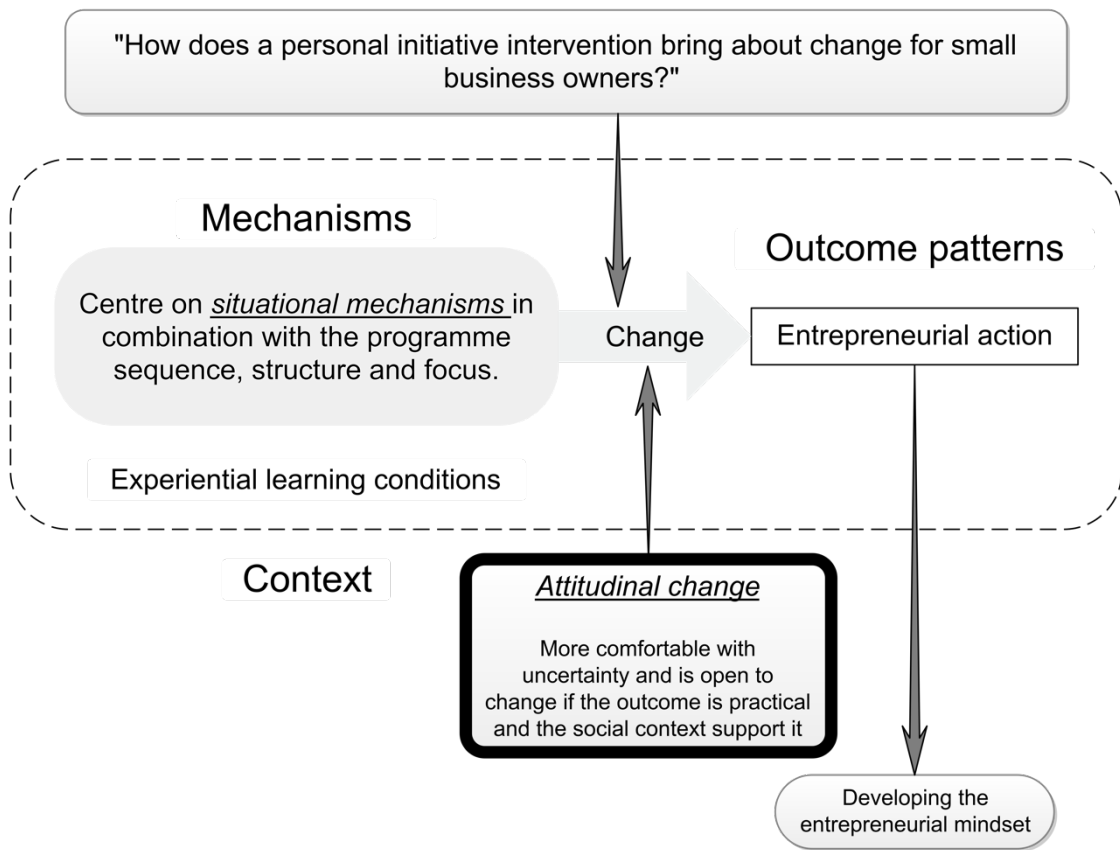
These cases are more open-minded and comfortable with an uncertain context (see Figure 15). They are more adaptable to change, although some familiarity in the context, in terms of the social setting, helps them to make sense of new information. They are socially oriented, and their willingness to change is strengthened when it involves their community, family, and friends. These cases mostly feel they control a situation and, therefore, the outcome.

Proposition 3: *Practicality in a community context, even if uncertain, drives situational mechanisms to positively stimulate individuals' openness to change in a personal initiative intervention. In other words, 'how will it benefit my community?'.*

6.3.2.3 Transformational mechanisms

**Figure 16: Attitudinal change for individuals driven by transformational mechanisms (Author's own)**
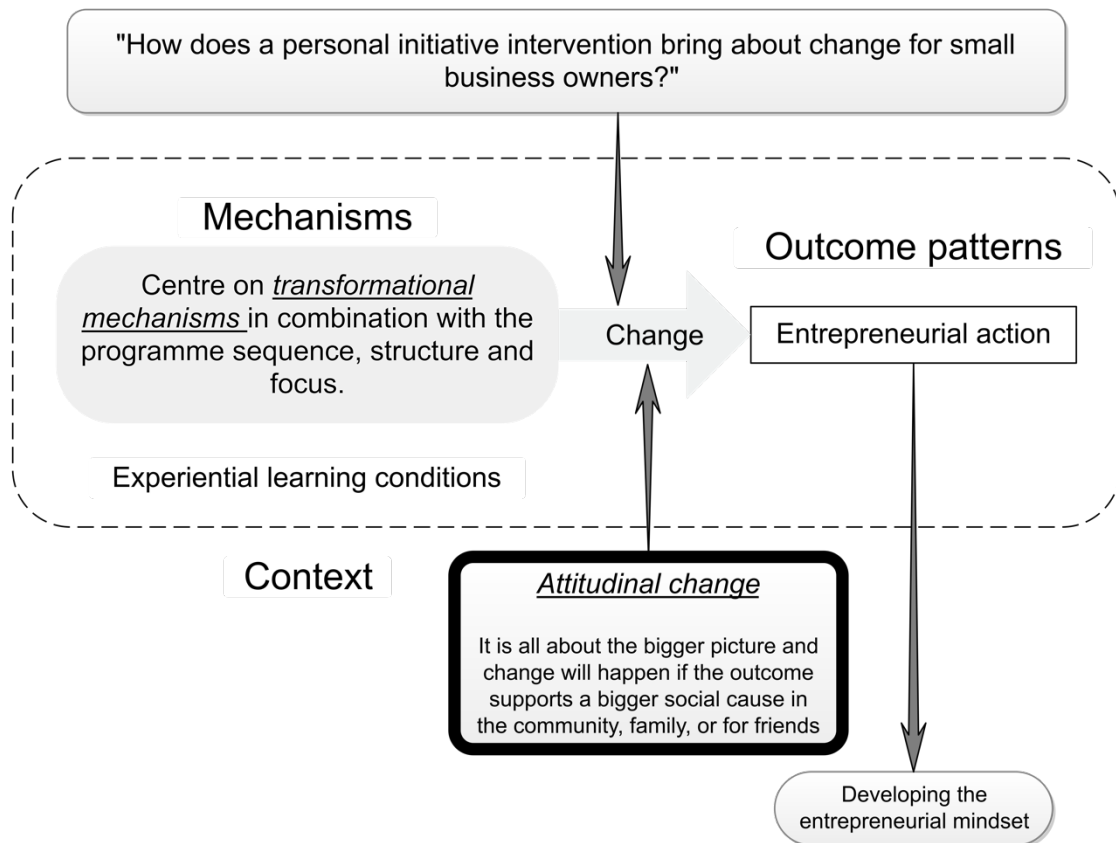
Only one case was identified with transformational mechanisms (see Figure 16). She seemed to be in control of situations and comfortable with uncertainty. She perceives and processes information simultaneously, making her more open and adaptable to change. The social context, however, is super important. Not in how it benefits her but how she can make an impact to contribute positively to her social context, being her community, family, friends, and society.

Proposition 4:   *The social context drives transformational mechanisms to positively stimulate individuals' openness to change in a personal initiative intervention. In other words, 'how will these small changes impact the larger social context?'*

6.3.3 The context-mechanisms-outcome (CMO) configuration

Therefore, context must be considered in three domains: the larger context in which the training intervention is delivered, the context of the learning environment, and the context of the training content. Three levels of mechanisms play a role in shaping the outcome patterns. Action formation and situational mechanisms are considered the

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dominant mechanisms, with transformational mechanisms to a lesser extent. And community dynamics influence thinking and shape behaviour in context.

