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Doctor of Business Administration
in Entrepreneurship
Dissertation Summary

Youth Entrepreneurship in South Africa and Uganda: An
Investigation of the Influence of Mental Triggers

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This document is prepared as a summary of the final dissertation. It is provided in an executive summary format solely for the benefit of reader. The dissertation in its entirety may be found on the Monarch Research Database on the main website of the School at: www.umonarch.ch.

Abstract

Youth entrepreneurship has remained a challenge for young people, communities, and governments alike, although it has been touted as a panacea for poverty alleviation and job creation. In South Africa and Uganda, the contribution of youth-owned enterprises to the gross domestic product remains small. South African youth are said to have limited skills, doubt their entrepreneurial potential, prefer employment, and ultimately lack a clear sense of entrepreneurial identity. In Uganda, less than one-half of the youth see themselves as having the skills to run their own business. Most of the youth operate low-margin businesses, with little differentiation amongst them, only able to take care of their daily needs.

The present summary condenses the findings of the doctoral research submitted to Monarch Business School Switzerland on Youth Entrepreneurship in South Africa and Uganda: An Investigation of the Influence of Mental Triggers. The background of the problem, concept of entrepreneurship in general, youth entrepreneurship in particular, including the relevant theoretical domains are discussed.

The methodology explored the research design, the rationale for the chosen method, and how it was applied in the research. The data chapter profiled the respondents and presented the data collected under nine thematic codes. The synthesis draws attention to how the data relates to the issues under investigation and presents the research contribution to new knowledge and how it fits within the theory praxis nexus. The summary and conclusion reiterated the key emerging issues and possible areas for further research.

The research investigated the influence of mental triggers with the aim of determining how they can be used to promote and develop youth entrepreneurship in South Africa and Uganda. The phenomenon of youth entrepreneurship is further defined along with methodological adaptation by using journey mapping to arrive at a new conceptual model that highlights factors related to mental triggers relevant to the promotion and development of youth entrepreneurship. The new conceptual model, which can also be construed as a youth entrepreneurship competency framework may impact aspiring youth entrepreneurs and their businesses and improve the effectiveness of youth entrepreneurship programmes within South Africa and Uganda.

Keywords: mental triggers, entrepreneur, entrepreneurship, youth entrepreneurship, environment, entrepreneurship education, personal characteristics

Introduction

Although touted as a panacea for poverty alleviation and job creation, youth entrepreneurship has remained a challenge for young people, communities, and governments alike (Adeosun & Shittu, 2021; Georgescu & Herman, 2020; Bennell, 2000). This is despite the notion that youth are considered positive contributors to economic development due to their industry, a sustainable source of labour supply, creativity, and innovation (Ibidunni, Mozie, & Ayeni, 2021; Zhartay, Khussainova, & Yessengeldin, 2020; Adewale, 2009; Bettina, Nienstedt, Proner, Yalazi, & Mauch, 2012). However, despite recognising its contribution, countries such as South Africa and Uganda have struggled to harness the benefits of youth entrepreneurship.

In South Africa, only 15% of small businesses matured into successful enterprises (Allen Grey Orbis Foundation, 2019), while three out of four closed within three years after start-up (Nheta, Shambare, Sigauke, & Tshipala, 2020). The contribution of youth-owned and youth-managed enterprises to the country's Gross Domestic Product (GDP) was less than 5% in 2013 (dti, 2013). Moreover, unemployment among the youth was 55.2%, with 31% for the university graduates (Stats SA, 2019). Left unchecked, economically inactive youth pose an economic burden and recipe for social unrest and criminal activity (Adewale, 2009).

South African youth are said to have unrealistic expectations of entrepreneurship (Nheta et al., 2020) and lack entrepreneurial skills (Fotache & Bucșă, 2020; Forcher-Mayr & Mahlknecht, 2020). The 2016-2017 Global Entrepreneurship Monitor (GEM) Report notes that only 37.9% of South Africans believed they had the capabilities to start their own business (Herrington, Penny, & Mwanga, 2017). Furthermore, the GEM Report reported that only 35% of South Africans could recognise entrepreneurial opportunities within their communities (Herrington et al., 2017).

In Uganda, about 64% of small businesses reportedly close in the first year, and 30% do not last beyond the third year (Orobia, Tusiime, Mwesigwa & Ssekiziyivu, 2020). Less than half of the youth reportedly believe that they have the skills to run their own business (Namatovu & Dawa, 2015). While entrepreneurship is taught in secondary and vocational schools, the GEM 2010 Report noted that it did not adequately stimulate innovation (Namatovu, Balunywa, Kyejjusa, & Dawa, 2010). It is plausible that Ugandan youth have not been exposed to entrepreneurial learning (McCarthy, 2016; Kolb & Kolb, 2017; Dhliwayo, 2008). It is argued that entrepreneurial learning would unlock their ability to make sense of their environments (Rae, 2005; Mumford, 1995) and enable them to identify and exploit opportunities and manage their businesses (Rae, 2005). It would also increase awareness of their entrepreneurial skills (Jack & Anderson, 1999; Gibb, 1993).

Consequently, a different approach that has the potential to improve motivation, self-efficacy, and desire in entrepreneurship, while clarifying entrepreneurial identities and developing capabilities of the youth may be required (Elliott, Mavriplis & Anis, 2020; Orford, Wood, Fischer, Herrington, & Segal, 2003; Pihie, 2009; Ilayaraja, 2015; Lounsbury & Glynn, 2001; Rae, 2005). For this reason, an investigation of the influence of mental triggers on entrepreneurship among youth merits attention, as it would unearth how youth can be stimulated to venture into and pursue entrepreneurship.

The phenomenon of "mental triggers" is believed to have originated from mental health, particularly in the psychology of traumatic stress reactions, where they are understood to be "events" that remind victims of their past traumatic experiences (Royle, 2012). Over the years, however, the phenomenon of mental triggers has taken on different connotations. Sato, Drennan, and Lings (2017) opine that mental triggers are antecedents to help-seeking behaviour. Teitelbaum (2002) uses the word "triggering" to explain how athletes are spurred on to success by envisioning themselves on the medal podium. Morrison (2000) argues that entrepreneurship is akin to some form of mental programming "triggered" by the environment. Turulja, Veselinovic, Agic and Pasic-Mesihovic (2020) argue that people are exposed to factors that "instigate" entrepreneurial intentions, translating into establishing a business. Loane, Bibu, Brancu and Năstase (2020) posit that internal or external stimuli "trigger" entrepreneurial behaviour.

Irrespective of the perspective or discipline from which "mental triggers" are understood, they can be perceived as events, experiences, occurrences, or things, external or internal circumstances to one's environment, which condition one's mind to take specific actions. Understanding the influence of mental triggers on entrepreneurship is the core purpose of the present research. It helps explain how to deal with the psychological factors that constrain youth from succeeding in entrepreneurship. It unpacks the decision-making and subsequent processes involved in pursuing entrepreneurship (Stevenson & Jarillo, 1990; Schein, 1990).

Research Question

Given the preceding discussion, the Research Question was developed as follows:

"What are the characteristics of a new conceptual model that better explains the factors related to mental triggers relevant to the promotion and development of youth entrepreneurship in South Africa and Uganda?"

Both global and country-specific interventions to enhance youth entrepreneurship hardly mention the importance of addressing mental barriers that constrain youth from succeeding in entrepreneurship. The common mental barriers include:

- Venturing into entrepreneurship while waiting for employment opportunities (Adeosun & Shittu, 2021; Ioane et al., 2020);
- Being half-hearted and not seeking help or information (Adeosun & Shittu, 2021);
- Being unsure of one's capabilities (Herrington et al., 2017);
- Inability to recognise entrepreneurial opportunities (Herrington et al., 2017);
- Having biased attitudes towards entrepreneurship (Dhliwayo, 2008; Tshikovhi & Shambare, 2012); and
- Preference for job seeking rather than job creation (Louw et al., 2003; Kew, 2012; Okojie, 2003).

The need to address these psychological barriers is paramount, given that entrepreneurship is contingent upon one's psychological disposition and a strong sense of self (Urban & Teise, 2015; Krueger & Carsrud, 1993; Stevenson & Jarillo, 1990). Entrepreneurial success is believed to be dependent on the possession of the right perceptions, attitudes, mindset, beliefs, intentions and a strong sense of identity (Ajzen, 1991; Orford et al., 2003; Pihie, 2009; Ilayaraja, 2015).

Research on youth entrepreneurship has not paid attention to the mental factors that constrain youth from thriving in entrepreneurship. For instance, since 1999, the Global Entrepreneurship Monitor ("GEM") has approached entrepreneurship research from a process perspective, where an entrepreneur moves from the intention to start a business, just starting a business, running an established business, and finally discontinuing the enterprise (Namatovu et al., 2010). The 2018/2019 GEM Report highlights the following factors critical for micro-entrepreneurial development: (a) conducive domestic ecosystem, (b) entrepreneurial networks, (c) entrepreneurship education, and (d) entrepreneurship research (Bosma & Kelley, 2018). None of these factors focuses on the need to address mental barriers that confront the youth from developing countries (Perez-Encinas, Bueno, Santos, & Nieto-Mejia, 2021; Zhartay et al., 2020).

The present research sought to introduce a different approach for the promotion and development of youth entrepreneurship in South Africa and Uganda examining the triggering of their motivations, beliefs, ambitions, and desire to succeed in entrepreneurship (Stevenson & Jarillo, 1990; Orford et al., 2003; Pihie, 2009; Ilayaraja, 2015). This approach is different from that championed by development partners like

the UN, ILO, the World Bank, and the governments of South Africa and Uganda, whose primary emphasis is developing the skills of youth in entrepreneurship (Schoof, 2006; RSA, 2012; NYDA, 2014; Ahaibwe & Kasirye, 2015; GoU, 2015; 2016).

Even then, many authors who emphasise skills-based entrepreneurship education mainly focus on the approach rather than prescribing an evidence-based package of entrepreneurship skills that young entrepreneurs require (Kiškis & Kiškienė, 2021; Gibb, 1993; Shay & Wood, 2004; Cope, 2005; Co & Mitchell, 2006; Isaacs, Friedrich, & Brijlal, 2007). These authors recommend imparting entrepreneurship skills using "experiential learning," where the budding entrepreneur learns by doing (Politis, 2005; Rae, 2005; Dhilwayo, 2008). Although the power of experiential learning is indisputable, the present research complements current approaches by providing a new conceptual model that will, among others, highlight the competences that young people require to succeed in entrepreneurship.

Literature Search Results – Bibliometric Analysis			
Terms Number of Entries	Google Scholar	ProQuest	JSTOR
Entrepreneurship	2,150,000	249,499	22,496
Entrepreneurship and South Africa	448,000	30,414	4,333
Entrepreneurship and Uganda	57,600	4,104	789
Youth Entrepreneurship	372,000	28,114	2,665
Youth Entrepreneurship and South Africa	78,800	6,215	959
Youth Entrepreneurship and Uganda	22,900	1,202	262
Youth Entrepreneurship and Influences	74,700	13,529	755
Youth Entrepreneurship and Influences and South Africa	66,200	3,886	338
Youth Entrepreneurship and Influences and Uganda	23,600	833	95
<i>Source: Odongo, I. (2021)</i>			

Entries in the leading research libraries of Google Scholar, ProQuest and JSTOR were reviewed using the keywords "entrepreneurship" and "youth entrepreneurship". The results illustrated in the table above indicate limited scholarship in these areas for South Africa and Uganda. Hence, the present research may assist in filling the gap in the literature.

For purposes of the present research the table below shows the key terms used and how they have been defined.