Looking at the context-mechanism-outcome pattern configurations, the CMOCs indicate "how programmes activate mechanisms amongst whom and in what conditions, to bring about alterations in behavioural or event or state regularities" (Pawson & Tilley, 2004, p. 9). CMOCs are propositions that predict and explain the "mechanism-variations", together with the "context-variations" to produce the patterns of "outcome-variations" (Pawson & Tilley, 2004, p. 9); therefore, to increase the outcomes for PI interventions, more emphasis must be placed on the propositions above to pinpoint the CMOC for personal initiative interventions in a South African context.

6.4   Contributing to the Action Regulation Theory (ART)

Figure 17: The adapted action process (Author's own)
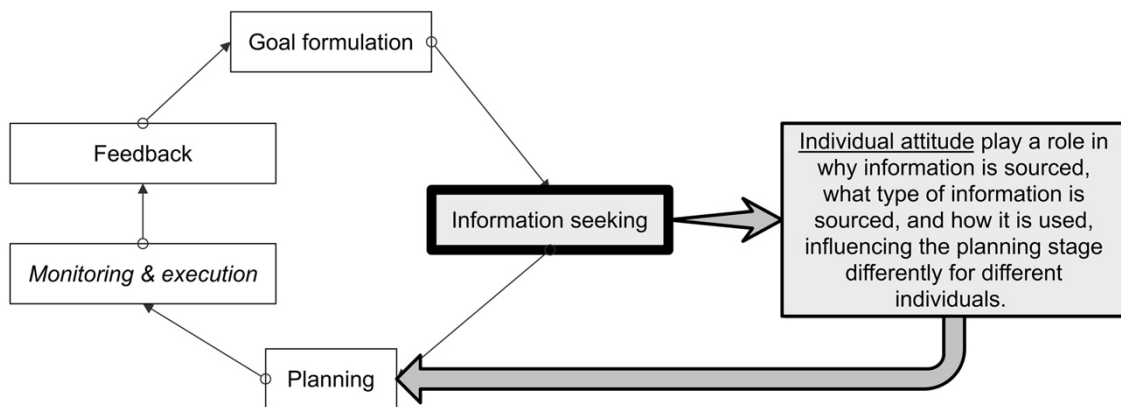
In line with the cross-case analysis, looking at the action process initially developed by Glaub et al. (2014), a closer look on an individual level is needed to understand the impact the "information seeking" phase in the process could have on planning, the next step in the process (see Figure 17). Although Gielnik et al. (2014, p. 374) have shown that "active information search compensates for lack of experience" in entrepreneurs, their study did not focus on the individual. Looking at the individual, this study's findings added insights as to why, what and how individuals source and use the information and, therefore, move differently through the action process. In other words, different individuals focus on different types of information, have various reasons for sourcing information shaped by experience and personal circumstances, and use information differently after being sourced. Again, considering Colquitt and Zapata-Phelan (2007, p. 1283) taxonomy of theoretical contributions for empirical studies,

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introducing a new mediator in an existing process qualifies at level three on their scale for theoretical contributions. One being low and five being high.

Proposition 5: *The reasons behind sourcing information (the why), the type of information sourced (the what), and how the information is used (the how) are different for everyone, which impacts planning in the action process differently.*

From the findings, it became clear that individuality in context matters, which has been highlighted as an essential concept in qualitative inquiries (Van Burg et al., 2022). It was shown in the findings that individuals are reliant on what they know. Their personal and business-related experiences develop their worldviews, which affects how they accept and experience new knowledge. It also forms the foundation for judging information regarding why, what, and how it is sourced.

In this study, it is evident that based on individual world views, the information that will be sourced might differ for different individuals. As individuals enter a training intervention with pre-conceived ideas and beliefs based on their worldviews, the reasons behind their initial search for information (the why), the type of information they source (the what), and how the information is used (the how) could be different for different individuals. It then means that individuals will move through the action process differently depending on their initial intentions to source information and the actions that will follow.

Action Regulation Theory (ART) assumes active behaviour and feedback are prerequisites for learning. According to Glaub et al. (2014), abstract knowledge does not directly translate into action; it first needs to become operational. However, for action to become operational, it must go through a sequential hierarchical process. They posit that "cognitions regulate actions only when prior connections between these levels of regulation have been established" (p. 357), suggesting a learning-by-doing approach using action principles and repetition to establish such connections.

Accordingly, following a learning-by-doing approach, the assumption is that all trainees in an intervention have the same starting point, which is not the case. As knowledge builds on knowledge (Armstrong & Mahmud, 2008; Corbett, 2005; Yamazaki & Kayes, 2004), having different capacities to learn with different personal circumstances and levels of experience, new knowledge will be integrated differently, following a separate process, for different individuals.

Therefore, although the findings support the literature on Action Regulation Theory, it also adds valuable insights on an individual level of analysis. Based on this study, it becomes imperative to conduct more individual-level investigations to better understand change and the learnings in training interventions.

6.5 Conclusion

The study findings theoretically contributed by developing an adjusted programme theory. Firstly, by agreeing with the deduced programme theory in terms of the sequence, structure and focus of the interventions and how the deliverance of content supports the change and, therefore, the learning that takes place. Secondly, the study findings also extended the deduced programme theory by showing attitudinal change on an individual level is required to increase the learning that takes place in these interventions, making it more sustainable. The study then went further to show how attitudinal change links with different types of mechanisms that trigger the change in these PI interventions. The findings, therefore, have shown, applying a realist evaluation approach, that different mechanisms trigger change for different individuals and, therefore, require a different approach regarding the content in these interventions and the way the content is delivered.

Furthermore, the study contributed to the Action Regulation Theory (ART) by showing when an individual level of analysis is considered, the action process for different individuals could potentially differ. The process of action sequence focuses on goal formulation, information seeking, planning, monitoring and execution, and feedback, which filters back into goal formulation. According to the findings, individual differences play a role in the "information seeking" phase in terms of the type of information that is sourced, why it is sourced, and how the information is used, which then impacts the planning phase differently. Therefore, delivering original and useful contributions (Corley and Gioia, 2011).

The developed propositions shown earlier provide a gateway to future studies to explore these different mechanisms further with attitudinal change at its core to secure additional means to increase the outcomes for these interventions making them more sustainable in an African context.

7 CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

The study set out to empirically investigate PI interventions to determine what works for whom, in what circumstance, in what way, and how (Pawson & Tilley, 2004), to gain insight that can help to improve the entrepreneurial outcomes of these interventions (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub, Frese et al., 2014; Solomon et al., 2013).

Firstly, an induced programme theory was developed from literature using a realist evaluation first to understand what is known (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013). The results were analysed, secondly, through a rigorous coding process with six emerging themes that provided insights into what is not yet known. The findings delivered two significant contributions, an adjusted programme theory using a realist evaluation and an adjustment to the Action Regulation Theory (Glaub et al., 2014). Together It showed that context matters and individualism in these interventions could not be ignored if the longitudinal outcomes in an African context want to be increased.

As shown in the preceding Chapter, propositions were developed to build on the work that has already demonstrated valuable outcomes (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013). In this Chapter, more attention will also be given to the implications for practice (Hill et al., 2022) and recommendations to stakeholders to allow adjustments to our current thinking about entrepreneurial learning interventions, entrepreneurial action, and the entrepreneurial mindset enabling the spread of these benefits to a wider variety of settings, and a more generalised population (Gielnik et al., 2015; Haynie et al., 2010; Rooks et al., 2016; Sonnentag, 2010).

7.2 Rationale for the study

7.2.1 Sub-research questions 1

"How does the context of the intervention in terms of experiential learning contribute to the outcome of each case, focusing on the setting and the learning conditions in the intervention?"

1.1.1.1 Programme Context

The context must be considered in three domains: the larger context in which the training intervention is delivered, the context of the learning environment, and the context of the training content. Although the larger context and trainers in the learning environment influenced the change, the sequence in which the training content was delivered rendered the most difference.

The learning content followed the phases of entrepreneurship in that it focussed first on the initial idea and then moved to the formulation of goals with an action plan. However, concerns were raised when the trainees were unclear about the meaning of goals, which pointed to a weakness in the intervention process.

Planning then moves the trainee from the point of initial cognitive thought-stimulating intention towards action, as seen in the preceding Chapter. Information seeking is also impacted by the individual's attitude regarding why information is sourced, the source type, and how the trainee uses this information. Not understanding why information is sourced, what appropriate information entails, or how it is used could further influence the outcome patterns for the intervention negatively, therefore, adding further insights to the theory.

7.2.1.1 Setting of the intervention

It can be argued that initial attitudes forged through experience must be unlearned first to enable an openness to change to new ways of thinking that are not part of the deduced programme theory adding unique insight to the literature.

To learn, individuals must acknowledge and embrace differences in skill, status, life experience, or ideas and beliefs. In recognising such differences, a conducive learning space should, therefore, simultaneously challenge and offer support to individuals and stimulate conversations (Kolb & Kolb, 2005).

7.2.1.2 Experiential learning

To effectively learn from experience, some form of familiarity must be present to relate new information to the known. The findings add to the deduced programme theory and the literature by highlighting the importance of individual consideration in a training environment. Individuals have various learning style preferences, hold different world views that are shaped by experience in a specific community setting, developing an attitude that resists changing if it challenges current perceptions instead of supporting change positively to learn and adjust.

7.2.2 Sub-research questions 2

"How do the mechanisms at play in the intervention contribute to the outcome of each case, considering situational, action-formation, and transformational mechanisms?"

The findings have shown that action-formation mechanisms align to a more stable and familiar context, and trainees use what they know to make sense of new information. Certainty for them is vital in terms of change and action. They are open to change if there is a link between what they know, their experience, and what is presented in the form of new information. They want to predict outcomes and seek out opportunities in which they have some degree of control. Therefore, outcome patterns could be increased if an action-formation mechanism is instilled for those trainees profiled with these qualities and world view, adding to the theory.

The findings have shown that situational mechanisms align with trainees who are more open-minded and comfortable with an uncertain context. They are more adaptable to change, although some familiarity in the context, in terms of the social setting, helps them to make sense of new information. They are socially oriented, and their willingness to change is strengthened when it involves their community, family, or friends. These trainees mostly feel they are in control of a situation. Therefore, to increase the intervention outcome pattern, situational mechanisms should be instilled in the interventions for trainees who align with this profile and worldview, adding to the theory.

The findings have shown that transformation mechanisms align with trainless who want to feel in control of a situation and are comfortable with uncertainty. They perceive and process information, making them more open and adaptable to change. The social context is crucial to them in positively contributing to it. Therefore, transformation mechanisms should be instilled in programmes for individuals who fit this profile and worldview, adding to the theory.

7.2.3 Sub-research question 3

"How does a psychological perspective in the intervention contribute positively to entrepreneurial action?"

To enhance the outcome patterns for PI interventions, entrepreneurial action must be increased. If planning forms the significant link between an entrepreneurial intention and the following behaviour, it is imperative to ensure planning and goal setting is understood and internalised during PI interventions. This cannot be achieved if planning and goal setting remains foreign concepts and goal setting ignores different

motivational aspects to outcome patterns. Commitment can only be attained if the individuals in the intervention are convinced of the value of the new knowledge shared. It depends on a buy-in which only occurs if the value of the latest information is trusted and understood within the context of their tightly held beliefs. Therefore, outcome patterns for these interventions can be increased if commitment can be attained from the trainees first.

7.2.4 Sub-research question 4

"How does a personal initiative training intervention bring about change for different business owners, and how do these changes motivate action to develop the entrepreneurial mindset?"

Since a deduced programme theory was constructed from the literature on personal initiative training interventions initially, from the findings, taking an individual approach, it became clear that change is dependent on the attitudes of each trainee, which creates the foundation for change and learning in these interventions.

Outcome patterns for these interventions can be increased if commitment is attained from the trainees. This premise also holds for cognitive adaptability to nurture the entrepreneurial mindset. Trainees must be motivated and committed to pursuing an opportunity which is difficult for these trainees in a situation that they know very little about (Hill et al., 2022). The findings overwhelmingly point to trainees not being open to change, meaning very little learning takes place, making it difficult to develop cognitive adaptability, adding to theory.

7.2.5 Overarching research question

How does a personal initiative training intervention bring about change for small business owners?

By considering the context in three domains, namely, the larger context in which the training intervention is delivered, the context in the learning environment, and the context in the training content, we could better understand how each influences the outcome patterns. Still, we must also take into account the different levels of mechanisms which also play a significant role in shaping the outcome patterns, including community dynamics that influence thinking and shape behaviour in context.

Therefore, by answering the overarching research question, we must consider the mechanisms in context and how it interrelates to deliver the outcome patterns on an

individual level, as this study has shown with the revised PI intervention programme theory.

7.3   Contributions

7.3.1   Theoretical contributions

As an outcome of the preceding Chapters, theoretical propositions were developed to support the findings. The propositions relate to the programme context, more specifically the trainees' learning styles, the mechanisms that drive change in the personal initiative interventions under empirical investigation, and the Action Regulation Theory.

7.3.1.1   *Adjusted Personal Initiative (PI) programme theory*

The study findings contributed to the Personal Initiative (PI) interventions and theory in two ways. Firstly, by agreeing with the theory regarding the sequence, structure and focus of the interventions and how the deliverance of content supports the change and, therefore, the learning that takes place. Secondly, the study findings extended the theory by showing attitudinal change on an individual level is required to increase the learning that takes place in these interventions, making it more sustainable. Because individuals enter the training intervention with multiple worldviews, it is imperative to understand these views before the training commences. To put it into practical terms, "You can't really know where you are going until you know where you have been" (Angelou, 2021).

The study then went further to show how attitudinal change links with different types of mechanisms that trigger change in these PI interventions. The findings have shown, applying a realist evaluation approach, that different mechanisms trigger change for different individuals and, therefore, require a different approach regarding the content in these interventions and the way the content is delivered. Again, it highlights the significance of an individual approach to understanding why and how different mechanisms trigger change.

Therefore, the developed propositions shown earlier provide a gateway to future studies to explore these different mechanisms further with attitudinal change at its core to secure additional means to increase the outcomes for these interventions making them more sustainable in an African context.

7.3.1.2 The Action Regulation Theory (ART)

The study contributed to the Action Regulation Theory (ART) by showing when an individual level of analysis is considered, the action process for different individuals differs. The process of action sequence focuses on goal formulation, information seeking, planning, monitoring and execution, and feedback, which filters back into goal formulation. According to the findings, individual differences play a role in the "information seeking" phase in terms of the type of information that is sourced, why it is sourced, and how relevant information is sourced, which then impacts the planning phase differently, adding to theory. Gielnik et al. (2014) already established that information seeking is a way to compensate for the lack of experience; however, this study took it one step further to deliver insights as to why, what and how individuals source and use the information and therefore, refined the action process even more.

7.3.2 Methodological contribution

Pushing boundaries to increase entrepreneurial action and nurture the entrepreneurial mindset has been an enduring theme in entrepreneurship literature. More recently, numerous authors conducted action-based training interventions with an infused concept of personal initiative. By taking a psychological approach towards action, they have demonstrated noteworthy success in Africa (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013).

The over-arching framework for the psychology of entrepreneurship (Figure 1 in Chapter 2), extracted from Frese and Gielnik (2014), made it clear that PI interventions, although focussing on action characteristics, cannot exclude other elements in the framework. Cognitive and social preconditions and cognitive antecedents that influence the learning process and change in these interventions must be acknowledged. Although action is at the centre of these interventions, it manifests through a belief structure often dismissed by Western cultures that support capitalistic and profit-driven methods to increase entrepreneurial activity.