Definition of Terms	
Term	Definition
Entrepreneur	The type of entrepreneur described in this research is the "regular entrepreneur". Such a person takes the risk of starting up, taking over, or entering a joint business venture to make a profit by adding value on goods, services or new methods of production (Lumpkin & Dess, 1996; Shane & Venkataraman, 2000; Yamada, 2004).
Entrepreneurship	Despite several definitions of entrepreneurship, this research adopts the Organisation for Economic Co-operation and Development (OECD) one, where entrepreneurship is a phenomenon associated with entrepreneurial activities (Nadim & Seymour, 2008). According to Nadim and Seymour (2008), entrepreneurial activity is an "enterprising human action that is implemented in pursuit of the generation of value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets" (p.2).
Mental Triggers	These denote events, experiences, occurrences, things, or circumstances external or internal to one's environment, which condition the mind to take specific actions (Teitelbaum, 2002; Roos & Gustafsson, 2011; Stevenson & Jarillo, 1990).
Youth	South Africa's National Youth Policy (2015-2020) defines youth as young people aged between 15-34 years (RSA, 2015). On the other hand, Uganda's National Youth Policy (2016) defines youth as young males or females aged between 12 and 30 (GoU, 2016). Hence, the age limits were considered when referring to youth in either of these countries.
Youth Entrepreneur	A young person who recognises and exploits an opportunity to create value or wealth in an existing or new enterprise, irrespective of the sector (Chigunta, 2002; Oseifuah, 2010).
Environment	The environment refers to the context or situation that the youth are exposed to; at home, school or work, in the community, and in society (Stevenson & Jarillo, 1990).
Entrepreneurship education	Entrepreneurship education refers to the training that young people receive at all levels of learning from primary, secondary, tertiary, or other institutions to learn how to start, run or manage a business (Gibb, 1993; Rae, 2000; Politis, 2005).
Personal Characteristics	These are personality characteristics of individuals, including; personality, background, skills, innovativeness, proactiveness, self-efficacy, motivation, and high-stress tolerance, which are determining factors for entrepreneurial success (Rauch & Frese, 2008; Krueger & Carsrud, 1993; Stevenson & Jarillo, 1990).
Source: Odongo, I. (2021)	

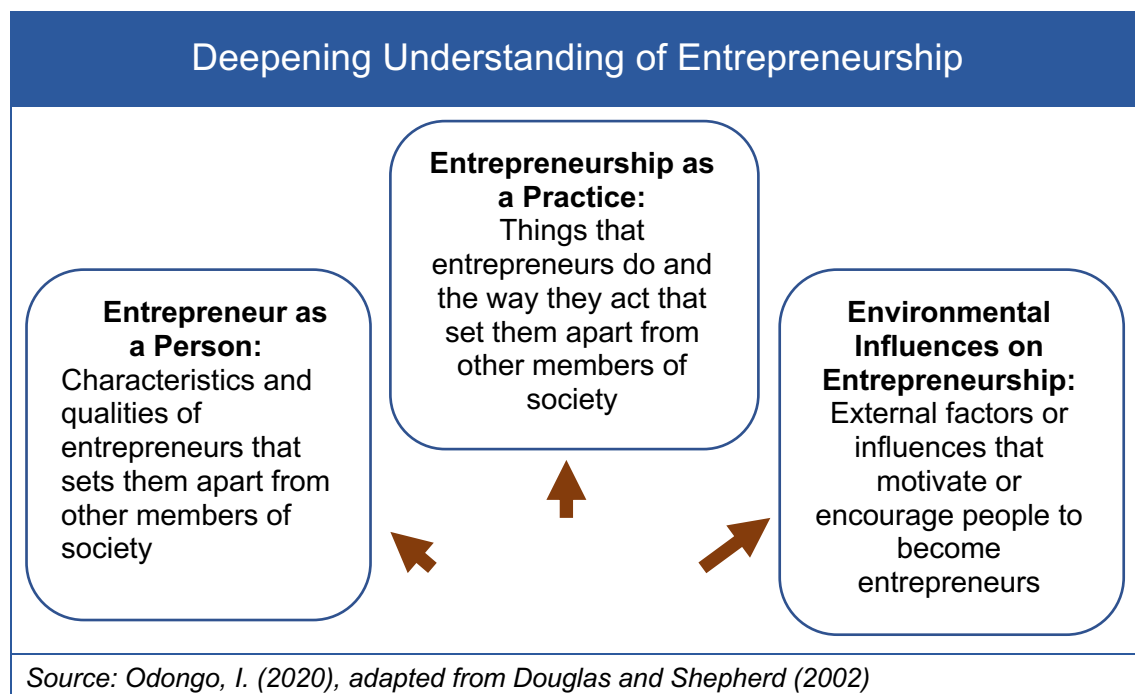
Assumptions in research are factors outside the researcher's control, whose presence is essential for the research to remain relevant (Simon, 2011). The first assumption of the present research was that youth entrepreneurship would remain a vital strategy for integrating youth into the economy (Schoof, 2006; IFAD, 2011; EPRC, 2015). Accordingly, efforts were made to draw attention to crucial government instruments while driving the discussions towards sustainable solutions for enhancing youth

entrepreneurship. The second assumption was that the successful youth entrepreneurs were available and willing to share their successful recipes without feeling that their winning formulas would be revealed and pirated. Consequently, the research targeted the successful youth entrepreneurs who have received some form of external support in their entrepreneurial journeys, as the researcher believed that these would be willing to share their stories.

Limitations in research are potential weaknesses out of the researcher's control (Simon, 2011). A fundamental limitation was the sample's representativeness to the economic sectors and youth entrepreneurs' activities. However, this research did not intend to cover all aspects of youth entrepreneurship or even document every successful youth entrepreneur's story. Instead, the aim was to highlight the influences of mental triggers on particular routes that the respondent youth entrepreneurs chose to pursue. Hence, by using the journey maps to track the entrepreneurship journeys of the successful youth entrepreneurs, this research sought to highlight critical ingredients that should be in place to nurture nascent youth entrepreneurs.

Literature Review

In trying to unpack entrepreneurship-related literature in terms of who, what, how, and why, the literature review adopted the approach shown below.



This approach facilitated a richer understanding of entrepreneurship by distinguishing between the "entrepreneur" as a person, "entrepreneurship" as a practice, and the "influences" or external factors that drive people to pursue entrepreneurship (Douglas & Shepherd, 2002).

The approach sheds light on three key aspects. The first was to delineate the characteristics that define who and what entrepreneurs are. The second involved unpacking entrepreneurship as a practice by examining what entrepreneurs do. The third aspect was to unpack the external influences that inspire people, and in this case, young people, to pursue entrepreneurship. By delineating these aspects separately, the research was able to propose multiple interventions for: (a) developing entrepreneurial qualities in young people; (b) nurturing and guiding young people to adopt entrepreneurial behaviours or actions that make entrepreneurs successful; and (c) creating and fostering environments where budding entrepreneurs can thrive.

The literature review adopted an integrative thematic approach. The different aspects under consideration were developed to show how they have evolved, followed by expounding how they contribute to the current research while emphasising the gaps that the present research fills. Several sources were explored, including academic journals, books and book chapters, reports and publications, working papers, policy frameworks and other strategic documents, along with conference proceedings.

Meaning of an Entrepreneur

Over the years, the meaning of an entrepreneur has evolved along different perspectives. The Innovative perspective of an entrepreneur was championed by Joseph Schumpeter as an innovative craftsman (Schumpeter, 1934, 2008). Schumpeter explained entrepreneurs' innovative capabilities, arguing that creativity or innovation was the most critical factor contributing to entrepreneurial success. Entrepreneurs' creative talents enable them to identify new or alternative ways of dealing with challenges (Boyd & Gumpert, 1983).

The opportunity perspective of an entrepreneur was championed by Israel Kirzner, who argued that they are critical for entrepreneurial success (Kirzner, 1979; 1982; 1997; Bjerke & Karlsson, 2013). From the 2000s, scholars began to question the contribution of innovation *per se* for entrepreneurial success, arguing that creativity and innovation should be directed at creating or exploiting market opportunities (Shane & Venkataraman, 2000; Maija, Rodney, & Shrader, 2012).

The personality perspective of an entrepreneur was pioneered by Frank Knight in 1921, who argued that entrepreneurs had distinctive personalities that set them apart from

general business managers (Kerr, Kerr, & Xu, 2017). Traits identified amongst entrepreneurs include risk-taking, achievement seeking, independence, and control (Connolly, O'Gorman, & Bogue, 2006; Stevenson & Jarillo, 1990). These arguments though logical, contrast sharply with entrepreneurship programmes that target youth and adults to become economically active (Rae, 2005; Cope, 2005; Dhliwayo, 2008). Moreover, scholars disagree on the traits that define an entrepreneur (Bird, 1988; Chell, 2008; Frese & Rauch, 2008). Guided by the personality theory, the present research explored qualities that made South African and Ugandan youth successful entrepreneurs.

Entrepreneurial identity discourse arose from attempts to distinguish between people with and without entrepreneurship potential (Dyer, 1994; Schein, 1995). Entrepreneurs are believed to be committed to a set of values, beliefs and objectives and have a strong belief in their future (Vesalainen & Pihkala, 2000). As entrepreneurial identity encourages entrepreneurs to perceive who they are and their role in society (Alsos, Clausen, Hytti, Solvoll, 2016; Hoang & Gimeno, 2010; Liñán, Ceresia & Bernal, 2018), this research explored the transformation of South African and Ugandan youth into successful entrepreneurs (Zhang & Chun, 2018; Santos, Neumeyer, & Morris, 2019).

The type of entrepreneur discussed in the present research is the “regular entrepreneur”. This type of entrepreneur takes the risk of starting up, taking over, or entering a joint business venture to make a profit by adding value to goods, services, or new production methods (Lumpkin & Dess, 1996; Shane & Venkataraman, 2000; Yamada, 2004).

While entrepreneurs can be identified from several perspectives, there seems to be no agreement on the characteristics that define them (Bird, 1988; Chell, 2008; Frese & Rauch, 2008). While the personality perspective suggests that entrepreneurs are born with inherent characteristics, it is possible to create and nurture entrepreneurs through experiential and holistic learning processes (Rae, 2005; Cope, 2005; Dhliwayo, 2008). Countries such as Brazil and Columbia, and the top business schools, have proven that effective entrepreneurial learning programmes can create successful entrepreneurs.

Understanding Entrepreneurship

The discourse on entrepreneurship has evolved along different theoretical domains from economics, sociology, psychology, and the situational and contextual perspectives. Manalel and Cherukara (2011) posit that the economics perspective has dominated entrepreneurship discourse. The chronicle of Manalel and Cherukara (2011) was of particular interest to the present research because it laid the foundation for the understanding of what entrepreneurs do to create economic value and the influences

and personalities that shape how they conduct themselves (Douglas & Shepherd, 2002).

The Contextual Perspective of Entrepreneurship:

Some authors suggest that entrepreneurship should be studied within its context as it provides insights into the nuances that underpin entrepreneurial success (Steyaert, Bouwen & Van Looy, 1996). The practice of entrepreneurship differs between countries owing to contextual differences. In Africa, entrepreneurship is considered the willingness and ability to identify opportunities and establish and run a successful venture (Eze & Nwali, 2012; Odia & Odia, 2013; Ekanem, 2005). Entrepreneurship development in Africa is viewed from the perspective of small, micro, and medium-sized enterprises (SMMEs), which are considered engines for economic growth and development (Zondi, 2017; Inyang & Enuoh, 2009; Lucky & Minai, 2011; Adisa, Abdulraheem, & Mordi, 2014). This research utilised the contextual perspective to guide comparison between South African and Ugandan contexts.