Using a realist evaluation approach (Pawson & Tilley, 2004), this study specifically looked at the programme context, mechanisms, and outcome patterns which together form the context-mechanisms-outcome pattern configuration for the programme. A deduced programme theory was produced and evaluated through empirical data. It was to determine "what works for whom, in what circumstances, in what respects and how" (Pawson et al., 2005, p. 21) to understand better the learning that

took place that nurtured entrepreneurial action and led to the development of the entrepreneurial mindset.

Research about evaluating programmes seeks to understand how "interventions bring about change" (Pawson & Tilley, 2004, p. 3). However, a realist evaluation is informed by four key suppositions (Kovacs & Corrie, 2016; Pawson & Tilley, 2004), which are: interventions "are 'theories', they are 'embedded', they are 'active', and they are part of 'open systems'" (Pawson & Tilley, 2004, p. 3). In attempts to alter thinking and therefore change behaviour patterns, interventions require individuals to engage in the process actively. Being attentive to these key suppositions to explain and fully understand interventions, an evaluator should focus on critical concepts: the mechanisms, programme context, outcome pattern, and context-mechanism-outcome pattern configuration. It has been shown that "programmes work (have successful ''outcomes'') only in so far as they introduce appropriate ideas and opportunities (''mechanisms'') to groups in the appropriate social and cultural conditions (''contexts;'')" (Pawson & Tilley, 2004, p. 57).

A realist evaluation, therefore, is a unique way to evaluate interventions. And as such, applying this method in an entrepreneurial setting supports the approach and contributes to its effectiveness in producing a programme theory to explain its inner workings. It is also a unique way to separate the mechanisms from the context and the outcome patterns to understand how a single change in the programme can deliver different outcome patterns. This way, an intervention can be adapted to other contexts or by changing the mechanisms to reveal different outcome patterns.

Therefore, using a realist evaluation approach in an entrepreneurial setting methodologically contributes to its effectiveness in evaluating programmes/interventions meant to increase positive outcomes, such as understanding how to stimulate more action towards entrepreneurial undertakings.

7.4   Implications for practice

Because this study aimed to understand these interventions better and how it works, it can now be applied to a wider audience to stimulate entrepreneurial growth in a community setting. It allows content developers of the intervention to adjust the content to fit their audience better and allows the trainers to be trained to facilitate different groups of individuals according to how susceptible they are to new knowledge. In this way, in general, the outcomes of personal initiative interventions can be increased.

South Africa has shown competitive strengths in business sophistication, market size, technology readiness, financial market development, goods market efficiency, and the capacity to innovate, which are favourable attributes for entrepreneurial development (Spigel, 2017). However, South Africa ranks low compared to major African countries on business ownership, early-stage entrepreneurial activity (TEA), and entrepreneurial intentions (Harrington & Kew, 2017; Hill et al., 2022; Schwab, 2017; Spigel, 2017; Van Stel et al., 2005).

Although economic conditions favour entrepreneurial activity in South Africa, evidence continues to show a decline in venture formation essential to stimulate employment and improve global competitiveness for South Africa (Harrington & Kew, 2017; Mahadea, 2012; Naudé, 2010; Schwab, 2017; StatsSA, 2017). PI interventions have been shown to strengthen entrepreneurial performance to produce higher business profits and increase employment, impacting positively on the entrepreneurial mindset (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013). Therefore, insights to improve the outcome patterns for PI interventions remain essential to increase entrepreneurial action and improve economic conditions for a country to contribute positively to the betterment of society.

7.5   Recommendations to stakeholders

7.5.1   Programme context

The case studies and exercises that were developed to mimic the African context more familiar to the trainees ignored subtle differences within the African context. There are many existing cultures and traditions in South Africa, making the trainees' context very community specific. For change to be enduring and learning to happen for these individuals, new knowledge must be linked to their known realities first; then, gradually, new ways of thinking must be stimulated through various activities to enhance these participants to accept the new knowledge. Also, it would be beneficial for the trainer to know each trainee's learning style beforehand. It would allow the trainer to group the trainees according to their preferred learning style to help each group uniquely according to how they like to learn.

Therefore, greater emphasis must be placed on understanding the individual better and their world views, using these insights as antecedent mechanisms in the interventions to support unlearning convincingly before new knowledge is shared.

Knowing the preferred learning styles of individuals in advance of a particular programme could also help to channel information differently to different individuals to maximise learning.

7.5.2 Mechanisms

7.5.2.1 Action-based mechanism

Because these cases prefer a more stable and familiar programme context and use what they know to make sense of new information, certainty, for these cases, is vital in terms of change and action. These cases want to predict the outcomes correctly and, therefore, seek out opportunities in which they have some degree of control.

Considering these dynamics, the learning content should, therefore, closely resemble the context, and the delivery must be structured to allow action-formation mechanism profiled individuals more adequate time between exercises to align the learnings to their real-life situations. In other words, this group of individuals will be more open to change if a trusting relationship exists between them and the trainer. Using their situations as examples and allowing their experiences in a familiar context to strengthen discussions.

7.5.2.2 Situational mechanisms

These cases in the study are more open-minded and comfortable with an uncertain context. They are more adaptable to change, although some familiarity in the programme context, in terms of the social setting, helps them to make sense of new information. They are socially oriented, and their willingness to change is strengthened when it involves their community, family, and friends. These cases mostly feel they control a situation and, therefore, the outcome.

With these profiled individuals, common ground is needed. The trainer should be trained to identify and use commonalities within the group. Group exercises will support change as these participants learn from each other and are more comfortable when the social context is emphasised. Content, therefore, should be adjusted to keep the social context, using exercises and scenarios that show how the community, family, and friends can be utilised as supporting mechanisms to increase positive outcomes. The delivery should take place in a group format to strengthen the importance of the social context and show participants how to involve themselves in critical groups to reap the benefits of networking.

7.5.2.3 Transformational mechanisms

The study participants have shown to be in control of situations and are comfortable with uncertainty. They perceive and process information that makes them more comfortable with higher levels of abstraction. Their social context is super important in terms of how they impact and contribute positively to it, being their community, family, and friends.

Participants who belong to the transformational mechanism group need to perceive and understand the value of personal change in light of the benefits to their community, family, and friends. The bigger picture here is key, which must be emphasised in the learning content and in the way the trainer delivers the content. In other words, exercises, case studies, and scenarios in the intervention must highlight the outcomes and how small changes will evolve to nurture the bigger scheme. The trainees, therefore, must be continuously reminded of the benefits of the more extensive social system during the intervention and how every small positive contribution will support and help sustain the system.

7.6   Limitations of the research

Kovacs and Corrie (2017) have shown the methods that are used during a realist evaluation to collect data are subjective and rely heavily on the "participants' ability to reflect on their experience" (p. 85). It poses a potential for perceptual, interpretive and recall bias, a challenge during data analysis (Kovacs & Corrie, 2017). It also posed a limitation for the entire study, meaning that the outcomes of the study will depend on the participants' cognitive ability to recall the experience and, secondly, how they make sense of the learning and change (Weick et al., 2005). By applying the integrated framework, as shown in Table 13 (Chapter 3), the quality of the research process was enhanced by the way the data were validated in each domain, which potentially lessened any adverse effects from perceptual, interpretive and recall bias.

Another major challenge was the language in which the intervention was conducted. As the researcher is unfamiliar with Sepedi, he had to rely on a credible translator and interpreter who has sociolinguistic language competence and is affiliated with a professional association. In this way, the threat to the credibility and dependability of the data was kept to a minimum (Squires, 2009).

Furthermore, the study evaluated the programme theory by uncovering the underlying mechanism that produced certain outcome patterns dependent on specific

contextual circumstances. Therefore, the study's context could not be separated from the outcome, meaning that when transferability is considered, the context must be closely related to the circumstances (Blamey & Mackenzie, 2007).

Although the trainer's role was not the focal point of the study, the findings revealed insights about the impact the trainers have in these interventions. The trainers act as facilitators creating favourable environments for learning and change, stimulating an openness to change for these trainees. The role of the trainer and their impact in these interventions, therefore, should be considered, and future studies could make the trainer the focal point of inquiry to unpack their role and how it influences the learning environment and, therefore, the context of these interventions.

7.7 Recommendations for future research

Firstly, the role of the trainer should be emphasised more in future studies to determine the impact it has on the learning environment and, therefore, the context of these interventions.

Secondly, because the outcomes patterns of these PI interventions are known, and various studies in the last decade have convincingly shown, in an African context, the successes achieved (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013), this study wanted to understand how it happens for different individuals. As such, on an individual level, the findings revealed commonalities and significant differences that can be used to increase the outcomes for these individuals.

The five propositions below were developed to allow further investigation into the workings of these interventions:

Proposition 1: *Knowing the learning style of individual trainees before a personal initiative (PI) intervention will allow the trainer to group the trainees in the intervention firstly and, secondly, assist each group according to their preferred way of learning.*

Proposition 2: *Certainty and practicality drive action-formation mechanisms to positively stimulate individuals' openness to change in a personal initiative intervention. In other words, 'how will it benefit me?'.*

Proposition 3: *Practicality in a community context, even if uncertain, drives situational mechanisms to positively stimulate individuals' openness to change in a personal initiative intervention. In other words, 'how will it benefit my community?'.*

Proposition 4: The social context drives transformational mechanisms to positively stimulate individuals' openness to change in a personal initiative intervention. In other words, 'how will these small changes impact the larger social context?'

Proposition 5: The reasons behind sourcing information (the why), the type of information sourced (the what), and how the information is used (the how) are different for everyone, which impacts planning in the action process differently.

Therefore, when tested, these propositions could bring us one step closer to making these interventions more generic to be applied to a wider variety of settings and to a more generalised population (Fay & Sonnentag, 2010; Gielnik et al., 2015; Rooks et al., 2016). It also supports further discussions about PI interventions and how small nuances, when known, can be implemented to help improve the outcome patterns of these interventions.

7.8   Conclusion

The study set out to empirically investigate PI interventions to determine what works for whom, in what circumstance, in what way, and how to understand the inner workings of these interventions (Pawson & Tilley, 2004). It was to gain insight that can help to improve the entrepreneurial outcomes of these interventions (Campos et al., 2017; Frese et al., 2016; Gielnik et al., 2015; Glaub et al., 2014; Solomon et al., 2013). An induced programme theory was developed from literature using a realist evaluation to understand what is known (Pawson & Tilley, 1997; 2004).

The results were analysed, secondly, through a rigorous coding process with emerging themes that provided insights into what is not yet known. Collectively, these themes illuminated 'attitudinal change' as a mediator for change in these interventions. In other words, on an individual level, trainees' openness to change is linked to their inherent worldviews when entering the training environment. Ignoring this on a personal level leads to faulty assumptions about progress in PI interventions, which could negatively impact the outcomes of these interventions.

The findings delivered two significant contributions on a higher level of abstraction: firstly, an adjusted programme theory using a realist evaluation, and secondly, an adjustment to the Action Regulation Theory (Glaub et al., 2014). Together, it gives us a better understanding of what works for whom, in what circumstances, in what way, and how. It also showed that context matters and that individualism in these

interventions could not be ignored if the longitudinal outcomes in an African context want to be increased.

Propositions were developed to continue research in the field and to fine-tune the inner workings of PI interventions, even more, to build on the work that has already been shown to deliver valuable outcomes. Implications for practice and the recommendations to stakeholders allow adjustments to our current thinking about entrepreneurial learning interventions and how to increase entrepreneurial actions emanating from them to improve the outcomes and build the entrepreneurial mindset (Gielnik et al., 2015; Haynie et al., 2010; Rooks et al., 2016; Sonnentag, 2010).

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APPENDIX A: PERSONAL INITIATIVE QUESTIONNAIRE

Personal initiative questionnaire:

Self-reported initiative:

	Yes	No
I actively attack problems		
Whenever something goes wrong, I search for a solution immediately		
Whenever there is chance to get actively involved, I take it		
I take initiative immediately even when others don't		
I use opportunities quickly in order to attain my goals		
Usually I do more that I am asked to do		
I am particularly good at realizing ideas		

Passivity:

	Yes	No
At the moment it is not useful to make any plans		
I will be able to manage without making any career plans		
It is still too early to make plans for my future career		
My occupational maximum is let's wait and see		
It is good to actively start to change my occupation now		
In the present situation it is useless to implement career plans		
I only make plans when I know what is going to happen in the future		

Dipotsiso tsa botho:

Napa: _____

Maikemisetso a pego ya botho:

	Ee	Aowa
Ka matsato ke hlasela batho		
Ge go eba le seo se sa sepelego gabotse, ke nyaka tharollo kapela-pela		
Ge go eba le sekgobanyana sa gore ke amege, ke a se dirisa		
Ke tsea maikarabelo kapela-pela le ge ba bangwe ba sa dire bjalo		
Ke dirisa dikgoba tseo di tswelelago kapela e le gore ke fihlelele dipakane tsa ka		
Gantsi ke dira go feta seo ke lebeletswego gore ke se dire		
Ke sekgwari tabeng ya go lemoga dikgopolo		

Tumelelo:

	Ee	Aowa
Ka se sebaka ga go thuse go dula fase o rere dilo		
Ke tlo kgona le kantle ga go dira ditherisano tsa mosomo wa ka		
E sa le kapela gore ke thome go rera ka mosomo wa ka wa kamoso		
Maikemisetso a ka ke gore a re eme gomme re bone		
Ke mo go botse gore ke thome go fetola seo ke se dirago gona bjale		
Mo nakong ye ke bosilo go rera mosomo wa ka wa kamoso		
Ke rera dilo ge feela ke tseba seo se tlo go direga kamoso		

APPENDIX B: LEARNING STYLE INVENTORY

Learning Styles Questionnaire
by Honey & Mumford

This questionnaire is designed to find out your preferred learning style. Over the years you have probably developed learning habits which help you benefit more from some experiences than others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences, so that you are in a better position to select learning experiences to suit your style.

There is no time limit to this questionnaire. It will probably take 10-15 minutes. The accuracy of the results depend on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement, put a tick by it. If you disagree more than you agree put a cross. Be sure to mark each item either with a tick or a cross.

☐	1	I like to be absolutely correct about things.
☐	2	I quite like to take risks.
☐	3	I prefer to solve problems using a step by step approach rather than guessing.
☐	4	I prefer simple, straightforward things rather than something complicated.
☐	5	I often do things just because I feel like it rather than thinking about it first.
☐	6	I don't often take things for granted. I like to check things out for myself.
☐	7	What matters most about what you learn is whether it works in practice.
☐	8	I actively seek out new things to do.
☐	9	When I hear about a new idea I immediately start working out how I can try it out.
☐	10	I am quite keen on sticking to fixed routines, keeping to timetables, etc.
☐	11	I take great care in working things out. I don't like jumping to conclusions.
☐	12	I like to make decisions very carefully and preferably after weighing up all the other possibilities first.
☐	13	I don't like 'loose ends', I prefer to see things fit into some sort of pattern.
☐	14	In discussions I like to get straight to the point.
☐	15	I like the challenge of trying something new and different.
☐	16	I prefer to think things through before coming to a conclusion.
☐	17	I find it difficult to come up with wild ideas off the top of my head.
☐	18	I prefer to have as many bits of information about a subject as possible, the more I have to sift through the better.
☐	19	I prefer to jump in and do things as they come along rather than plan things out in advance.
☐	20	I tend to judge other people's ideas on how they work in practice.