The Process-based Perspective of Entrepreneurship:

A process-based approach is deemed to offer a more practical understanding of entrepreneurship as it is understood that they are preoccupied with the day-to-day challenges in a changing environment (Gartner, 2007; Stevenson & Harmeling, 1990; Steyaert, 1997). The process-based approach was of particular interest to this research in that it helped understand the processes that youth entrepreneurs in South Africa and Uganda went through to become successful. Gartner (2007) argues that passion drives the creative process and encourages the entrepreneur to stay focused amidst challenges of mobilising resources, motivating workers, and introducing new products into the market (Baron, 2008; Cardon, Wincent, Singh, & Drnoveski, 2009). Consequently, this research explored the role of passion as an essential personal characteristic for entrepreneurial success (Wharton School, 2011).

Entrepreneurial Event Perspective of Entrepreneurship:

Shapiro and Sokol (1982) championed the “entrepreneurial event” to explain how people become entrepreneurs. According to Shapiro and Sokol (1982), the entrepreneurial event typically comprises five characteristics; initiative-taking, consolidation of resources, management of the organisation, relative autonomy, and risk-taking. Building on Shapiro and Sokol’s entrepreneurial event, this research explored how the intentions to start a business were formed among South African and Ugandan youth entrepreneurs (Krueger, Reilly, & Carsrud, 2000).

Entrepreneurship Development Perspective:

Connolly et al. (2006) argue that the concept of entrepreneurship should be promoted as a societal culture. This will allow society to adopt behaviours that encourage and promote entrepreneurial characteristics such as innovation, risk-taking, and self-reliance (Audretsch, 2009). This can be achieved through entrepreneurship education delivered through action and problem-based learning in actual business settings (Tanveer, Ali, & Ul Haq, 2021; Rae, 2003; Eze & Nwali, 2012). Institutions can be used to provide skills and encourage more people to start or expand their businesses (Kiškis & Kiškienė, 2021; Mwatsika, 2015). Hence, this research explored aspects of education that triggered the desire to pursue entrepreneurship and has made recommendations on how governments and other stakeholders can collectively implement entrepreneurship development interventions that provide youth with requisite competences.

Theories of Entrepreneurship

Innovation Theory of Entrepreneurship:

The innovation theory expounded by Joseph Schumpeter from the 1930s posits that entrepreneurship is synonymous with innovation based on craftsmanship. Innovations include a new or significantly improved product (good or service), process, new marketing or organisational methods in business practices, workplace organisation or external relations (Mintzberg, 1987; OECD, 1997; Tzeng, 2009; Tripsas & Gavetti, 2000; Kaplan & Tripsas, 2008). Citing Schumpeter's work, Fritsch (2017) argues that real entrepreneurs establish new combinations, which include introducing a new product, a new production method, a new market, a new source of supply of raw materials or semi-manufactured goods, or a new organisation (Hanappi & Hanappi-Egger, 2004; Kurz, 2012; Dodgson, 2011).

However, Schumpeter has been criticised for disregarding the seemingly repetitive or imitative ventures or small firms whose so-called new combinations may be insignificant, yet they contribute immensely to economic growth and development in most countries (Aldrich & Martinez, 2001; Fritsch, 2013). Additionally, Croitoru (2012) argues that Schumpeter generally ignored the importance of market knowledge because he believed that entrepreneurs primarily relied on their intuition. Shane (2003) argues that the Schumpeterian types of entrepreneurs are few and far between and that most are opportunity-seeking. In relation to this research, Schumpeter's perspective of entrepreneurship helped explain what the South African and Ugandan youth entrepreneurs did to expand markets for their products and services.

Opportunity Based Theory of Entrepreneurship:

This theory championed by Israel Kirzner, a British-born American economist from the early 1970s, is anchored on the Austrian opportunity theories where an entrepreneur identifies an opportunity in the market and fulfils it by providing a suitable product or service (Kirzner, 1979; 1982; 1997; Maija et al., 2012). Opportunities could include favourable circumstances or problems, changes in government policy, economic, technological or social environments that create possibilities for creativity or potential demand for products or services (Bjerke & Karlsson, 2013; Chalkley, Hogan, & O’Gorman, 2012). Although opportunity identification is deemed critical for entrepreneurial success, some scholars argue that the concept is not well understood because its tangible value can only be assessed ex-post (Shane, 2003; Gartner, 2008; Companys & McMullen, 2007; Dimov, 2011; Ihrig, Knyphausen-Aufseß, & O’Gorman, 2005). Despite its criticisms, this research values its contribution to understanding how entrepreneurs position themselves in the market. Consequently, South African and Ugandan youth entrepreneurs were engaged to understand how they identify and evaluate market opportunities.

Entrepreneurial Intentionality Theories of Entrepreneurship:

These are anchored on Neoclassical theories of entrepreneurial behaviour, where entrepreneurs are driven by profit-seeking intentions. The theories are premised on the belief that some people do not fear risk and are adept at exploiting opportunities (Endres & Woods, 2006). Based on this understanding, this research engaged South African and Ugandan youth entrepreneurs to understand how they developed and pursued profit-seeking intentions.

Effectuation Theory of Entrepreneurship:

This theory is championed by Saras Sarasvathy, who opines that opportunities are not necessarily found by a prospective entrepreneur but are instead created through effectuation (Sarasvathy, 2001; 2003). The theory posits that entrepreneurs inherently possess internal capabilities or resources for entrepreneurial success. Entrepreneurship development interventions are championed because the capabilities required for entrepreneurial success can be developed and nurtured (Mwatsika, 2015). Effectuation theory was of interest to this research in that it helped explore qualities or internal resources that the South African and Uganda youth entrepreneurs exploited to their advantage.

Economist-Based, Individual-Based, and Process-Based Theories:

According to Khor (2017) and Chow (2006), economist-based entrepreneurship theories examine the entrepreneur from a personality perspective. In this case,

an entrepreneur is construed to mean a person who assumes various roles such as a risk-taker and innovator and implements actions that result in economic growth. Individual-based theories focus on the personal approach to entrepreneurship, drawing on one's psychological, social backgrounds and personality traits that are considered critical ingredients that foster creativity (Sarasvathy, 2001). Unlike the other two theories, the process-based theory is multi-dimensional and broader and brings together critical elements that combine to bring about entrepreneurial success (Gartner, 1985). These elements include the person who starts a business, the firm that acts as a vehicle for conducting business, the environment around the firm, and the new venture process, including the person's actions to start the business (Gartner, 1985). The three theories of entrepreneurship explain how entrepreneurs develop unique blends of beliefs, attitudes, and values which influence their entrepreneurial decisions and actions (Giancola, 2006; Khor, 2017). The entrepreneurs' lived experiences draw not only the processes of starting and growing the business but also the emotion attached to it. This understanding guided the researcher to explore the lived experiences of South African and Ugandan youth entrepreneurs drawing attention to their behavioural characteristics.

Resource-Based Theory of Entrepreneurship:

According to this theory, people are attracted to entrepreneurship if they have proximity to resources (Alvarez & Busenitz, 2001; Barney, 2001). These resources include financial capital (Schweinbacher, 2007), family capital (Parcel & Menaghan, 1993), human capital (Hitt, Biermant, Shimizu, & Kochhar, 2001; Cetindamar, Gupta, Karadeniz, & Egrican, 2012) and social capital (Chiles, Bluedon, & Gupta, 2007; Davidsson & Honig, 2003). Access to these resources enables entrepreneurs to exploit opportunities and manage the value-adding processes of their businesses (Lin, Ensel, & Vaughn, 1981; Bhagvatula, Elfring, van Tilburg, & van de Bunt, 2010). Therefore, this theory was critical because it guided understanding of how the youth entrepreneurs acquired the resources for their business.

Theories of Learning

Schunk (2012) defines learning as "... an enduring change in behaviour, or the capacity to behave in a given fashion, which results from practise or other forms of experience" (p.2). According to Kolb (1984), learning is "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (p. 41). Learning theories explain how people acquire, organise and deploy skills and knowledge. Thus, entrepreneurship

programmes for young people can benefit from learning theory by adopting more effective methods for imparting entrepreneurial skills.

How Entrepreneurship Learning Can Benefit from Learning Theory

Through contextual learning, young people develop intuitive, relational and negotiation skills, which are considered crucial for entrepreneurial success (Rae, 2005). Through social and industry networks, people assemble entrepreneurial ideas, and by engaging and using contextual learning, they make sense of what works in their situation (Rae, 2004). According to Rae (2005), entrepreneurial learning has become an increasingly important aspect of entrepreneurship development because it unlocks the human, social and behavioural aspects, improving understanding of how entrepreneurs make meaning out of their context. In this research, learning theories and learning styles helped explain how youth entrepreneurs learned about entrepreneurship and how they got embedded within the “art” of entrepreneurship (Rae, 2005). These theories also informed recommendations for educators responsible for entrepreneurship development to design programmes that produce practical entrepreneurs (McCarthy, 2016).

Theories of Economic Development

Economic theories provide governments with policy options for uplifting the livelihoods of their citizenry. Governments pursue economic policies for economic growth to increase the country’s economic outputs (Kohn, 2009) or to maximise benefits for their populations by improving their quality of life and living standards (Gainullina, 2016). The later policies aim at creating jobs, increasing wealth, investment and prices of goods and services produced by the economy (Soogwan & McNeely, 2012).

Schumpeter’s Theory of Economic Development:

Schumpeter perceived economic development as a “revolutionary revolution” process where the entrepreneur acts as the agent of change and the bearer of mechanisms for change (te Velde, 2009; Fritsch, 2017). Schumpeter's economics theory centres on the role of entrepreneurs as creators of new ventures, which result in employment, increased competition and enhanced productivity through technological advancements (Acs, 2006; Malizia, 1990; Baumol, 2004; Schumpeter, 1934, 2008). Birch et al. (2017) opine that Schumpeter’s theory is driven by creative individuals who distinguish themselves by doing things differently, exploiting new ways of using technology to benefit customers, thus contributing to economic development.

Schumpeter’s critics claim that he struggled to reconcile continuity and change despite the shrewd arguments. Critics opine that he emphasised how the

mechanisms of change, such as technological change and the emergence of new markets, work rather than the entrepreneur's individual actions that facilitate those changes. Similarly, it is claimed that his theory failed to elaborate on the endogenous process of change (te Velde, 2009). Nevertheless, this research applauds Schumpeter's economic development theory, especially as it highlights the role entrepreneurs play in linking factors of production with capital. By so doing, entrepreneurs stimulate changes that result in innovations, bringing about massive changes in the economic landscape (Fritsch, 2017; Hanappi & Hanappi-Egger, 2004; Kurz, 2012; Dodgson, 2011).

New Institutional Economics Theory:

The New Institutional Economics (NIE) theory championed by Oliver Williamson, Ronald Coase and Douglass Cecil North emphasises the need for strong legal, financial, and political institutions associated with rapid economic growth (Claude & Shirley, 2014; Malizia, 1990). It outlines the roles governments play to shape the business environment, commonly referred to as the "visible-hand" approach (Richter, 2005). The NIE theory is relevant to this research in that it highlights the contributions that entrepreneurs make towards economic growth and development. It also highlights the government's role in providing a conducive environment for entrepreneurship to thrive.

Neoclassical Theories:

Neoclassical economics, generally attributed to Alfred Marshall's work, is based on the premise that individual customers' decisions and actions influence market forces. Customers make rational choices in their purchase behaviours to satisfy their needs (Arnsperger & Varoufakis, 2006; Lawson, 2013). However, several critics point out that the mathematical models are poorly defined and fail to address the market reality (Chick & Dow, 2001; Lawson, 2006). Nevertheless, neoclassical economics raises three fundamental issues relevant to this research: (a) methodological individualism, which explains the actions, values and beliefs of individual consumers (Hodgson, 2007); (b) the rationality of the consumer based on possession of complete information (Gans, 1996; Kjosavic, 2003); and (c) the role of competition in utility maximisation (Aspromourgos, 1986). The entrepreneur's ability to understand how customers behave and make purchase decisions, and influence such decisions is critical for offering goods and services that succeed in the market (Wharton School & LvBS, 2011).

How Mental Triggers Influence Entrepreneurship

Understanding the influence of mental triggers on entrepreneurship helps explain the psychological factors that encourage or constrain youth from succeeding in entrepreneurship. The extant literature identifies several triggers believed to be driving youth towards entrepreneurship. They can be categorised into three thematic areas; environment, entrepreneurship education, and personal characteristics.

The Environment:

The environment refers to the situation that the youth are exposed to at home, school, or work, in the community and in society (Stevenson & Jarillo, 1990). The environment is believed to strongly influence one's entrepreneurial intentions (Elliott et al., 2020). It presents opportunities that astute entrepreneurs identify and explore (Acs, 2006). The environment includes the ecosystem supporting entrepreneurs to thrive (Robina-Ramírez & Human, 2020). Families are believed to stimulate and support entrepreneurial activities by providing capital, career guidance, moral support and a situated learning environment for entrepreneurship (Turulja et al., 2020; Zhu, Zhou, Lau & Welch, 2020; Georgescu & Herman, 2020; Sharma, 2014; Hamilton, 2011).

Although environmental factors are believed to influence youth to pursue entrepreneurship, it is unclear how the potential youth entrepreneurs identify and evaluate business opportunities from the environment. Hence, this research explored how specific aspects of the environment influenced budding entrepreneurs in South Africa and Uganda. Understanding the interface between the youth entrepreneur and opportunities in the environment enlightens how they choose the opportunities to pursue (Cohen & Winn, 2007; Smith, Matthews, & Schenkel, 2009; Klein, 2008; Shane, 2000).

Entrepreneurship Education:

Education, in general, provides the human capital, the know-how required to succeed in entrepreneurship (Holienska, Pilková, & Jančovičová, 2016). It generates entrepreneurial competency and builds self-efficacy and entrepreneurial identity (Elliott et al., 2020). It shapes the mindset and creates motivation for entrepreneurship (Ilayaraja, 2015). However, several criticisms have been labelled on how entrepreneurship is taught (Fotache & Bucșă, 2020). Several authors have strongly recommended revamping the education system to develop entrepreneurship competency and strengthen educators' pedagogical skills (Forcher-Mayr & Mahlkecht, 2020; Elliott et al., 2020; Wraae & Walmsley, 2020; Morris & Liguori, 2016; Drucker, 1985; Flores & Gray, 2000). Forcher-Mayr and Mahlkecht (2020) and Brijlal (2008) contend that tertiary institutions churn

out job seekers and potential bureaucrats than entrepreneurially oriented graduates.

Although the literature emphasises the importance of entrepreneurship education and proposes how it should be delivered, it is not explicit on the specific aspects of education that stimulate entrepreneurial intentions (Morris & Liguori, 2016; Shay & Wood, 2004; Isaacs, Friedrich, & Brijlal, 2007; Dhliwayo, 2008; Co & Mitchell, 2006). Hence, this research explored narratives of youth entrepreneurs to understand how entrepreneurship education contributed to their entrepreneurial careers. The research has also proposed better ways of contextualising and delivering entrepreneurship education to stimulate youth entrepreneurship (Benson, 1989; Antoncic, Scarlat, & Erzetic, 2004; Tan & Ng, 2006; Dhliwayo, 2008).

Personal Characteristics:

Some people are said to be attracted to entrepreneurship by personal motivations (Ibidunni et al., 2021; Stevenson & Jarillo, 1990). One's personality and other qualities such as innovativeness, proactiveness, self-efficacy, and high-stress tolerance are considered determining factors for starting a business (Rauch & Frese, 2008). Other personal characteristics such as background, skills, creativity, and independence are believed to drive people into entrepreneurship and influence their entrepreneurial success (Rudawska, 2020; Orford et al., 2003). One's psychological disposition is thought to get a person thinking about a career in entrepreneurship (Urban & Teise, 2015). Similarly, believing that entrepreneurship is a worthwhile endeavour instils self-confidence and the aspiration and resolve to start a business (Rousseau & Venter, 2009; Krueger & Carsrud, 1993). Building on Ajzen's (1991) theory of planned behaviour, Pihie (2009) explains that one's aspirations to work for themselves could be a driving factor for pursuing entrepreneurship. Additionally, being self-employed arises from intense belief and confidence in one's abilities (Townsend, Busenitz, & Arthurs, 2010; Summatavet & Raudsaar, 2015). Although the literature identifies several personal characteristics that drive youth to pursue entrepreneurship, it is unclear how these qualities are formed and how they influence youth entrepreneurship. Hence, this research explored how the youth entrepreneurs acquired personal characteristics, including how they were formed at the formative stages of a young entrepreneur's life and nurtured towards entrepreneurial success.

Methodological Observations

McDonald, Gan, Fraser, Oke and Anderson (2015) reviewed the research methodologies and data gathering methods used in papers published in the top entrepreneurship journals between 1985 and 2013. After reviewing 3,749 articles, their findings showed that survey methods (54.28 per cent) were predominantly used for entrepreneurship research, followed by case studies (16.38 per cent) and interviews (14.89 per cent). This shows that survey methods typically used in quantitative research have predominated entrepreneurship research over the years (Gartner & Birley, 2002; Chandler & Lyon, 2001; Coviello & Jones, 2004). In general, quantitative methods typically follow a positivist philosophy and a deductive approach (Saunders et al., 2016; Bryman & Bell, 2015; Zikmund, 2003). McDonald et al. (2015) also explored how the different research methods have been used over the same period (1985 and 2013). Their findings show that the use of quantitative methods for entrepreneurship research has deteriorated more remarkably from the early 2000s than qualitative methods and case studies.

Although entrepreneurship is primarily deemed to concern human action and activity, Rosen (1997) and Seymour (2006) argue that positivist studies on the subject have focused on the entrepreneur's personal factors and market conditions. Indeed, several authors such as Chandler and Jansen (1992), Herron and Robinson (1993), Baum (1995), Lorrain, Belley, and Dussault (1998), and Loue and Baronet (2012) have used quantitative methods to determine the skills that entrepreneurs require. Other authors (such as Obschonka, Silbereisen & Schmitt-Rodermund, 2012; Zhao, Seibert & Lumpkin, 2010; Muller & Gappisch, 2005; and Baum & Locke, 2004) have used quantitative methods to determine characteristics common among entrepreneurs. These include risk attitudes, need for achievement, internal locus of control, innovativeness, and self-efficacy.

However, Ardley (2011) argues that positivist studies have often ignored people's micro-worlds shaped by their cognitive characteristics such as emotions, intuitions and motives, and how they make meanings of the world around them. These characteristics are shaped by one's lived experience (Moustakas, 1994; Mangan, Lalwani, & Gardner, 2004). The lived experience is said to trigger entrepreneurial thoughts and opportunity identification (Seymour, 2006; Ardley, 2011). Other authors such as Aldrich and Baker (1997), Landstrom (2008), and Perren and Ram (2004) have argued against using single methodological approaches in entrepreneurship research, insisting that the use of multiple methods exploits the strengths of each approach. Steyaert (1997) argues that one's choice of methodology for entrepreneurship research depends on their epistemological view of entrepreneurship.

Whichever methodological approach is chosen for entrepreneurship research, Ball and Foster (1983) advise that it must have a strong rationale and that the researcher must justify why they are using it. On the other hand, Bygrave (1993) and Hill and Wright (2001) argue for new and innovative entrepreneurship research approaches tailored to their unique context. However, McDonald et al. (2015) conclude that what is needed are not new approaches but rather methodological openness, pragmatism, and innovative techniques from other fields.

Rationale for the Selected Method

Many European doctoral researches on entrepreneurship have tended to utilise a qualitative ethnographic approach, using interviews and observation (Steyaert, 1997). Ethnographic approaches add explanatory flavour to the descriptive analysis of the entrepreneurs' contextual narratives (Curran & Blackburn, 2001). Interpretative methods increase understanding of the entrepreneur's actions and interactions as they unpack cultural aspects of the entrepreneurs' behaviours (Steyaert, 1997; Berglund, 2015). The entrepreneur's contextual experiences help understand their creative process, including how they develop innovation capabilities (Gartner, 2007; Van de Ven, 1992).

Other authors have argued for the process theory of entrepreneurship, where it is viewed as a practice-driven activity (Gartner, 2007; Chalkley et al., 2012). However, Steyaert (1997) argues that the process theory *per se* ignores other vital variables in the entrepreneurial process. Building his argument around Gartner (1985)'s four dimensions, namely; individual, organisation, environment and new venture process, Steyaert (1997) argues that the process approach only focusses on the microelement, the entrepreneur, leaving out the meso and macro aspects, which also influence the success of the entrepreneurial endeavour. Although an entrepreneur's act initiates entrepreneurship, several other events, circumstances, situations, and settings come into play to affect entrepreneurial outcomes (Bygrave, 1993). Hence, a process approach to entrepreneurship research that focuses on the dilemmas and events that the entrepreneur goes through is only good as a first step (Steyaert, 1997).

It is acknowledged that while entrepreneurship is multifaceted and develops over time, its complexity can be effectively captured if storytelling, identification of tipping points, and journey mapping approaches are adopted to unpack how it plays out in a real-world setting (Chalkley et al., 2012). Using the explorative phenomenological approach to facilitate the unfolding of their experiences makes it possible to highlight the events and circumstances that accounted for youth entrepreneurs' success (Bann, 2009). Describing the process of youth entrepreneurship using journey maps helps to unveil the critical ingredients and steps that should be embedded into an effective youth entrepreneurship development programme.

While journey mapping has been applied severally, it has been mainly used to understand customers' experiences as they select and use products or services (Alvarez et al., 2020; Suite, 2016; Fichter & Wisniewski, 2015; Følstad & Kvale, 2018; Mucz & Gareau-Brennan, 2019). The data generated is used to understand customers' perceptions and responses, informing the alignment of products, services and customer services. Journey mapping has also been used in lean transformation processes (Morrey, 2000; Flinchbaugh, 2005) and six-sigma (Bolte, 2014; Jepperson, 2005), where an elaborate change process is followed. It has also been applied in health care to understand patients' experiences to inform care quality improvements (Pierri, 2012; Qinghui et al., 2017; Santos et al., 2013; McCarthy et al., 2016). However, to the best of the researcher's knowledge, journey mapping has not been applied in entrepreneurship research, particularly in South Africa and Uganda.

Qualitative methods were selected for this research because of their strength in providing deeper insights, rich details and thick descriptions about the world of entrepreneurship (Jack & Anderson, 2002; Mouly & Sakaran, 2004; Berglund, 2007; Anderson, Dodd, & Jack, 2012; Kisfalvi, 2002; Rae, 2000).

Research Gaps

While entrepreneurs can be identified from several perspectives, there is no agreement on a set of characteristics that an entrepreneur should possess (Bird, 1988; Chell, 2008; Frese & Rauch, 2008). Similarly, although the personality perspective suggests that entrepreneurs are born with inherent characteristics, it is possible to create and nurture entrepreneurs through experiential and holistic learning processes (Rae, 2005; Cope, 2005; Dhliwayo, 2008). Many countries, such as Brazil and Columbia, and the top business schools, have proven that effective entrepreneurial learning programmes can create successful entrepreneurs by exposing young people to the real world of business. The exposure allows the youth to practice starting and running a business on a small scale before setting up a viable one. Through these approaches, young people who may not have been aware of their entrepreneurial potential discover themselves and, therefore, shape their entrepreneurial identities.

Several perspectives have been used to explain the phenomenon of entrepreneurship. However, no particular theory, including Shapero and Sokol (1982)'s entrepreneurial event, has provided a comprehensive explanation on how a person, particularly a youth, becomes an entrepreneur, not even how the intentions to start a business are formed (Krueger et al., 2000). It was highlighted that context is critical in understanding entrepreneurship. In Africa, for example, entrepreneurship is understood mainly in the context of SMMEs, which constitute the bulk of the continent's entrepreneurial activity. Research of this nature that explores how entrepreneurship is initiated and practised,

particularly among the youth, are few and far between and thus contributes significantly to the scholarship of entrepreneurship in Africa.