	21	I don't think that you can make a decision just because something feels right. You have to think about all the facts.
	22	I am rather fussy about how I do things - a bit of a perfectionist.
	23	In discussions I usually pitch in with lots of ideas.
	24	In discussions I put forward ideas that I know will work.
	25	I prefer to look at problems from as many different angles as I can before starting on them.
	26	Usually I talk more than I listen.
	27	Quite often I can work out more practical ways of doing things.
	28	I believe that careful logical thinking is the key to getting things done.
	29	If I have to write a formal letter I prefer to try out several rough workings before writing out the final version.
	30	I like to consider all the alternatives before making my mind up.
	31	I don't like wild ideas. They are not very practical.
	32	It is best to look before you leap.
	33	I usually do more listening than talking.
	34	It doesn't matter how you do something, as long as it works.
	35	I can't be bothered with rules and plans, they take all the fun out of things.
	36	I'm usually the 'life and soul' of the party.
	37	I do whatever I need to do, to get the job done.
	38	I like to find out how things work.
	39	I like meetings or discussion to follow a proper pattern and to keep to a timetable.
	40	I don't mind in the least if things get a bit out of hand.

Dipotsiso tsa Mekgwa ya go
Ithuta ka Honey & Mumford

Dipotsiso tse di dirilwe gore re hwetse mokgwa wa go ithuta wo motho ao ratago. Ge mengwaga e dutse e sepela o swanetse go ba o thomile go ba le mekgwa ya go ithuta yeo e tla go thusago gore o holege kudu go tswa go diphihlelo tsa ba bangwe. Bjalo ka ge o se o lemoge se, dipotsiso tse di tlo go thusa go supa ka go lebanya seo o se ratago ka go ithuta , e le gore o be boemong bjo bo botse bja go kgetha diphihlelo tsa go ithuta tseo di sepedisanago le mokgwa wa gago wa go dira dilo.

Ga gona nako e beilwego bakeng sa dipotsiso tse. E ka tsea metsotso e 10 go isa go e 15. Go nepagala ga dipoelo go ithekgile ka potego ya gago ge o araba dipotsiso tse. Ga gona karabo e fosagetsego goba e nepagetsego. Ge eba o dumelelana le seo se botsiswago, dira leswao la "tick". Ge eba o sa dumelelane le seo se botsiswago dira leswao la "x". Dira bonnete bja gore o swaya potsiso yengwe le yengwe e ka ba ka "tick" goba ka "cross".

Napa: _____

☐	**1**	Ke rata go ba yo a nepagetsego ka dilo.
☐	**2**	Ke nale go rata go ipea kotsing.
☐	**3**	Ke bona go le kaone go lokisa mathata ka mokgwa wa kgato ka kgato go ena le go fo phopholetsa.
☐	**4**	Ke rata dilo tse bonolo, tseo di sepelago thwii go ena le tseo di raranego.
☐	**5**	Ka dinako ke dira dilo ka gore ke ikwa gore ke dire bjalo go ena le go nagana pele.
☐	**6**	Ga se kamehla ke tseago dilo di se bohlokwa. Ke rata go lebeledisisa dilo ka bonna.
☐	**7**	Seo se lego bohlokwa ka go ithuta ke gore na e ka ba se a soma ge se tsenywa tirisong.
☐	**8**	Ke matsato ke dula ke nyakana le dilo tse difsa tseo nka di dirago.
☐	**9**	Ge ke ekwa ka kgopolo e mpsha kapela-pela ke thoma go bona gore nkae somisa bjang.
☐	**10**	Ke tloga ke ikemiseditse go kgomarela go dilo tseo ke di dirago kamehla, go latela seo ke swanetsego go se dira bj.
☐	**11**	Ke tloga ke le sedi kudu ge ke dira dilo. Ga ke rate go bina moropa o se wa lla.
☐	**12**	Ke rata go dira diphetho ke le sedi kudu ebile ke thoma pele ka go lebelela dilo ka mahlakoreng a mabedi.
☐	**13**	Ga ke rate dilo tsa go se fele, ke rata go bona dilo di nyalelana goba di sepedisana.
☐	**14**	Dipoledisanong ke rata go toba taba.
☐	**15**	Ke rata go ipea tekong ka go leka dilo tse difsa le tseo di sego tsa tlwaelega.
☐	**16**	Ke rata go nagana pele ka dilo gomme ka morago ka dira phetho.
☐	**17**	Ke palelwa ke go tla ka dikgopolo tseo di sego tsa tlwaelega go tswa ka hlogong ya ka.

1

☐	**18**	Ke rata gore ke be le boitsebiso bjo bontsi ka taba e itsego kamoo go ka kgonegago, ge ke nagana kudu go ba kaone.
☐	**19**	Ke rata go tsena taba gare gomme ke dire dilo ge di dutse di etla go ena le go dula fase ke beakanya dilo.
☐	**20**	Ke nale mokgwa wa go ahlola batho go ya ka seo ba se dirago.
☐	**21**	Ga ke bone gore o ka dira phetho ka gobane o ikwa gabotse. O swanetse go lebelela taba ka mahlakoreng kamoka.
☐	**22**	Bokaone ke bonagale ke feteletsa dilo - ekare ke pethagetse gannyane.
☐	**23**	Dipoledisanong gantsi ke tla ka dikgopolo tse dintsi.
☐	**24**	Dipoledisanong ke beela pele dikgopolo tseo ke tsebago gore di tlo soma.
☐	**25**	Ke rata go lebelela bothata ka mahlakoreng kamoka pele ke somana le ona.
☐	**26**	Gantsi ke bolela kudu go ena le go theetsa.
☐	**27**	Ka makgetlo ke kgona go tla ka ditsela tseo di somago tabeng ya go dira dilo.
☐	**28**	Ke dumela gore go naganisisa ka kelohloko ke senotlelo sa go dira dilo.
☐	**29**	Ge eba ke swanetse gore ke ngwale lengwalo ke rata gore ke ngwala ngwale pele gommeka morago ke ngwale lengwalo leo le se nago diphoso.
☐	**30**	Ke rata go nagana seo se ka tswelelago pele ke fetsa le mogopolo.
☐	**31**	Ga ke rate dikgopolo tseo di tswilego tseleng. Ka gore ga di some.
☐	**32**	Ke gabohlokwa go lebelela pele o tshelela taba.
☐	**33**	Gantsi ke theetsa ka kudu gomme ka bolela gannyane.
☐	**34**	Ga gona taba gore o dira selo bjang, ge feela se soma.
☐	**35**	Ga ke tlo tshwenywa ka melao le ditherisano, di senya ditaba.
☐	**36**	Gantsi ke "bophelo" le "moya" wa kopano.
☐	**37**	Ke dira seo ke swanetsego go se dira, e le gore ke phethe mosomo.
☐	**38**	Ke rata go nyakisisa gore dilo di dirwa bjang.
☐	**39**	Ke rata gore dipokano le ditherisano di latele tsela ya maleba le go latela seo se swanet- sego go dirwa.
☐	**40**	Ga ke na bothata gore dilong tse dingwe re dire dilo ka mokgwa o itsego.

APPENDIX C: OBSERVATION MATRIX (TEMPLATE)

(Campos et al., 2017; Langley et al., 2013)

Date:

Programme:

Day of training:

Trainer

Observer:

<u>Observations:</u>

Direct observations (O):

@09:00…

Reflective observations (O):

@09:00…

Programme structure, sequence and focus (O):

@09:00 …

Training conditions (context) (O):

@09:00…

APPENDIX D: INTERVIEW SCHEDULE

In English and Sepedi with a logical flow of the questions

Interview Schedule

1. What have you learned in these couple of days that you did not know before?

2. What methods of learning (activities) in the intervention were you more comfortable with?

3. How will you use what you have learned in the intervention to pursue your business goal?

4. How did the intervention process help you to formulate a goal, or goals for your venture?

5. How confident were you about reaching your venture goals before the programme, and how do you feel about it now?

6. What in your opinion is the driving force behind you wanting to reach these goals for your venture?

7. What about seeking information regarding your goal was most impactful to you?

8. During the session on planning, what did you find most useful?

9. How do you continue towards your business goals when you are confronted with obstacles that slow your business growth?