While several theories help illuminate the understanding of entrepreneurship, they fall short of providing contextual insight into how entrepreneurship is practised, particularly among the youth in developing countries. For example, the nature of entrepreneurial activity on the African continent is difficult to locate within Western-led theories, which conceive entrepreneurship as breakthrough innovations that disrupt existing markets.

Although scholarship on youth entrepreneurship has grown over the years, many authors believe that little is known, especially what youth entrepreneurs really are (Tweeten, 1992; Bishop, 1991; Delgado, 2004; African Commission, 2009; Kew, 2012; Afutu-Kotey, Gough & Owusu, 2017; Gough & Langevang, 2017). Similarly, apart from Chigunta (2000)'s seminal work, there has not been significant research on youth entrepreneurship, particularly in Africa.

Several gaps related to how mental triggers influence young people to pursue entrepreneurship are summarised in Table 3.7 below. Although positivist approaches have been used, among others, to determine the skills that entrepreneurs require and highlight the characteristics common among them, Ardley (2011) argues that they have ignored people's micro-worlds moulded by their cognitive characteristics, which are also shaped by their lived experience (Moustakas, 1994; Mangan et al., 2004). The lived experiences are believed to trigger entrepreneurial thoughts and opportunity identification (Seymour, 2006; Ardley, 2011). Indeed, several authors vouch for the use of qualitative research methods because of their capacity to provide deeper insights, rich details and thick descriptions about the world of entrepreneurship (Jack & Anderson, 2002; Mouly & Sakaran, 2004; Berglund, 2007; Anderson et al., 2012; Kisfalvi, 2002; Rae, 2000).

Main Research Gaps Identified in the Literature	
Gaps in the Literature	Reference
There is little mention of the need to and the strategies for addressing the mental barriers that constrain youth from succeeding in entrepreneurship.	Herrington et al., 2017; Dhliwayo, 2008; Tshikovhi & Shambare, 2012; Louw et al., 2003; Kew, 2012; Okojie, 2003;
Limited details on how the motivations, beliefs, ambitions and desires of young people towards entrepreneurship are formed and nurtured	Stevenson & Jarillo, 1990; Orford et al., 2003; Pihie, 2009; Ilayaraja, 2015, Rauch & Frese, 2008; Urban & Teise, 2015; Krueger & Carsrud, 1993

Main Research Gaps Identified in the Literature	
Although many authors emphasise skills-based entrepreneurship education, there is no prescribed evidence-based package of requisite entrepreneurship skills	Gibb, 1993; Shay & Wood, 2004; Cope, 2005; Co & Mitchell, 2006; Isaacs et al., 2007
Although entrepreneurship education stimulates the pursuit of entrepreneurship, the literature is not explicit about specific aspects of education that stimulate entrepreneurial intentions	Shay & Wood, 2004; Isaacs et al., 2007; Dhliwayo, 2008; Co & Mitchell, 2006
Although the environment offers entrepreneurship opportunities, it is not clear how people identify or evaluate which ones to pursue	Cohen & Winn, 2007; Smith et al., 2009; Klein, 2008; Shane, 2000
Although certain traits explain what entrepreneurs are, there is no agreement on the set of traits that define an entrepreneur	Bird, 1988; Chell, 2008; Frese & Rauch, 2008
Although the entrepreneurial event attempts to explain how people become entrepreneurs, it is not clear how this happens in real life	Krueger et al., 2000; Schlaegel & Koenig, 2014; Thompson, 2009
The concept of opportunity and its importance to entrepreneurial success is not well understood because its tangible value can only be assessed after the event	Shane, 2003; Gartner, 2008; Company & McMullen, 2007; Dimov, 2011; Ihrig et al., 2005
Efforts of governments, mainly South African and Ugandan governments, have not yielded the desired entrepreneurial outcomes among the youth	Namatovu et al. 2017; Okojie, 2003; Mmesi, 2015; LEAP, 2016; Cloete 2015; IYF; 2011; GoU, 2016; Tshikovhi & Shambare, 2012; Kew, 2012; Herrington et al. 2017; Cassim et al., 2014; NYDA, 2014; RSA, 2015; Maluleke, 2016
Despite talk on the value of youth entrepreneurship in economic activities, little is known about the subject, including what youth entrepreneurs really are	Tweeten, 1992; Bishop, 1991; Delgado, 2004; African Commission, 2009; Kew, 2015; Afutu-Kotey, Gough & Owusu, 2017; Gough & Langevang, 2017
Source: <i>Odongo, I. (2020)</i>	

In conclusion, the critical gaps identified in the literature include a lack of clarity on the following:

- How young entrepreneurs cope with challenges of youth entrepreneurship;
- How youth should be assisted to deal with mental barriers that constrain their success in entrepreneurship;
- What aspects of the environment that stimulate youth entrepreneurship;
- How youth identify and evaluate business opportunities;
- What type of education required to stimulate youth entrepreneurship;
- Which critical skills that youth require to succeed in entrepreneurship;

- How youth develop and nurture personal characteristics that spur them on to entrepreneurial success; and
- What key role-players need to do to enhance the success of youth entrepreneurship.

Methodology

The sample was drawn from a population perceived as key role players in youth entrepreneurship, as practising youth entrepreneurs, and promoters or facilitators of youth entrepreneurship. Due to their active participation, it was deemed that an appropriate sample could be purposively selected from this population because of their practical experience, knowledge, expertise and valuable insights on the subject (Palys, 2008). Out of a total sample of 70 respondents, 63 participated in the research, representing a 90% response rate. The respondents comprised 46 youth entrepreneurs for the first round of interviews and 20 in the second round, 12 entrepreneurship experts, and five government officials responsible for youth entrepreneurship. All discussions were voice recorded after obtaining consent from the respondents. Transcripts were sent to the respondents for review and validation. Transcribed data was uploaded for analysis into the MAXQDA software.

A three-step qualitative process was adopted to add rigour to the research and provide more specificity on factors that promote and develop youth entrepreneurship (Johnson, Adkins, & Chauvin, 2020; Noble & Smith, 2015; Golafshani, 2003). The three-step process included: 1. phenomenology, 2. the pragmatic approach, and 3. journey mapping. A phenomenological approach was used to describe the lived experiences of the youth in their efforts to become entrepreneurs (Moustakas, 1994; Seymour, 2006; Conklin, 2007). The pragmatic approach enabled the extraction of practical aspects, tipping points, from the lived experiences contributing to their entrepreneurial success (Darke, Shanks, & Broadbent, 1998; Goldkuhl, 2012). Journey mapping was used to plot individual journeys of youth entrepreneurs in their transformation from nascent to experienced entrepreneurs. This approach is often used to visualise a process that a person goes through to achieve a particular goal (Gibbons, 2018).

Data analysis was guided by a coding system developed from the research instruments. The system guided data extraction from the interview transcripts into themes or natural meaning units (Holm & Kildevang, 1996; Moustakas, 1994). Coded statements under each theme were further examined to contextualise their meaning and how they relate to the rationale behind the theme (Connolly et al., 2006; Bann, 2009). Further sub-themes were developed using inductive content analysis, which enabled the collation of statements bearing similar meanings (Armat et al., 2018; Kibiswa, 2019; Winson-Geideman, 2018). The sub-themes were used as a common base for comparing

different perspectives between respondents and the two countries ensuring that alternative voices were heard (Janice et al., 2002).

For the second round of interviews, transcripts from ten youth entrepreneurs were selected from each country based on the richness of their lived experiences for further examination and plotting of journey maps. The researcher engaged each of the 20 respondents to review and confirm whether the journey map represented their actual entrepreneurship journey. Journey maps from each country were collated into a framework representing each country and a macro framework for both countries.

Summary of Research Findings

Data analysis was guided by a data analysis plan that identified nine thematic codes. Under each of the thematic codes, sub-themes were inductively developed from collated statements from the respondents. The nine thematic codes include:

Thematic Coding	
Code	Description
1	Challenges faced by youth entrepreneurs
2	Personal characteristics that influenced youth to become entrepreneurs
3	Environmental factors that influenced youth to become entrepreneurs
4	Opportunity identification and evaluation by youth entrepreneurs
5	Business education and training
6	Success stories of youth entrepreneurs
7	Mental barriers that youth need to avoid or overcome
8	Recommendations on what can be done to get more youth to pursue entrepreneurship
9	Journey Map analysis (<i>for selected youth entrepreneurs only</i>)

The table entitled “Summary of the Common Responses by Thematic Code” found below provides a summary of the most frequent responses under each thematic code from the data collected during the first round of interviews.

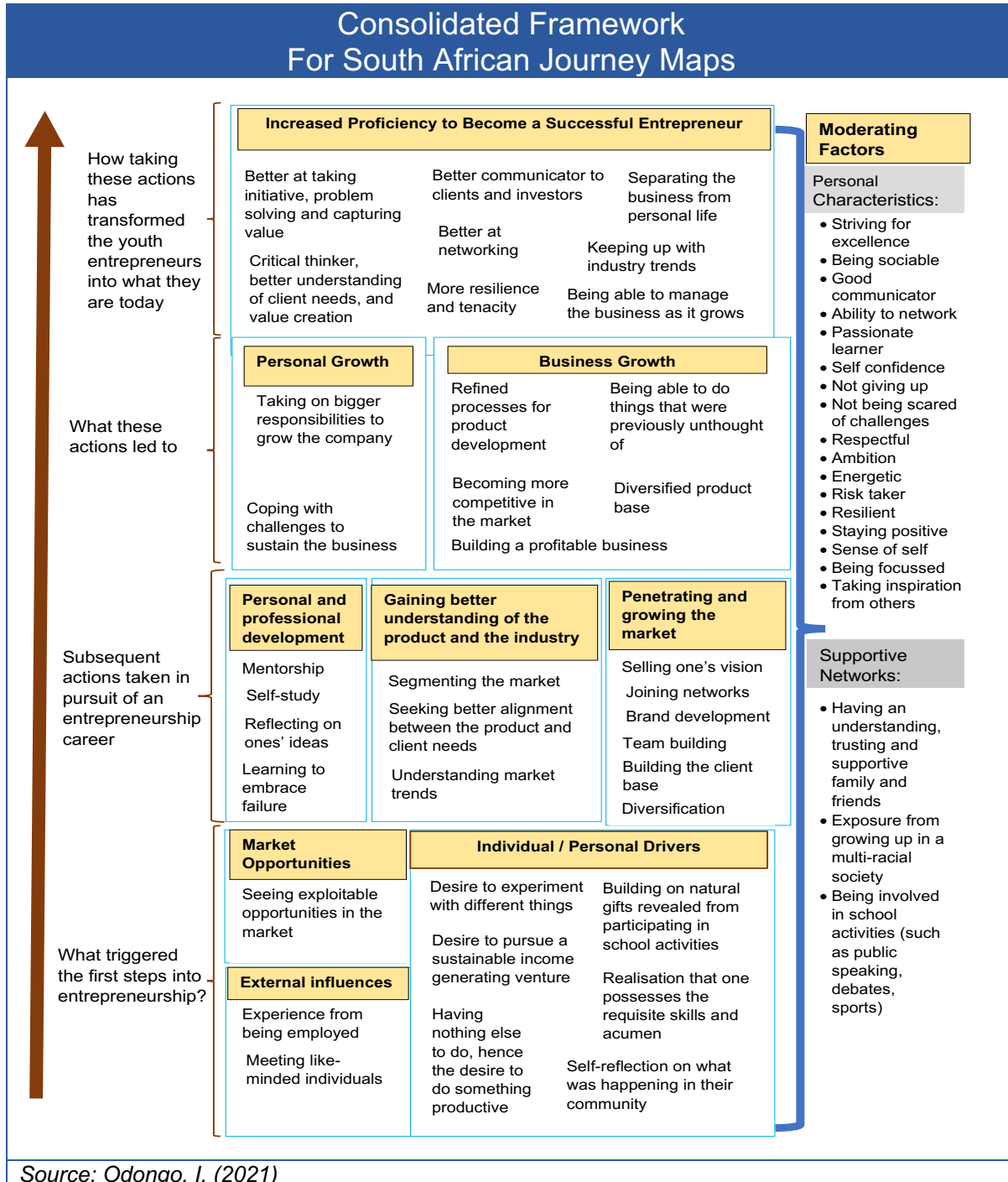
Summary of the Common Responses by Thematic Code		
Key Aspect	Sub-Themes Showing Common Responses	
	South Africa	Uganda
Code 1: Challenges Faced by Youth Entrepreneurs		
Challenges faced by youth entrepreneurs	<ul style="list-style-type: none"> • Lack of capital • Not having the skills to sell the business • Coming from underprivileged backgrounds • The education system is not focused on producing entrepreneurs • Lacking the ability or confidence to start and run the business 	<ul style="list-style-type: none"> • Lack of capital • Lack of transport • Poor weather conditions • Unfavourable government policies
How the youth entrepreneurs have sought or have been helped to overcome the challenges	<ul style="list-style-type: none"> • Joining networks • Investing time to build the brand • Accessing the market 	<ul style="list-style-type: none"> • Looking for cheaper sources of raw materials • Increasing stock levels to cover off-season periods • Turning to something else which could bring in money
Code 2: Personal Characteristics That Influence Youth to Become Entrepreneurs		
Personal characteristics that influence youth to become entrepreneurs	<ul style="list-style-type: none"> • Risk-taking • Problem-solving • Taking initiative • Provide solutions that last for a long time • Good relationships with other people • Go-getting • Doing research to understand the industry and business 	<ul style="list-style-type: none"> • Hard-working • Desire to help others • Being enterprising • Interacting with other people • Persistence • Self-confidence
How these personal characteristics were formed	<ul style="list-style-type: none"> • Upbringing from the family • The influence of the mother • Influence from friends and other role models 	<ul style="list-style-type: none"> • Upbringing from the family • Influence from friends and other role models • An eye for identifying a challenge using expertise to solve the challenge
Code 3: Environmental Factors That Influenced Youth to Become Entrepreneurs		
The environmental factors that could have influenced the youth to venture into entrepreneurship	<ul style="list-style-type: none"> • Lessons learned from the environmental factors/own discovery • The influence of the mother/grandmother • Family upbringing 	<ul style="list-style-type: none"> • Lessons learned from the environmental factors / own discovery • Family upbringing • The influence of the mother/auntie/grandmother

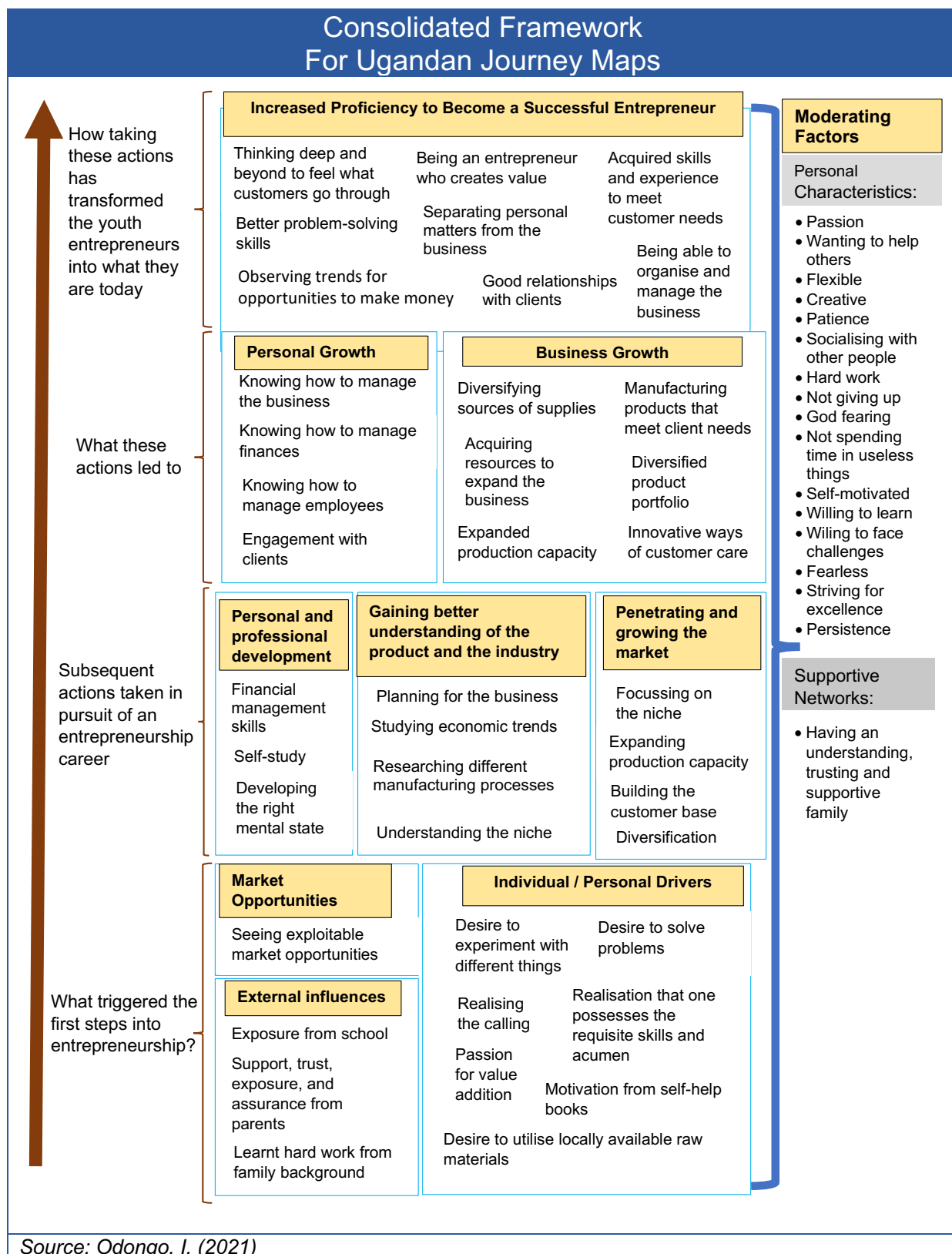
Summary of the Common Responses by Thematic Code		
Key Aspect	Sub-Themes Showing Common Responses	
	South Africa	Uganda

Code 4: Opportunity Identification and Evaluation by Youth Entrepreneurs		
How youth entrepreneurs identify a business opportunity	<ul style="list-style-type: none"> • A need in the market • A problem in the community • 'What you make of 'it' 	<ul style="list-style-type: none"> • A problem in the community • A need in the market • 'What you make of it'
How youth entrepreneurs evaluate a business opportunity	<ul style="list-style-type: none"> • Economic viability • Beneficial to all parties • Something that you want to do 	<ul style="list-style-type: none"> • Economic viability
How to help young people improve their ability to spot opportunities	<ul style="list-style-type: none"> • Developing entrepreneurial awareness • Developing entrepreneurial mindsets • Helping youth to understand sources of opportunity • Encourage youth to start small and learn how to run a business 	<ul style="list-style-type: none"> • Parents should groom their children into the business right from the start • Implement community entrepreneurship programmes • Incorporate creativity, problem-solving, and critical and lateral thinking in the curricula
Code 5: Business Education and Training		
Business education received	<ul style="list-style-type: none"> • Financial management • Marketing and customer service • Business management • Self-taught 	<ul style="list-style-type: none"> • Financial management • Marketing and customer service • Business management
Training received which has been more beneficial to the business	<ul style="list-style-type: none"> • Marketing and customer service • Financial management • Business management 	<ul style="list-style-type: none"> • Financial management • Customer care
The value of business education	<ul style="list-style-type: none"> • Teaches to manage and grow the business • Teaches business language • Helps understand the industry/market 	<ul style="list-style-type: none"> • Widens your perspective • Teaches how to manage and grow the business
The kind of business education which should be provided	<ul style="list-style-type: none"> • Self-study / personal development • Developing industry / technical competence • Teaching people to understand the real world of business 	<ul style="list-style-type: none"> • On the job training • Developing industry / technical competence • Teaching people to understand the real world of business

Summary of the Common Responses by Thematic Code		
Key Aspect	Sub-Themes Showing Common Responses	
	South Africa	Uganda
Code 6: Success Stories		
Entrepreneurial quality demonstrated	<ul style="list-style-type: none"> • Personal interest, passion, and creativity to start his business • Exploiting networks to grow the business • Being inquisitive and eager to apply what she was learning 	<ul style="list-style-type: none"> • Self-drive and tenacity to succeed in her business • Utilising self-confidence and aggressive marketing • Seeing an opportunity in the transport sector and developing a technology application for it
Code 7: Mental Barriers That Youth Need to Avoid or Overcome		
Mental barriers that youth need to avoid or overcome	<ul style="list-style-type: none"> • Inferiority complex • Looking for the easier way • Lifestyle influences • Lack of patience 	<ul style="list-style-type: none"> • Lifestyle influences • Inferiority complex • Lack of patience • Looking for the easier way
How youth can overcome the mental barriers	<ul style="list-style-type: none"> • Developing self-efficacy • Adopting positive thinking • Developing a patient attitude and tenacity 	<ul style="list-style-type: none"> • Developing a patient attitude and tenacity • Hard work • Taking the initiative
Code 8: Recommendations		
What the youth can do to get into and succeed in entrepreneurship	<ul style="list-style-type: none"> • Build capacity to manage and grow the business • Start small and start now • Increase understanding of the industry or market • Invest time for personal development 	<ul style="list-style-type: none"> • Start small and start now • Build capacity to manage and grow the business • Invest time for personal development of entrepreneurial qualities
What educational institutions can do to enhance youth entrepreneurship	<ul style="list-style-type: none"> • Create and promote entrepreneurial awareness • Build entrepreneurship skills • Encourage and promote creativity and creativity 	<ul style="list-style-type: none"> • Build entrepreneurship skills • Create and promote entrepreneurial awareness • Encourage and promote innovation and creativity
What families can do to enhance youth entrepreneurship	<ul style="list-style-type: none"> • Cultivate and nurture interest in entrepreneurship • Provide a supportive environment for children to develop into entrepreneurs 	<ul style="list-style-type: none"> • Cultivate and nurture interest in entrepreneurship • Provide a supportive environment for children to develop into successful entrepreneurs
What government can do to enhance youth entrepreneurship	<ul style="list-style-type: none"> • Develop and implement policies that provide a conducive environment for entrepreneurship • Create and promote entrepreneurial culture in communities 	<ul style="list-style-type: none"> • Create and promote entrepreneurial culture in communities • Develop and implement policies that provide a conducive environment for entrepreneurship to thrive
<i>Source: Odongo, I. (2021)</i>		

Journey mapping was conducted on the lived experiences of selected South African and Ugandan youth entrepreneurs to show the pathways they followed in their transition to becoming entrepreneurs. In extracting responses from the lived experiences, the researcher sought to maintain the original meaning by retaining most of the respondents' actual statements (Slevin, 2002).