10. How do you keep yourself motivated in your business pursuits?

11. How did you experience the section on feedback, in other words what did it mean to you?

12. What in the intervention has specifically helped you to increase your knowledge base with regard to taking action in your business?

Šedulo ya Teko ya dipotšišo

1. Ke eng se o ithutilego sona mo matšatšing a, se o bego o sa se tsebe?

2. Ke mekgwa efe ya go ithuta (mešongwana) ye o ipshinnego ka yona go tsenogare ye?

3. Se o ithutilego sona o tlo se diriša bjang go tsenogare ya go latela tebanyo ya gago ya kgwebo?

4. Tshepedišo ya tsenogare e go thušitše bjang go hlama tebanyo, goba ditebanyo tša kgwebo ya gago?

5. O be o na le boitshepho bjo bokaakang bja go fihlelela ditebanyo tša kgwebo pele ga lenaneo le gona o ikwa bjang bjale?

6. O nagana gore o tutuetšwa ke eng gore o nyake go fihlelela ditebanyo tša kgwebo ya gago?

7. Ke eng se o amilego kudu ka ga go nyaka tshedimošo mabapi le ditebanyo tša gago?

8. Ka nako ya tulo ya peakanyo, ke eng se o bonego se le bohlokwa kudu?

9. O tšwela pele bjang ka ditebanyo tša kgwebo ya gago ge o lebane le mapheko a go dira gore kgwebo ya gago e se gole ka lebelo?

10. O dira eng go ihlohleletša tatelong ya kgwebo ya gago?

11. O itemogetše bjang karolo ya pego, ka mantšu a mangwe, e ra go reng go wena?

12. Mo tsenogareng ke eng se se go thušitšego go oketša tsebo ya gago mabapi le go tšea kgato kgwebong ya gago?

APPENDIX E: LETTER OF CONSENT

In English and Sepedi

I am conducting research on aspects of an intervention which has the aim to help new entrepreneurs take action in the process of growing a venture. The intervention uses action principles to guide new entrepreneurs' actions towards becoming more entrepreneurial. The intervention will commence in a day or two and this letter is to inform you about the conditions of participating in the intervention, to explain the process I will follow to obtain the information I need, and to gain your consent to these conditions.

Before the intervention commences on the first day, you will be required to complete a learning style inventory and a personal initiative questionnaire which will be in Sepedi. This will allow me to identify your preferred learning style, and to profile you according to your current personal initiative levels, of which you will receive feedback for both outcomes. In addition, you will receive a diary at the start of the intervention in which the trained facilitator will prompt you to make entries into the diary at set intervals. Entries will broadly be about how you experience the intervention and how it changes your thinking which will be explained to you in more detail on the first day.

Although I will be present in the classroom at all times, I will not actively be involved with the facilitation process, rather I will observe from the back of the classroom, or at a position where I will not distract you. My intention is to observe feelings, emotions, and your reactions to activities, the facilitator, or other learners in the intervention. Because Sepedi is not a language, I am familiar with, I will with your permission video record all sessions. In this way, an interpreter and I can look at the recordings afterwards to confirm and validate my observations on your responses in activities, group exercises, and feedback sessions.

After the intervention within one month, a limited number of individuals will be selected as cases to be interviewed. The case selection process will be done purely on a scientific basis, and the interviews will be to gain a deeper understanding of your thoughts and motivations behind some of the choices you made in the intervention. Our interview is expected to last 60 minutes and will be conducted at a location that is suitable and convenient for you. I will audio record the interview with your consent, which will be translated into English later for me to do the analysis.

Of course, all the data collected will be stored electronically, be password protected to keep it secure, and reported without identifiers. If you have any concerns, please contact my supervisor or me. Our details are provided below:

Researcher name:	**Research supervisor name:**
André van der Walt	Dr. Kerrin Myres
Email: 15391443@mygibs.co.za	**Email:** myresk@gibs.co.za
Phone number: 082 497 6176	**Phone number:** 083 263 4175

Signature of participant: _____

Date: _____

Signature of researcher: _____

Date: _____

Lengwalo la tumelelo

Ke dira nyakišišo mabapi le dikarolo tša tsenogare ya go ba le maikemišetšo a go thuša bengdikgwebo go tšea kgato tshepedišong ya go godiša kgwebo. Tsenogare e diriša melawana ya tiro go hlahla ditiro tša bengdikgwebo ba baswa gore e be tša kgwebo. Tsenogare e tlo thoma morago ga letšatši goba a mabedi, gomme lengwalo le ke la go o tsebiša ka ga maemo a go tšea karolo tsenogareng, go hlaloša tshepedišo ye ke tlo e latelago go hwetša tshedimošo ye ke e hlokago, le go hwetša tumelelo ya gago maemong a.

Pele tsenogare e thoma ka letšatši la mathomo, o tla swanela go tlatša lenaneo la mokgwa wa go ithuta le lenaneothuto la thomo ka mong la Sepedi. Se tlo nthuša go hlatha mokgwa wa go ithuta wa go ratwa ke wena, le go dira profaele ya gago go ya ka maemo a gago a bjale a thomo ka mong, gomme o tlo amogela pego ya go ba le dipoelo tše pedi. Go tlaleletša seo, o tla hwetša pukutšatši mathomong a tsenogare gomme monolofatši yo a hlahlilwego o tlo laela gore o ngwale ka gare ga pukutšatši ka dinako tše di beilwego. O tlo ngwala ka maitemogelo a gago a tsenogare le ka fao e fetolago kgopolo ya gago gomme tshedimošo ka botlalo e tlo hlalošwa ka letšatši la mathomo.

Le ge ke tlo ba gona ka phapošing ka dinako tšohle, ga ke tlo tšea karolo tshepedišong ya nolofatšo, efela ke tlo lebelela ke dutše kua morago ka phapošing, goba fao nkase le šitišego. Maikemišetšo a ka ke go lebelela maikutlo le ka fao o arabago mešongwana, monolofatši, goba baithuti ba bangwe tsenogareng. Ka ge ke sa tsebe Sepedi, ka tumelelo ya gago ke tlo rekhota ditulo ka moka ka bidio. Ka tsela ye, nna le mohlatholli ka morago re tlo lebelela tše rekhotilwego go kgonthiša le go netefatša tše ke di bonego ge o araba mešongwana, mešomo ya sehlopha, le ditulo tša dipego.

Ka morago ga tsenogare, mo kgweding e tee, batho ba palo ye nnyane ba tlo kgethwa gore e be ba nyakišišo gomme ba botšišwe dipotšišo. Tshepedišo ya go kgetha bao go tlo dirwago nyakišišo ka bona e tlo ba ya saense, gomme teko ka dipotšišo e direlwa gore go be le kwešišo ye botse ya dikgopolo le hlohleletšo ya tše dingwe tša dikgetho tše o di dirilego tsenogareng. Teko ya dipotšišo e tlo tšea metsotso ye 60 gomme e tlo dirwa lefelong leo le kgotsofatšago wena. Ke tlo rekhota teko ya dipotšišo ka tumelelo ya gago gomme ka morago e tlo fetolelwa go Seisemane gore ke e sekaseke.

Tshedimošo ye e kgobokeditšwego ka moka e tlo bolokwa ka mokgwa wa elektroniki, ya fihlelelwa ka phasewete gore e bolokege, le go begwa ntle le go hlathega. Ge o na le dipelaelo, hle ikgokaganye le nna goba moeletši wa ka. Dintlha tša rena tša kgokaganyo di a latela ka tlase:

Leina la monyakišiši:
André van der Walt
Emeile: 15391443@mygibs.co.za
Nomoro ya mogala: 082 497 6176

Moeletši wa monyakišiši:
Ngaka Kerrin Myres
Emeile: myresk@gibs.co.za
Nomoro ya mogala: 083 263 4175

Mosaeno wa motšeakarolo: _____

Letšatšikgwedi: _____

Mosaeno wa monyakišiši: _____

Letšatšikgwedi: _____

APPENDIX F: THE FACETS MODEL FOR PERSONAL INITIATIVE (PI)

Definitions, examples, and training content (Glaub et al, 2014)

TABLE 1
The Facets Model of Personal Initiative (PI): Definitions, Examples, and Training Content

Self-starting	Proactive	Overcoming barriers
1st Step of Action Sequence: Goals		
Active goal, self-set goal, goal implies innovative approach	Anticipate future opportunities/problems; convert to a goal	Protect goals; continue working on goals when frustrated or taxed
Concrete example: Owner of copy shop sets goal to open branch in area where no other copy shops exist	*Concrete example:* Owner of copy shop knows university will open in a certain area in 1 year; sets goal to open new branch close to university before competitors do	*Concrete example:* Owner of copy shop keeps goal to open branch despite first failed attempts to buy/rent adequate premises
Training content	**Training content**	**Training content**
Action principles: Introduce something new	*Action principles:* Set long-term goals	*Action principles:* When facing barriers, keep your goal; try other ways
Model: Two case studies, one of entrepreneur who develops self-starting goals; one of entrepreneur who only shows reactivity	*Model:* Case study "Venus' Restaurant" – entrepreneur with proactive long-term goals and short-term goals	*Model:* Two case studies, one of self-starting business owner; one reactive business owner; Case study "Overcoming Barriers" – Business owner highly persistent
Exercise: Formulate goals that trigger self-starting actions in a group work based on case "Venus' Restaurant"	*Exercise:* Group work based on case study "Venus' Restaurant" – Set additional proactive long-term goals for Venus	*Exercises:* Group work based on case study "The Shoemaker" – Find solutions for shoemaker's problems
Application to own business: Set self-starting goal for personal project	*Application to own business:* Set long-term goals	
2nd Step of Action Sequence: Information Seeking		
Active search, i.e., exploration, active scanning of environment	Consider potential future problem areas/opportunities before they occur; develop knowledge on alternative routes of action	Maintain search in spite of complexity & negative emotions
Concrete example: Owner of copy shop visits area where university will open; asks people about potential premises suitable for opening new branch	*Concrete example:* After identifying potential premises to opening branch, owner considers if locations are adequately connected to infrastructure; asks owners of nearby businesses if interested in starting a co-op	*Concrete example:* Owner of copy shop keeps searching for additional premises to open branch when other potential premises already rented/too expensive
Training content	**Training content**	**Training content**
Opportunity identification and PI: Look actively for information	*Action principles:* Think about information to use in near and far future	*Action principles:* look for information difficult to obtain
(1) Exercise "core competencies" to identify future opportunities;	*Exercise:* Group work based on case study "The Shoemaker" – Consider potential future problems	*Model:* Case study "Overcoming Barriers" – Business owner highly persistent
(2) Use creativity techniques to create opportunities; develop self-starting goals	*Application to own business:* Consider potential future problems for personal project	
Action principles: Change your environment		
Model: Two case studies, one of entrepreneur who develops self-starting goals; one of entrepreneur who only shows reactivity		
Exercise: (1) Examples presented by participants of how to use various sources of information actively; (2) Group work based on case study "The Shoemaker" – Actively gather information		
Application to own business: Think of how to actively use sources of information for personal project		

(table continues)

TABLE 1
Continued

Self-starting	Proactive	Overcoming barriers

3rd Step of Action Sequence: Planning

Self-starting	Proactive	Overcoming barriers
Active plan	Back-up plans; have action plans for opportunities/problems; long-range plans	Overcome barriers; return to plan quickly when disturbed or distracted
Concrete example: Part of the owner's plan is to use active marketing strategy to win students as customers for new branch. Sets subgoals; defines actions, e.g., (1) Approach authorities for permission to advertise inside university; (2) design flyers/posters; (3) distribute in university buildings, etc.	*Concrete example:* Owner of copy shop has alternative plan to market actively if permission to advertise in the university buildings in not granted (e.g., plans to distribute flyers in bars/in front of university gates)	*Concrete example:* Acute problems in owner's existing copy shop occur; he keeps his goal to open up new branch; returns to executing plan directly after problems solved
Training content	**Training content**	**Training content**
Action principles: Ability to execute the plan immediately yourself without having to wait for anything	*Action principles:* Develop back-up plans for opportunities/problems	*Action principles:* anticipate potential barriers; Do not let them distract you
Model: Two case studies, one business owner who develops self-starting plans; one of business owner who only shows reactivity	*Model:* Two case studies: Self-starting business owner with long-range plan; reactive business owner without plan	*Model:* Case study "Overcoming Barriers" – Business owner returns to plan quickly when disrupted
Exercise: Group work based on case study "The Shoemaker" – Develop an active plan	*Exercise:* Group work based on the case study "The Shoemaker" – Develop back-up plans	*Exercise:* Group work based case study "The Shoemaker" – Discuss future problems; develop ideas to protect shoemaker's plans
Application to own business: Discuss application of action principles to participants' businesses	*Application to own business:* (1) discuss applications of action principles to participants' businesses. (2) develop back-up plans for personal project	*Application to own business:* (1) discuss application with participants (2) back-up plans for personal project

4th and 5th Steps of Action Sequence: Monitoring and Feedback

Self-starting	Proactive	Overcoming barriers
Self-developed feedback; active search for feedback	Develop presignals for potential problems/opportunities	Protect feedback search
Concrete example: Owner checks effectiveness of his marketing activities via customer survey	*Concrete example:* Semester break a presignal for copy shop owner. He anticipates turnover will significantly decrease during semester break.	*Concrete example:* If not enough customers participate in owner's survey to evaluate his marketing activities, will expand survey period; give discount to customers who participate
Training content	**Training content**	**Training content**
Action principles: Look for rare and difficult to obtain feedback	*Action principles:* actively gather (negative) feedback	*Action principles:* Do products/services meet future needs?
Model: Two case studies, one self-starting business owner actively looks for feedback; one reactive business owner	*Exercise:* Group work based on case study "The Shoemaker" – Develop presignals for potential problems	*Model:* Specific case study "Overcoming Barriers" of highly persistent business owner
Exercise: Group work based on case study "The Shoemaker" – Select feedback sources; think about how to use them actively	*Application to own business:* Develop presignals for personal project	
Application to own business: Determine sources for feedback on personal project; how to use them actively		

APPENDIX G: TURNITIN DIGITAL RECEIPT

turnitin

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APPENDIX H: LANGUAGE EDITING DOCUMENT

RENTIA MYNHARDT

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Reference number: AvdW
Date: 2022/08/30

To whom it may concern,

LANGUAGE EDITING

This letter serves as proof that the following document was submitted for language editing in August 2022:

Author: André George van der Walt

Document type: Thesis: Doctor of Philosophy (DPhil)

Title: *UNDERSTANDING THE INDIVIDUAL IN PERSONAL INITIATIVE*
                     ACTION-BASED ENTREPRENEURIAL INTERVENTIONS: A REALIST
                     EVALUATION

I applied all reasonable effort to identify errors and made recommendations about spelling, grammar, style and punctuation.

I attempted to be consistent regarding language usage and presentation.

The bibliography was also checked and corrections were made where necessary.

I confirmed the content as far as possible, but cannot be held responsible for this as all facts could not be confirmed. This remains the responsibility of the author.

Thank you very much.

Kind regards.

Rentia Mynhardt