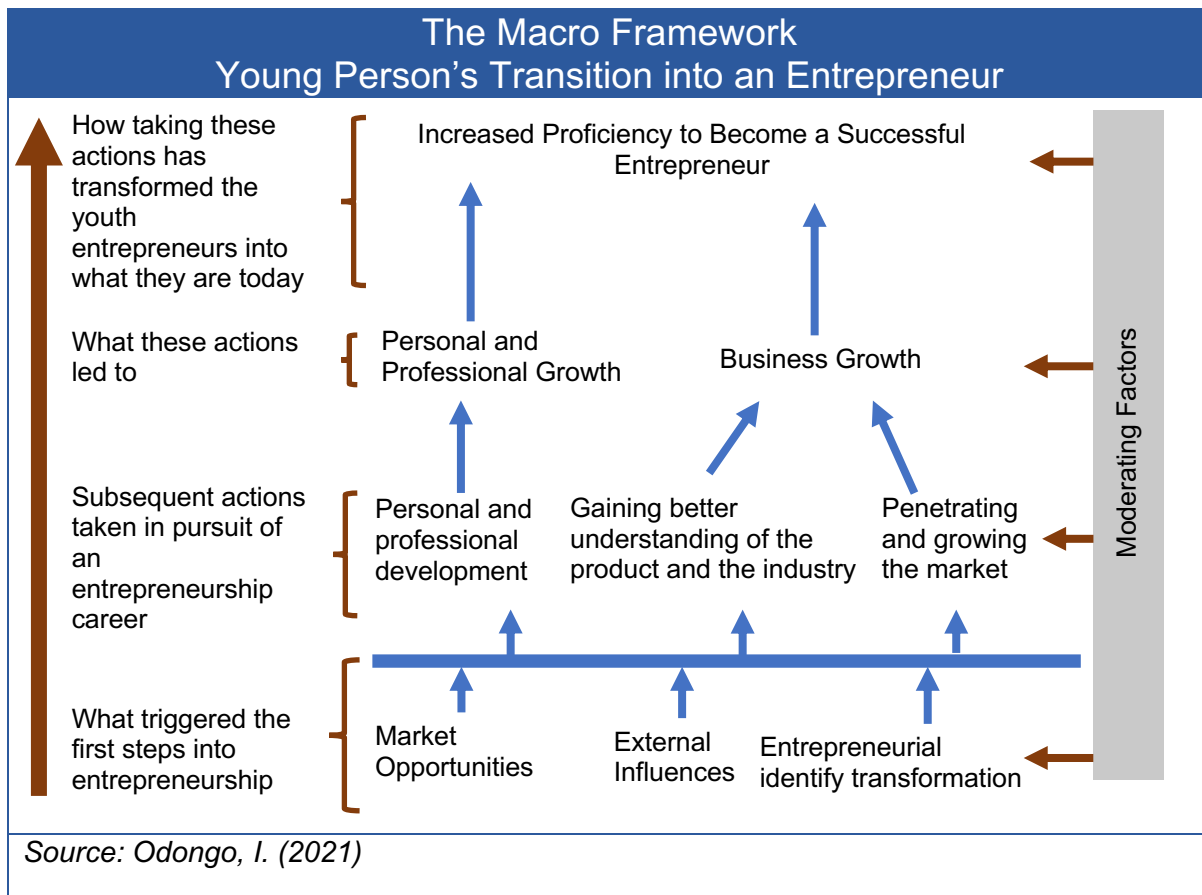




Source: Odongo, I. (2021)

After validation, patterns were examined across the different journey maps to identify salient features, commonalities and differences. Consequently, themes were consolidated to explain typical youth entrepreneurs' pathways. Two sets of frameworks were developed as shown above; the first one consolidates typical journey maps for each country. The second one constitutes a broader macro framework combining emerging themes from the two countries, see below

The Macro Framework consolidates journey maps from South African and Ugandan youth entrepreneurs into one macro framework depicting a young person's transition into an entrepreneur. It is worth noting that several similarities were found between the two countries, lending credence to the authenticity of the journey maps. Additionally, the frameworks are dominated by the elements of mental triggers; the environment, entrepreneurship education and personal characteristics. The journey maps also contain crucial actions for addressing youth entrepreneurs' challenges and mental barriers.



The Figures above provide critical inputs and a foundation for the conceptual model that better explains the factors related to mental triggers relevant to the promotion and development of youth entrepreneurship in South Africa and Uganda.

Synthesis and Integration

The synthesis of the data is confined to mental triggers, which are the core of this research.

Personal Characteristics

The research highlights essential characteristics portrayed by South African and Ugandan youth entrepreneurs as mental triggers that influenced their decision to venture into and succeed in entrepreneurship. Characteristics including: go-getting, determination, hard work, commitment, interpersonal relationships, and the desire to make money are cardinal attributes that are important for youth and entrepreneurs of all ages. Characteristics that influence entrepreneurship are well documented mainly as foundations of the trait theory of entrepreneurship. The trait theory suggests that entrepreneurs have distinctive personalities that set them apart from general business managers (Samašonok et al., 2020; Kerr et al., 2017). In addition, it is believed that entrepreneurs are born with some inherent personality characteristics or traits, which set them apart from non-entrepreneurs (Moyer, 2016).

However, it is not clear in the literature how the youth acquire these qualities or how they can be nurtured for entrepreneurial success. Therefore, the present research confirms that the nursery for these qualities is mainly the family. It is where the concept of entrepreneurship is introduced, cultivated and nurtured. Respondents articulated how keenly observing the actions of their parents and reflecting on their words enabled them to mould their own entrepreneurial behaviours. In the literature, families are considered breeding grounds for entrepreneurship (Georgescu & Herman, 2020; Sharma, 2014). This is because families influence their children's career choices. Families provide funds for their children's education and, in some cases, offer start-up capital for their businesses (Sharma, 2014). However, the literature is not explicit on how families function as breeding grounds for entrepreneurship.

The Environment

The environment's role in shaping youth entrepreneurship has been highlighted in the present research as one of the mental triggers. Of particular interest are the lessons of hard work and determination that the youth drew from their underprivileged backgrounds which they transferred to their businesses. Equally important are the voices of wisdom and the examples of parents reminding them that they have to change their future through effort and determination. This discussion emphasises the family's role in shaping children's entrepreneurial qualities through example and words of wisdom. How difficulties push people to venture into entrepreneurship is well

documented (Fairlie, 2013; Bjerke & Karlsson, 2013). Similarly, children who are raised with a sense of individualism and independence appear to succeed in entrepreneurship (Ilayaraja, 2015).

The literature also documents instances where young people are forced to support their families by becoming entrepreneurs (Alemayehu, 2014; Cetindamar et al., 2012). However, although the influence of the environment on youth entrepreneurship is well documented (Elliott et al., 2020; Bosma & Kelley, 2018), the literature is not particularly clear on how this influence actually happens. Therefore, this research fills this gap by elucidating how the youth have taken advantage of the influence of their families, guidance from parents, and the circumstances of their upbringing as the primary motivators for venturing into and succeeding in entrepreneurship.

Opportunity identification is considered a gateway toward successful entrepreneurship. It is fair to say that entrepreneurs would not sell their products or services without a viable business opportunity. Hence, identifying the right opportunity puts an entrepreneur in touch with the intended customer. Hence, knowing the sources of business opportunities is one of the key aspects the present research has investigated. The research has shown that whereas there are several possible sources of business opportunities, not every youth entrepreneur pursues all of them. It appears that the youth entrepreneurs follow the considerations that have previously worked for them, based on their experiences and value systems.

However, in the literature, the concept of entrepreneurship opportunity is not well elaborated or even understood (Shane, 2003; Gartner, 2008; Companys & McMullen, 2007; Dimov, 2011; Ihrig et al., 2005). Some authors argue that opportunity recognition might not be a prerequisite for success as an entrepreneur (e.g., Bjerke & Karlsson, 2013; Bosma & Harding, 2007). They argue that early-stage entrepreneurship in developing countries is predominantly a necessity rather than being opportunity-driven.

Similarly, Gartner et al. (2010) disagree that opportunity recognition and exploitation are necessary for business success. Likewise, Sarasvathy (2001; 2003) and Gartner et al. (2010) argue that many entrepreneurs have become successful without initially recognising a tangible opportunity, noting that they looked for opportunities after establishing the business. Klein (2008) even argues that Kirzner's concept of opportunity has been misunderstood, remarking that Kirzner did not refer to opportunity in a literal sense but rather as a metaphor that describes the processes that markets go through. Bjerke and Karlsson (2013) add that the desire to start a business may be circumstantial rather than opportunity driven. In a similar vein, Berglund (2015) argues that opportunity is a perception in an entrepreneur's mind that could be triggered by

previous experience or training which becomes relevant in particular contexts especially when market needs or gaps are identified.

Despite the above and other criticisms of the concept of business opportunity the present research concurs that their identification and exploitation, as articulated by the opportunity theory of entrepreneurship, are at the very heart of entrepreneurial success, without which entrepreneurship would not exist (Ioane et al., 2020; Kirzner, 1973; 1979; Chalkley et al., 2012; Chiles et al., 2007; Casson & Wadeson, 2007). Indeed, Kirzner (1997) argued that entrepreneurial success is derived from accurately assessing the nature and processes of markets and using that knowledge to continually discover ways to realise the gains from trade and innovation.

Equally crucial as opportunity identification is determining whether it is worthwhile pursuing. The present research has revealed the factors that the youth entrepreneurs consider in judging whether the opportunities should be pursued. The youth entrepreneurs seem to consider what has previously worked for them. Worth noting is evaluating the opportunity based on 'what you want to do'. This aspect highlights the influence of passion and desire in deciding to pursue an opportunity. It appears that South African and Ugandan youth entrepreneurs do what Timmons (1999) advises: that before jumping to exploit an opportunity it should be assessed on its value.

With regard to equipping the youth to enhance their capabilities to spot and evaluate business opportunities, the literature is not explicit. Few scholars, for example, Ibidunni et al. (2021), Turulja et al. (2020), Shane (2003) and Berglund (2015), attempt to explain how this capability can be acquired. They opine that prior knowledge through training or experience helps an entrepreneur to remain alert and make sense of the identified opportunity. The present research, however, has revealed two different schools of thought. On the one hand, the South African respondents put the youth at the centre of the intervention supported by external role players. Under this school of thought, the following interventions are proposed: teaching entrepreneurial awareness, developing entrepreneurial mindsets, improving understanding of the youth's circumstances as sources of opportunity, and starting small while learning in the process.

On the other hand, Ugandan respondents seemed to shift the responsibility to parents, communities, and educational institutions, hoping that the youth would be receptive to such support. Interventions proposed under this school of thought include: parents grooming their children in family businesses, implementing community entrepreneurship programmes, and incorporating problem-solving, critical thinking and lateral thinking in the education curricula. The researcher believes that the perspectives from both

countries are not mutually exclusive. Instead, they can be pursued simultaneously to enhance youth's capacity to spot and evaluate business opportunities.

Business & Entrepreneurship Education

Business and entrepreneurship education, the third of the three mental triggers, is considered equivalent to equipping youth with the ammunition needed to succeed in entrepreneurship. Through business education, youth entrepreneurs understand and utilise the tools they need to ensure that their businesses thrive. According to the literature, entrepreneurship education should develop the competencies required to succeed in entrepreneurship (Forcher-Mayr & Mahlknecht, 2020; Holienka et al., 2016) and the right frame of mind and mindset that entrepreneurship requires (Ilayaraja, 2015; Brijlal, 2008).

The current research has highlighted three skills areas that business education should deliver to facilitate entrepreneurship success. These areas include: 1. financial management, 2. marketing and customer service, and 3. business management. These constitute the pillars of business success. The findings of this research are supported by the literature, which highlights what entrepreneurship education should entail. According to the literature, business education should:

- Be incorporated in the curricula at all levels (Tanveer et al., 2021; Elliott et al., 2020; Gibb, 1997; Schoof, 2006)
- Include the development of business plans and business plan competitions (Wharton School, 2010; Tan & Ng, 2006)
- Enable learners to create and test their ideas in incubators (Wharton School, 2006)
- Incorporate business mentorship by experienced entrepreneurs (Tackey & Perryman, 1999)
- Encourage the creation and running of small ventures on the school campus and working on small consulting jobs (Tan & Ng, 2006; Cope, 2005)
- Include internships in the private sector and communities (Dhilwayo, 2008)
- Encourage learners to identify their entrepreneurship role models, model their entrepreneurship belief systems around them, and form their own identities (Dhilwayo, 2008).

The value of business education was also highlighted in the present research which could provide pointers towards its key objectives:

- To equip young people with the skills to manage a business;

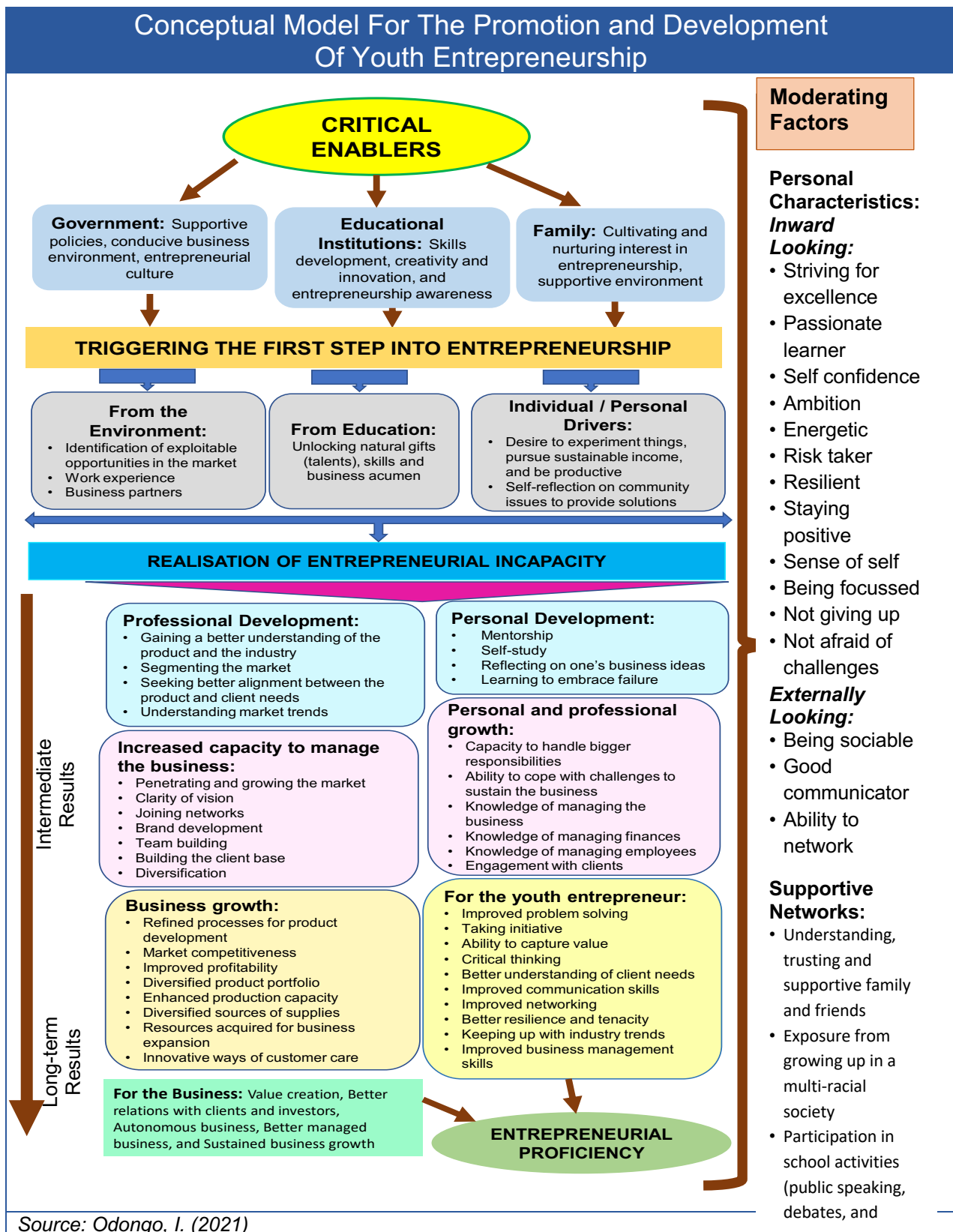
- To teach young people the business language which will help them to communicate effectively with clients, employees, shareholders, financial institutions, regulatory bodies, and with all other key stakeholders;
- To help young people gain a deeper understanding of the industry or sector of their interest or choice; and
- To enable young people to widen their perspectives so that they can appreciate issues from broader angles.

The Conceptual Model for Promotion and Development of Youth Entrepreneurship

The underlying thinking behind the conceptual model that better explains the factors related to mental triggers relevant to the promotion and development of youth entrepreneurship in South Africa and Uganda includes:

1. The model draws from the combined journey maps of South African and Ugandan youth entrepreneurs, which shed light on the critical steps or factors necessary for the promotion and development of youth entrepreneurship;
2. The model identifies critical enablers in the form of key role players; the government, educational institutions, and the family, whose roles are crucial for the promotion and development of youth entrepreneurship;
3. The model is conceived as a youth entrepreneurship competency framework with a set of personal and professional competencies, including the results that ensue from developmental actions and moderating factors which facilitate measurement of milestones and progress along the entrepreneurship journey;
4. By focusing on both personal and professional development the model provides a mechanism for strengthening the resilience of the youth to overcome the mental barriers that constrain their success in entrepreneurship, and;
5. The model is built progressively to indicate the individual steps along the transformative process into youth entrepreneurship for both the entrepreneur and the business from nascent to proficiency levels.

The figure below provides a schematic representation of the conceptual model informed by the underlying thinking above.



Critical Enablers

The fundamental roles of the key actors, the government, educational institutions and the family are deemed critical enablers that stimulate the first steps and subsequent development into youth entrepreneurship.

Factor 1 - Triggering the First Steps into Entrepreneurship

This foundational factor outlines how environmental factors can trigger entrepreneurial intentions among the youth. These factors include exploitable market opportunities, work experience and potential business partners who share similar interests. Educational institutions can also trigger the first step into entrepreneurship by unlocking young people's natural gifts, talents, skills, and business acumen. Individual drivers could also be triggering factors towards entrepreneurship. After taking the first steps into entrepreneurship, nascent entrepreneurs realise that they do not have the requisite capabilities to succeed, hence prompting the need for personal and professional development.

Factor 2: Personal and Professional Development

This factor emphasises that success does not come immediately after starting a new business. Understanding the market and aligning the new business with the clients' needs takes time hence the need to support budding entrepreneurs to acquire requisite skills and qualities.

Intermediate Result 1: Personal and Professional Growth

Devoting time and effort to personal and professional development yields tangible results for the individual entrepreneur, mainly in terms of enhanced capacity to manage their businesses.

Intermediate Result 2: Increased Capacity to Manage the Business:

Being new and having the disadvantage of age and inexperience requires that the nascent entrepreneurs explore growth opportunities. As new business owners they needed to align their products and services to the needs of the market and devote time and efforts to penetrate the market and expand their customer base.

Long-term Result 1: Business growth

By becoming competent business owners and expanding their customer bases, their businesses began to grow steadily.

Long-term Result 2: Entrepreneurial Proficiency

Taking steps to develop themselves, refining their product offerings, and expanding their markets enables the nascent entrepreneurs to demonstrate

increased entrepreneurial proficiency. The youth entrepreneurs hone their capabilities to create value by better understanding the problems they seek to solve and providing innovative solutions.

- **Moderating Factors**

Moderators are the factors that have sustained youth entrepreneurs along their entrepreneurial journeys. They are categorised into personal characteristics and supportive networks. Personal characteristics are either inward-looking, related to the individual or externally looking focussing on relationships with others. Both characteristics are critical primarily because successful entrepreneurs rely on themselves and their networks to identify and exploit opportunities.

Contribution to New Knowledge

The contribution to new knowledge from the present research is through methodology and the development of a new conceptual model.

Methodology

An interpretivist approach was preferred because of its ability to provide richer insights and thick descriptions of how youth entrepreneurship is practised. A three-step process within the realm of interpretivism was deemed the most appropriate way to achieve the aim of this research as it added rigour to the research and helped provide more specificity on the factors critical for promoting and developing youth entrepreneurship in South Africa and Uganda.

Incorporating journey mapping to visualise each youth's journey provided contextual flavour on how youth entrepreneurship is practised. It elaborated the processes followed towards becoming an entrepreneur, and revealed the nuances around each youth entrepreneur's journey, thus shedding light on what happens inside the world of youth entrepreneurship (Perez-Encinas et al., 2021; Jack & Anderson, 2002; Mouly & Sakaran, 2004; Berglund, 2007; Anderson et al., 2012; Kisfalvi, 2002; Rae, 2000). It is believed that journey mapping has not been used to understand the experiences of young people as they navigate their entrepreneurship journeys particularly in South Africa and Uganda. In a few instances where research has been conducted in some countries to understand the processes of youth entrepreneurship other methodologies have been applied.

New Conceptual Model

The research introduces a different approach towards promoting and developing youth entrepreneurship in South Africa and Uganda by using entrepreneurial competency to

unlock mental barriers that constrain youth from succeeding in entrepreneurship. This approach is different from that championed by development partners like the UN, ILO, the World Bank and the governments of South Africa and Uganda whose focus is mainly to develop young people's skills in entrepreneurship.

Conclusion

Three main contributions emerge from the research. The first is to illuminate the less understood phenomenon of youth entrepreneurship through the narratives and lived experiences of youth entrepreneurs in South Africa and Uganda. Second is the pioneering use of the journey mapping methodology not previously used in entrepreneurship research particularly in South Africa and Uganda. The third is a new conceptual model for promoting and developing youth entrepreneurship in South Africa and Uganda informed by young entrepreneurs' perspectives and lived experiences and the inputs from entrepreneurship experts and government officials. It must be kept in mind that the successful implementation of the conceptual model depends on:

- Clarifying the responsibilities for youth entrepreneurship;
- Development of youth entrepreneurship as a long-term effort;
- Aligning the content of the youth entrepreneurship programme to focus on developing entrepreneurial competency;
- Evaluating the success of the youth entrepreneurship development programme.

Responsibility for the Development of Youth Entrepreneurship

The family is where the seeds of entrepreneurship are sowed and nurtured (Zhu et al., 2020; Rudawska, 2020). Educational institutions should implement a competency-based curriculum, unlock learners' creativity and innovation potential, and direct learners towards careers of their choice (Forcher-Mayr & Mahlknecht, 2020; Elliott et al., 2020). They should also develop learners' problem-solving skills and encourage open-mindedness and deeper inquiry (Santos et al., 2019). Government should develop programmes that respond to the needs and challenges faced by the youth and provide an ecosystem that supports budding young entrepreneurs to thrive (Turulja et al., 2020; Anwana & Anwana, 2020; Orobias et al., 2020).

The Process of Youth Entrepreneurship Development

Unlike current practices involving one or two week 'ideation' boot camps where youth are tasked to come up with viable business ideas the present research suggests that

this should only be the first step. Budding entrepreneurs should undergo a progressive personal and professional development process in actual business settings.

The Content of a Successful Youth Entrepreneurship Programme

The content of the youth entrepreneurship programme should aim at developing entrepreneurial competences in the form of knowledge, skills, and entrepreneurial qualities (Forcher-Mayr & Mahlknecht, 2020; Fotache & Bucşă, 2020).

Evaluating the Youth Entrepreneurship Development Programme

Evaluation processes of the youth entrepreneurship programme should involve assessment of its short-term, medium-term and long-term results, which should be incorporated in the design of the programme (Robina-Ramírez & Human, 2020; Isaacs et al., 2007).

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